

Quick Reference Guide



IEP Amendment

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



Michigan Department of Education
Office of Special Education and Early Intervention Services

The purpose of the Individualized Education Program (IEP) Amendment is to make changes to a student's IEP during the time it is in effect. The parent of the student with a disability and the district may agree not to convene an IEP team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the current IEP. [§ 300.324(a)(4)]

Note: An amendment does not replace the requirement to hold an annual IEP. [§ 300.320(a)]

When substantial or comprehensive changes need to be made to a student's IEP, it is recommended that an IEP team meeting be convened to develop a new IEP.

Student	Last: _____	First: _____	M: _____	Birth Date: _____	UIC: _____
Dates	IEP: _____			Amendment: _____	

Student Information: Fill in the student name, date of birth, and Unique Identification Code (UIC). No further demographic information is needed since an amendment is to make changes to an IEP during the year it is in effect. The IEP date on the amendment is to match the date of the district's offer of a free appropriate public education (FAPE) for the IEP being amended. The amendment date is to be documented as the date of the provision of Notice provided for the IEP amendment.

PARTICIPANTS IN AGREEMENT	
Parent: _____	_____
District Representative: _____	_____

Participants in Agreement: The parent of the student with a disability and the district may agree not to convene an IEP team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the current IEP. This section documents parent and district agreement for an IEP amendment. [§ 300.324]

PURPOSE	
The purpose of this IEP amendment is to add, remove, or modify content in (check all that apply):	
<input type="checkbox"/>	Section 1: Demographic Information.
<input type="checkbox"/>	Section 2: Present Level of Academic Achievement and Functional Performance.
<input type="checkbox"/>	Section 3: Secondary Transition Services.
<input type="checkbox"/>	Section 4: Goals and Objectives/Benchmarks.
<input type="checkbox"/>	Section 5: Supplementary Aids and Services.
<input type="checkbox"/>	Section 6: Assessment.
<input type="checkbox"/>	Section 7: Special Education Services and Programs.
<input type="checkbox"/>	Other: _____

Purpose: Identify the section of the IEP that will be modified or adjusted.

Checklist

- Completed the student information section.
- Identified the purpose of the meeting, including identification of each area of the IEP being modified.
- Completed the Participants in Agreement section.
- For each section identified under the Purpose, corresponding information is provided on the amendment for that section (Sections 1-7).
- Provided Notice to the parent.

Changes to Section 1: Demographic Information

The following modifications are being made to Demographic Information: _____

Changes to Section 1—Demographic Information: Use the space provided to identify essential changes being made to the Demographic Information Section of the IEP being amended. See *Quick Reference Guide Section 1: Demographic Information* for additional information regarding content requirements for this section.

Changes to Section 2: Present Level of Academic Achievement and Functional Performance

The following modifications are being made to Present Level of Academic Achievement and Functional Performance: _____

Changes to Section 2—Present Level of Academic Achievement and Functional Performance: Use the space provided to identify any changes being made to the Present Level Section of the IEP being amended. Typically, changes in the present level impact and drive changes to another section of the IEP as well. See *Quick Reference Guide Section 2: Present Level of Academic Achievement and Functional Performance* for additional information regarding content requirements for this section.

Changes to Section 3: Secondary Transition Considerations

The following modifications are being made to Secondary Transition Considerations: _____

Changes to Section 3—Secondary Transition Considerations: Use the space provided to identify any changes being made to the Secondary Transition Section of the IEP being amended. See *Quick Reference Guide Section 3: Secondary Transition Considerations* for additional information regarding content requirements for this section.

Changes to Section 4: Goals and Objectives/Benchmarks

ANNUAL GOALS

The following goal is being: modified added removed

By _____, the student will _____ when/at _____ on _____
(date) (demonstrate skill) (conditions/criteria) (assessment/evaluation)

For goals being modified or added, attach a completed goal page (Section 4 of the IEP).

Changes to Section 4—Goals and Objectives/Benchmarks: Indicate whether the student’s goal is being modified, added, or removed. Include the required elements for each goal. For goals being modified or added, attach a completed goal page (Section 4 of the IEP). See *Quick Reference Guide Section 4: Goals and Objectives/Benchmarks* for additional information regarding content requirements for this section.

Resources

- *Michigan Administrative Rules for Special Education (MARSE)*
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act (IDEA, Federal Regulations)*
<http://idea.ed.gov>
- *Individualized Education Program (IEP) Development Process web page*
www.michigan.gov/mde/0,1607,7-140-6530_6598_36168-236252--00.html
- *Quick Reference Guide Section 1: Demographic Information*
www.michigan.gov/documents/mde/Section_1_Demographics_319516_7.pdf
- *Quick Reference Guide Section 2: Present Level of Academic Achievement and Functional Performance*
www.michigan.gov/documents/mde/Section_2_PLAAFP_319517_7.pdf
- *Quick Reference Guide Section 3: Secondary Transition Considerations*
www.michigan.gov/documents/mde/Section_3_Transition_319518_7.pdf
- *Quick Reference Guide Section 4: Goals and Objectives/Benchmarks*
www.michigan.gov/documents/mde/Section_4_Goals_321786_7.pdf

Resources
continues on next page

Changes to Section 5: Supplementary Aids and Services		
The following supplementary aid or service is being: <input type="checkbox"/> modified <input type="checkbox"/> added <input type="checkbox"/> removed		
Support/Accommodation/Modification	Time/Frequency/Condition	Location

Changes to Section 5—Supplementary Aids and Services: Indicate whether the student’s supplementary aid/service is being modified, added, or removed. Then, document the change to each supplementary aid and service in the space provided. It is important to identify the time, frequency, or condition with sufficient detail and measurability to ensure understanding for consistent implementation. See *Quick Reference Guide Section 5: Supplementary Aids and Services* for additional information regarding content requirements for this section.

Note: The phrase “as needed” lacks sufficient detail and measurability. “As needed” will not meet compliance standards.

Changes to Section 6: Assessment		
The following modification is being made to participation in a state or district-wide assessment.		
Assessment	Rationale	Accommodations
<input type="checkbox"/> State or District-wide Assessment	The state or district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	

Changes to Section 6—Assessment: Use the space provided to identify the changes being made to the Assessment Section of the concluded IEP. For any modifications being made to a student assessment, complete all sections, including the rationale for determining why the state or district-wide assessment is not appropriate, why the alternate assessment is appropriate, and the accommodations (if any) that are needed for each assessment. See *Quick Reference Guide Section 6: Assessment* for additional information regarding content requirements for this section.

Changes to Section 7: Special Education Services and Programs

Changes to Section 7—Special Education Services and Programs: When making changes to a service or program, it is important to identify the time, frequency, location, and duration with sufficient detail and measurability to ensure understanding for consistent implementation.

For all modifications being made in this section, see *Quick Reference Guide Section 7: Special Education Services and Programs* for additional information regarding content requirements for this section.

Changes to Section 7—Special Education Services and Programs continues on next page

- *Quick Reference Guide Section 5: Supplementary Aids and Services*
www.michigan.gov/documents/mde/Section_5_AidsSvcs_321787_7.pdf
- *Quick Reference Guide Section 6: Assessment*
www.michigan.gov/documents/mde/Section_6_Assessment_321788_7.pdf
- *Quick Reference Guide Section 7: Special Education Services and Programs*
www.michigan.gov/documents/mde/Section_7_ProgsSvcs_321790_7.pdf
- *Quick Reference Guide Notice*
www.michigan.gov/documents/mde/Notice_319515_7.pdf

The following service is being: <input type="checkbox"/> modified <input type="checkbox"/> added <input type="checkbox"/> removed				
Related Service	Rule Number	Specific Amount of Time and Frequency	Location	Duration

Services: Indicate whether the student's related service is being modified, added, or removed. Document the change to each service in the space provided. For a complete list of related services and additional information regarding content requirements for this section, see *Quick Reference Guide Section 7: Special Education Services and Programs*.

The following program is being: <input type="checkbox"/> modified <input type="checkbox"/> added <input type="checkbox"/> removed					
Program	Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration
		<input type="checkbox"/> Yes <input type="checkbox"/> No			

Programs: Indicate whether the student's program is being modified, added, or removed. Document the change to each service in the space provided. For a complete list of programs and additional information regarding content requirements for this section, see *Quick Reference Guide Section 7: Special Education Services and Programs*.

The following Extended School Year (ESY) service is being: <input type="checkbox"/> modified <input type="checkbox"/> added <input type="checkbox"/> removed			
ESY Service	Specific Amount of Time and Frequency	Location	Duration

Extended School Year (ESY) Service: Indicate whether the student's ESY service is being modified, added, or removed. Document the change in the space provided.

SPECIAL TRANSPORTATION	
The following modifications are being made to Special Transportation: _____	

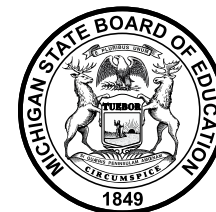
Special Transportation: Use the space provided to identify the changes being made to the special transportation section of the IEP being amended.

Notice Requirements: Written notice meeting the requirements of **§ 300.503(b)** must be given to the parent of a student with a disability a reasonable time before the district:

1. Initiates or changes the identification, evaluation, or educational placement of the student.
2. Initiates or changes the provision of a free appropriate public education (FAPE) to the student.
3. Refuses to initiate or change the identification, evaluation, or educational placement of the student.
4. Refuses the provision of a FAPE to the child.

[§ 300.503(a)]

This provision applies, even if the IEP is revised without convening an IEP team meeting, pursuant to **§ 300.324(a)(4)**.



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