

IEP RED FLAGS

Education records paint a picture of a student's academic and behavioral profile, which can help you determine whether the student is getting the right services. If you see any of the following indicators in a student's IEP, it may be a sign of a larger problem that warrants further investigation and possible intervention.

➤ EVALUATION RESULTS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> No evaluations are referenced 	<ul style="list-style-type: none"> Request copies of and review most recent evaluations
<ul style="list-style-type: none"> Evaluations are more than 3 years old 	<ul style="list-style-type: none"> Request triennial reevaluations ASAP
<ul style="list-style-type: none"> Evaluations are less than 3 years old, but there are concerns about academic progress 	<ul style="list-style-type: none"> Consider requesting reevaluations
<ul style="list-style-type: none"> Academic skills are significantly lower than what would be expected, given the student's IQ 	<ul style="list-style-type: none"> Request copies of all current and past psychoeducational evaluations (review academic and cognitive testing) <i>If needed</i>, consider requesting in-depth testing (i.e., unabbreviated psycho-educational or neuropsychological evaluation) and request new IEP meeting to discuss change in special education program and/or services
<ul style="list-style-type: none"> Full Scale IQ is borderline or very low (70s or below) 	<ul style="list-style-type: none"> Request and review psychoeducational evaluation (review academic testing and adaptive scores) <i>If needed</i>, request a new psycho-educational evaluation or IEP meeting to consider classification, special education program and/or services, and alternate assessment, if appropriate
<ul style="list-style-type: none"> Academic test results are 2 or more grade levels behind 	<ul style="list-style-type: none"> Request and review most recent evaluations and report card <i>If needed</i>, request reevaluations or a new IEP meeting to discuss change in special education program and/or services
<ul style="list-style-type: none"> 1's or 2's on NYS Math or ELA testing 	

➤ ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE, AND LEARNING CHARACTERISTICS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> 2 or more grade levels behind in math or ELA 	<ul style="list-style-type: none"> Request and review most recent evaluations and report card Meet with teachers to discuss progress Consider requesting reevaluations ASAP
<ul style="list-style-type: none"> 2 or more years over-age for their grade 	
<ul style="list-style-type: none"> Narrative notes little to no academic progress 	

➤ SOCIAL DEVELOPMENT SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Behavioral challenges in school 	<ul style="list-style-type: none"> Request and review most recent evaluations Meet with teachers to discuss behavior in school Consider requesting (or updating) FBA or BIP to address behaviors Consider requesting reevaluations if class size is too large <i>If needed</i>, consult with case planning team about counseling supports or mental health evaluations
<ul style="list-style-type: none"> Challenges with peers 	

➤ PHYSICAL DEVELOPMENT SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Atypical physical development impacting education (i.e., smaller in height/weight, gross or fine motor skill challenges, etc.) 	<ul style="list-style-type: none"> Request and review most recent evaluations, including any related service evaluations or reports Ensure receipt of related services; request RSA if needed Meet with related service providers Consult with case planning team for more information about any medical conditions or diagnoses that may be impacting development <i>If needed</i>, consider requesting evaluations or reevaluations for areas of concern; if recommended, provide school with a prescription so OT and/or PT can be added to the student's IEP.
<ul style="list-style-type: none"> Mental health diagnosis 	<ul style="list-style-type: none"> Consult with case planning team about status of treatment and types of interventions (i.e., therapy and/or medication) <i>If needed</i>, consult with mental health team regarding treatment and suggestions for school supports and services, such as a BIP, crisis para, counseling or day treatment program <i>If needed</i>, consider requesting updated evaluations from mental health

➤ MANAGEMENT NEEDS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Notes on instructional grouping (i.e., student works best in small groups or one-to-one) 	<ul style="list-style-type: none"> Meet with teachers to ensure that student is receiving recommended type of instruction in the classroom <i>If needed</i>, involve school principal to ensure that student is receiving appropriate instruction Request new evaluations if smaller class/ more intensive staffing ratio is needed
<ul style="list-style-type: none"> Notes on presentation of information (i.e., scaffolding, chunking, repetition, graphic organizers, etc.) 	

➤ STUDENT NEEDS RELATING TO SPECIAL FACTORS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Behavioral interventions box checked but no interventions noted in the IEP 	<ul style="list-style-type: none"> Meet with teachers to discuss behavior and request new IEP meeting to include interventions in management needs section of IEP
<ul style="list-style-type: none"> BIP box checked but BIP not attached 	<ul style="list-style-type: none"> Request and review BIP to ensure it is up to date and appropriate <i>If needed</i>, request and review behavioral data tracking reports; request meeting to discuss student behaviors and update BIP
<ul style="list-style-type: none"> Assistive Technology (AT) boxes are checked but student does not have device 	<ul style="list-style-type: none"> Meet with school psychologist to ensure that AT evaluation is completed and that student receives device <i>If needed</i>, escalate to DOE and copy AFC <i>For students in District 1-32 schools, private and charter schools:</i> Email Center for Assistive Technology: ATFamilySupport@nyccatteam.org <i>For D75 students:</i> Email D75 AT Coordinator David Carroca: dcarroca@schools.nyc.gov

➤ POSTSECONDARY GOALS SECTION (for students 15 years old and up):

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Vocational or educational goals are not in line with student's current functioning 	<ul style="list-style-type: none"> Request IEP meeting to set appropriate goals

➤ ANNUAL GOALS SECTION (best reviewed in comparison to prior IEPs):

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> • Same or substantially similar goals across two or more school years 	<ul style="list-style-type: none"> • Review IEP supports and services. If they have not changed, request reevaluations • Consider whether special education program, related services, or placement needs to be changed

➤ RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> • Recommended classroom setting, related services, supplementary aids, or AT do not match the student's needs described earlier in the IEP 	<ul style="list-style-type: none"> • Request and review most recent evaluations • Request a new IEP meeting to review program and services • <i>If needed</i>, request reevaluations
<ul style="list-style-type: none"> • Student is not receiving recommended related services 	<ul style="list-style-type: none"> • Speak to school psychologist • Request RSA
<ul style="list-style-type: none"> • Student is not in the recommended class program 	<p><i>For a student in a District 1-32 school:</i></p> <ul style="list-style-type: none"> • Speak to school psychologist • <i>If needed</i>, email DOE Special Education, specialeducation@schools.nyc.gov, and copy AFC <p><i>For a student in a D75 school:</i></p> <ul style="list-style-type: none"> • Call District 75: (212) 802-1500 • <i>If needed</i>, email DOE Special Education, specialeducation@schools.nyc.gov, and copy AFC <p><i>For a student in a charter school:</i></p> <ul style="list-style-type: none"> • Contact the CSE psychologist or Chairperson • <i>If needed</i>, email DOE Special Education, specialeducation@schools.nyc.gov, and copy AFC.

➤ TESTING ACCOMMODATIONS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> • No accommodations, or recommended accommodations do not match student's needs described earlier in the IEP 	<ul style="list-style-type: none"> • Request a new IEP meeting to add appropriate testing accommodations • <i>If appropriate and applicable</i>, request letter from mental health or medical stating need for testing accommodations

➤ TRANSITION ACTIVITIES SECTION (for students 15 years old and up):

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Recommended transition activities are inappropriate for student's functional levels 	<ul style="list-style-type: none"> Request an IEP meeting to amend IEP to include appropriate transition activities and/or additional services
<ul style="list-style-type: none"> School is not implementing transition activities 	<ul style="list-style-type: none"> Meet with IEP team and applicable school staff to ensure school is assisting student with transition activities as needed

➤ STATE AND DISTRICT-WIDE ASSESSMENTS SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Student's participation in standard or alternate assessments is inappropriate based on their cognitive and academic abilities 	<ul style="list-style-type: none"> Request and review most recent evaluations Request an IEP meeting to amend IEP to include appropriate assessments

➤ TRANSPORTATION SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Student is not approved for transportation although IEP notes behavioral or academic challenges that impede safe, independent travel 	<ul style="list-style-type: none"> Request an IEP meeting to add transportation to IEP <i>If needed</i>, provide supporting documentation from medical or mental health – ask for Request for Medical Accommodations and HIPPA forms from the school

➤ PROMOTION CRITERIA SECTION:

<u>Red Flag</u>	<u>Action</u>
<ul style="list-style-type: none"> Student's promotion criteria is lower than 50% of standards in ELA and Math 	<ul style="list-style-type: none"> Request and review most recent evaluations and report cards <i>If needed</i>, request a reevaluation for a more supportive setting and/or additional services