

OREGON DEPARTMENT OF EDUCATION
255 Capitol Street NE
Salem, OR 97310-0203

This part to be filled out by the school district person in charge of the district's surrogate parent program. Letter of approval will be sent to this person. (In large districts, other designated personnel may fill out this part.) The school district is the appointing authority [ORS343.185].

Name: Nancy M. Ford Position: Director of EI/ECSE Special Education School District: Northwest Regional EI/ECSE Program
Address: 5825 NE Ray Circle, Hillsboro, OR 97124 Telephone: 503-614-1251 Date: _____

This part to be filled out by the person applying to serve as surrogate. (Answer all questions completely.)

1. Name: _____
2. Address: _____
3. Are you an employee of the Oregon Department of Education? Yes _____ No _____
4. If you are considering being a surrogate parent for a particular child, are you an employee of a public agency involved in the education or care of the child? Yes _____ No _____. If yes, in what capacity? _____

5. Are you aware of any conflicts of interest that could affect your serving as a surrogate parent for this child? Yes ____ No ____
If yes, indicate what the conflicts are: _____

6. Have you any prior history of behavior that might be detrimental to the health, safety or welfare of the child? Yes ____ No ____
If yes, please explain: _____

7. Are you familiar with: Oregon's education system: _____
Public Law 94-142: _____
8. Are you informed about the duties and responsibilities of a surrogate?
Yes ____ Please explain the method by which you were informed. _____

No ____ Please explain any plans made by the school district to inform you of your duties, include dates. _____

(This explanation is necessary. If no plans are made to inform you of your duties and responsibilities, this application cannot be approved.)
9. Are you willing to have your name added to a list of persons willing to serve as surrogate parent for other children? (This would not commit you; when a need arises you may choose whether or not to serve.) This list is maintained by the Department of Education and the names are given to school districts upon request.
Yes, I am willing _____. No, I am not willing _____.

To the best of my knowledge the above information is correct.

Signature

Date

**DOCUMENTATION OF ELIGIBILITY
FOR SURROGATE PARENT REPRESENTATION**

Student's Full Legal Name	Birth Date	Student Social Security #	Date
Adult with Whom Child Resides		Relationship to Child	

Signature of Service Coordinator: _____

.....
Section I: The child is a Ward of the State

Indicate one of the following three alternatives and record the name of your informant.

_____ The court has appointed a surrogate parent:
Name: _____
Address: _____

Phone: _____

_____ The court intends to appoint a surrogate parent.

_____ The court expects the school district to appoint a surrogate parent.

Informant Name: _____ Agency: _____

Required attachment:

A copy of the court order making the child a ward of the state or a letter from an authorized court or Services for Families and Children (SFC) employee certifying the child's status as a ward of the state.

THE ROLE OF THE SURROGATE PARENT

The surrogate parent is responsible for protecting the student's special education rights. This includes understanding the child's handicapping condition and educational needs and representing the child in all matters related to special education services: identification, evaluation, individualized education plan, placement, and termination of services.

In fulfilling this responsibility, the surrogate parent has the same rights as the natural parent or legal guardian. These include the following rights.

The right to prior notice of the district's intent to deny, initiate, change, or terminate special education services.

The right to sign permission for evaluation and placement of the student.

The right to participate in developing the student's individualized education plan (IEP) and in determining and reviewing placement.

The right to access the student's records, to challenge their accuracy, and to release them to a third party in the interest of protecting the student's rights regarding specific district actions affecting special education services.

The protection of all procedural safeguards provided for handicapped students and their parents in federal and state law.

However, the surrogate parent's authority does not extend beyond matters directly related to the student's special education services. The following limitations apply.

The surrogate parent's authority does not extend to the care, maintenance, or custody of the child; to the foster home placement of the child; or to any other area not specifically related to protecting the child's special education rights.

The surrogate parent may not release a student's records to a third party for any purpose not directly related to eligibility, programming, or placement for special education services; he or she may not authorize release of records to another school district when the student transfers or moves.

A surrogate parent cannot be held liable for actions taken in good faith on behalf of the parent to protect the child's special education interests.

A surrogate parent's contact with the child he or she represents may have some limitations. Schools and residential agencies must take reasonable precautions to ensure the welfare of children in their custody. However, the surrogate parent would have the same visitation rights as the parents themselves.

“WHAT EVERY EDUCATIONAL ADVOCATE/SURROGATE PARENT SHOULD KNOW - IN A NUTSHELL.”

I. What is your role as an educational advocate?

To protect the rights of a student whenever the parents or guardians are not known, are unavailable, or the child is a ward of the state.

II. What are your responsibilities as an educational advocate?

- A. To represent the interests and safeguard the rights of the student in educational decisions affecting the student.
- B. To be acquainted with the student's handicap and educational needs.
- C. To represent the student in all matters relating to the identifications, evaluation, and educational placement of the student.
- D. To represent the student in all matters relating to the provisions of a free, appropriate public education to the student.

III. What are the limits of your responsibilities?

- A. You have no authority over the care and maintenance of the student, custody of foster placement of the student, or any other area not specifically related to the student's education.
- B. You have no responsibility for identification or evaluation of the student that does not relate specifically to special education.
- C. You do not need to become a tutor or big brother/sister to the student.
- D. You shall not be liable for actions taken in good faith on behalf of the parent in protecting the special education rights of the handicapped student.

IV. What about becoming familiar with the student and her/his situation?

- A. Why?
 - 1. To give yourself some background.
 - 2. To allow the student and service providers to know you.

What Every Educational Advocate/
Surrogate Parent Should Know

B. When? IMMEDIATELY.

C. How?

1. Arrange a visit to the school.
2. Review the educational records.
3. Talk with the service providers: teachers, foster parents, court counselors, CSD caseworkers, group home supervisors, etc.

V. Involve yourself with the IEP (Individualized Education Plan).

A. Why?

1. To be sure it exists.
2. To assure that it is appropriate.
3. To assure that it is being implemented.

B. How?

1. Your action:
 - a. Review the records.
 - b. Observe the student.
 - c. Call an IEP review meeting any time you want a progress report, clarification, or change.
2. Your response:
 - a. Attend IEP planning conferences.
 - b. Attend annual review meeting.
 - c. Respond to contact for further evaluations or a change in the program or services.

C. What?

1. Assessments and evaluations.
 - a. Five areas should be included.
 - 1) academic
 - 2) social development
 - 3) prevocational and vocational
 - 4) Psychomotor
 - 5) Self-help

What Every Educational Advocate/
Surrogate Parent Should Know

- b. Several assessment methods should be used.
 - 1) Criterion referenced
 - 2) Informal skills inventories
 - 3) Observation in school
 - 4) Adaptive behavior
 - 5) Standardized tests
 - 6) Interviews - teacher, parent, child, etc.
 - c. Must conform to rules and regulations.
 - 1) Informed consent
 - 2) Culturally appropriate
 - 3) Appropriate language or mode
 - 4) No single procedure
 - d. May ask for help interpreting.
 - e. Should include your observations.
2. Educational plan.
- a. Eight components must be present.
 - 1) Present levels of performance
 - 2) Statement of annual goals and objectives
 - 3) Short-term objectives
 - 4) Special education and related services
 - 5) Extent to which pupil will participate in regular education
 - 6) Dates for initiation and duration procedures
 - 7) Objective criteria and evaluation procedures
 - 8) End-of-year evaluation date
 - b. Must correspond to evaluation information.
3. Meetings and conference.
- a. Can observe child in classroom.
 - b. Can interview anyone responsible for service delivery.
 - c. Should keep a file with information on every action and meeting.
 - d. Can take anyone you want with you (expert, other parents).
 - e. Can assure the child's participation, if you feel it is appropriate.
 - f. Do not need to sign anything at the meeting.
- VI. Reasons why you may want to raise questions a student's program.
- A. Why?
- 1. To supplement, correct, or revise any part of the educational plan.

What Every Educational Advocate/
Surrogate Parent Should Know

2. To assure a free, appropriate education for the student.

B. When?

1. When rules or regulations are not being met or procedures are not being followed.
2. When the educational plan is not being implemented.
3. Assessment data is incomplete or in error.
4. There is no correlation between the evaluation (assessments) and educational plan.
5. When the educational plan is not appropriate.
 - a. Services are not being delivered.
 - b. Progress is not being made.

C. How?

1. Use informal methods: meetings, phone contacts, letters to teachers, special education directors, principals, superintendents. Always keep copies of your records.
2. IEP or placement meetings: resolve disagreements at an IEP meeting. You may request a review of your student's IEP or placement at any time.