

DIVISION OF SPECIALIZED EDUCATION (DSE)

POLICY IN PRACTICE WEBINAR SERIES:

**Individualized Education Program
(IEP) Amendment**





Agenda

- A. Annual IEP Review Federal Requirements**
- B. IEP Amendment Requirements**
- C. IEP Amendment Process (In Practice)**
- D. IEP Amendment Documentation**



ANNUAL IEP REVIEW FEDERAL REQUIREMENTS

Annual IEP Review Requirements

Individuals with Disabilities Education Act (IDEA):

Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team--

(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.

34 C.F.R. §300.324(b)(1)(i)

Annual IEP Review Requirements

Annual IEP Review Considerations

Development of IEP.

(1) General. In developing each child's IEP, the IEP Team must consider--

- (i) The strengths of the child;**
- (ii) The concerns of the parents for enhancing the education of their child;**
- (iii) The results of the initial or most recent evaluation of the child; and**
- (iv) The academic, developmental, and functional needs of the child.**

Annual IEP Review Requirements

Considerations of Special Factors

When appropriate, the IEP Team must also consider:

- (i) Positive behavioral interventions and supports;**
- (ii) Language needs of the child;**
- (iii) Instruction in Braille and the use of Braille for children who are blind or visually impaired;**
- (iv) For children who are deaf or hard of hearing, language and communication needs, opportunities for direct communications with peers and professional personnel and direct instruction in the child's communication mode; and**
- (v) Assistive technology devices and services.**

34 C.F.R. §300.324(a)(2)

IEP AMENDMENT REQUIREMENTS

IEP Amendment Requirements

Appropriate IEP Revisions

Each public agency must ensure that the IEP Team revises the IEP, as appropriate, to address--

- A. Any lack of expected progress toward the annual goals described in Sec. 300.320(a)(2), and in the general education curriculum, if appropriate;**
- B. The results of any reevaluation conducted under Sec. 300.303;**
- C. Information about the child provided to, or by, the parents, as described under Sec. 300.305(a)(2);**
- D. The child's anticipated needs; or**
- E. Other matters.**

34 C.F.R. §300.324(b)(1)(ii)

IEP Amendment Requirements

Amendments to the IEP

Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

34 C.F.R. §300.324(a)(6)

Documented Written Agreement

In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency [LEA] may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

34 C.F.R. §300.324(a)(4)

IEP Amendment Requirements

Getting Started

- ❖ **Why use the IEP Amendment Process?**
 - **Student's needs change during the school year but outside of the annual IEP review.**
 - **Make changes to the relevant IEP section instead of redrafting the entire IEP.**
- ❖ **Effects of IEP Amendment on annual review**
 - **An IEP amendment does NOT change, replace, or extend the IEP annual review date.**
- ❖ **Initiating the IEP Amendment Process**
 - **Either LEA or parent may request an IEP amendment.**
 - **In the case of documented written agreement, both LEA and parent must agree to the modality.**

IEP Amendment Requirements

The Office of the State Superintendent of Education (OSSE) issued the *Individualized Education Program (IEP) Amendment Policy* on January 27, 2014 (effective March 3, 2014) to establish state-level standards and criteria for the IEP amendment process that are consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all children with disabilities.

[http://osse.dc.gov/publication/individualized-education-program-
iep-amendment-policy](http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy), January 27, 2014.

IEP Amendment Requirements

Two Modes of IEP Amendment

❖ IEP Team Meeting

- Convene an IEP Team meeting to consider the proposed amendment.

❖ Documented Written Agreement

- Written agreement between LEA and parent that does not require an IEP Team meeting.

NOTE: Modalities may change. If a parent refuses or is nonresponsive to a request for signature indicating consent to a documented written agreement modality, an IEP Team meeting must be convened to address the proposed amendment.

IEP Amendment Requirements

Signatures needed to pursue amendment through documented written agreement modality

- ❖ **Both the parent and LEA must sign the appropriate state-level form.**
- ❖ **Parent signature indicates consent to pursue IEP amendment through documented written agreement modality (as opposed to convening an IEP Team meeting).**
- ❖ **The written agreement itself represents the two parties mutual decision to proceed with the proposed amendment.**

[http://osse.dc.gov/publication/individualized-education-program-
iep-amendment-policy](http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy), January 27, 2014, pp. 3-4.

IEP Amendment Requirements

Documented Written Agreement Modality Parameters

- ❖ **LEAs may NOT revise the following IEP aspects through documented written agreement:**
 - **Placement (restrictiveness of setting)**
 - **Location assignment**
 - **Disability category**
 - **Special education eligibility status**

[http://osse.dc.gov/publication/individualized-education-program-
iep-amendment-policy](http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy), January 27, 2014, p. 3.

IEP Amendment Requirements

Documented Written Agreement Modality Parameters, Continued...

- ❖ When revising a service, instructional type or levels, the related service provider or specialized instructor responsible for the service must provide written input justifying the proposed change.
- ❖ If a parent refuses to provide written agreement or does not respond to the request for signature, the LEA must convene an IEP Team meeting to consider the proposed change.

[http://osse.dc.gov/publication/individualized-education-program-
iep-amendment-policy](http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy), January 27, 2014, p. 3.

IEP Amendment Requirements

Amendment through IEP Team Meeting

- ❖ All IEP Team participation, documentation, and notice requirements apply:
 - Mandatory and additional participants
 - Excusal of mandatory participants
 - Notice of meeting

- ❖ IEP Team meeting modality is recommended for any proposed change that would result in a change to the student's service level, scope of services, and/or alteration the nature of service provision.

[http://osse.dc.gov/publication/individualized-education-program-
iep-amendment-policy](http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy), January 27, 2014, p. 2.

IEP AMENDMENT PROCESS (IN PRACTICE)

IEP Amendment Process in Practice

Case Scenario – Ingrid

Ingrid is a 4th grade student with an intellectual disability. She currently receives 10 hours of specialized instruction outside the general education classroom and 15 hours of specialized instruction inside the general education classroom each week. Ingrid has continued to struggle so the special education teacher and general education teacher discuss the merits of moving Ingrid into a self-contained special education classroom for the remainder of the school year. The LEA initiates the IEP Amendment process.

IEP Amendment Process in Practice

Case Scenario – Ingrid

❖ Guiding Questions:

- Does the proposed change result in a change in setting that is more restrictive? **YES**
- Does the proposed change result in a change to the student's service hours? **YES**
- Is this a proposed change that a parent would need/want to discuss in detail due to additional concerns? **YES**

❖ What is the appropriate mode for Ingrid's IEP Amendment? **The LEA should convene an IEP Team meeting.**

- **NOTE:** The LEA can use the service input form to prepare for this meeting. The appropriate provider in this case is the special education teacher (with input from Ingrid's general education teacher).

IEP Amendment Process in Practice

Case Scenario – Lisa

Lisa's IEP Team met for her annual IEP review in October. After reviewing the relevant student data, the IEP Team determined that Lisa was not eligible for ESY services. The following February, Lisa's general education and special education teachers noticed that she was consistently struggling with concepts that she had previously mastered. Her special education teacher was spending a significant amount of their time together re-teaching concepts. Lisa's teachers contacted the special education coordinator at the school to discuss their recommendation that Lisa be reconsidered for ESY services.

IEP Amendment Process in Practice

Case Scenario – Lisa

❖ Guiding Questions:

- Does the proposed change result in a change in setting that is more restrictive? **NO**
- Does the proposed change result in a change to the student's service hours? **YES**
- Is this a proposed change that a parent would need/want to discuss in detail due to additional concerns? **YES**

❖ What is the appropriate mode for Lisa's IEP amendment?

- The LEA should consider convening an IEP Team meeting to complete all the appropriate ESY-related eligibility forms through team decision-making.
- The appropriate provider of services must complete the service input form if the LEA pursues amendment through the documented agreement modality.



IEP AMENDMENT DOCUMENTATION

IEP Amendment Documentation

Required Information

- ❖ **The following information must be documented in the Special Education Data System (SEDS) when an IEP amendment is proposed:**
 - Identification of the party initiating the amendment;
 - A detailed description of the proposed amendment;
 - Justification of why the amendment is appropriate;
 - Proposed modality of the amendment;
 - The response to the proposal; and
 - Written input from the related service provider or specialized instructor (when appropriate).

IEP Amendment Documentation


IEP Amendment Tab in SEDS

EASYIEP Empowering Educators with Tools for Special Education

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | **IEP** | My Info | My Reports | Provider Requests | SEDS Resource Site

Student/Parent Information Eligibility Process Old Eligibility Process FBA Process Discipline Process Manual Events Student History
Communications Log IEP Process IEP Amendment BIP Process Documents Update Provider Progress Report Team Revocation

IEP Amendment for Mark Test2

-  [Identify Source of Amendment Request](#) ✓
-  [Create Standard IEP Amendment Form](#) ✓
-  [Document Outcome of Amendment Request](#) ✓
-  [Amend IEP Information](#) ✓
-  [Create Final Documents](#)

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**Choose: 'Identify
Source of
Amendment
Request'**

IEP Amendment Documentation

Source of Amendment Request

EASYIEP Empowering Education with Tools for Special Education

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | **99** | My Info | My Reports | Provider Requests | SEDS Resource Site

Student/Parent Information | Eligibility Process | Old Eligibility Process | FBA Process | Discipline Process | Manual Events | Student History
Communications Log | IEP Process | IEP Amendment | BIP Process | Documents | Update Provider | Progress Report Team | Revocation

Identify Source of Amendment Request for Mark Test2

Student Information				
Student Name: Mark Test2	Local ID: 8791799999	State US: TR14561263	Date of Birth: 02/02/1993	Student Grade: 5th Grade
Last Eligibility Meeting Date: 10/27/2008		Last IEP Annual Review Meeting Date: 03/27/2013		
LEA / School Information				
LEA of Enrollment: Docs Demo		School / Site: Anacostia SHS		Case Manager: Test User22

Create Standard IEP Amendment Form

IEP Amendment proposed by*:

Date of Request*:

Mode of Request*:

<< Back Save Save & Continue >>

Identify Source of Amendment Request Create Standard IEP Amendment Form Document Outcome of Amendment Request Amend IEP Information Create Final Documents

Indicate whether the LEA or Parent requested the amendment, the date of the request, and the mode of the request.

For amendment proposals made by parents, document how the request was made. If the parent request was written, upload the request by printing it out, click Create Amendment Request Cover Sheet and use this cover sheet to fax in the request document.

Create Standard IEP Amendment Form

IEP Amendment proposed by*:

Date of Request*:

Mode of Request*:

If the parent's request to amend the IEP was made in writing, you can use the cover sheet below to fax in the document.

[Create Amendment Request Cover Sheet](#)

IEP Amendment Documentation

Create Standard IEP Amendment Form:

Select the type of change that is proposed, and:

- Describe the proposed change in detail
- Provide justification for the proposed change
- Describe the data/criteria used to support this proposal

Create Standard IEP Amendment Form

Identify Proposed Amendment

- ☐ Change to Special Considerations
- ☐ Change to Present Levels of Performance and Annual Goals (in a single area of concern)
- ☐ Change to Related Services
- ☒ Change to Specialized Instruction
- ☐ Change to Consultation Services
- ☐ Change to Assistive Technology
- ☐ Change to Dedicated Aide
- ☐ Change Accommodation
- ☐ Change State Testing Participation
- ☐ Change to Extended School Year (ESY) Services
- ☐ Change to Special Education Transportation Services
- ☐ Change to Secondary Transition
- ☐ Change to Diploma Decision
- ☐ Other

Describe amendment in detail:*

Justification paragraph (explain rationale for proposal)*

Describe data/criteria used to support the proposed IEP Amendment:*

IEP Amendment Documentation

Method of IEP Amendment

If the IEP Team chooses to request an amendment without convening an IEP Team meeting, then they must obtain parental consent to use this method.

Method of IEP Amendment request by Parent*:

- ☐ Convene an IEP Team meeting to discuss the proposed IEP Amendment
- ☒ Amend the IEP without convening an IEP Team meeting

If a parent refuses or is nonresponsive to this request for consent, by default the LEA must convene an IEP Team meeting for the purposes of considering the proposed amendment.

Document the parent's response to the Team's request to amend the IEP using a written agreement.

Document outcome of request to amend IEP

Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the [Communication Log](#). Indicate the final outcome of the contact attempts below. *

- ☐ Outcome not yet determined
- ☒ Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)

No Documents have been generated for this student.

- ☐ Convene an IEP Team meeting to discuss the proposed amendment to the IEP
- ☐ Convene an IEP Team meeting to conduct an annual IEP review.
- ☐ Do not proceed with amendment

IEP Amendment Documentation

Create Standard IEP Amendment Form

Select Addressee for Standard IEP Amendment Form *

☒ Mom Late1221

Select IEP Team member that will serve as the point of contact *

Sheila Speech ▼

Provide contact information for the point of contact :

Phone:* 202-123-4567

Email:* sheila.speech@lea.com

Address:* 1200 Z. St. SW

Create Standard IEP Amendment Form (LEA Initiated) *

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XL SX, PPTX, and DOCX
No file may be greater than 3.00 MB in size.

Del	Date Generated	Document Type	EasyFax	Date Received	Date Sent *	Method	Upload
<input type="checkbox"/>	03/22/2013	Standard IEP Amendment Form (LEA Initiated)			03/22/2013	E-mail ▼	<input type="button" value="Upload Files"/>

Select the Addressee.

Identify the point of contact and enter their contact information.

Select Create Standard IEP Amendment Form to create a final Standard IEP Amendment Form.

Send the final Standard IEP Amendment Form to the parent for signature, then upload to SEDS.

IEP Amendment Documentation

Individualized Education Program (IEP) Amendment Policy

- If the documented written agreement modality is chosen, and the proposed change is to revise **types or amounts of specialized instruction or related services**, LEAs must provide the parent with written input from the appropriate related service provider or specialized instructor, utilizing the appropriate state-level form, regardless of which party initiates the proposed amendment.

IEP Amendment Documentation

Service Provider Input Form



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: _____ Date of Birth: ____/____/____

Student Identification Number: _____

Provider Name: _____ Service Provider Type: _____

Type of Service:

A. Current Number of
Service Hours/Week: _____hours/week

B. Proposed Number of
Service Hours/Week: _____hours/week

Type of Proposed Amendment:

- ☐ Proposed Increase in Service Hours
- ☐ Proposed Decrease in Service Hours
- ☐ Introduction of New Service Type
- ☐ Removal of Existing Service Type

C. Current Total Special Education Service Hours/Week :
*(Sum of all special education and related service hours on
current IEP)* _____hours/week

D. Proposed Total Special Education Service Hours/Week :
*(Sum of all special education and related service hours,
including proposed change)* _____hours/week

Service Data
Supporting the
Proposed Change:

Service Provider Signature: _____

Signature Date: _____

LEA Representative Name: _____

LEA Representative Contact Information: _____

State-level form used to document written input by service provider, when the proposed IEP amendment attempts to:

- Increase or decrease service hours
- Introduce a new service
- Remove an existing service

Designated service provider should document data supporting the proposed change.

This form should accompany the Standard Amendment Request form.

Must include service provider signature and LEA representative contact information.

IEP Amendment Documentation

State-Level Service Provider Input Form

The IEP Amendment Proposed Services Change Form should be used to document proposals for changes to number of hours of specialized instruction as well as changes to type and number of hours of related services.

Here, write either the name of the related service or write “specialized instruction”



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: _____ Date of Birth: ____/____/____

Student Identification Number: _____

Provider Name: _____ Service Provider Type: _____



IEP Amendment Process in Practice

Case Scenario – Brianna

Brianna is in 6th grade. Her IEP Team met for her annual IEP review in October. After reviewing the relevant student data, the IEP Team determined that Brianna would need 10 hours a week of specialized instruction in math and 10 hours in reading (20 hours total). The following February, Brianna's general education and special education teachers noticed that she was regularly exceeding all of her math goals, and mastering new skills without assistance. Brianna's teachers contacted the other members of the IEP team (including parent) and recommended that Brianna's hours of specialized instruction in math be reduced. The LEA then initiated the IEP amendment process.

IEP Amendment Process in Practice

Brianna's IEP Team is proposing to amend the IEP through a documented written agreement, rather than an IEP meeting. The LEA filled out the IEP Proposed Services Change Form so that Brianna's parent would be informed of the reasons for the proposed changes.

If the proposed change is in specialized instruction, write the name of the specialized instructor who provides this service.



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: Brianna Baker Date of Birth: 3 / 15 / 2002
Student Identification Number: 123456789
Provider Name: Martha Math Service Provider Type: Specialized Instructor

IEP Amendment Process in Practice

10 hours math + 10 hours reading = 20 total hours of this particular service (specialized instruction)

Minus 5 hours in math, leaves 15 total hours

Brianna also receives 2 hours/week of speech, so this is included in total service hours

Data supporting the proposed decrease in math hours

Type of Service: <u>Specialized Instruction</u>		Type of Proposed Amendment:
A. Current Number of Service Hours/Week: <u>20</u> hours/week		<input type="radio"/> Proposed Increase in Service Hours
B. Proposed Number of Service Hours/Week: <u>15</u> hours/week		<input checked="" type="radio"/> Proposed Decrease in Service Hours
		<input type="radio"/> Introduction of New Service Type
		<input type="radio"/> Removal of Existing Service Type
C. Current Total Special Education Service Hours/Week : <u>22</u> hours/week (Sum of all special education and related service hours on current IEP)		
D. Proposed Total Special Education Service Hours/Week : <u>17</u> hours/week (Sum of all special education and related service hours, including proposed change)		
Service Data Supporting the Proposed Change:	<u>Brianna has demonstrated 90% mastery of 2-digit multiplication problems without a calculator. Brianna is able to complete grade-level multi-step word problems with 95% accuracy without teacher assistance. Brianna has scored 80% or higher on her last 3 paced interim assessments.</u>	

IEP Amendment Process in Practice


Case Scenario – Justin

Justin is in 3rd grade. His IEP Team met for his annual IEP review in September. After reviewing his relevant data, the IEP Team determined that Justin would need 5 hours a week of specialized instruction and 2 hours in speech therapy services (7 hours total). It is now January, and several of Justin's teachers have noticed that his behavior is frequently interfering with his classroom work, and that he has stopped making progress toward his IEP academic goals.

Justin's teachers contacted the other members of the IEP team (including parent) and recommended that Justin should start receiving behavior support services as part of his IEP. The LEA then initiated the IEP amendment process.

IEP Amendment Process in Practice

Justin's IEP Team is proposing to amend the IEP through a documented written agreement, rather than an IEP meeting. The LEA filled out the IEP Proposed Services Change Form so that Justin's parent would be informed of the reasons for the proposed changes.



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: Justin Jones Date of Birth: 6/15/2005

Student Identification Number: 987654321

Provider Name: Dr. Doogie Howser Service Provider Type: Behavior Counselor

For introduction of a new service, the provider's name should be the professional who conducted the assessment or evaluation that confirmed the student's need for this new service.

IEP Amendment Process in Practice

Type of Service: <u>Behavior Support Services</u>		Type of Proposed Amendment:
A. Current Number of Service Hours/Week: <u>0</u> hours/week		<input type="radio"/> Proposed Increase in Service Hours <input type="radio"/> Proposed Decrease in Service Hours <input checked="" type="radio"/> Introduction of New Service Type <input type="radio"/> Removal of Existing Service Type
B. Proposed Number of Service Hours/Week: <u>1</u> hours/week		
C. Current Total Special Education Service Hours/Week : (Sum of all special education and related service hours on current IEP)		<u>7</u> hours/week
D. Proposed Total Special Education Service Hours/Week : (Sum of all special education and related service hours, including proposed change)		<u>8</u> hours/week
Service Data Supporting the Proposed Change:	<p>After doing an FBA, for the past 2 months, Justin's teachers have put him on a sticker chart. Despite having a BIP in place, Justin still gets out of his seat 2-3 times per hour, yells out multiple times each lesson, and gets up to leave the room approximately twice per day, even when asked not to. Although his teacher has tried redirecting and using a buddy room, Justin is still sent to the office for a referral 3 times per week. Justin's parents have notified the school that his parents have recently divorced.</p>	

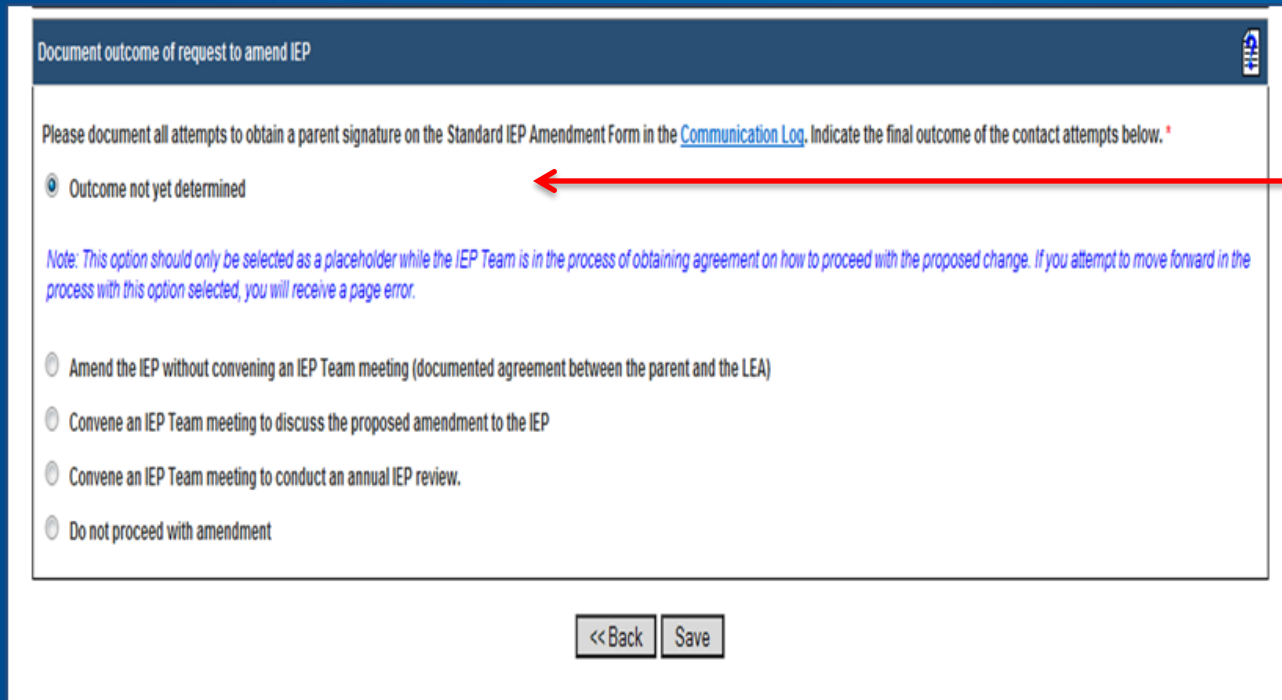
5 hours of specialized instruction + 2 hours speech therapy

Plus 1 proposed hour of behavior support

Data to justify the proposed addition of this related service

IEP Amendment Documentation

Document Outcome of IEP Amendment Request



Document outcome of request to amend IEP

Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the [Communication Log](#). Indicate the final outcome of the contact attempts below. *

☒ Outcome not yet determined

Note: This option should only be selected as a placeholder while the IEP Team is in the process of obtaining agreement on how to proceed with the proposed change. If you attempt to move forward in the process with this option selected, you will receive a page error.

☐ Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)

☐ Convene an IEP Team meeting to discuss the proposed amendment to the IEP

☐ Convene an IEP Team meeting to conduct an annual IEP review.

☐ Do not proceed with amendment

<<Back Save

Use the “Outcome not yet determined” as a placeholder.

REMINDER: The user must document all attempts to contact the Parent in the Communication Log.

After receiving the PWN and request for amendment information, Justin’s mother decided she would rather meet with the IEP Team, and requested to do so. In this case, the IEP team would need to convene before making any further amendment decisions.

IEP Amendment Documentation

Compare Current IEP to the Amended IEP

View Draft Documents

Use the links below to view a copy of the student's Current IEP and the Draft Amended IEP. Draft Amended IEPs created on this page are for review and comparison purposes only.

[Show Current IEP](#)

Create Draft Amended IEP

Date Generated	Document Type	Type
03/27/2013	Amended IEP	(Draft)

Compare the current IEP with the draft amended document.

Upon final review to ensure that only the proposed amendment is changed, click on Create Draft Amended IEP.

IEP Amendment Documentation

IEP Meeting Attendance & Finalized IEP

Meeting Participants

Role on IEP Team	Name	Attended Meeting*
Parent or Adult Student	Mark Test22	<input type="checkbox"/>
Special Education Teacher	<input type="text"/>	<input type="checkbox"/>
Evaluator / Individual who can interpret assessment results	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>
LEA Representative	Title: <input type="text"/>	<input type="checkbox"/>
General Education Teacher	<input type="text"/>	<input type="checkbox"/>

Del Role on IEP Team Name Attended Meeting*

If the IEP Team decided to hold a meeting, complete this block as on the Create IEP page. Mark attendance for each required role.

Create Final Amended IEP

Current IEP Begin Date: 03/27/2013

Current IEP End Date: 03/26/2014

Date IEP Amendment Finalized*:

Enter the date of finalized amendment.

(The amendment date must fall between the begin and end dates of the current IEP.)

IEP Amendment Documentation

Create Prior Written Notice (PWN)

Create Prior Written Notice*

Identify proposed IEP Amendment:
Change to Extended School Year (ESY) Services: Other change in this section - Add ESY-Related Transportation Services

Describe amendment in detail:*

Justification paragraph (explain rationale for proposal)*

Describe data/criteria used to support the proposed IEP Amendment:*

Complete the prior written notice (PWN) to provide the parent with necessary information about the proposed amendment.

Verify that all members of the IEP Team have been given a copy of the Amended IEP.

Notify IEP Team Members

Role on IEP Team	Name*	Given access to Standard IEP Amendment form, PWN, and copy of Amended IEP*	Date*	Method*
Parent or Adult Student	Mark Test22	<input checked="" type="checkbox"/>	03/27/2013	In Person
Special Education Teacher	Test User22	<input checked="" type="checkbox"/>	03/27/2013	In Person
Evaluator / Individual who can interpret assessment results	Test User22	<input checked="" type="checkbox"/>	03/27/2013	In Person
LEA Representative	Test User22	<input checked="" type="checkbox"/>	03/27/2013	In Person
General Education Teacher		<input type="checkbox"/>		

Del Role on IEP Team Name Provided with Standard IEP Amendment form, PWN, and copy of Amended IEP Date Method

(Add Additional IEP Team Notification)

Pressing Save and Continue after all page requirements have been fulfilled will close out the Amendment Process and [clear out all fields](#).

<< Back Save Complete Process

Select "Complete Process" and provide all necessary documents to the parents.

Additional Resources

- ❖ **Individualized Education Program (IEP) Process Policy:**
<http://osse.dc.gov/publication/individualized-education-program-process-policy>
- ❖ **Individualized Education Program (IEP) Amendment Policy:**
<http://osse.dc.gov/publication/individualized-education-program-iep-amendment-policy>
- ❖ **Individualized Education Program (IEP) Amendment Frequently Asked Questions (FAQ)**
<http://osse.dc.gov/publication/individualized-education-program-iep-amendment-frequently-asked-questions-faq>
- ❖ **SEDS User Manual:**
 - ❖ Chapter 7: IEP Amendment Process
 - ❖ Found on the Resource Site

Thank You

For questions, please contact the
Training and Technical Assistance Unit:

osse.tta@dc.gov

