



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY



Surrogate Parent Training What You Need to Know

Metro South GLRS



Serving South Metro County School Systems since 1966
BUTTS – FAYETTE – HENRY – LAMAR – NEWTON – PIKE – SPALDING – UPSON
Dr. Stephanie L. Gordy, Executive Director



Griffin RESA's Mission Statement

Guidance for Growth

using

Relevant Resources

to

Encourage Excellence

for

Sustainable Skills

in

Advancing Achievement



IDEA Federal Fund Disclaimer

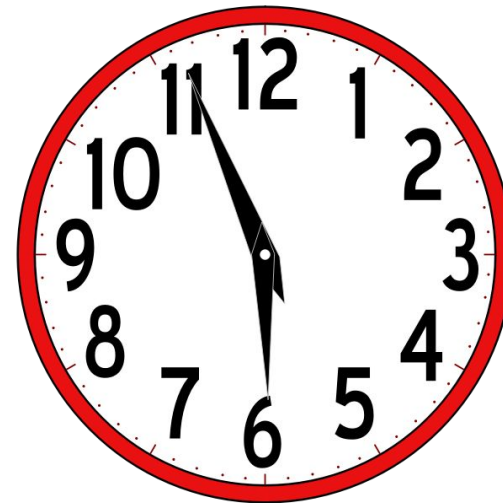
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Schedule for the Day

- 9:00 Morning session
- 10:30 Break (10 minutes)
- 12:00 End





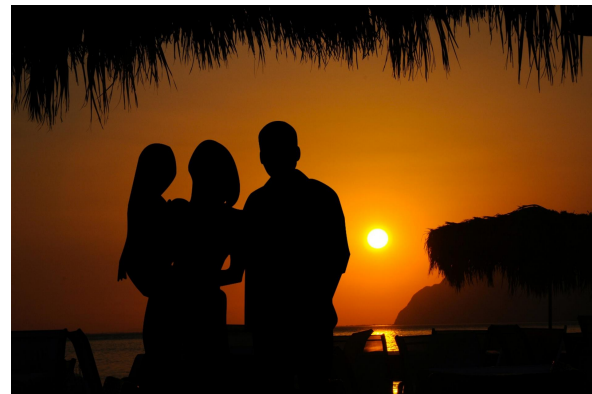
Learning Targets

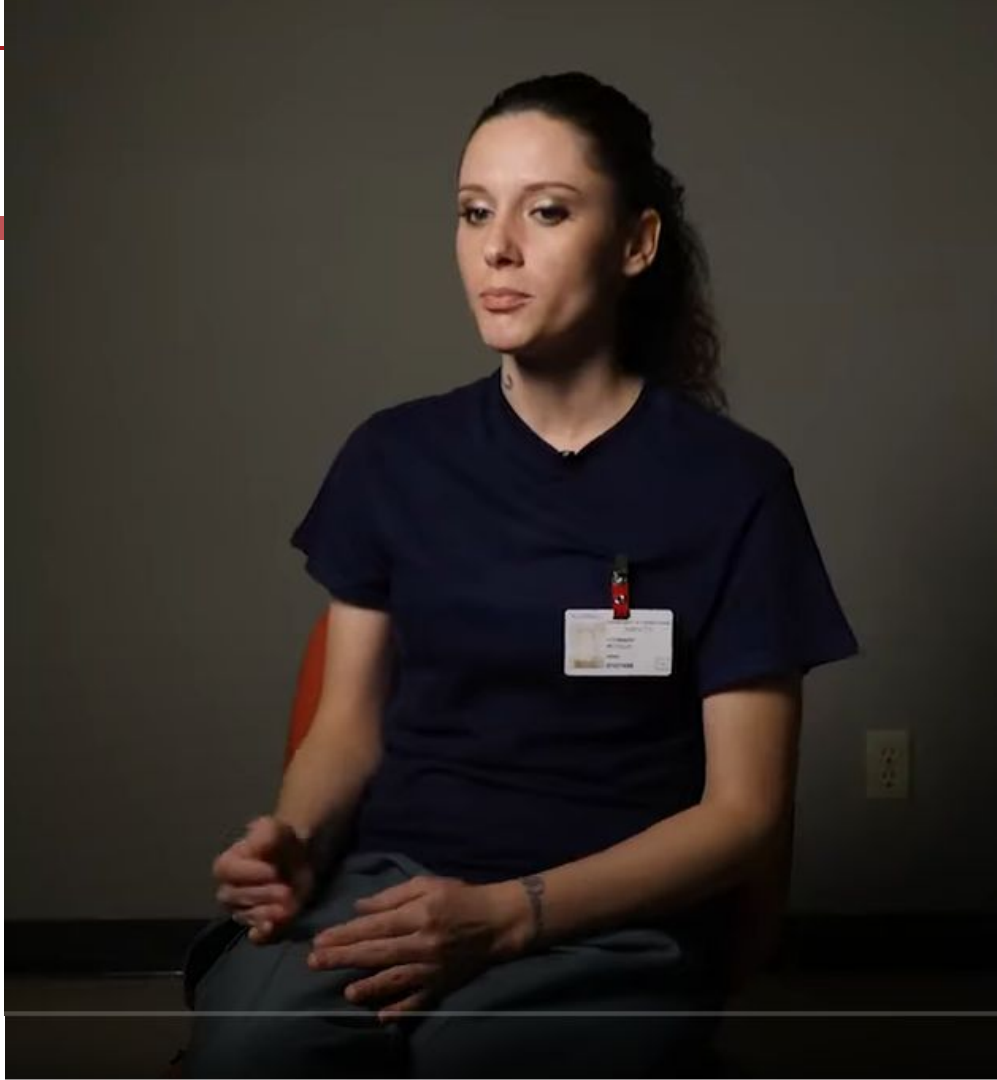
- To explain why and when a surrogate parent is required.
- To identify who appoints a surrogate.
- To explain the requirements of a surrogate parent.
- To explain the specific responsibilities of the surrogate.
- To locate and review the state and federal laws, guidelines, and applications to Georgia.





Surrogate-Family-Parent





[Link](#)







[Link](#)





Time to Reflect

Talk about the videos and think about children you know in your area schools, churches, community, or families.

(No identifying information please)

Why is it important for school-district personnel to support adults who are placed as parents?

(in loco parentis)



BreakOut





Why Surrogate Parents?

- All children with disabilities are entitled to a free appropriate public education (FAPE) under state regulations and federal laws.
- Included in these laws is a mandate for the parents of students with disabilities to have the opportunity to actively participate in the educational decision-making process.





Why Surrogate Parents?

- Unfortunately, some children with disabilities do not have parents who can fulfill this very important role.
- Federal law, the IDEA, and Georgia Rules mandate a surrogate parent be appointed to fulfill the role of parent in these processes if a parent is not able to complete this task.



A Surrogate Parent is Needed...

- No parent (As defined by IDEA) can be identified
- The LEA, after reasonable efforts, cannot locate a parent
- The child is ward of the state
- The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act.



Who Appoints Surrogate Parents?

- The public school system determines students who are in need of surrogate parents (Special Education Director).
- A judge may appoint a surrogate parent.
- The district must choose candidates and provide surrogate parent training.
- Districts are required to keep a list of surrogate candidates on file and update annually.



School System Responsibilities

1. The school system must have a method for determining whether a child needs a surrogate parent.
2. The school system must have a method of assigning a surrogate parent to a child in need.
3. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. This includes signing consent.
4. The school system must provide FAPE.
5. Recommended training for Surrogates.





Surrogate Parent

- Must not be an employee of the state, the system, or any agency involved in the education of the child (*DFCS, Department of Juvenile Justice*)
- Have no interest that conflicts with the child
- Have knowledge and skills that ensure adequate decision-making representation is presented for the child
- Willing to receive no monetary compensation



Surrogate Parent

- Has no financial responsibility
- Protects the child's rights in the education decision making process including identification, evaluation, and placement
- Follows confidentiality
- Uses discretion with sharing information
- Participates in the IEP process





Confidentiality

- Information provided must be kept confidential and ONLY discussed with staff who have direct contact with the child.
- Surrogate parents have the same confidentiality rights as all parents under IDEA





Liability

Georgia Rule: 160-4-7-11

Any individual appointed to act as a surrogate parent for a child with a disability under IDEA shall not be liable for any civil damages for any action or actions done while performing duties as a surrogate parent, except for acts or omissions to act constituting gross, willful, or wanton negligence.





The Role of the Surrogate



What is Special Education?

- The purpose of the Individuals with Disabilities Education Improvement Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes **specially designed instruction** and **related services** designed to meet their unique needs and prepare them for further education, employment, and independent living.



Specially Designed Instruction

Instruction framework for addressing the needs of a child with a disability.

Examples:

- Provide previewing of new vocabulary for child weak in vocabulary and comprehension
- Provide instruction on using a calculator for a child who can not calculate without technology
- Provide instruction on using a graphic organizer for a writing topic to a child who has difficulty expressing themselves in writing
- Teach social skills and anger management to a child who has explosive anger issues and anxiety
- Direct explicit instruction





Related Services

- Speech and Language therapy
- Occupational Therapy
- Physical Therapy
- Special Transportation
- Behavior Supports
- Nursing





Special Education Serves

- Children age 3-22





Eligibility Categories

- [Autism](#)
- [Deaf/Blind](#)
- [Deaf/Hard of Hearing](#)
- [Emotional & Behavior Disorder](#)
- [Intellectual Disability](#)
- [Orthopedic Impairment](#)
- [Other Health Impaired](#)
- [Significantly Developmentally Delay](#)
- [Specific Learning Disability](#)
- [Speech and Language Impairment](#)
- [Traumatic Brain Injury](#)
- [Visual Impairment & Blindness](#)



Special Education Process under IDEA

Step 1. Child is identified as possibly needing special education and related services.

Step 2. Child is evaluated. (Consent for evaluation is required)

Step 3. Eligibility is determined by an eligibility committee.

**Step 4. If the Child is not determined eligible for services, the child remains in
Tier 3 support**

Step 4. If Child is found eligible for services IEP meeting is scheduled

Step 5. IEP meeting is held and the IEP is written. (Consent for placement is required)

Step 6. Services are provided.

Step 7. Progress is measured and reported to parents at least as frequently as general education peers; usually with report cards or progress reports

Step 8. IEP is reviewed annually or as needed in between annual meetings.

Step 9. Child is reevaluated at least every three years

▪



IEP Process for a Surrogate Parent

- You will attend the meeting and sit in the seat of “parent”.
- You will listen to information provided.
- You will ask questions as needed.
- You will ask for a summary of all the important decisions that were made before agreeing or leaving.

Be sure you understand the information and decisions regarding:

Evaluation results, goals, and placement of the child.

How much time the child will be in general education and special education.

Any additional services that are needed, speech, OT, PT, bus transportation.

When and how you will receive progress information, if applicable.

Parent Rights Procedural Safeguards

- Parents and students with disabilities have been given certain procedural rights and responsibilities
- Records
- Confidentiality
- Independent Evaluations
- Notice
- Evaluation Procedures
- Least Restrictive Environment
- Surrogate Parents
- Private School/Home School Placement
- Consent
- Parent Participation
- Interim Alternative Placements





Parent Rights and Special Education

1. IDEA-Notice of Procedural Guidelines

A. One time yearly and the following:

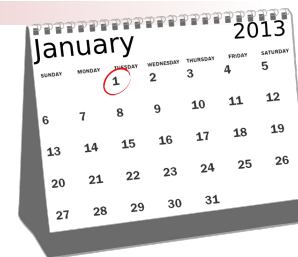
B. Initial Referral Request for Evaluation

C. First Written Formal Complaint

D. First Due Process Complaint

E. Discipline Constituting a Change in Placement

F. Upon Parental Request



GEORGIA LEARNING
RESOURCES SYSTEM



Parent Rights and Special Education

Terms used in document:

LEA-Local Education Agency

IDEA-Individuals with Disabilities Education Act

Broad definition of parent inclusive of biological, adoptive, foster, guardian, person acting in place of a biological or adoptive parent (including grandparent, stepparent, or other relative) living with child or legally responsible for child.

Or a surrogate that has been appointed.





Parent Rights and Special Education

Parent of child referred or already receiving special education or related services.....

You have rights protected by state and/or federal law.

Ask school or system for any clarifications or explanations.

Ask for translation to another language if needed.

Ask if you want them explained to you.





Your Rights as Parents

Handout to read and talk about. 5 Groups

Group 1 Sections -Confidentiality-Records-Independent Evaluations

Group 2 Sections-Notice of Rights-Consent

Group 3 Dispute Resolution

Group 4 Sections-Evaluation-LRE-Surrogate-Private School Placement

Group 5-Sections-Procedures with Discipline





Activity 1

In small groups-read and capture the important information from the section(s) on the Jamboard for your group.

Be ready to report out the key takeaways from the assigned sections for the whole group.





BreakOut





What is an IEP?

- Individual Education Plan written for every child that receives special education.
- Contents of an IEP
- Sample IEP



Special Education Eligibility Requirements

- Once a referral is made, a full and individual comprehensive evaluation is completed by a school psychologist. (Consent is required for the evaluation)
- Data must also be collected to provide evidence that the child's lack of progress is not related to:
 - Lack of appropriate instruction in reading, math, or Writing
 - Lack of English proficiency



Special Education Eligibility Requirements

- Once assessment is complete an **eligibility report** is written and an **IEP (Individual Education Plan) staffing** is scheduled.
- At the IEP meeting the psychologist will review findings and get updated input from the team members.
- If a child meets the criteria for eligibility, the special education teacher will lead the team in a draft IEP building process. (Consent for placement is required)



IEP Process for a Surrogate Parent

- Approximately 10 days prior to the scheduled meeting you will receive notice of the meeting. It will include the time, date, and location of the meeting.
- A special education representative will contact you and discuss the child's learning strengths and weaknesses and provide some background knowledge of the child.





Review of Key Points

In the next slides we will review a few key points for parents to be aware of when supporting their students through the processes, procedures, and requirements of the Individual Education Plan.



IEP Required Team Members

- Parent or person acting as parent
- General Education Teacher(s)
- Special Education Teacher(s)
- A system representative (LEA) who is qualified to provide and supervise the provision of special education services, knows the general curriculum, and knows the availability of resources
- Student age 14 and above
- Others who have knowledge of the child and can offer input based upon needs



Present Levels of Academic Achievement and Functional Performance

- This is the foundation information for an IEP
- Contains evaluation results and why the child is eligible for special education.
- Contains state and local assessment data
- Describes strengths- academic, developmental, ad functional
- Describes needs that hinder the child's progress
- Parental concerns are documented
- How the disability impacts progress in the general education curriculum





Student Name: _____ Meeting Date: _____

II. CONSIDERATION OF SPECIAL FACTORS

- a) **Does the student have behavior which impedes his/her learning or the learning of others?** Yes No
If yes, consider the appropriateness of developing a Behavior Intervention Plan. Behavior Intervention Plan developed? Yes No
 Refer to Behavior Intervention Plan for additional information.
- b) **Does the student have Limited English proficiency?** Yes No
If yes, consider the language needs as related to the IEP and describe below.
- c) **Does the student have blindness/visual impairment?** Yes No
If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.
- d) **Does the student have communication needs?** Yes No
If yes, consider the communication needs and describe below.
- e) **Is the student deaf or hard of hearing?** Yes No
If yes, consider and describe the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Describe communication needs below.
- f) **Does the student need assistive technology devices or services?** Yes No
If yes, describe the type of assistive technology and how it is used. If no, describe how the student's needs are being met in deficit areas.
- g) **Does the student require alternative format for instructional materials?** Yes No
If yes, specify format(s) of materials required below.

- Braille Large type Auditory Electronic text

III. TRANSITION SERVICE PLAN

A transition service plan must be completed no later than entry into 9th grade or by age 16, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually. If transition service plan is developed, attach to the IEP.





Considerations of Special Factors

- Considerations must be answered YES or NO.
- The factors consider behavior, limited English Proficiency, visual impairments, communication needs, assistive technology, and alternative format of instructional materials.
- If the answer is YES, the supports and services that will be provided are described.





Assistive Technology

- **Assistive Technology** is an [umbrella term](#) that includes assistive, adaptive, and rehabilitative devices for [people with disabilities](#) and also includes the process used in selecting, locating, and using them.
- AT promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the [technology](#) needed to accomplish such tasks.





Transition Plan



- The purpose of the transition plan is to assist students to build the skills and supports they need to reach their post- school goal.
- Must be written and action steps in place by the time the child enters ninth grade or age 16.
- Includes measurable goals based upon a career assessment related to training, education, employment, and independent living
- The plan also includes a Course of Study
- The actions of the plan should relate to the child's career goal.





Transfer of Rights at age 18

- Before a student turns 18, and IEP must be written that includes a statement that the child has been informed of his rights and that those rights will transfer to the student upon reaching age 18.
- The IEP should also document at age 18 that rights have been transferred.
- All rights of parent transfer to the child at age 18.



IV. MEASURABLE ANNUAL GOALS

Measurable Annual Goals: Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.	Criteria for Mastery	Method of Evaluation	Progress At Reporting Period			
			1 (date)	2 (date)	3 (date)	4 (date)
1.						
2.						
3.						
4.						

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?



Annual Goals

- IEP goals are written to address an individual student's deficits to enable them to make progress in grade level standards.
- All students are expected to be working toward grade level standards.
- The goals should address needs described in the PLAAFP section at the beginning of the IEP
- The goals should be measurable



Sample Goals

Measurable Goals: Example

Reading

Given 4th grade level text, M. will respond accurately to the following questions: [who, what, when, where, and why] 95% of the time for three out of five days.

Math

Given mixed multiplication fluency probes for multiplication tables 3, 4, 6, 7, 8, 9, 11, and 12, S. will complete _____ problems at a rate of _____ problems per minute for 3/5 days.

V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVES/BENCHMARKS

Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

MEASURABLE ANNUAL GOAL: _____

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation	Progress At Reporting Period			
			1 (date)	2 (date)	3 (date)	4 (date)

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?



Student Supports



Instructional Accommodations- include how instruction is provided and how the child is expected to respond.

-Listen to text on audio rather than read the entire story

_ Use a keyboard for written tasks vs a pencil

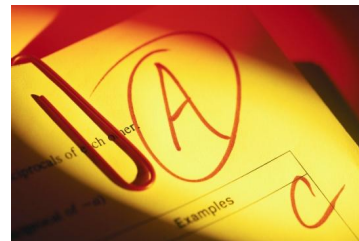
_ Participate in discussion with a sign language interpreter

_ Use a calculator for math computation tasks



Student Supports

- **Classroom and State Assessments Accommodations**
- Should be individualized
- Follow state guidelines
- Determined by subject/content area
- As specific as possible
- Example: Small group no more than 12
with double time





State Assessments



- Georgia requires ALL students to participate in grade level system and statewide assessment programs.
- For any grade where ALL students are assessed, students with disabilities must participate in the regular assessment or the Georgia Alternate Assessment.
- State Assessments include EOG, EOC, GAA
- The GAA (Georgia Alternate Assessment) is for students with significant cognitive disabilities. It is a small number of students.



VIII. SPECIAL EDUCATION: Instruction/Related Services in General Education Classroom/Early Childhood Setting

Options Considered ✓		Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)
	Consultative					
	Collaborative					
	Co-teaching					
	Supportive Services					
	Related Services					

IX. SPECIAL EDUCATION: Instruction/Related Services Outside of the General Education Classroom

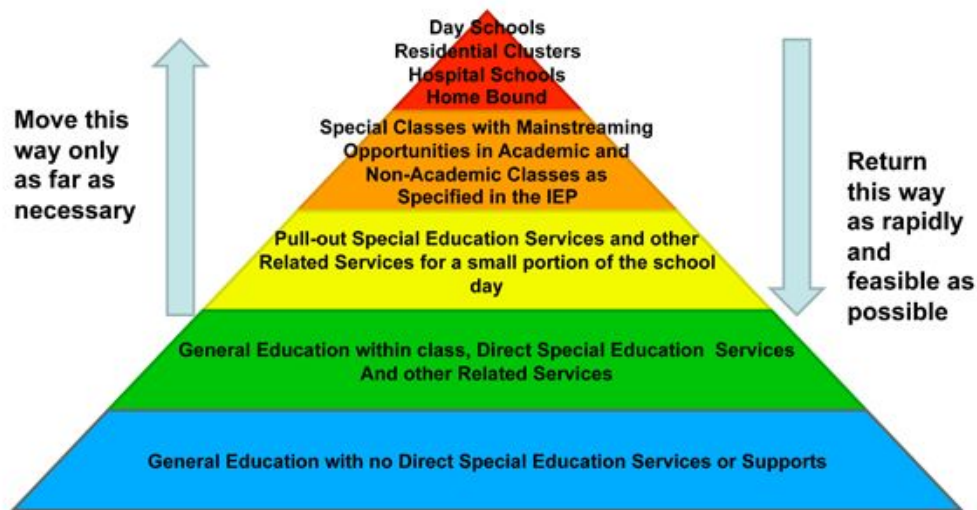
Options Considered ✓		Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)
	Separate Class					
	Separate School					
	Home Instruction					
	Residential					
	Hospital/Homebound					
	Supportive Services					
	Related Services					

X. The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:



Least Restrictive Environment

- The team should always consider how can the goals be met in the general education classroom.





XI. EXTENDED SCHOOL YEAR

- a) Are extended school year services necessary? Yes No
 If yes, complete the section below.
- b) Goals to be extended or modified:

Services	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Location

XII. DOCUMENTATION OF NOTICE OF IEP MEETING

	Date	Method of Notification	By Whom
1 st Notification		<input type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder notice <input type="checkbox"/> Other:	
2 nd Notification		<input type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder notice <input type="checkbox"/> Other:	
3 rd Notification		<input type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder notice <input type="checkbox"/> Other:	

XIII. PARENT PARTICIPATION IN THE IEP PROCESS

The following documents were provided to parent(s):

- Parental Rights in Special Education
- Individualized Education Program (IEP)
- Eligibility Report(s)
- Evaluation
- Other: _____

If parent did not attend the meeting, complete below:

On _____ the documents were: Mailed Given In Person Sent via Student Other _____





Extended School Year (ESY)

- The IEP team must consider does the student need services extended beyond the school day/year.
- Based upon: severity of disability, age of child, transition needs, rate of progress, if child is emerging in understanding critical skills, were there delays or interruptions in services during the school year.
- The team must determine the goal in the current IEP to be addressed
- ESY is NOT summer school but may be provided during the summer break.

Circumstances that will End the Surrogate Parent Relationship

- The child is no longer eligible for special education services.
- The child's legal guardian is now able to carry out the role of parent.
- The appointed surrogate parent cannot or no longer wants to represent the child.
- The child moves too far away from the surrogate parent.
- The school district superintendent determines that the surrogate parent is no longer able to adequately represent the child.





Questions ???





Recap Surrogate Parent

- Has no financial responsibility
- Protects the child's rights in the education decision making process including identification, evaluation, and placement
- Follows confidentiality
- Uses discretion with sharing information
- Participates in the IEP process





Recap Surrogate Parent

- Must not be an employee of the state, the system, or any agency involved in the education of the child (DFCS, DJJ)
- Must have no interest that conflicts with the child
- Must have knowledge and skills that ensure adequate decision-making representation is provided for the child
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Who Appoints a Surrogate?

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- The district must choose candidates and provide surrogate parent training.
- Districts are required to keep a list of surrogate candidates on file and update annually.





Confidentiality

- Information provided must be kept confidential and ONLY discussed with staff who have direct contact with the child.
- Surrogate parents have the same confidentiality rights as all parents under IDEA





FINAL Summary

- A surrogate parent sits in the seat of a “parent” for a child with a disability when a parent is not available.
- The surrogate parent is familiar with the special education IEP process
- The surrogate parent participates in the IEP process by asking questions and offering input the same as if that child was your child
- The surrogate parent ensures the IEP process is followed for the child and child receives the services and supports needed to help him/her be successful in the education environment.



Thank You!

For further questions:

Contact

XXXX

