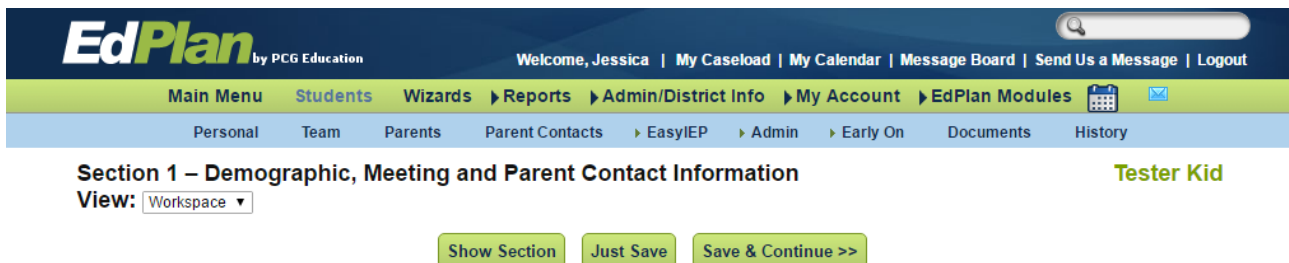
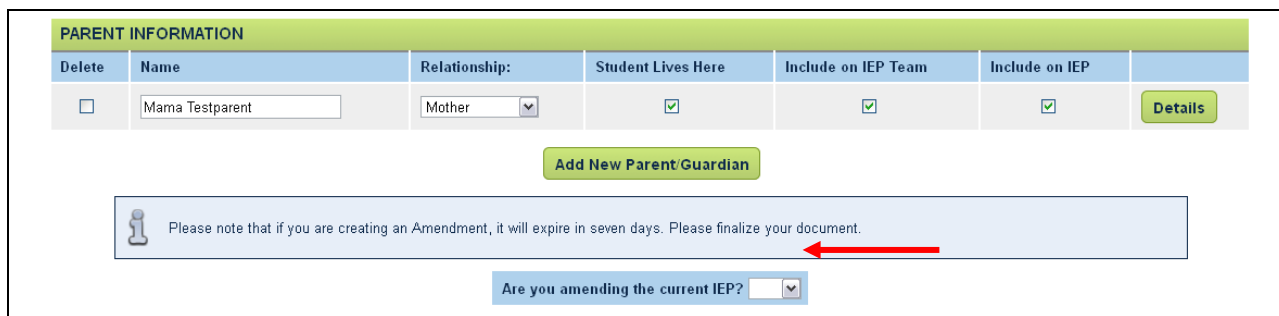


## Beginning an Amendment

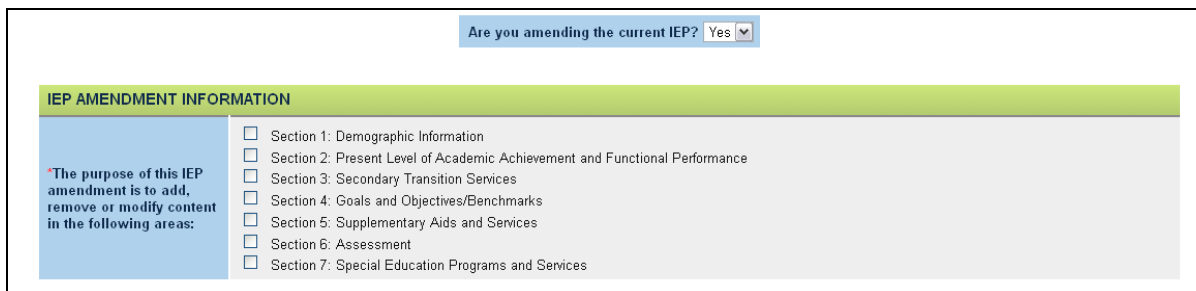
- The first step to create an Amendment in EasyIEP™ will start in Section 1 – Demographic, Meeting and Parent Contact Information of the IEP Process.



- Located beneath the parent information will be a dropdown that asks “Are you amending the current IEP?” Select Yes.



- The page will refresh and then display the following menu below the dropdown. Select the sections that will need amending and write a description in narrative box provided.



- Amendments will also require at least one attempt to contact the parent. Once the attempt to contact the parent has been made, check the box to include the attempt to contact on the IEP.

ATTEMPTS TO CONTACT PARENT/GUARDIAN ABOUT THE IEP MEETING							
Please indicate which parent contacts you would like to associate with this IEP, there must be at least two:							
*Contact Date	*Person Making Contact	*Person Contacted	*Contact Method	*Contact Result	Notes	Document	Include on IEP
08/23/2013	Justin Test	Brock Teststudent	Letter	Student Contacted - will attend			<input type="checkbox"/>
08/23/2013	Justin Test	Mama Testparent	Letter	Parent contacted - will attend meeting		-none yet-	<input type="checkbox"/>

= Contact is greater than 150 days old

## Filling out the Amendment

- You will then be able to go through the rest of the IEP process and update sections that will need amending. You will also be required to go into each section to double check the information and click **Save and Continue**.

The screenshot shows the EdPlan IEP Process interface. At the top, there is a navigation bar with the EdPlan logo and user information. Below that is a main menu with options like Students, Wizards, Reports, Admin/District Info, My Account, and EdPlan Modules. The IEP Process section is active, showing a list of sections with status indicators:

- Section 1 – Demographic, Meeting and Parent Contact Information (X)
- Section 2A – PLAAFP (checkmark)
- Section 2B – PLAAFP (checkmark)
- Section 3 – Secondary Transition Considerations (checkmark)
- Section 4 – Goals and Objectives/Benchmarks (checkmark)
- Section 5 – Supplementary Aids and Services (checkmark)
- Section 6 – Assessment Participation and Provisions (checkmark)
- Section 7 – Special Education Programs and Services (X)
- Notice for Provision of Programs and Services (checkmark)
- Create Draft IEP
- Create Final IEP

## Section 2: PLAAFP

- Section 2A requires that you complete the section “**Special Factors**”

### Special Factors

**\* The IEP Team must consider the following for the student (check boxes to indicate consideration):**

<input checked="" type="checkbox"/>	The communications needs of the student.
<input checked="" type="checkbox"/>	The need for assistive technology devices and services for the student.

**The IEP Team must consider the following for the student, as appropriate (check all that apply):**

<input type="checkbox"/>	The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
<input type="checkbox"/>	The language needs of the student because the student has limited English proficiency.
<input type="checkbox"/>	Braille instruction because the student is blind or visually impaired.
<input type="checkbox"/>	The mode of language and communication because the student is deaf or hard of hearing.

## Section 5: Supplementary Aids and Services

- When adding a new Supplementary Aid and Services, be sure to note that the Begin and End Dates correctly match the IEP Amendment Dates.

Other Supports, Accommodations, and Modifications					
<input type="checkbox"/> Consult - Occupational Therapy					<input type="checkbox"/> Delete
Begin Date:	08/29/2013	*Time:	30 min	*Frequency:	1 per wk
End Date:	08/21/2014	Conditions:			
Phys. Auth. Begin Date:		Serving School:	- Assigned School -		
Phys. Auth. End Date:		Provider:			
<input type="button" value="Add Other Supports, Accommodations, and Modifications"/>					
<input type="button" value="Show Section"/>		<input type="button" value="Just Save"/>		<input type="button" value="Save &amp; Continue &gt;&gt;"/>	

## Section 7: Special Education Programs and Services

- If adding new services, be sure to note that the Begin and End Dates correctly match the IEP Amendment Dates.

Related Services					
<input type="checkbox"/> Speech and Language Services - R340.1745				Total Minutes Per Week: 225	<input type="checkbox"/> Delete
Begin Date:	08/29/2013	*Time:	45-60 min	*Frequency:	1-2 per day
End Date:	08/21/2014	Conditions:			
Phys. Auth. Begin Date:		Serving School:	- Assigned School -		
Phys. Auth. End Date:		Provider:			
Authorizing Physician:		Subarea:			
<input type="button" value="Log"/>	<input type="button" value="View Service Log -&gt;"/>	On or After:	07/29/2013	Before:	08/30/2013
(2 logs exist from 08/23/2013 to 08/23/2013)					

- The Participation in General Education clears out once an IEP is finalized and will need to be revisited for an amendment. This could potentially be a different value than what was entered on the original IEP if services/programs are added. Consult your ISD Administration if you have questions on this section.

EDUCATIONAL SETTING		
The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in general education with supplemental aids and services.		
General Education Setting (minutes per week)	(+) Special Education Setting (minutes per week)	(=) Total (minutes per week)
1650	+ <input type="text" value="225"/>	= 1875
Percent of Time in General Ed Setting (students age 6 and older):	88%	
Number of General Ed Hours Per Week (students age 3-5):		
* Participation in General Education:	11-(6-26 yrs) Inside general education classroom 80% or more of the school day	
* This student will fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If "No" was selected, explain:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>	

## Create Draft and Final

- Once you have gone through and updated the sections that need amending and double checked all previous sections, you are ready to create a Draft and a Final document.

**EdPlan** by PCG Education

Welcome, Jessica | My Caseload | My Calendar | Message Board | Send Us a Message | Logout

Main Menu | Students | Wizards | Reports | Admin/District Info | My Account | EdPlan Modules

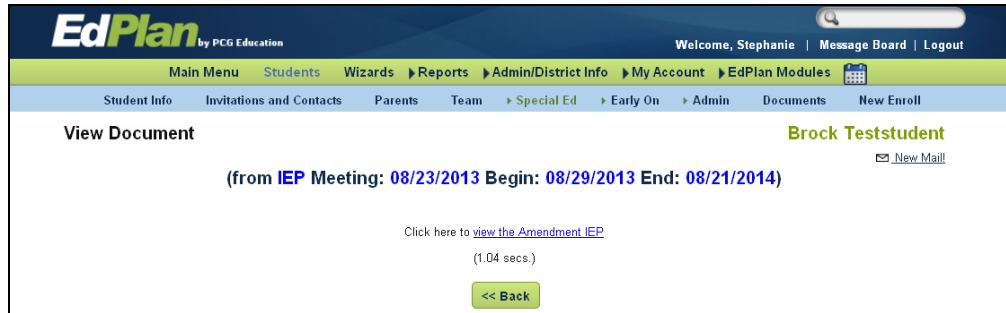
Personal | Team | Parents | Parent Contacts | EasyIEP | Admin | Early On | Documents | History

**IEP Process** Tester Kid

View:

- Section 1 – Demographic, Meeting and Parent Contact Information
- Section 2A – PLAAFP
- Section 2B – PLAAFP
- Section 3 – Secondary Transition Considerations
- Section 4 – Goals and Objectives/Benchmarks
- Section 5 – Supplementary Aids and Services
- Section 6 – Assessment Participation and Provisions
- Section 7 – Special Education Programs and Services
- Notice for Provision of Programs and Services
- Create Draft IEP
- Create Final IEP

- Click on “view the Amendment IEP” to open the document in a PDF viewer. Once opened in PDF, you can print the document.



- If you create a **Draft IEP** before a **Final IEP**, don't forget to go back and “Create Final IEP” prior to moving on with your day. A Draft IEP will only save for 30 days. Finalized IEPs will save permanently.