

Chapter 10

Amending IEPs

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Reasons for Amending the IEP

An *IEP Amendment* form is used anytime the team decides to change the content of the existing IEP.

As indicated on the *IEP Amendment* form, there are a number of reasons for amending an IEP. They include, but are not limited to:

- Amend present levels of performance;
- Amend consideration of special factors;
- Amend participation in general education;
- Amend participation in physical education;
- Amend annual goals and objectives/benchmarks;
- Amend participation in district and state assessments;
- Amend service matrix information;
- Amend placement;
- Include/amend transitional plan;
- Include/amend a functional behavior assessment;
- Include/amend the behavior intervention plan;
- Include/amend an aversive intervention plan;
- Include/amend an extended school year plan; and
- Include/amend plan for non-certificated staff providing specially designed instruction

Whenever a team is considering changing a student's placement, it is essential that parents are involved in the decision-making process. Only in those extremely rare cases in which parent involvement cannot be secured will a child's educational placement be changed without parent consent.

Placing a child on a shortened schedule is also considered a change in placement. The IEP must include evaluative information on why an abbreviated schedule is being used and reflect the minutes of service.

Amending an IEP does NOT alter the annual review date of the IEP. Unless specifically amended, the annual review date remains the date listed on the current IEP.

Completing an IEP Amendment

Providing Notice

As with all IEP meetings, a *Prior Written Notice*, *Invitation to Attend Meeting*, and *Notice of Procedural Rights for Special Education Students and Their Families* are sent to the parent.

The *Prior Written Notice* must specify what the team is proposing to amend.

Team Membership

A full IEP team must be present in order to amend an IEP. Therefore, the following individuals must be in attendance when an IEP Amendment is completed:

- The parent of the student, or the student's guardian or surrogate, or the adult student;
- At least one general education teacher (or preschool education provider) of the student if the student is, or may be participating, in the general education environment;
- At least one special education teacher of the student, or if appropriate, at least one special education provider of the student;
- A representative of Seattle Public Schools who (a) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of special education students; (b) is knowledgeable about the general curriculum; and (c) is knowledgeable about the availability of resources of the school district. This individual is generally the building administrator, or his/her designee (i.e., a site-based individual functioning in an administrative capacity);
- An individual who can interpret the instructional implications of evaluation results. This function may be met by one of the individuals listed above;
- At the discretion of the parent or school personnel, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. These individuals could be a support provider, a school counselor, a school nurse, an advocate, or an other individual selected by a team member;

- The student, as appropriate. It is important to encourage student participation in the IEP, even if this means the student attends for a brief period of time only to discuss his/her school experiences and learning needs. Students are strongly encouraged to attend their meetings once they are 14 years old in order to provide information concerning their postsecondary goals and aspirations. Once a student is age 16, his/her attendance is expected because of the critical role he/she plays in the development of the Individualized Transition Plan; and
- Transition services participants and agency representatives once the child is age 16 and is beginning the process of planning for postsecondary experiences and is developing the Individualized Transition Plan. These individuals are only required to attend if the proposed amendment is related to the provision of transition services.

Amendment Meeting Agenda

Although the team, including the parents, determines the structure of the Amendment meeting, the following is a suggested agenda for the meeting.

Teams can adapt the agenda to fit the situation, but all elements should be included in the meeting.

- (1) Introductions.
- (2) State the purpose of the meeting and the timeframe for the meeting.
- (3) State how the meeting will be organized – what will be covered when, how, and by whom.
- (4) Present information concerning why an amendment of the current IEP is proposed. Provide specific data about what is currently occurring and why a change is needed. If appropriate, provide a draft copy of the proposed amended content (e.g., if the purpose of the meeting is to amend the present levels of performance, come prepared with a draft of the proposed amended present levels of performance).
- (5) Discuss the proposed amendment. Make any needed changes.
- (6) Complete the *IEP Amendment* form. All sections are to be completed.
- (7) Secure signatures of participants. Each participant must also indicate agreement or disagreement with the amendment by circling A (agreement) or D (disagreement) on the form.

- (8) Attach any needed documents to the *IEP Amendment* form (e.g., if the IEP goals and objectives were amended, a copy of the goal/objective page is attached to the *IEP Amendment* form; if a component of the Behavior Intervention Plan is being amended, a copy of the page or pages are attached).
- (9) Present a copy of the *IEP Amendment* form, with attachments, to the parent.
- (10) Close the meeting. Thank everyone for participating.

Submitting Amendment Forms

The *IEP Amendment* form, with attachments, is submitted for inclusion in the student's special education compliance file.

The *IEP Amendment* form will be placed on top of the existing IEP in the compliance file, indicating the progression of actions taken.