# Prior Written Notice of Amendment to IEP

(USBE Rules III.I.2.; and IV.C.)

District/School: Date of Amendment:

Student Name:

In making changes to the IEP after the annual IEP meeting for a school year, the parent(s) of a student with a disability or student who is an adult and the LEA may agree not to convene an IEP team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the student’s current IEP. Attach a revised copy of the IEP with the amendments incorporated.

Parent(s)/Student who is an Adult contacted on[date]:

[ ] in-person [ ] by phone [ ] by email [ ] other:

***Upon request, the parent(s) or student who is an adult must be provided with a revised copy of the IEP with the amendments incorporated (USBE Rules III.I.2.b.).***

[ ]  Parent(s)/Student who is an Adult and LEA agree not to convene an IEP team meeting to amend the student’s IEP.

The following are amendments to the IEP dated:

| **IEP Section** | **Amendment** |
| --- | --- |
| PLAAFP |  |
| Goals/Objectives |  |
| How progress is measured and reported to parents |  |
| Special education and related services |  |
| Frequency, location, and duration of services and modifications |  |
| Program modifications or supports for school personnel on behalf of the student |  |
| Explanation of exclusion of student from regular classroom and general curriculum |  |
| How student will participate in State and LEA-wide assessments |  |
| Date services begin |  |
| Statement of postsecondary transition goals and services for those 14 and up |  |

Description of how the IEP team is informed of these changes:

The IEP team proposes to implement this program, based on the student’s needs as documented in the Present Levels of Academic Achievement and Functional Performance and Special Factors sections of the IEP, and representing the free appropriate public education the student will be provided.

The following action(s) are proposed:

Actions are proposed for the following reasons (include data used as a basis for the action):

The following action(s) was(were) refused:

Actions were refused for the following reasons (include data used as a basis for the action):

A description of each evaluation procedure, assessment, record, or report the IEP team used as a basis for the proposed or refused action:

Other options that the IEP team considered and the reasons why those options were rejected:

Other factors that are relevant to this IEP proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (USBE Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

[ ]  Your native language or other mode of communication is ***not*** a written language.

**Therefore:**

[ ]  The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

[ ]  You verified with the translator/interpreter that you understand the content of this notice.

Translator/Interpreter Signature Date