

IEP ADDENDUM

1131 E. Center Street, P. O. Box 310, Ithaca, MI 48847-0310

Student's Last: _____ First _____ MI _____ DOB: _____

Date of current IEP being modified: _____ School District: _____

PURPOSE

With the consent of parent and school personnel, an IEP Addendum may be used to **make minor changes** to the IEP during the year it is in effect. If substantial or comprehensive changes need to be made to a student's IEP, an IEP Team meeting should be convened to develop a new, complete IEP Team Report. (Specific purposes and provisions are listed on the second page)

INVITATION

A written invitation/notice, including purpose of meeting, role of participants and procedural safeguards was sent to parent/guardian/student:

By: _____ Date: _____ (Log any additional contacts)

PARTICIPANT SIGNATURES

Signatures below indicate participation in the IEP Team meeting:

Student: _____ Parent/Guardian: _____

General Ed Teacher: _____ Evaluation Team Rep: _____

Special Ed Provider: _____ School District Rep: _____

RATIONALE/PRESENT LEVEL

Briefly state the reason that an addendum to this student's IEP is needed. If services and goals are to be added, update the information regarding this student's present level of academic achievement and functional performance. Include the following information: **1)** baseline data and sources, **2)** a detailed starting point for instruction and **3)** a description of how the disability affects this student's progress. (Attach any new goal pages behind this page.)

In developing this IEP Addendum, The IEP Team members have considered student strengths, parent concerns, the results of recent evaluations and assessments as well as the need for program accommodations/modifications due to special factors listed on the IEP.

IEP MODIFICATIONS

<u>Program/Service & Location</u>	<u>Rule Number</u>	<u>Amount of Time</u>	<u>Frequency</u>	<u>Start/End Dates</u>
_____ @ _____	R340.17 _____	_____ per _____	_____ times per _____	_____
_____ @ _____	R340.17 _____	_____ per _____	_____ times per _____	_____

List any service(s) to be deleted here: _____

Total school hours **per week**: _____ Total hours in **Special Education**: _____ Total hours in **General Education**: _____

ACCOMMODATIONS FOR SPECIAL PROVISIONS (For supplementary aids and/or special provisions, include frequency, duration and location.):

COMMITMENT SIGNATURES

The **district** agrees with the IEP Addendum and its implementation. All provisions will start on _____ and end no later than the current IEP.

District Representative _____ Date _____

I, as **parent/guardian/student**, **1)** understand the plan contents, **2)** have been fully informed of my procedural rights and: (Choose one)

- Agree** with the IEP Addendum and its implementation.
 Do not agree with the IEP Addendum and desire the current IEP to remain in effect.

Parent/Guardian/Student _____ Date _____

Parent/guardian/student did not attend. Report copy was sent by _____ **Date** _____

IEP ADDENDUM GUIDELINES

PURPOSE

With the consent of parent and school personnel and IEP Addendum may be used to **make minor changes** to a current IEP. Allowable changes include:

- Modifying, adding or deleting instructional goals and objectives
- Increasing or decreasing the amount of time in a current program
- Modifying, adding or deleting related services or provisions related to supplementary aids/services, assessment or transportation

REQUIREMENTS

Parents and school staff should be made aware of the following:

- Notification requirements to parents will be the same as for all other IEP Team meetings
- Unless excused by the parent/guardian, required IEP Team members **must be** present at the IEP Addendum meeting
- The IEP Addendum **does not** reset the due date for the next annual IEP Review
- The IEP Addendum **must be** attached to the IEP that is being modified (all copies)
- Either the parent or the school district may request a full IEP Team Report in lieu of an IEP Addendum

POTENTIAL USES

The IEP Addendum may be used for the following reasons:

- To add, delete, or modify IEP goals and/or short-term objectives (Requires modification of the student's PLAAFP statement)
- To change the amount of time and/or frequency for a program or related service
- To add or delete a related service from an IEP (IEP Team must have data to support decision)
- To add, delete, or modify a supplementary aid, program modification, or support to school personnel
- To change a transportation provision
- To change language related to state or district wide assessments
- To address the need for extended school year (ESY) services
- To make short-term changes to the IEP, such as when a student needs Homebound or Hospitalized services
- To make changes to a transfer student's IEP instead of completing a temporary placement form and completing a new IEP (only for transfer students from other Michigan schools)

RESTRICTIONS

The IEP Addendum **may not** be used for the following purposes:

- To determine or redetermine any special education eligibility
- To change the **type of program** for the student
- To exit the student from special education

LEAST RESTRICTIVE ENVIRONMENT (LRE) ASSURANCES

The superintendent or designee of the resident district and, when applicable, the operating district ensure that:

- A. A continuum of alternative placements, special education programs, and related services is available to meet the needs of students with disabilities.
- B. To the maximum extent appropriate, a student with a disability, including one who is assigned to a public or private institution or other care facility, is educated with students without disabilities.
- C. A student with a disability is only removed from the general education environment (such as placing in special classes or separate schools) when the nature or severity of the disability is such that education in a regular class with supplementary aids and services cannot be achieved satisfactorily.
- D. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
- E. A student whose disability is such that he or she requires special classes or facilities is placed in programs or services as close as possible to his or her home school.
- F. In selecting the least restrictive environment, consideration is given to any potentially harmful effects to the student and the quality of services that the student needs.
- G. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.