

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:**

Red Flag	Action
<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:**

Red Flag	Action
<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
<ul style="list-style-type: none"> 2 or more years over-age for their grade 	<ul style="list-style-type: none"> Meet with teachers to discuss progress

<ul style="list-style-type: none"> • Narrative notes little to no academic progress 	<ul style="list-style-type: none"> • Consider requesting reevaluations ASAP
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➤ 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; provide school with a prescription for all OT and PT evaluation requests
<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:

Red Flag	Action
<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:

Red Flag	Action
<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 <p><i>For students in District 1-32 schools, private and charter schools:</i></p> <ul style="list-style-type: none"> Email Center for Assistive Technology (CAT): catteam@schools.nyc.gov <p><i>For D75 students:</i></p> <ul style="list-style-type: none"> Email D75 AT Coordinator David Carroca: dcarroca@schools.nyc.gov

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

Red Flag	Action
<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):

Red Flag	Action
<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:

Red Flag	Action
<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 Mariama Sandi at msandi@schools.nyc.gov

➤ TESTING ACCOMMODATIONS SECTION:

Red Flag	Action
<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