

## IEP RED FLAGS

The IEP and other education records will paint a picture of a student's academic, social, emotional and physical status and needs – and 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:

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

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

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

➤ SOCIAL DEVELOPMENT SECTION:

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Behavioral challenges in school</li> </ul>	<ul style="list-style-type: none"> <li>Explore impact of life events and trauma on child's behaviors</li> <li>Request and review most recent evaluations</li> <li>Meet with teachers, social worker or other school staff to discuss behavior in school</li> <li>Consider requesting (or updating) FBA or BIP to understand and address behaviors</li> <li>Consider requesting reevaluations if class size is too large or too restrictive (e.g., if child needs more appropriate peer models)</li> <li>Consult with caseworkers and/or outside providers about integrating counseling supports and/or mental health evaluations</li> </ul>
<ul style="list-style-type: none"> <li>Challenges with peers</li> </ul>	

➤ PHYSICAL DEVELOPMENT SECTION:

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Atypical physical development and/or medical conditions impacting education (i.e., smaller in height/weight, gross or fine motor skill challenges, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Request and review most recent evaluations, including any related service evaluations or reports</li> <li>Ensure receipt of related services</li> <li>Meet with related service providers</li> <li>Consult with child welfare case planning team and gather more information about any medical conditions or diagnoses that may be impacting development</li> <li><i>If needed</i>, consider requesting evaluations or reevaluations or independent evaluations for areas of concern; provide school with any prescriptions required for services, ie: OT / PT</li> </ul>
<ul style="list-style-type: none"> <li>Mental health diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>Consult with family, case planning team, and treatment providers about status of treatment and types of interventions (i.e., therapy and/or medication)</li> <li><i>If needed</i>, consult with in and out-of school mental health professionals regarding treatment and suggestions for school supports and services, such as an FBA, BIP, counseling, crisis supports or alternative school settings (including day treatment)</li> <li><i>If needed</i>, consider requesting updated mental health evaluations</li> </ul>

➤ MANAGEMENT NEEDS SECTION:

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

➤ STUDENT NEEDS RELATING TO SPECIAL FACTORS SECTION:

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Behavioral interventions box checked but no interventions noted in the IEP</li> </ul>	<ul style="list-style-type: none"> <li>Meet with teachers to discuss behavior and request new CSE meeting to include interventions in management needs section of IEP</li> </ul>
<ul style="list-style-type: none"> <li>BIP box checked but BIP not attached</li> </ul>	<ul style="list-style-type: none"> <li>Request and review BIP to ensure it is up to date and appropriate</li> <li><i>If needed</i>, request and review behavioral data tracking reports; request meeting to discuss student behaviors and update BIP</li> </ul>
<ul style="list-style-type: none"> <li>Assistive Technology (AT) boxes are checked but student does not have device</li> </ul>	<ul style="list-style-type: none"> <li>Confer with CSE Chair to ensure that the AT evaluation, as needed, is completed, and that student receives any recommended device or associated AT services.</li> </ul>

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

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Vocational or educational goals are not in line with student's current functioning</li> </ul>	<ul style="list-style-type: none"> <li>Request copies of vocational evaluations, and as needed, up-to-date vocational assessments</li> <li>Request CSE meeting to set appropriate goals</li> </ul>

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

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>• Same or substantially similar goals across two or more school years</li> </ul>	<ul style="list-style-type: none"> <li>• Review prior and current evaluation test scores</li> <li>• Review student progress reports in reaching goals</li> <li>• Identify appropriateness of goals in relation to student needs</li> <li>• Review IEP supports and services. If they have not changed, consider requesting reevaluations</li> <li>• Consider whether special education program, related services, or placement need to be changed</li> </ul>

➤ RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES SECTION:

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>• Recommended classroom setting, related services, supplementary aids, or AT do not match the student's needs described earlier in the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Request that the CSE Chair (or other appropriate school personnel) arrange to implement the IEP (unless there is reason to believe the recommendation should be reconsidered)</li> <li>• Request and review most recent evaluations</li> <li>• Request, as needed, a new CSE meeting to review program and services</li> <li>• If needed, request reevaluations</li> <li>• Consider requesting additional or compensatory services for missed instruction</li> </ul>
<ul style="list-style-type: none"> <li>• Student is not receiving recommended related services</li> </ul>	<ul style="list-style-type: none"> <li>• Request that the CSE Chair (or other appropriate school personnel) arrange to implement the services</li> <li>• Consider requesting additional or compensatory services for missed sessions</li> </ul>
<ul style="list-style-type: none"> <li>• Student is not in the recommended class program</li> </ul>	<ul style="list-style-type: none"> <li>• Request that the CSE Chair arrange to place the child in the recommended program</li> </ul>

➤ TESTING ACCOMMODATIONS SECTION:

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

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

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Recommended transition activities are inappropriate for student's functional levels</li> </ul>	<ul style="list-style-type: none"> <li>Review vocational evaluations or request such evaluations</li> <li>Coordinate transition goals and activities provided by child welfare agencies with the school-based transition services plan</li> <li>Request a CSE meeting to amend IEP to include appropriate transition activities and/or additional services</li> </ul>
<ul style="list-style-type: none"> <li>School is not implementing transition activities</li> </ul>	<ul style="list-style-type: none"> <li>Meet with CSE and applicable school staff to ensure school is assisting student with transition activities as needed</li> </ul>

➤ STATE AND DISTRICT-WIDE ASSESSMENTS SECTION:

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

➤ TRANSPORTATION SECTION:

<b><u>Red Flag</u></b>	<b><u>Action</u></b>
<ul style="list-style-type: none"> <li>Student is not approved for transportation although IEP notes behavioral or academic challenges that impede safe, independent travel</li> </ul>	<ul style="list-style-type: none"> <li>Request a CSE meeting to add transportation to IEP</li> <li><i>If needed</i>, provide supporting documentation from medical or mental health</li> </ul>