

**Annual Report of the
State Advisory
Committee on the
Education of Students
with Disabilities
FY 2008-2009**



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Acknowledgements

The State Advisory Committee would like to thank the following individuals from the Department of Education: Santina Thibedeau, McKenzie Harrington, Ruth Littlefield and Kathleen Murphy for their presentation and interpretation of Department of Education procedures and reports and to Terry Stafford for meeting preparations and minutes. We would also like to thank Maureen Tracey, a SAC member, for her presentation on the PBIS program and Joanne Malloy from the Institute of Disability for her presentation to the SAC.

Purpose

Legislative Mandate

Pursuant to RSA 186-C:3-b, the purpose of this report is to inform the Commissioner of Education, Governor and General Court on issues related to the education of children with disabilities in New Hampshire.

The State Advisory Committee's responsibilities include the following:

- Advise the New Hampshire Department of Education regarding unmet needs within the state related to the education of children/students with disabilities.
- Provide an annual report to the Governor and the State Legislature on the status of education of children with disabilities in New Hampshire.
- Comment publicly on the state plan and rules and regulations proposed for issuance by the state regarding the education of children with disabilities.

- Assist the state in developing and reporting such information and evaluations as may assist the U.S. Secretary of Education in the performance of responsibilities under 20 U.S.C. section 1418 of the Individuals with Disabilities Act.
- Advise the Department of Education in developing corrective action plans to address findings identified in federal monitoring reports.
- Advise the Department of Education in developing and implementing policies relating to the coordination of services for children/students with disabilities.

Composition

Openings on the State Advisory Committee (SAC) occur each year as members resign or move. Individuals interested in being nominated for membership on the State Advisory Committee should contact the N.H. Department of Education or the Chairperson of the State Advisory Committee. Members must fit into one of the legislatively mandated categories for membership; if they do not, or if there are no current vacancies in the appropriate category, individuals may wish to work with the subcommittees as an ad hoc member.

The committee is composed of representatives from the following groups/organizations/agencies:

- Individuals with disabilities or parents of children with disabilities
- Two members of the house education committee
- Two members of the senate education committee

- One representative of a vocational, community, or business organization concerned with the provision of transition services to children/students with disabilities
- One state education official, appointed by the governor.
- One local educational official, who shall be an administrator
- Two teachers, one of whom shall be a special education teacher
- One representative of the department of health and human services involved in the financing or delivery of special education or related services to children with disabilities, recommended by the commissioner of the department of health and human services
- One representative of the Disabilities Rights Center, recommended by the Disabilities Rights Center
- One representative of the Parent Information Center, recommended by the Parent Information Center
- Two individuals with disabilities who may have received special education services, one of whom may be a high school student
- One administrator of a public special education program
- One representative of an institution of higher education that prepares special education and related services personnel
- One representative of a private school approved for special education
- One representative of a chartered public school

- One individual representing children with disabilities who are home-schooled
- One representative from the department of corrections, and one representative from a county correctional facility, both of whom are responsible for administering the provision of special education or special education and related services
- A state and a local educational official who are responsible for performing activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. section 11431, et seq,
- A representative from the department of health and human services responsible for foster care, recommended by the commissioner of the department of health and human services

A simple majority of the committee members shall be individuals with disabilities or parents of children/students with disabilities. Members are appointed to staggered 2-year terms. A list of members who were appointed to serve during the 2008 – 2009 period may be found at the end of this report. A Chairperson is selected by a majority of the membership annually. Patricia Swonger currently serves as the Chairperson.

Meetings

The committee holds regular monthly meetings from September through June at the New Hampshire Department of Education to share information, discuss concerns, review committee reports, and make recommendations for further action. (reference page 2,

legislative mandate) Such action may take several forms: further study and research; discussion; requests for additional data from the New Hampshire Department of Education or other state departments, agencies, and organizations; written communication to the State Board of Education or the Commissioner of Education; or public comment on issues of concern to the committee. Meetings are open to the public. Minutes are prepared after each meeting and are distributed via e-mail to committee members as well as being posted on the Department web site. Hard copies of minutes are available at the following monthly meeting.

Organization

The State Advisory Committee utilizes subcommittees to study and report on specific issues identified by the committee. Committee members self-select the subcommittee(s) they wish to serve on based on their interests, expertise and concerns. The New Hampshire Department of Education provides staff to clarify the department's procedures; explain programs and/or initiatives; provide technical assistance, administrative support, statistical data, and other background information. During the period covered by this report the following subcommittees were in operation:

Membership Subcommittee:

Trisha Swonger, Chair
Donna Curtin
Caithlin Daley-Meinhardt

Legislative Subcommittee:

Dick Cohen, chair
Heather Thalheimer

FAPE/LRE Subcommittee:

Frank Sgambati, Chair
Janice Wiers
Dick Cohen

Angela Keef
Maureen Tracey
Anne Wilkinson

Parent Involvement Subcommittee:

Heather Thalheimer, Chair
Suzanne Whitney
Audrey Burke

Learning Differences Subcommittee:

Ben Kilham, Chair
Susan Frenette
Brian Balke

Complaints Fact Finding Subcommittee: (newly formed)

Ryan Fairchild, Chair

Autism Commission Liaison:

Brian Balke

Actions and Issues

During the period of September 2008 through June 2009, the State Advisory Committee was involved in a number of activities, which are outlined on the following pages.

In September 2008 the State Advisory Committee held its annual planning retreat in Concord, NH. The committee reviewed and edited the draft copy of the 2007-2008 annual report in preparation for the final copy to be submitted to the Commissioner of Education, the Governor, and the legislature.

There was an update report from the Bureau of Special Education by Santina Thibedeau. After this presentation the committee reviewed its current subcommittees and discussed focus areas for the coming year. From this discussion subcommittees (listed

above) for the current year were formed and a list of possible presentations to inform the SAC regarding particular topics of interest was created.

Following is a list of presentations to the SAC for 2008-2009 and the actions and findings of the subcommittees.

Collaborative Activities with the Department of Education:

During the 2008-2009 year the committee heard presentations on the following topics:

September 2008

Update report from the State Special Education Director- Santina Thibedeau

October 2008

PBIS – Maureen Tracey

November 2008

APEX II – McKenzie Harrington and Joanne Malloy

January 2009

Timeliness of Complaint Resolution – Santina Thibedeau

February 2009

State Funding – Santina Thibedeau

Timeliness of Complaint Resolutions – continuation for more information

March 2009

Timeliness of Complaint Resolutions (Data requested from original meeting on this topic) – Santina Thibedeau

May 2009

Stimulus Funds – Santina Thibedeau

June 2009

State Performance Indicators #3, #4, #5, #8, #11

3 Participation and performance of children with disabilities on statewide assessments

#4 Rates of suspension or expulsion

#5 Percent of children with IEP's ages 6-21:

- A. Removed from regular class less than 25% of the day
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements

#8 Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

#11 Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or state established timeline)

SUBCOMMITTEE REPORTS

Parent Involvement Subcommittee

The Subcommittee met for the first time before the December meeting. The committee realizes there is a Parent Involvement Stakeholders group whose focus is NH Department of Education, Bureau of Special Education's Parent Involvement Survey - a statewide survey for parents of students that are receiving special education services. The intent of the survey is to gain an understanding of how schools are facilitating parent involvement as a means of improving results for children with disabilities.

The focus of this subcommittee would be on Parent Advisory Council or PACs groups in the districts. PACs are for parents of children with IEPs and are mandated in some states. Angela O'Connor is collecting information and data on best practices for parent advisory councils. The group would like to provide a small paragraph on best practices for parent involvement on the Department's *Key Messages* that are distributed once a month. Heather Thalheimer began collecting information for the key messages as a vehicle to promote increased communication or partnerships for student success. Santina asked the subcommittee to go through her in order to use the *Key Messages*. Brian Balke stated that when information goes out through *Key Messages*, SAC should review them first. This would be unwieldy so the initiative was dropped. The subcommittee asked if the department had a white paper on parent involvement and was informed that it did not have one at this time. The subcommittee offered to develop a white paper on parent involvement as part of their charge. There was continued discussion on this. Suggestions were to have this be a collaborative effort between Title I, Special Education, and SAC to have schools and parents work together. There was a reminder to include the homeless population in shelters.

The subcommittee was meeting every month at 3pm prior to the SAC meeting but due to low attendance the last few months - maybe there is a better time to meet.

LEARNING DIFFERENCES SUB-COMMITTEE:

Brian Balke and Ben Kilham met to discuss recognizing and enhancing instinctive learning styles and abilities of children identified with learning disabilities:

Ben Kilham:

We recognize that children that have disabilities with reading often have extraordinary ability to learn if they are encouraged to learn using skills that reflect their own theory of learning. I speak from my own experience and experience of others that process information with methods similar to my own. Throughout my life I have struggled to reconcile my own methods of learning with the standardized methods taught in schools. I have realized that while some alternative learning curriculum is available in public school, art, music, and shop, there is very little understanding of how children with learning differences actually process information. My mind processes information with pictures and has difficulties making translation to symbolic language. I rely on observation and experience to make sense in my world then I deal with a translation to language to communicate with others. My own methods are fast, accurate and enjoyable and they have enabled me to mine (read) conventional information sources.

It is my hope that this sub-committee will explore different learning styles and ways they can be integrated with standard curriculum. I believe early reconciliation of a child's natural theory of learning with the standardized curriculum as well as an open understanding of the multiple ways children can learn could lead a marked reduction what is now considered a disability.

In the coming year we hope that anyone interested in this approach will join us.

Membership Subcommittee

The membership subcommittee continued to concentrate on bringing SAC membership into compliance with federal and state requirements this year.

SAC ended its previous year with 37 total members. 16 out of 19 representative positions were filled and 21 persons with a disability or parents of a child with a disability represented.

Revisions of 186-C that were signed into law by the governor on June 30, 2008 added 4 new representative positions to be filled. They are;

One regular education teacher,

One individual representing children with disabilities who are home schooled,

One representative from a county correctional facility, who is responsible for administering the provision of special education and related services,

A local education official who is responsible for performing activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et.seq.)

This also increased the number of persons with a disability or parents of a child with a disability required to maintain a majority of the membership (see composition p.3 of this report). The SAC chair was in communication with the governor's office over the summer and throughout this past year to share and clarify membership requirements and information.

The SAC ended its 2008-2009 sessions with 46 total members. 18 of the required 22 representative positions being filled and 23 persons with a

disability or parents of a child with a disability being represented. (See attached membership listing)

A membership packet was developed this year to aid in the orientation of new members which includes copies of 186-C as it pertains to the SAC and 91A regarding public meetings, SAC Policies and Procedures, a membership list with contact information as well as a meeting schedule and letter of welcome from the chair. This packet will be put into use this coming year.

FAPE / LRE Committee

The SPP indicators numbers 1-8 are a priority for this committee. The area we decided to concentrate on was indicator #2 “Percentage of youths with IEP’s dropping out of high school compared to the percent of all youth in the State dropping out of high school.” The group decided that we should specifically look at incarcerated youth up to the age of 25 in the state prison. We know that the vast majority of youth that are in our prison system were students who were eligible or received special education services (the correlation between students coded, drop out, and prison is high). We decided not to do a formal survey but instead focus on discussion questions regarding what type of supports could have been provided in schools that might have helped individuals to stay in high school and graduate. With coordination through Dan Tanguay (DOC Education Director) and Kathleen Letts (Special Education Director) we were able to set up two focus groups on April 3, 2009 for approximately 1 hour each. Maureen Tracey and myself conducted the sessions in the prison chapel and a classroom having the groups seated in a circle and tried to make these sessions as relaxed and as informal as possible. There were a total of 16 participants all male ranging in ages of 25 or younger.

Profile Summary

- 1) 12 youth had already dropped out of school at the time of their arrest
- 2) The age at the time of the arrest ranged from 9 to 17, most 13 or under
- 3) All received special education services in school, comments about the programs received were as follows:
 - a) I went to an alternative school
 - b) They put me in a closet with a book and a mirror and if I acted bad I had to look at myself
 - c) Every aide I had had issues herself

- d) They didn't know what else to do with me
 - e) I acted stupid so they would do all the work
 - f) In the resource room they talk to you like you're stupid
 - g) In the resource room we got candy
 - h) I had an IEP but I didn't know what it was
 - i) The teachers in the resource room helped me out. I only went when I needed it
- 4) The group felt that their parents in general did not know how sped worked and it was often frustrating experience for those who tried to be involved
- 5) The reasons for dropping out of high school were as follows:
- a) I felt targeted, teachers wanted respect but never gave it
 - b) School did not interest me, didn't like being told what to do
 - c) I just wanted to get high, it became an addiction
 - d) I went to school just to hang out with friends
 - e) My parents were in jail and I had to stay home to take care of family
 - f) Stayed to myself and did not talk to anyone
 - g) Labeled by teachers and kids
 - h) I know how the kids at Columbine must have felt

For some the environment at home was not healthy but one of abuse and lack of supervision, but for the parents who really tried to be involved and supportive there were just too many other issues that had to be dealt with in the household. Few of these young men knew what a mentor was and had never experienced having an adult that they could talk with or confide in. The environment at school was little better then on the street or at home. Many of these young men expressed that there were few teachers who really cared; and expressed that school should be made more relevant to life and more interesting. "Most high schools are focused on the honor type student" and one individual was told how useless he was. Another young man stated "Who would want to stay in a place that doesn't really want you and besides it is easier for the system when the trouble maker is not in school."

What We Learned – Frank Sgambati, Chair

Being in the education for more than 35 years there was nothing discussed that surprised me. Maybe that is the problem, if we already know what

some of the obstacles are that stand's in the way of young people then why have we not solved them? The reason is because these truly are very complex issues. However, this committee recommends that SAC take a look into mentorship programs. There are school systems that have been more successful than others and clearly these young people are crying out for guidance.

Another recommendation might be to ask young people who are receiving special education services to evaluate these services. Why are parents or DOE etc asked to do this when in fact those who are being affected the most have very little input into the sped system. I was pretty disturbed by some of the comments regarding experiences in special education. Lastly, I feel there needs to be a better way to support teachers on how to be creative and engaged with all students. There is so much emphasis on improving test scores that other required professional development areas need to be developed so that teachers can learn creative ways to motivate and engage all learners.

Unmet needs within the state related to the education of children/students with disabilities

Note: These are unmet needs listed in last years report. Please review and be ready to edit this section at the retreat.

Based on widely accepted measures ie. Graduation rates, statewide assessment scores a significant number of students receiving special education services statewide are not having their needs met.

Note: The SAC advised the Commissioner of Education two years ago regarding this overriding unmet need and received no response, see SAC's letter attached as appendix.

These problems are exacerbated in a number of communities based on geography, poverty, lack of services and resources, and local decisions.

The SAC agrees with the findings of the FAPE/LRE subcommittee that at risk and disenfranchised students are not having their needs met and therefore, some are ending up in the juvenile or prison system.

Recommendations

Note: These are the recommendations from last years report. Please review and be prepared to edit this section at the retreat.

The State Advisory Committee respectfully submits the following recommendations to the Governor, Commissioner of Education, members of the General Court, and other interested parties with regard to key issues raised in this report. The recommendations are not in order of priority.

The State Advisory Committee welcomes the opportunity to work more closely with the New Hampshire Department of Education, State Board of Education, Governor, House and Senate Education Committees, and other state and local policy makers to improve special education services in New Hampshire.

The committee believes that it is important to have all appointed members attend meetings, particularly elected officials who have much to share with committee members. It is recommended that the House and Senate appoint members who will be able to attend State Advisory Committee meetings on a regular basis.

The State Advisory Committee respectfully recommends to the elected officials in the Legislative body to resolve the public funding issue pursuant to the Londonderry Supreme Court decision, and Claremont 1 & 2 decisions in order to ensure all NH children have access to an adequate public education.

SAC recognizes that there are schools that are excelling in the provision of education to students with disabilities, thereby demonstrating that these students can achieve as well as their non disabled peers. Therefore, SAC recommends the state provide opportunities for these schools to share their successful methodologies with other schools.

The current system of the complaint resolution has resulted in untimely resolution of complaints.

SAC recommends that the State continues to encourage school districts to implement and/or expand early interventions such as mentoring programs for students with IEPs (and their families) who are at risk of dropping out.

SAC recommends to the State that it encourages school districts to collect information from individuals receiving special education services on the effectiveness of their special education

experience/services for the purpose of decreasing the number of drop-outs and improving special education services.

SAC recommends the State to encourage professional development for all educators to understand students' different learning styles and expand their methods of motivating, engaging and instructing all students.

The SAC has attached its recommendation regarding House Bill 1, 154 and 661.

**State Advisory Committee on the Education of
Children with Disabilities;
Advising the Governor and Legislature;
Per RSA 186-C:3-b**

Membership List for the DOE website

Updated: August 4, 2009

<i>The committee shall consist of the following members:</i>	<i>Name</i>	<i>Contact Info</i>	<i>Term Expiration</i>
Two members of the house education committee, appointed by the speaker of the house	Representative Nancy Stiles	Nancy.Stiles@leg.state.nh.us	Expires 12/1/10 Term 1

	Representative Claire Clarke	Claire.clarke@leg.state.nh.us	12/1/10 Term 1
Two members of the senate education committee, appointed by the president of the senate	Senator Amanda Merrill	Amanda.Merrill@leg.state.nh.us	12/1/10 Term 1
	Senator Peter Bragdon	Peter.Bragdon@leg.state.nh.us	12/1/10 Term 1
One representative of a vocational, community, or business organization concerned with the provision of transition services to children /students with disabilities appointed by the governor	Vacant		
One state education official, who shall be an administrator, appointed by the governor	Joan Holleran Administrator, External Relations	21 Fruit Street Concord, NH 03301 271-3530 jholleran@ed.state.nh.us	Expires 5/4/11 Term 1
One local education official, who shall be an administrator, appointed by the governor	Vacant		
Two teachers, one of whom shall be a special education teacher, appointed by the governor	Anne Wilkinson	annewilkinson@comcast.net	Expires 5/4/11 Term 2
	Joseph Luongo	Memorial High School 1 Crusader Way Manchester, NH 03103 624-6378 jluongo@mansd.org	2/17/11 Term 1
One representative of the department of health and human services involved in the financing or delivery of special education or related services to children with disabilities, recommended by the commissioner of the department of health and human services, and appointed by the governor	Michelle Rosado, Supervisor III	DHHS- Division of Community Based Care Services, Bureau of Developmental Services 105 Pleasant Street Concord, NH 03301 (W)603-271-5034 mrosado@dhhs.state.nh.us	Expires 4/10/11 Term 2
One representative of the Disabilities Rights Center,	Richard (Dick) Cohen	DRC 18 Low Ave.	Expires 12/22/10

recommended by the Disabilities Rights Center and appointed by the governor		Concord, NH 03302 (W) 228-0432, ext. 815 richardc@drcnh.org	Term 2
One representative of the Parent Information Center, recommended by the Parent Information Center and appointed by the governor	Heather Thalheimer	Parent Information Center 151A Manchester Street Concord, NH 03302 (W)224-7005 hthalheimer@parentinformationcenter.org	Expires 5/4/11 Term 2
Two individuals with disabilities who may have received special education services, one of whom may be a high school student, appointed by the governor	Benjamin Kilham	172 Grafton Turnpike PO Box 37 Lyme, NH 03768 795-4135 Benjamin.Kilham@valley.net	Expires 10/4/10 Term 2
	Spencer Nozell	10 Wildcat Falls Merrimack NH 03054 E-mail: Spencer@nozell.com (H):(603)424-1379 Cell:(603)494-5926	Expires 10/4/10 Term 2
	Griffin Nozell	10 Wildcat Falls Merrimack, NH 03054 (H)603-424-1379 Griffin@Nozell.com	Expires 2/15/2010 Term 1
	Albert Ouellette	2 Bluffs Drive Penacook, NH 03303 (w)271-3804	Expires 10/30/10 Term 1
	Ryan Fairchild	Franklin School District 119 Central Street Franklin, NH 03235-1136 (w)934-3108 rfairchild@franklin.k12.nh.us	Expires 10/30/10 Term 1
One administrator of a public special education program, appointed by the governor	Brian Balke, Director of Special Education	SAU 19 11 School Street Goffstown, NH 03045 497-4818 bbalke@goffstown.k12.nh.us ;	Expires 5/4/11 Term 1
One representative of an institution of higher education that prepares special education and related services personnel, appointed by the governor	Frank Sgambati	UNH/IOD 56 Old Suncook Road, Suite 2 Concord, NH 03301 (w) 228-2084 fs@unh.edu	Expires 5/4/11 Term 2

		424-1379 wethomas@gmail.com	Term 2
	Raymond Dailey	PO Box 663 Hampton Falls, NH 03844 (W)929-7994 redailey@daileyed.com	Expires 5/4/11 Term 2
	Martha Shedd	Box 147 Snowville, NH 03832 Mashedd2@aol.com (H)447-4723	Expires 5/4/11 Term 2
	Donna Curtin	34 Brickyard Drive Litchfield, NH 03052 880-1899 Jcurtin01@aol.com	Expires 10/4/10 Term 2
	Patricia Ann Swonger	6 Klara Drive Merrimack, NH 03054 424-9321 Trisha@swonger.net	Expires 11/28/10 Term 2
	Angela Kouroyen	7 Debbie Terrace Derry, NH 03038 (603)437-4491 (H) (603)216-7685 (Cell) specialedsolutions@comcast.net	Expires 2/15/10 Term 1
	Theresa Kraft	9 Connemara Drive, Chichester, NH 03258 (603)798-4152 tkraft@kraftlawnh.com	Expires 2/15/10 Term 1
	Susan Frenette	(Cell)603-345-9472 sfrenette@comcast.net	Expires 5/14/11 Term 1
	Melissa Nadeau	6 Kimball Street Concord, NH 03301 (h)228-9345 missynadeau@comcast.net	Expires 6/11/11 Term 1
	Angela O'Connor	53 Westview Road Brookline, NH 03033 (Cell #)801-7918 Angelaoconnor@charter.net	Expires 6/11/11 Term 1
	Maureen Tracey	17 Burt Street Merrimack, NH 03054 424-9175 Maureentracey3@hotmail.com	Expires 6/11/11 Term 1
	Susan Marcotte-Jenkins	11 Hope Lane Bow, NH 03304 (H)228-3967 (m)502-3456 jenkins913@comcast.net	Expires 10/30/10 Term 1
	Colleen Ellis	298 Highrange Road Londonderry, NH 03053	Expires 10/30/10

		(H)432-9090 (W)429-1600 (cell)505-2971 colleenellis@hotmail.com	Term1
	Eric Shaffer	131 Talent Road Litchfield, NH 03052 (H)881-7120 the4shaffers@gmail.com	Expires 10/30/10 Term1
	Cheryl Paquette	603-487-3636 Cherylpaquette255@comcast.net	Expires 2/13/11 Term 1
	Linda Hunt	603-540-7254 lindamariehunt@comcast.net	Expires 2/13/11 Term 1
	Michele Clock	28 Moonlight Drive Newmarket, NH 03857 mclock@comcast.net	Expires 3/25/11
	Marilou Liberti	mariliberti@yahoo.com	Expires 3/25/11
	Cyndie Rosa	cyndierosa@gmail.com	Expires 3/25/11
According to IDEA 2004, the additional individuals must be included;			
A State and local education official who are responsible for performing activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), appointed by the governor.	Lynda Thistle – Elliott	Department of Education Office of Integrated Programs 101 Pleasant Street Concord, NH 03301 271-3840 lelliott@ed.state.nh.us	Expires 10/4/10 Term 2
	Kim Carpinone	Londonderry School District 268C Mammoth Road Londonderry, NH 03053 603-432-6920 kcarpinone@londonderry.org	Expires 2/6/11 Term 1
A representative from the department of health and human services responsible for foster care, recommended by the commissioner of the department of health and human services and appointed by the governor.	Angela D. Keef, M.Ed. Education Specialist	DHHS Division of Children, Youth & Families 129 Pleasant Street Concord, NH 03301 (W)603-271-0532 Angela.d.keef@dhhs.state.nh.us	Expires 1/9/11 Term 1
Representative from the State	Melissa Ingraham	64 South Street	Expires

juvenile agency		Milford, NH 03055 603-620-6865 Melissa_ingraham@comcast.net	2/6/11 Term 1
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Attendance at SAC meetings for 2008-2009

Key: P- Present A- Absent R- Resigned/Term expired T- Appointed

MEMBER	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Allen, Amy	P	A	P	P	A	A	A	A	P	A
Balke, Brian	P	P	A	P	P	P	P	A	P	A
Bragdon, Peter				T	A	A	A	A	A	A
Brule, Susan	A	A	A	A	R					
Burke, Audrey	P	A	P	P	P	P	P	P	P	P
Carpinone, Kim						T	P	A	P	A
Carson, Sharon M.				T	A	A	A	A	A	A
Clarke, Claire D.	A	A	A	A	A	A	A	A	A	A
Clock, Michelle							T	P	P	A

Cohen, Dick	P	A	P	P	P	P	P	P	A	P
Cooley, Sarah	A	R								
Curtin, Donna	A	A	P	P	P	A	P	P	A	P
Dailey, Raymond	P	A	P	A	P	P	A	P	A	P
Ellis, Colleen			T	P	P	P	A	P	A	A
Fairchild, Ryan		T	A	P	P	A	P	A	P	P
Frenette, Susan	P	P		P	P	P	P	P	P	P
Hefflefinger, Robin	P	P		P	P	P	P	P	P	P
Holleran, Joan	P	P	P	P	P	P	A	P	P	A
Hunt, Linda						T	P	P	P	P
Ingraham, Melissa						T	P	P	P	A
Keef, Angela	P	P	P	P	P	P/T	P	P	A	P
Kelley, Molly	A	A	A	R						
Kilham, Benjamin	A	P	P	P	P	P	P	A	P	P
Kouroyen, Angela	A	A	A	P	A	A	A	A	A	A
Kraft, Theresa	A	A	A	A	A	A	A	A	A	A
Ladd, Rebecca		T	P	P	A	P	P	P	P	A
Letts, Kitty	A	A	A	A	A	A	A	A	A	A
Liberti, Marilou							T	P	P	A
Lowell, Lisa	A	A	R							
Luongo, Joe						T	P	P	P	A
Marcotte-Jenkins, Susan			T	P	P	P	A	P	P	A
Merrill, Amanda				T	A	A	A	A	A	A
Nadeau, Melissa	A	P	A	A	A	A	A	A	A	A
Nozell, Griffin	A	P	A	P	P	A	A	P	P	P
Nozell, Spencer	A	P	A	P	P	A	A	P	P	P
O'Connor, Angela	P	P	A	P	P	A	A	A	A	A
Okongwu, Ngozi	A	A	A	A	A	A	A	R		
Ouellette, Albert		T	P	A	A	A	A	A	A	A
Paquette, Cheryl						T	P	P	A	P
Rosa, Cynthia							T	P	P	P
Rosado, Michelle	P	A	A	P	P	A	P	P	A	A
Shaffer, Eric		T	A	P	A	P	P	A	A	P
Sgambati, Frank	P	P	A	A	P	P	A	P	A	P
Shedd, Martha	P	A	A	A	P	P	A	P	A	A
Stiles, Nancy				T	P	P	A	A	A	P
Swonger, Patricia	P	P	P	P	P	P	P	P	P	P
Tanguay, Danny	A	A	A	P	P	P	P	A	P	P
Thalheimer, Heather	P	A	P	P	P	P	P	P	P	P
Thistle-Elliot, Linda	A	P	A	P	P	A	P	P	P	P
Thomas, Wendy	A	P	A	P	P	A	P	P	P	P
Tracey, Maureen	P	P	P	P	P	P	A	P	P	P
Whitney, Suzanne	P	A	P	R						
Wiers, Janice	P	P	P	A	A	A	P	P	P	P
Wilkinson, Anne	A	P	P	A	P	P	P	P	A	P

Total attending	18	17	16	26	27	22	24	30	26	25
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APPENDICES