

AVOIDING A DUE PROCESS HEARING

1. Return phone calls or emails.
 - A. Communicate
 - B. Communicate
 - C. Communicate
 - D. What do you do with a parent who bombards you with emails?
2. Don't regularly call parents at work and ask them to come pick up their child at school because the child's behavior is out of control.
3. Accurately report a student's progress.
 - A. Accurately report student's progress on goals
 - B. Accurately report student's present levels of performance in all areas of need.
 - C. Don't embellish and exaggerate progress. It may come back to haunt you.
4. Write coherent goals.
 - A. Objective and accurate baseline information
 - B. Write realistic, concise, objectively measurable goals in all areas of need.
5. Develop a behavior support plan for a student with problematic behavior.
 - A. Have student's behavior assessed by behaviorist.
 - B. Convene IEP team meeting.
 - C. Write Behavior Support Plan.
6. Don't tell parents "we just don't do that."
 - A. If you have a legitimate reason to deny a service request from a parent, tell the parent the reason for denying the services and document it in an IEP or via a written communication.
 - B. What specific information supports the need for the service or does not support the need for the service?

7. Convene an IEP meeting when needed.
 - A. Annually.
 - B. When student is not making anticipated progress.
 - C. When student's needs are not being met.
 - D. When requested by parent or service provider.

8. Make sure teachers are knowledgeable about the IEP and implement it.
 - A. Placement
 - B. Related services
 - C. Accommodations and modifications
 - D. Mainstreaming

9. Don't tell parents to "go ahead and get an attorney."
 - A. Try to collaborate with parents.
 - B. Listen a to parent's concerns.
 - C. Respond to a parent's concerns.

10. Accurately document the specific placement and services in the IEP.
 - A. Projected start date
 - B. Frequency
 - C. Duration
 - D. Extent of mainstreaming
 - E. Individual, group, consultation
 - F. Don't document a service as being "as needed."

MORAL DILEMMA

You believe that a student in your class needs additional support, e.g., a one-to-one aide. The program specialist, principal, and/or special education director is telling you to deal with the problem and that the District will not provide an additional aide in the classroom. What should you do?