

Key Differences Between an IEP Amendment and a Full IEP Meeting

IEP Amendment:

If the student's parents/guardians and the district agree not to convene an IEP meeting to discuss the proposed amendment, the proposal must be reviewed either through an informal group discussion or through the case manager connecting with team members separately (in person, over the phone, or via written communication). Here are some examples of what would be appropriate for an amendment:

- ☐ To modify existing IEP goals and/or short term objectives (i.e. changes to measurement tool, goal target)
- ☐ To make minor adjustments to the duration and/or frequency of a direct, indirect, or related service (i.e. Student receives pull-out reading instruction 2x a week for 20 minutes. Team wants to change that to 4x a week for 10 minutes).
- ☐ To add, delete, or modify a supplementary aid (i.e. accommodation, modification, or AT), service (i.e. para support), or support to school personnel
- ☐ To change a transportation provision
- ☐ To change language related to state or district-wide assessment
- ☐ For minor omissions/corrections

IEP Meeting:

If the student's parents/guardians and the district agree to convene an IEP meeting to discuss the proposed changes, the proposal must be reviewed either through a formal group discussion. Here are some examples of when you'd want to hold an IEP meeting due to a **significant change** (as defined by MN Rule: 3525.0210 Subsection 41):

- ☐ To add or remove an annual IEP goal
- ☐ To add, remove, or considerably adjust the frequency/duration of a direct, indirect, or related services
- ☐ To propose a change in federal setting
- ☐ If requested by the parent/guardian or the school

In summary, amendments without a meeting are typically for **minor tweaks** that don't substantially affect the student's educational experience, while an IEP meeting is required for **major changes** to placement, services, or goals.

When to Amend an IEP: Minor Adjustment to Accommodations

Student's Current Situation:

- ☐ The student has been using a graphic organizer as an accommodation to help structure writing assignments in English class.

Change Requested:

- ☐ The special education teacher and the student's general education teacher agree that the graphic organizer isn't enough, and they propose adding speech-to-text software to help the student complete written assignments more efficiently.

☐ Decision to Amend:

- ☐ Since this is a relatively minor change to the student's accommodations (adding a tool that enhances the current support without affecting the student's goals, placement, or services), the parents and school agree to amend the IEP without holding a formal meeting.
- ☐ They discuss the change via email or phone, and both parties sign off on the amendment in writing.

Amendment Process:

- ☐ The school creates a written document specifying the new accommodation (speech-to-text software), and both the parents and school sign it. The IEP is updated, and copies are distributed to the relevant team members and parents.

When to Hold an IEP Meeting: Significant Change in Services and Placement

Student's Current Situation:

- ☐ The student is receiving 5 hours per week of specialized instruction in a general education classroom with the support of a special education teacher.

Change Requested:

- ☐ After a progress review, the student is not making adequate progress, particularly in reading and math. The IEP team proposes moving the student to a self-contained special education classroom for part of the day to provide more intensive instruction.

Decision to Hold an IEP Meeting:

- ☐ This is a significant change that affects the student's educational placement, service hours, and instructional approach. It requires input from the full IEP team, including the parents, special education teacher, general education teacher, school psychologist, and any related service providers.

Meeting Process:

- ☐ The IEP team schedules a formal meeting to discuss the proposed changes, review the student's evaluation data, and update the IEP. During the meeting, the team will set new goals, decide on the student's placement, and outline the specific supports and services that will be provided in the new setting.

Outcome:

After discussing the proposed changes and receiving parental consent, the IEP is formally revised. The school provides parents with Prior Written Notice (PWN) explaining the changes, and the new IEP is distributed to all team members.