
Committee Report

CONSENT CALENDAR

March 27, 2018

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Committee on Children and Family Law to which
was referred SB 385,**

**AN ACT establishing a foster care children's bill of
rights. Having considered the same, report the same
with the following amendment, and the recommendation
that the bill OUGHT TO PASS WITH AMENDMENT.**

Rep. Daniel Itse

FOR THE COMMITTEE

COMMITTEE REPORT

Committee:	Children and Family Law
Bill Number:	SB 385
Title:	establishing a foster care children's bill of rights.
Date:	March 27, 2018
Consent Calendar:	CONSENT
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2018-1244h

STATEMENT OF INTENT

This bill enumerates the rights and privileges of foster children. Consistent with the understanding of natural rights that they follow the child. By using the phrase "rights and privileges", it forestalls the potential for lawsuits. It makes clear that privileges have to be earned or negotiated. Ultimately, this bill codifies current department policy to ensure uniform application.

Vote 9-1.

Rep. Daniel Itse
FOR THE COMMITTEE

Original: House Clerk
Cc: Committee Bill File

CONSENT CALENDAR

Children and Family Law

SB 385, establishing a foster care children's bill of rights. **OUGHT TO PASS WITH AMENDMENT.**

Rep. Daniel Itse for Children and Family Law. This bill enumerates the rights and privileges of foster children. Consistent with the understanding of natural rights that they follow the child. By using the phrase "rights and privileges", it forestalls the potential for lawsuits. It makes clear that privileges have to be earned or negotiated. Ultimately, this bill codifies current department policy to ensure uniform application. **Vote 9-1.**

Original: House Clerk
Cc: Committee Bill File

COMMITTEE REPORT

COMMITTEE: Children & Family Law

BILL NUMBER: SB 385

TITLE: establishing a foster care children's bill of rights.

DATE: 03/27/18 CONSENT CALENDAR: YES NO

- OUGHT TO PASS
- OUGHT TO PASS W/ AMENDMENT
- INEXPEDIENT TO LEGISLATE
- INTERIM STUDY (available only 2nd year of 1st session)

Amendment No.
2018-1244h

STATEMENT OF INTENT:

HB 385 Enumerates the rights and privileges of foster children. Consistent with the understanding of children's natural rights they ^{shall} follow to the child. By using the phrase "rights and privileges" it forestalls the potential for lawsuits. It makes clear that privileges have to be earned, or negotiated. ~~This~~ Ultimately, this bill codifies current department policy to ensure uniform application.

COMMITTEE VOTE: 9-1

RESPECTFULLY SUBMITTED,

- Copy to Committee Bill File
- Use Another Report for Minority Report

Rep. James D. [Signature]
For the Committee

Amendment to SB 385

1 Amend section 1 of the bill by replacing paragraph I with the following:

2

3 I. The rights and privileges enumerated in this act are intended to guide department of
4 health and human services staff, foster parents, and providers in the delivery of care and services to
5 youth in out-of-home placement with a commitment to permanency, safety and well-being. These
6 rights and privileges provide youth with a "voice" to be taken into consideration when decisions are
7 made by the courts, department staff, and providers. They are designed to ensure opportunities for
8 age appropriate involvement in "normal" life experiences.

9

10 Amend RSA 170-G:20 as inserted by section 2 of the bill by replacing it with the following:

11

12 170-G:20 Reasonable and Prudent Parent Standard. The rights of children in foster care exist
13 within the context of the reasonable and prudent parent standard defined in 42 U.S.C. section
14 675(10). This means that foster parents, caretakers, and department staff must make careful and
15 sensible decisions that maintain the health, safety, and best interests of a child while at the same
16 time encouraging the emotional and developmental growth of the child. The rights and privileges
17 established in this section are to be applied in accordance with the reasonable and prudent parent
18 standard, in a context appropriate to the age and developmental level of the child, and in
19 recognition of the fact that some of these privileges may need to be earned.

20

21 Amend the introductory paragraph of RSA 170-G:21 as inserted by section 2 of the bill by replacing
22 it with the following:

23

24 170-G:21 Foster Care Children's Bill of Rights. A child who is placed in a foster home or other
25 out-of-home placement pursuant to a juvenile court proceeding under RSA 169-B, RSA 169-C, or
26 RSA 169-D shall have the right or privilege:

27

28 Amend RSA 170-G:21, IV as inserted by section 2 of the bill by replacing it with the following:

29

30 IV. To develop a group of supportive adults, which may, when appropriate, include
31 department staff, foster parents, residential staff, therapists, and other individuals with
32 responsibility for case planning.

Amendment to SB 385

- Page 2 -

1

2 Amend RSA 170-G:21, VIII as inserted by section 2 of the bill by replacing it with the following:

3

4 VIII. To receive timely information about decisions that affect the child's life and to be
5 notified of changes that affect his or her case plan, treatment plan, permanency, safety, stability, or
6 wellbeing, and to have his or her voice considered in these decisions.

Voting Sheets

HOUSE COMMITTEE ON CHILDREN AND FAMILY LAW

EXECUTIVE SESSION on SB 385

BILL TITLE: establishing a foster care children's bill of rights.

DATE: 3-27-18

LOB ROOM: 206

MOTION: (Please check one box)

- OTP
- ITL
- Retain (1st year)
- Adoption of Amendment # 2018-1244h (if offered)
- Interim Study (2nd year)

Moved by Rep. Weber Seconded by Rep. ITSE Vote: 10-0

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1st year)
- Adoption of Amendment # _____ (if offered)
- Interim Study (2nd year)

Moved by Rep. ITSE Seconded by Rep. Weber Vote: 9-1

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1st year)
- Adoption of Amendment # _____ (if offered)
- Interim Study (2nd year)

Moved by Rep. _____ Seconded by Rep. _____ Vote: _____

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1st year)
- Adoption of Amendment # _____ (if offered)
- Interim Study (2nd year)

Moved by Rep. _____ Seconded by Rep. _____ Vote: _____

CONSENT CALENDAR: YES NO

Minority Report? Yes No If yes, author, Rep: _____ Motion _____

Respectfully submitted: PAT LONG
 Rep. Caroletta Alicea, Clerk
 Rep. PAT LONG, acting clerk



2018 SESSION

CHILD&FAMI

Bill #: SB 385 Title: ESTABLISHING A FOSTER CARE CHILDRENS BILL OF RIGHTS
PH Date: 03/27/18 Exec Session Date: 03/27/18
Motion: OT P/A Amendment #: 2018-1244h

<u>MEMBER</u>	<u>YEAS</u>	<u>NAYS</u>
Rice, Kimberly A. Chariman	✓	
Itse, Daniel C. Vice Chairman	✓	
Cook, Allen W.	✓	
Lewicke, John		✓
O'Connor, John J.		
Scully, Kevin	✓	
Spencer, Matthew	✓	
Willis, Brenda		
Alicea, Caroletta C. Clerk		
Berrien, Skip	✓	
Walz, Mary Beth		
Long, Patrick T.	✓	
Weber, Lucy M.	✓	
Mulligan, Mary Jane	✓	
TOTAL VOTE:	9	1



STATE OF NEW HAMPSHIRE
OFFICE OF THE HOUSE CLERK

1/5/2018 10:27:10 AM
Roll Call Committee Registers
Report

2018 SESSION

CHILD&FAMI

Bill #: BB 385

Title:

Establishing a Foster Care Children's bill of rights

PH Date: 03/27/18

Exec Session Date: 03/27/18

Motion: Adopt Amendment

Amendment #: 2018-1244h

MEMBER

YEAS

NAYS

MEMBER	YEAS	NAYS
Rice, Kimberly A. Chariman	✓	
Itse, Daniel C. Vice Chairman	✓	
Cook, Allen W.	✓	
Lewicke, John	✓	
O'Connor, John J.		
Scully, Kevin	✓	
Spencer, Matthew	✓	
Willis, Brenda		
Alicea, Caroletta C. Clerk		
Berrien, Skip	✓	
Walz, Mary Beth		
Long, Patrick T.	✓	
Weber, Lucy M.	✓	
Mulligan, Mary Jane	✓	
TOTAL VOTE:	10	0

Rep. Weber, Ches. 1
March 27, 2018
2018-1244h
05/10

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6 wellbeing, and to have his or her voice considered in these decisions.

Hearing Minutes

HOUSE COMMITTEE ON CHILDREN AND FAMILY LAW

PUBLIC HEARING ON SB 385

BILL TITLE: establishing a foster care children's bill of rights.

DATE: March 27, 2018

LOB ROOM: 206

Time Public Hearing Called to Order: 10:00 a.m.

Time Adjourned: 10:37 a.m.

Committee Members: Reps. K. Rice, A. Cook, Lewicke, Scully, Willis, Berrien, Walz, P. Long, Weber and Mulligan

Bill Sponsors:

Sen. Feltes

Sen. Reagan

Sen. Carson

Sen. Cavanaugh

Sen. Fuller Clark

Sen. Hennessey

Rep. M. MacKay

Rep. Morrison

Rep. Wallner

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

***Senator Dan Feltes, prime sponsor**

Introduced the bill to the committee.

- Foster care children are one of the most vulnerable of our population in New Hampshire; this bill is unique to children.
- He presented testimony from a constituent (Brittney Richard). Page 1, Lines 23 and 24 was discussed regarding "privileges to be earned." Privileges to be earned" appeared to be appropriate. If the committee wants to clarify language in the bill, he would not have an issue with changing the language.

***Joseph Ribsum, Director, Department of Children, Youth and Families (DCYF) - support with Robert Rodter, DCYF Administrator, Adolescent Practice - support**

- This bill is in line with the DCYF's current policy.
- The only challenge is DCYF's ability staff wist to administer some situation.
- *He passed out a Bill of Rights for New Hampshire Youth in Care dated August 2015.
- When it come to visitation all those responsibilities of the case worker ie transportation, site and any other requirement is time prohibitive.
- This legislation changes how we will train foster parents, if passed.

Chairwoman Rice read the names of the blue sheet into the records:

SUPPORT

Senator Martha Fuller Clark, SD#21

Senator Sharon Carson, SD#14

Senator Kevin Cavanaugh, SD#16

Senator MarthaHennessey, SD#5

Rep. Mary Jane Wallner, Merr 10

Respectfully submitted,



Rep. Patrick T. Long, Acting Clerk

HOUSE COMMITTEE ON CHILDREN AND FAMILY LAW

PUBLIC HEARING ON SB 385

BILL TITLE: establishing a foster care children's bill of rights.

DATE: 3.27.18

ROOM: 206

Time Public Hearing Called to Order: 10:00

Time Adjourned: 10:37

(please circle if present)

Committee Members: Reps. (K. Rice, Itse, Alicea, A. Cook, Lewicki, John J. O'Connor, Scully, Spencer, Willis, Berrien, Walz, P. Long, Weber) and Mulligan

MULLIGAN

Bill Sponsors:

Sen. Feltes
Sen. Cavanaugh
Rep. M. MacKay

Sen. Reagan
Sen. Fuller Clark
Rep. Morrison

Sen. Carson
Sen. Hennessey
Rep. Wallner

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

INTRO: Sen Feltes - Foster care children are one of the most vulnerable population in NH. This bill is unique to children.

Presented Testimony From A Constituent (Brittany Richard)

Pg 1 Lines 23+24 was discussed regarding "Privileges To be Enacted"
Privileges To be Enacted appeared appropriate.

IF The Committee wants to clarify language in the bill
I wouldn't have an issue with changing language.

- Joseph Ribsum DCYF Dir.: Support - This bill is in line with DCYF's current policy. The only challenge is DCYF's ability staff wise to administer some situations. He passed out a "Bill of Rights For NH Youth in Care, Dated 8/2015.

When it comes to visitation all those responsibilities of the case worker i.e. transportation, site, and any other requirement is time prohibitive. This legislation changes how we will train foster parents if passed.

Chairwoman Rice read the blue sheet into the records, interim clerk PAT Long

(copy used for the ct.ca)



Testimony

SB 385 - Handout

BILL OF RIGHTS



FOR
NEW
HAMPSHIRE
YOUTH IN
CARE

Division for Children, Youth and Families
NH Department of Health
and Human Services
www.dhhs.state.nh.us/dcyf



Form 1960

August 2015
PD 15-42

BILL OF RIGHTS

The New Hampshire Division for Children, Youth and Families (DCYF) recognizes the following rights of youth in out-of-home care. These rights are intended to guide DCYF and its providers in the delivery of care and services to youth in out-of-home placement with the commitment to permanency, safety, and well-being. These rights provide youth with a "voice" regarding their Division involvement while ensuring opportunities for "normal" life experiences. This Bill of Rights was developed by the New Hampshire Youth Voices DCYF Youth Advisory Board.



CASE PLANNING /PERMANENCY

- To be involved, as appropriate, in the development of the case plan, and to have a case plan that addresses your special needs.
- To request to the Division that up to two individuals, other than your foster parent or caseworker, become members of your case planning team and participate in the development of your case plan.
- To have one person that you select act as your advisor or advocate and to ensure that you have the opportunity to participate in age or developmentally appropriate activities.
- To understand and have a voice in the creation of your permanency plan and not to have it changed without your input.
- To participate in the creation of your treatment plan and have a say in treatment decisions.
- To object, in writing or directly to your caseworker, or treatment provider to any of the required actions in the case plan, permanency plan, or treatment plan that were not discussed with you.
- To attend court hearings and speak to the judge about what you want to have happen in your case.
- To be made aware of any and all meetings about your case and have opportunities to find a way to resolve potential barriers to your participation; like transportation or school.

NORMALCY

- To be able to participate in “normal” activities consistent with your age and developmental level, unless restricted by your treatment plan or case plan.
- To be able to advocate to appropriately utilize technology, such as social networking sites and cell phones, based on your level of maturity and responsibility and taking into account the environment in which you are living, the support of your treatment team, and your ability to maintain privileges.



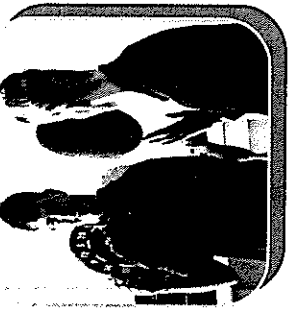
PRIVACY/PERSONAL SPACE AND BELONGINGS

- To be able to pack your own personal belongings and to have them secure and transported with you.
- To have your own space, in your placement, where you can keep your personal belongings.
- To have access to your personal belongings, personal space, and privacy, with allowance for safety.
- To have your privacy protected and your confidentiality maintained, unless you give permission to share information or you are in danger of harming yourself or others.
- To live in a safe and respectful setting where searches of person and belongings are done in a considerate and respectful manner and only when necessary.



RELATIONSHIP WITH FAMILY/FRIENDS

- To receive support from your Child Protective Service Worker (CPSW) or Juvenile Probation or Parole Officer (JPPO) and foster family/provider in maintaining positive contact with significant people (relatives, friends, teachers, and community supports), including assistance with obtaining contact information and visitation.
- To have uncensored communication, including sending and receiving unopened communications and having access to a telephone, unless otherwise ordered by the court.
- To have the option to visit and talk with your parents, siblings, relatives, and other individuals important to you unless restricted by the court and/or DCYF.
- To be provided with an explanation for contact restrictions with your parents, siblings, relatives, and other individuals important to you.
- To be provided with assistance, as desired, in reconnecting with your family of origin.



COMMUNICATION WITH CPSW/JJPO

- To be treated with courtesy and respect by DCYF staff, foster parents, residential staff, and providers without regard to race, ethnicity, sexual orientation, gender identity, religion, and/or disability.
- To be informed in a manner appropriate to age and developmental level of the reason(s) that DCYF became involved with your family and why you are in care.
- To receive honest information about decisions that DCYF is making that affect your life and to be notified of changes that affect your permanency, safety, stability, or well-being.
- To be informed of the name and phone number of your assigned CPSW or JJPO.
- To have regular communication with your CPSW/JJPO, at least once a month, which shall include meeting with



you alone and conferring with your residential treatment facility, relative or foster parent.

- To be made aware of the process for contacting your CPSW/JPO's supervisor regarding any questions or concerns.
- To be informed of the names and phone numbers of your assigned guardian ad litem (GAL) and/or attorney and be aware that you can contact your GAL or attorney.
- To have access to information contained in your medical, dental, and educational records held by DCYF, as well as personal documents, such as your social security card and birth certificate.
- To be provided with copies of your medical, dental, and educational records held by DCYF along with your social security card and certified birth certificate prior to leaving care at the age of 18 or older.
- To obtain a non-driver's identification card or another suitable form of photo identification prior to leaving care at the age of 18 or older.
- To be provided with information about health insurance options prior to leaving care at the age of 18 or older.

PERSONAL APPEARANCE/EXPRESSION

- To be allowed to change your appearance, including hair, piercings, etc., if legal and with the consent of your parent or legal guardian and supported by your treatment team.



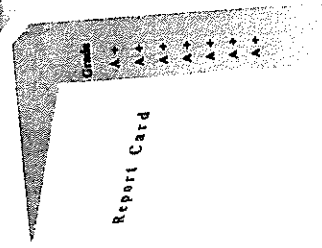
ADULT LIVING PREPARATION

- To be informed of any and all assistance that DCYF offers for youth related to permanency planning, education, employment, housing, and well-being.
- To have opportunities to earn an income through employment, allowance, etc.
- To open and maintain a bank account and manage personal income consistent with your age and ability.
- To receive assistance in acquiring life skills, education, training, and career guidance to accomplish personal goals, prepare for the future and be a self-sufficient adult after you transition from care.
- To have an achievable transition plan when you leave care that is created by you and your supports.



EDUCATION

- To receive a free and appropriate education, with minimal disruption to your education and retention in your home school if appropriate.
- To get a referral for special education services when applicable, including where appropriate, the appointment of an educational surrogate.
- To have all necessary information shared between the school and the Department, including information on attendance and educational progress.



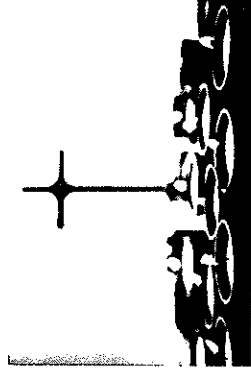
HEALTH AND WELL-BEING

- To have access to medical, dental, vision, mental and behavioral health services, for routine, acute, and emergency care, as needed.
- To be encouraged, if age and developmentally appropriate, to make your own appointments with medical and dental care providers.
- To be fully informed of the risks and benefits of recommended medications or medical procedures.
- To have a voice in decisions about prescription medications or medical procedures.
- To not receive a consequence for refusal to take medications or consent to a medical procedure, and to be made aware of health risks associated with your decision as well as the potential for activity restriction and/or increased supervision to to ensure your safety and the safety of others.



COMMUNITY INVOLVEMENT

- Whenever possible attend religious services and activities of your choice and to preserve your cultural heritage.
- To attend school and participate in extracurricular and personal enrichment activities, consistent with your age and ability



Handwritten text, possibly a signature or name, in cursive script.



PLACEMENT AND CARE

- To have family and relatives explored first as potential placement providers.
- To be provided with information about potential foster family, relative, or program and be able to meet them in person before placement occurs whenever possible.



- To have a voice regarding what is the most appropriate placement for you.
- Whenever possible, have an immediate visit, within 24 hours of placement, with your family and to have regular visits with your parents and/or other relatives unless prohibited by court.
- To be treated with courtesy and respect, and to receive healthy food, adequate clothing, and appropriate personal hygiene products.
- To live in a safe, nurturing environment, where your permanency and well-being are supported and where your goals, interests and participation in social and school activities are encouraged.
- To be protected from physical, sexual, emotional or other abuse, including corporal punishment (hitting or spanking as a punishment) human trafficking or any other form of exploitation.



- To receive individualized care and attention based on your unique skills, needs, and goals.
- To know exactly what is expected of you by the placement provider at the time of placement.
- To be made aware of the grievance process if you have concerns about your placement and to have access to an advocate to help with this process as needed.
- To be treated as a family member if placed in foster or relative care and, whenever possible, be included in the family's activities, holidays, and rituals, and to be able to freely discuss reason(s) with your CPSW/JPPPO and caregiver if you are choosing not to participate.
- To be informed of, and prepared for, any and all placement changes before they occur, whenever possible
- To be able to continue relationships when exiting care with individuals who have helped you while in care, unless restricted by your treatment plan, case plan, or agency policy.



Find additional resources:
 on Facebook: Keywords — NH Youth
 Voices (Resources)
 DCYF Adolescent Program: <http://www.dhhs.state.nh.us/dcyf/adolescent.htm>

Receipt for Bill of Rights For Youth In Care

The New Hampshire Division for Children, Youth and Families (DCYF) recognizes the following rights of youth in out-of-home care. These rights are intended to guide DCYF and its providers in the delivery of care and services to youth in out-of-home placement with the commitment to permanency, safety, and well-being. These rights provide youth with a "voice" regarding their DCYF involvement while ensuring opportunities for "normal" life experiences. This Bill of Rights was developed by the New Hampshire Youth Voices DCYF Youth Advisory Board.

The youth has been provided with their Bill of Rights which include the following heading area's:

- Case Planning/Permanency
 - * Involvement in Court Proceedings
- Relationships with Family/Friends
 - * Visitation
- Normalcy
 - * Access to age and developmentally appropriate activities
- Privacy/Personal Space and Belongings
- Communication with CPSW/JJPO
 - * Access to what you need when you leave care (medical and educational record, social security card etc.)
- Personal Appearance/Expression
- Education

I have received and read the Bill of Rights For Youth In Care.

 Youth Signature

 CPSW/JJPO Signature

 Placement Provider

 Date

PRACTICE MODEL BELIEFS

- Placement and Care
 - * Ensure safety from any exploitation
- Community Involvement
- Health and Well-Being

- Everyone deserves to be safe.
- All children and youth need and deserve permanency.
- Everyone needs and deserves a life of well-being.
- Everyone deserves to be treated with courtesy and respect.
- Prevention reduces child abuse, neglect and delinquency and promotes safety for children, youth, families and communities.
- All children, youth and families have strengths.
- All children and youth belong with family.

Youth Signature

CPSW/JPPPO Signature

Placement Provider

Date

To whom it may concern,

I, Brittny Richard, am sending you this letter supporting Senate Bill 385. The one thing children thrive on, no matter their background, is a stable, healthy, and safe environment. This bill will make sure children under any circumstances, will get that. The state of New Hampshire needs to have an act establishing a Foster Care Children's Bill of Rights.

From experience, I know someone who was a foster child and had to sleep on a couch. I do not think this is appropriate living conditions for a child that is trying to escape a situation for their own good. These children need to be placed in environments that are welcoming and nurturing.

These children go through a lot and they should be able to have as close to normal lives as possible. These children did not ask for this type of lifestyle so why should they be punished from regular checkups, celebrating holidays, or getting their own identity card? This act can make a huge difference to these children's lives.

I support this bill because it makes sure each child is still guaranteed an environment where they can thrive. These children need to be in the hands of responsible adults, so they can have the same opportunity of the rest of us. "Children should not languish in foster care, and it's important that their emotional, psychological, and developmental needs are taken into consideration in all child abuse and neglect cases. Instituting a Foster Children's Bill of Rights is only the beginning" (NH, Union Leader) People are speaking/reaching out and want/need change.

Please take my words into consideration.

Brittny Richard

Statement in Support of SB385 - Establishing a Foster Child's Bill of Rights

Dr. Lawrence Shulman, MSW, Ed. D

Professor and Dean Emeritus, University at Buffalo School of Social Work

I have lived part-time and now full-time in New Hampshire since 1994. I became a full-time resident in 2007 upon retiring from the Deanship of a school of social work. During my over 50 years as a social work academic I have taught, consulted, researched and published with an emphasis on child welfare practice. I am the author of a book on child welfare published by the National Association of Social Workers (NASW) in 2015. While I have consulted on child welfare practice for numerous state systems in the US and Canada I became more significantly involved in the New Hampshire child welfare program only upon my appointment to the DCYF Advisory Board two years ago. I share this brief bio as background to my comments to follow in support of passage of SB385.

The rights outlined in this Bill all can be found as guidelines in Federal legislation, in several bills of rights adopted by other states, and in statements supported by New England child welfare organizations, including the New Hampshire DHHS.

While the rights contained in this bill are considered good practice, since they do not carry the force of law, they are not always funded at a level that allows them to be implemented. By passing this bill the legislature will be sending a message that protecting New Hampshire children from neglect and abuse, and providing sound foster and residential care when needed, is a high priority.

This has become even more important with the significant growth in New Hampshire of the numbers of at-risk children, and children entering foster care or residential care, associated with substance abuse and the Opioid epidemic. In my time on the DCYF Board I have been impressed with the dedication and commitment of the DCYF front-line staff, and senior administrators, but they need the support of the community. When I compare the statistics for New Hampshire with other state systems the need for immediate attention is clear.

For example, new cases are requiring investigations at a faster rate per worker than can properly be implemented in a timely manner. Case loads for ongoing work with families are substantially higher than in other states. Front-line

worker positions can not be filled because of a shortage of qualified applicants and there is a significant number of workers on leave due to not uncommon incidents of burnout. For many reasons, there is a shortage of foster care homes resulting, at times, in foster children being placed in more expensive out-of-state homes. While recent efforts to close cases, to provide 24 hour and weekend call-in lines are helpful, in my experience, they do not meet the standards of care provided in other many other states.

While passing a foster child's bill of rights will not "solve" all the problems facing the state it will be a clear indication that New Hampshire intends to live up to its obligations to at-risk children. I believe this is important right now and that we should not wait for another child death or report of undetected and significant child neglect or abuse. Passing this bill will be an important first step in addressing the needs of these families and children.

Lawrence Shulman

Dr. Lawrence Shulman
Professor and Dean, Emeritus

School of Social Work University at Buffalo, State University of New York

EDUCATION

Ed.D. Temple University, 1974.

Educational Psychology

M.S.W. Columbia University, 1961.

Social Work Practice

B.A. City College of New York, 1959.

Sociology

POSITIONS HELD

2008 – 2016 Part-time Director, N.Y. State Funded School Violence Prevention Program, SUNY
 Research Foundation.

2007 – 2015 **Dean and Professor Emeritus**

School of Social Work, University at Buffalo, State University of New York

1997 - 2007 **Professor**

School of Social Work, University at Buffalo, State University of New York

2007- Present **Professor and Director, NY State School Violence Prevention Project**

Research Foundation, State University of New York (SUNY)

2003 – 2007 **Research Associate**

UB Research Institute on Addictions (RIA)

1997-2003 **Professor and Dean**

School of Social Work, University at Buffalo, State University of New York

1985-1997 **Professor and Clinical Department Chair**

School of Social Work, Boston University.

1974-1985 **Professor and Research Project Director**

School of Social Work, University of British Columbia.

1969-1974 **Associate Professor and Research Project Director**

School of Social Work, McGill University.

1970-1974 Research Associate, Center for Learning and Development, McGill University

1967-1969 **Lecturer**

School of Social Work, University of Pennsylvania

1965-1967 **Assistant Professor**

School of Social Work, Rutgers University

1961-1965 **Social Work Practitioner**

EDITORSHIP: Co-editor of the Clinical Supervisor, Taylor and Francis, 2003 to 2007

EDITORIAL BOARD MEMBERSHIPS (Reference Books and Journals)

The Social Work Dictionary

Social Work with Groups

Group Work (England)

Journal of Teaching in Social Work

The Journal of Human Behavior in the Social Environment

Journal of Social Work (England)

The Social Work Encyclopedia (Contributor)

PUBLICATIONS

Books and Monographs

2016

The Skills of Helping Individuals, Family, Groups and Communities, 8th Edition.

Monterey, California: Brooks/Cole, Cengage Publishers.

Social Work Practice in Child Welfare: The Interactional Model. Washington, DC: NASW Press.

2011

The Skills of Helping Individuals, Family, Groups and Communities, 7th Edition.

Monterey, California: Brooks/Cole, Cengage Publishers.

Dynamics and Skills of Classroom Teaching: Integrating Content and Process in a Social Work Practice Course, Electronic Edition, <http://www.cswe.org/Publications/56618.aspx>
Council on Social Work Education.

2010

The Dynamics and Skills of Group Counseling.

Monterey, California: Brooks/Cole, Cengage Publishers.

Interactional Supervision, 3rd Edition. Washington, DC: NASW Press

2009

The Skills of Helping Individuals, Families, Groups and Communities, 6th Edition.

Monterey, California: Brooks/Cole, Cengage Publishers.

2007

Supervision in Counseling

Binghamton, NY: Haworth Press

2006

The Skills of Helping Individuals, Family, Groups and Communities, 5th Edition.

Monterey, California: Brooks/Cole, Thomson Publishers.

2005

Mutual Aid Groups, Vulnerable & Resilient Populations and the Life Cycle, 3rd Edition.

Co-edited with Alex Gitterman. New York: Columbia University Press.

1999

The Skills of Helping Individuals, Family, Groups and Communities, 4th Edition. Itasca,

Illinois: F.E. Peacock, 884 pp.

1994

Mutual Aid Groups, Vulnerable Populations and the Life Cycle, 2nd Edition. Co-edited

with Alex Gitterman. New York: Columbia University Press.

1993

Interactional Supervision, 2nd Edition.

Washington, D.C.: NASW Press, 351pp.

Teaching the Helping Skills: A Field Instructor's Guide, 2nd Edition. Alexandria, Virginia:

The Council on Social Work Education.

1992

The Skills of Helping Individuals, Families and Groups, 3rd Edition. Itasca, Illinois: F. E.

Peacock, 700 pp. (Translated and published in Croatian in 1996: **Vjestine Pomaganja:**

Pojedincima I Grupama. Zagreb, Croatia: The International Rescue Committee for Croatia

and Bosnia-Herzegovina; also translated into Iranian, Allameh tabataba'I University, Tehran, 1999).

Instructor's Guide for the Skills of Helping. Itasca, Illinois: F. E. Peacock, 160pp.

1991

Interactional Social Work Practice: Toward an Empirical Theory. Itasca, Illinois: F. E. Peacock, 370 pp.

Instructor's Guide for Interactional Social Work Practice. Itasca, Illinois: F.E. Peacock, 142 pp.

Handbook of Basic Skills and Strategies for School Principals. Co-authored with Lawrence L. Giandomenico. Springfield, Illinois: Charles Stuart Publishers, 150 pp.

1986

Mutual Aid Groups and the Life Cycle.

Co-edited with Alex Gitterman. Itasca, Illinois: F.E. Peacock, 387 pp.

The Legacy of William Schwartz: Group Practice as Shared Interaction.

Co-edited with Alex Gitterman. New York: Haworth Press, 120 pp.

1984

The Skills of Helping Individuals and Groups, 2nd Ed.

Itasca, Illinois: F. E. Peacock, 432 pp.

1983

Teaching the Helping Skills: A Field Instructor's Guide.

Itasca, Illinois: F. E. Peacock, 66 pp.

1982

The Skills of Supervision and Staff Management.

Itasca, Illinois: F. E. Peacock, 366 pp.

1981

Identifying, Measuring and Teaching the Helping Skills. New York: Council on Social Work Education and the Canadian Association of Schools of Social Work, 146 pp.

1979

The Skills of Helping Individuals and Groups.

Itasca, Illinois: F. E. Peacock, 364 pp.

1969

A Casebook of Social Work with Groups. New York: Council on Social Work Education, 1968, 112 pp. (Published in Swedish by Student Litteratur, 1971; French Edition published by Association Nationale des Assistantes Sociales, 1977).

Articles and Book Chapters**2017**

“The Use of a Category Observation System for Analyzing Videos of Group Practice: Analysis of 30 Hours of Video of Family and Group Sessions”. *Journal for Specialists in Group Work*.

2016

“Addressing Internalized Biases and Stereotypes of the Group Leader: A Life-Long Professional Task”. *Journal of Social Work with Groups*.

“Shifting the Social Work Practice Paradigm: The Contribution of the Interactional Model”. *Journal of Social Work Education*.

“Microaggressions and Political Correctness: Creating a Positive Classroom Culture”. *Journal of Social Work Education*, 385-386.

“Commentary on the Article Entitled: Characteristics of the Group Experience in Resident Camping (Authored by William Schwartz). in, *Not Just Play: Summer Camp and the Profession of Social Work*, Oxford Press, Chapter 9.

2015

“Content and process in a teaching workshop for faculty and PhD students”. Authors: Robin Hartinger-Saunders, Ph.D., Elaine Rinfrette, Elaine Maccio, Christine Rine, James Coyle, Kelly F. Jackson, Lawrence Shulman, *Journal of Teaching in Social Work*.

2014

“Unleashing the Healing Power of the Group: The Mutual Aid Process”. In J. DeLucia-Waack, C. Kalodner & M. Riva (Ed.). *The Handbook of Group Counseling and Psychotherapy*, Second Edition, Sage Publishers.

“A Mutual Aid Support Group for Persons with Aids in Early Substance Abuse Recovery”. In C.W. LeCroy, ed. *Case Studies in Social Work Practice*, 3rd edition, Wiley Publishers.

“The Shifting Paradigm from the Medical to the Interactional Model: A Personal History”. *Advances in Social Work* Vol. 15 No. 1, 207-229

“Developing Successful Therapeutic Relationships”. In, A.R. Roberts, (Ed. D), Social Work Desk Reference. New York, N.Y.: Oxford University Press.

2013

"Supervision". In, The Encyclopedia of Social Work, 21st Edition. Washington, DC: National Association of Social Workers Press.

“Mutual Aid Groups”. Entry in R. Barker, The Social Work Dictionary, 6th edition. Silver Springs, Maryland: NASW Press.

“A Mutual Aid Support Group for Persons with AIDS in Early Substance Abuse Recovery”. In, Craig Winston LeCroy (Ed.). Case Studies in Social Work Practice, Third Edition, Hoboken, N.J.: John Wiley and Sons, Inc.

“A Short-Term Single-Parents’ Group”. In, Craig Winston LeCroy (Ed.). Case Studies in Social Work Practice, Third Edition, Hoboken, N.J.: John Wiley and Sons, Inc.

“Mutual Aid Group Work: The Healing Power of the Group”. In, J. DeLucia-Waack, C. Kalodner, M. Riva (Eds.). The Handbook of Group Counseling and Psychotherapy, Second Edition. Sage Publishers.

2010

Tebes, J.K., Matlin, S.L., Migdole, S.J., Farkas, R.W., Money, R.W., Shulman, L. & Hoge, M.A. “Providing Competency Training to Clinical Supervisors through an Interactional Supervision Approach”. *In Research on Social Work Practice*.

2008

“Developing Successful Therapeutic Relationships”. In A.R. Roberts and G.J. Greene, Eds., Social Workers' Desk Reference, 2nd edition. New York: Oxford University Press.

"Supervision". In, R. Edwards, Ed., Encyclopedia of Social Work, 20th Edition. Washington, DC: National Association of Social Workers Press.

“The Preliminary Phase” and the “Beginning Phase”. In Gitterman, A., & Salmon, R. (Eds.). Encyclopedia of social work with groups. New York: Routledge Press.

“The Hidden Group in the classroom: The Use of Group Process in Teaching Group Work Practice”. *Journal of Teaching in Social Work*.

“The Clinical Supervisor-Practitioner Working Alliance: A Parallel Process. The Clinical Supervisor, (24) ½, pp. 23-48.

"The Dynamics of Mutual Aid". *Social Work with Groups*.

2005

"Group Work Method". In A. Gitterman and L. Shulman, eds., *Mutual Aid Groups, Vulnerable and Resilient Populations and the Life Cycle*, pp. 38-72. New York: Columbia University Press.

"Persons with Aids in Substance-Abusing Recovery: Managing the Interaction between the Two". In A. Gitterman and L. Shulman, eds., *Mutual Aid Groups, Vulnerable and Resilient Populations and the Life Cycle*, pp. 266-289. New York: Columbia University Press.

"Healing the Hurts: A Short-term Group for Separated, Widowed, and Divorced Single Parents." In A. Gitterman and L. Shulman, eds., *Mutual Aid Groups, Vulnerable and Resilient Populations and the Life Cycle*, pp. 448-470. New York: Columbia University Press.

With A. Gitterman, "The Life Model, Oppression, Vulnerability and Resilience, Mutual Aid and the Mediating Function". In A. Gitterman and L. Shulman, eds., *Mutual Aid Groups, Vulnerable and Resilient Populations and the Life Cycle*, pp.3-37. New York: Columbia University Press.

2004

"Clinical Supervision: A Practice Specialty of Clinical Social Work". Salem, MA: American Board of Examiners in Clinical Social Work.

2003

"Crossing Boundaries: Group Work with Persons with AIDS in Early Recovery from Substance Abuse". In J. Lindsay, D. Turcotte, E. Hopmeyer, Ed. *Crossing Boundaries and Developing Alliances Through Group Work*. New York: Haworth Press.

2002

"Learning to Talk About Taboo Subjects: A Life Long Professional Task". In R. Kurland and A. Malekoff, Eds., *Stories Celebrating Group Work: It's Not Always Easy to Sit On Your Mouth*. New York: Haworth Press. (Co-published simultaneously as *Social Work with Groups*, Volume 25, Number 1 – Twenty-fifth Anniversary Issue).

"Developing Successful Therapeutic Relationships". In A.R. Roberts and G.J. Greene, Eds. *Social Workers' Desk Reference*. New York: Oxford University Press.

1999

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1996

"Social Work with Groups: Paradigm Shifts for the 90's". In, B. Stempler and M. Glass, Eds., *Social Group Work Today and Tomorrow: Moving from Theory to Advanced Training in Practice*. New York: Haworth Press. (Key-note presentation at the Symposium of the Association for the Advancement of Social Work with Groups, October, 1992, Atlanta, Georgia.)

1995

"Supervision and Consultation". In, R. Edwards, Ed., *Encyclopedia of Social Work*, 19th Edition. Washington, DC: NASW Press.

1994

"Social Group Work: A Second Look". (The Elizabeth Wisner Lecture, 1992, School of Social Work, Tulane University New Orleans, Louisiana). In, M. Cambel, Ed. *The Tulane Papers*.

1993

"Developing and Testing a Practice Theory: The Interactional Perspective." *The Social Work Journal*, N.A.S.W.

"Groupwork and Hard-to-Reach Clients," in *Groupwork*, Vol. 1, No. 2, pp. 5-17.

"The Hidden Group in the Classroom: The Uses of Group Process in Teaching Group Work Practice," in *Journal of Teaching in Social Work*, Vol. 1, No. 2, pp. 3-33.

1988

"Groupwork and Hard to Reach Clients". In A. Brown and A. Kerslake, Eds. *Group Work*. London: Whiting and Birch LTD, Volume 1, Number 1, pp. 5-16.

1987

"Consultation." In *Encyclopedia of Social Work*, 18th ed., Anne Minahan, Editor-in-Chief. Silver Springs, Maryland: National Association of Social Workers, pp. 326-331.

1986

"The Life Model, Mutual Aid and the Mediating Function," in Alex Gitterman and Lawrence Shulman (eds.), in *Mutual Aid Groups and the Life Cycle*. Itasca, Illinois: F. E. Peacock, pp. 3-22.

"Group Work Method," in *Mutual Aid Groups and the Life Cycle*, pp. 23-52.

"Healing the Hurts: Single Parents," in *Mutual Aid Groups and the Life Cycle*, pp. 179-194.

"The Dynamics of Child Welfare," in Brian Wharf and Ken Levitt (Eds.). *The Challenge of Child Welfare*. Vancouver: University of British Columbia Press, pp. 276-289.

1982

The Impact of the Family Physician's Communication, Relationship and Technical Skills on Patient Compliance, Satisfaction, Reassurance, Comprehension and Improvement.

Vancouver: University of British Columbia.

1981

"The Dynamics of Mutual Aid," in *Social Work with Groups*, Vol. 8, No. 4, pp. 51-60

1980

"Social Work Practice with Foster Parents," in *The Canadian Journal of Social Work Education*, Vol. 6, No. 1, pp. 58-71.

"The Work Phase in Practice with Married Couples," in David Freeman and Barry Trute (eds.), *Perspectives on Family Therapy*. Toronto: Butterworth Press, pp. 123- 136.

1978

"Skills of the Helping Process," in *Toward Human Dignity: Social Work in Practice*. Fifth N.A.S.W. Symposium. New York: National Association of Social Workers, Inc., pp. 107-121.

"A Study of Practice Skills," in *Social Work*, Vol. 23, July, pp. 244-280.

1973

"Group Work Skill and Effective College Instruction," *Research McGill*. Information Office, Montreal: McGill University, Vol. 6, June, pp. 13-20.

1970

"Client, Staff and the Social Agency," in *Social Work Practice, 1970*. New York: Columbia University Press, pp. 21-40.

"Program in Group Work: Another Look," in William Schwartz and Serapio Zalba (eds.), *The Practice of Social Work with Groups*. New York: Columbia University Press, pp. 221-240.

1969

"The Anatomy of a Helping Act," in **Social Work Practice**. New York: Columbia University Press, May, pp. 29-48.

"Social System Theory in Field Instruction," in Gordon Hearn (ed.), *Social Systems Theory in Social Work Education*. New York: The Council on Social Work Education, pp. 339-349.

1968

"A Game-Model Theory of Inter-Personal Relations," in *Social Work*, Vol. 13, pp. 16-22
A Casebook of Social Work with Groups: The Mediating Model. Council on Social Work Education.

1967

"Scapegoats, Group Workers, and the Pre-Emptive Intervention," in *Social Work*, Vol. 12, pp. 37-43.

Videotape Series, CDs and DVDs (All McGill University videos are now distributed by Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

2008

"The Dynamics and Skills of Classroom Teaching". Available from the University at Buffalo School of Social Work, http://www.socialwork.buffalo.edu/facstaff/skills_dynamics.asp

1994

"Teaching About Practice and Diversity: Content and Process in the Classroom and the Field." (A series of eight video taped programs co-produced with Cassandra Clay and distributed by the Council on Social Work Education, www.cswe.org).

1990

"Social Work Practice: An Interactional Approach." (A series of two video taped programs distributed by: Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

1988

"Dynamics and Skills of the Middle Phase of Practice," with Alex Gitterman. (A series of two video taped programs distributed by: Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

1983

"Core Skills for Field Instructors." (A series of two video taped programs distributed by: Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

1980

"The Skills of Helping." (A series of two video taped programs distributed by: Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

1975

"The Helping Process in Social Work: Theory, Practice and Research." (A series of two video taped programs distributed by: Insight Media, "Justin Baer" <justin@insight-media.com>, 800-233-9910)

Research Reports**1982**

A Study of the Content, Context and Skills of Supervision. Vancouver: School of Social Work, University of British Columbia, 60 pp.

The Impact of the Family Physician's Communication, Relationship and Technical Skills on Patient Compliance, Satisfaction, Reassurance, Comprehension and Improvement.
Vancouver: School of Social Work, University of British Columbia, 79 pp.

1976

A Study of the Helping Process. Vancouver: School of Social Work, University of British Columbia, 600 pp. French translation of abridged version published by Canadian Association of Schools of Social Work, 1979.

FUNDED RESEARCH AND SERVICE PROJECTS**Funded While at the UB SSW (1997 to Present)**

School Violence Prevention (SVP) projects in the Buffalo Schools dealing with violence reduction

New York State Department of Education, \$100,000 per year from 2000 to 2013.

A Study of Intervention with Students Suspended from the Buffalo Public Schools for Violence, Weapons Possession or Drug Use (The establishment of a Center at the University at Buffalo for city-wide referrals of suspended children).

New York State Department of Education, September, 2000 to June, 2002, \$750,000.

A Study of an Intervention Program for Foster Children in Transition to Independence

Erie County Department of Social Services, \$150,000

A Study of a Middle School to High School Successful Transition Program at Two Buffalo Schools.

The Allstate Insurance Foundation, \$40,000

A Study of the Impact of a SSW Established “Institute for Nonprofit Agencies” Providing Training and Consultation to Executive Directors and Middle Level Agency Managers.

The Oishei Foundation, \$500,000

Conference Grant for the Establishment of an International and Interdisciplinary Conference on Clinical Supervision.

The National Institute for Drug Abuse (NIDA), \$125,000 for five years of support.

Funded Prior to 1997

The Impact of Unemployment on Family Stress

The Edna McConnell Clark Foundation, \$10,500

The Development of a Model for Predicting the Effectiveness of Services to Families with Children at Risk and Children in Care

The Edna McConnell Clark Foundation, \$290,500

Development of a Simulation Model for Predicting the Impact of Changes in Policy, Administration and Direct Practice on Social Welfare Effectiveness

National Health & Welfare Canada, \$17,864

The Impact of the Family Physician's Communication, Relationship and Technical Skills on Patient Compliance, Satisfaction, Reassurance, Comprehension and Improvement

British Columbia Health Care Research, \$61,000.

A Study of the Impact of Supervisor Skill Levels on Social Work Practice

P. A. Woodward's Foundation, \$13,000

A Study of Reduced Caseload and Practice Skill

Province of Ontario, Ministry of Social Affairs, \$27,000

A Study of the Helping Process in Social Work Practice

National Health & Welfare, Canada, \$155,000

PROFESSIONAL ASSOCIATIONS

Council on Social Work Education (CSWE)

(Former member of the CSWE Commission on Academic Policy)

(Former Member of the Task Force on Defining Scholarship for Social Work Education)

Association for the Advancement of Social Work with Groups (ASSWG)

(Board Member, Founder and Former Chair of the Commission on Strengthening Group Work in SW Education)

National Association of Social Workers (NASW)

American Counseling Association (ACA)

American Psychological Association (APA)

American Association of University Professors (AAUP)

Bertha Reynolds Society

- 2014** COUNCIL ON SOCIAL WORK EDUCATION (CSWE) SIGNIFICANT LIFETIME
ACHIEVEMENT AWARD IN SOCIAL WORK EDUCATION FOR DEDICATION TO EXCELLENCE
IN SCHOLARSHIP AND RESEARCH, PEDAGOGY AND CURRICULUM DEVELOPMENT, AND
ORGANIZATIONAL LEADERSHIP.
- 2010** COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK ALUMNI HALL OF FAME
- 2007** OUTSTANDING CONTRIBUTION TO GROUP WORK PRACTICE AND RESEARCH, THE
ASSOCIATION FOR THE ADVANCEMENT OF SOCIAL WORK PRACTICE WITH GROUPS
- 2002** HYMAN L. LEVIN PROFESSIONAL AWARD, MENTAL HEALTH ASSOCIATION OF
BUFFALO AND ERIE COUNTY
- 1999** THE RICHARD LODGE PRIZE, ADELPHI UNIVERSITY, SCHOOL OF SOCIAL WORK
- 1991** CLARA LOUISE MYERS LECTURESHIP AWARD, UNIVERSITY OF MISSOURI,
SCHOOL OF SOCIAL WORK

Bill as Introduced

SB 385 - AS AMENDED BY THE SENATE

01/18/2018 0109s

2018 SESSION

18-2939
05/03

SENATE BILL **385**

AN ACT establishing a foster care children's bill of rights.

SPONSORS: Sen. Feltes, Dist 15; Sen. Reagan, Dist 17; Sen. Carson, Dist 14; Sen. Cavanaugh, Dist 16; Sen. Fuller Clark, Dist 21; Sen. Hennessey, Dist 5; Rep. M. MacKay, Hills. 30; Rep. Morrison, Rock. 9; Rep. Wallner, Merr. 10

COMMITTEE: Health and Human Services

ANALYSIS

This bill establishes a bill of rights for children in foster care.

Explanation: Matter added to current law appears in *bold italics*.
Matter removed from current law appears [~~in brackets and struck through.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Eighteen

AN ACT establishing a foster care children's bill of rights.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Statement of Purpose.

I. The rights enumerated in this act are intended to guide department of health and human services staff, foster parents, and providers in the delivery of care and services to youth in out-of-home placement with a commitment to permanency, safety and well-being. These rights provide youth with a "voice" to be taken into consideration when decisions are made by the courts, department staff, and providers. They are designed to ensure opportunities for age appropriate involvement in "normal" life experiences.

II. The following assumptions, beliefs, and goals guide this foster children's bill of rights:

(a) Everyone deserves to be safe.

(b) All children and youth need and deserve permanency and a life of wellbeing.

(c) Everyone, regardless of age, deserves to be treated with courtesy and respect.

(d) All children, youth, and families have strengths.

(e) All children and youth belong with a family or other sources of caring and support.

2 New Subdivision; Foster Care Children's Bill of Rights. Amend RSA 170-G by inserting after section 19 the following new subdivision:

Foster Care Children's Bill of Rights

170-G:20 Reasonable and Prudent Parent Standard. The rights of children in foster care exist within the context of the reasonable and prudent parent standard defined in 42 U.S.C. section 675(10). This means that foster parents, caretakers, and department staff must make careful and sensible decisions that maintain the health, safety, and best interests of a child while at the same time encouraging the emotional and developmental growth of the child. The rights established in this section are to be applied in accordance with the reasonable and prudent parent standard, in a context appropriate to the age and developmental level of the child, and in recognition of the fact that some of these rights may be considered privileges to be earned.

170-G:21 Foster Care Children's Bill of Rights. A child who is placed in a foster home or other out-of-home placement pursuant to a juvenile court proceeding under RSA 169-B, RSA 169-C, or RSA 169-D shall have the right:

I. To be supported in a healthy growth and developmental process from early childhood to adulthood and to be protected from all forms of abuse.

II. To receive appropriate and team recommended treatments, including counseling, medical care, and dental treatment, within a reasonable period.

SB 385 - AS AMENDED BY THE SENATE

- Page 2 -

1 III. To receive support from department staff, and his or her foster family or residential
2 provider in maintaining positive contact with significant people, such as relatives, friends, teachers,
3 and community supports, including assistance with obtaining contact information, transportation,
4 and reasonable visitation opportunities.

5 IV. To develop a support group, which may, when appropriate, include department staff,
6 foster parents, residential staff, therapists, and other individuals with responsibility for case
7 planning.

8 V. To be treated with courtesy and respect by department staff, foster parents, residential
9 staff, and providers without regard to race, ethnicity, sexual orientation, gender identity, religion,
10 or disability and to participate in activities associated with his or her religious beliefs.

11 VI. To participate in "normal" activities consistent with his or her age and developmental
12 level, such as opening a bank account, celebrating birthdays, participating in graduations, and
13 obtaining an identity card, unless restricted by the child's treatment plan, case plan, or the
14 availability of financial resources.

15 VII. To receive notice of any meetings regarding the child's case and to have opportunities
16 to resolve potential barriers to participation, such as a lack of transportation or conflict with the
17 child's academic schedule.

18 VIII. To receive information about decisions that affect the child's life and to be notified of
19 changes that affect his or her case plan, treatment plan, permanency, safety, stability, or wellbeing,
20 and to have his or her voice considered in these decisions.

21 IX. To be informed of all assistance that the department offers foster children related to
22 permanency planning, education, employment, housing, and wellbeing.

23 X. To receive assistance in acquiring life skills, education, training, and career guidance to
24 accomplish personal goals, prepare for the future, and to become a self-sufficient adult after the
25 child's transition from care.

26 XI. To have an achievable transition plan when the child leaves care that is created by the
27 foster child with the help of his or her support group.

28 XII. To attend and participate in court hearings to the extent permitted by the court and
29 appropriate given the age and experience of the child.

30 XIII. To utilize technology, such as social networking sites and cell phones, based on the
31 child's level of maturity and responsibility and taking into account the environment in which the
32 child is living, the support of his or her treatment team, the financial costs involved, and the child's
33 ability to maintain privileges.

34 XIV. To be informed of the process for contacting the child protective services worker's
35 supervisor, or other department staff, the guardian ad litem, and the office of the child advocate.

36 XV. To be informed by the department of the rights set forth in this section and to receive
37 assistance in obtaining and enforcing them.

38 3 Effective Date. This act shall take effect upon its passage.