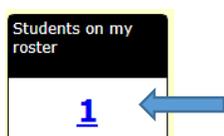


Revising the Annual IEP

A revision to the annual IEP may be completed during an IEP team meeting or with consultation between the student's parent/guardian and special education case manager or related service provider. Case managers should consult with building administrators to consider the purpose of the revision to the annual IEP and determine the need to convene the full IEP Team. If the team does not need to meet, the parent must be consulted before the annual IEP form is revised (before the "revise" link is selected) **If the parent does not agree to the revision, or if any member of the IEP team requests a full IEP team meeting, the case manager shall convene the team at a mutually agreeable date and time. Follow the steps below when completing a revision.

Step 1: Click on the number under students on my roster on your IEP Writer dashboard.



Step 2: Find the student's name you want to complete the revision for and click the paper/pencil icon.

Active and In Process students on your Roster:

Name	Primary Exceptionality	Case Manager	Primary Building	Home District	IEP Role	IEP Due Date	RR Due Date	View/Edit
Pan, Peter	Autism - [2121]	Caputo, Bridget	Drums Elementary/Middle School	HAZLETON AREA SD	IEP Case Manager		3/2/2013	

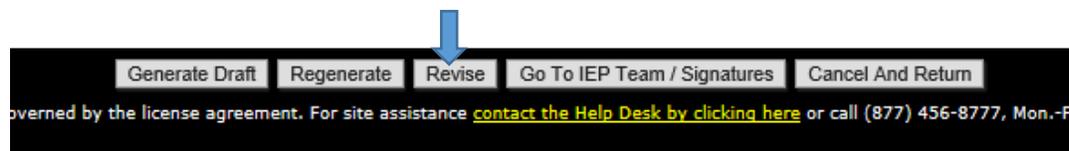
Records per page: 10 | Records: 1 to 1 of 1 | Pages: << < 1 > >> (of 1) | Go to page: >>

Step 3: Click view/revise currently implemented IEP.

IEP



Step 4: Click the revise button at the bottom of the page.



Step 5: Enter the information into each box and complete the transition question at the bottom of the page. When you are finished, click save and return.

IEP for Pan, Peter **Revision Summary Page**

Add Revision to IEP

Date of Revision(s)

The LEA And Parent have agreed To make the following changes to the IEP without convening an IEP meeting, as documented by:

Telephone call to add direct instruction in reading for 40 minutes per day, 5 days a week.

Participants / Roles
*****The parent/guardian must be a participant when completing a revision.

IEP Section(s) Amended

Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO/NA)



Save and Return

Step 6: Change ALL areas of the IEP impacted by the revision. Since direct instruction is the addition, you will have to revise the present levels, special education/related services and placement and reporting. Click save and return when all information is entered.

Edit a Program Modification / SDI

PBSP Program Modification / SDI

Program Modification / SDI

Revision- Direct instruction reading

Location

Frequency

Projected Beginning Date

Anticipated Duration



Save and Return Cancel Cancel And Return

agreement. For site assistance [contact the Help Desk by clicking here](#) or call (87

Step 7: Go into the present levels of performance and enter the revision, the date and why the revision was made. Any information dealing with academics goes into the present levels of academic achievement section. Any information that deals with adaptive skills, behavior or related service information goes into the present levels of functional performance section. All transition information goes into the present levels related to postsecondary section.



Present Level Blurb-

A revision was made on 3/25/19 to add one period of direct instruction in reading due to the lack of progress on Peter's reading fluency goal for 2 consecutive quarters.

Step 8: Check to make sure all the information that was added or deleted in each section is correct.

Step 9: Go back to IEP Home.



Step 10: Click save and lock this revision



Step 11: Generate PDF

IEP

Select all print options

- Print cover sheet?
- Page break between sections?
- Page break between Present Levels?
- Page break between Goals?
- Append MA Auth. Letter?
- Show Page 1 Header?
- Show Page 1 Footer?
- Append Spanish Copy

Select all printable sections

- Demographics
- Signatures
- Revision Signatures
- Safeguard
- Considerations
- Levels
- PBSP: Levels
- IEP Transition
- State Assessments
- Local Assessments
- IEP Goals
- PBSP: Program Mods/SDI
- Progress Reports
- Services
- Placement
- Reporting
- Attachment

Page Header

Page Footer



Step 12: Print out all pages that have any information about the revision and send this to Bridget Caputo in the special education office to be time stamped. The pages that would be printed with this revision are included below.

HAZLETON AREA SD

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: Peter Pan
IEP Team Meeting Date (mm/dd/yyyy): 4/18/2018
IEP Implementation Date (Projected Date when Services and Programs Will Begin): 4/18/2018
Anticipated Duration of Services and Programs: 4/17/2019

Date of Birth: 1/1/2006
Age: 13
Grade: 5th
Anticipated Year of Graduation: 2026

Local Education Agency (LEA): HAZLETON AREA SD
County of Residence: _____

Name and Address of Parent/Guardian/Surrogate:
Skippy Pan Phone (Home): 555-1212 Email (Home): _____
111 Neverland Rd Phone (Work): _____ Email (Work): _____
Hazleton, PA 18201 Phone (Cell): _____

Other Information: _____

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

3/25/2019	Telephone call to add direct instruction in reading for 40 minutes per day, 5 days a week.
-----------	--

<i>Date of Revision(s)</i>	<i>Participants/Roles</i>	<i>IEP Section(s) Amended</i>
3/25/2019	Ms. Pan (Parent), Mr. Jones (Special Education Teacher) ****The parent/guardian must be a participant when completing a revision.	II. Present Levels of Performance, VI. Special Education/Related Services, VII. Placement and VIII. Reporting

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Continued)

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)

Concepts and Communication- 17/28
 Operations and Computation- 19/24
 Process and Applications- 6/28
 Total Test- 42/80
 Grade Equivalent 2.8 (DO NOT USE AGE EQUIVALENTS)

2016 Group Mathematics Assessment and Diagnostic Evaluation

Concepts and Communication 10/28
 Operations and Computation 15/24
 Process and Applications 3/28
 Total Test- 28/80
 Grade Equivalent 1.8 (DO NOT USE AGE EQUIVALENTS)

******Please do not use iReady as your only means of assessment data. If you are putting iReady scores into the present levels along with another assessment (example GMADE score/iReady) and the scores are not comparable, you must explain why you feel this has occurred.**

Example- Based on John’s academic performance within the classroom setting, the IEP team feels that this assessment did not give an appropriate representation of John’s true academic abilities. The iReady assessment was given to him to complete on the computer and in a large group setting. He completed the assessment in seven minutes as compared to the average completion time of 38 minutes. This leads us to believe he did not complete the work for each question and just picked any answer to complete the testing.

3. Teacher Observations- Must have input from EVERY teacher!
4. Progress Towards Current Academic Goals
5. State/Local Assessment Data if applicable

A revision was made on 3/25/19 to add one period of direct instruction in reading due to the lack of progress on Peter's reading fluency goal for 2 consecutive quarters.

- Present levels of functional performance (e.g., results from a functional behavior assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student’s age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

July 2018

4/18/2018

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VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Revision- Direct instruction reading	Special Education Classroom	5 times per week/40 minute sessions	3/25/2019	4/17/2019

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

None at this time.

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

None at this time.

D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

None at this time.

July 2018

4/18/2018

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VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- **What supplementary aids and services were considered?**
Reviewed and discussed
- **What supplementary aids and services were rejected?**
Reviewed and discussed
- **Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.**
Reviewed and discussed
- **What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?**
Reviewed and discussed
- **What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?**
Reviewed and discussed
- **To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?**
Reviewed and discussed

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

The student will participate with students without disabilities in the regular education classroom with the exception of 40 minutes of direct instruction in reading per day.

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

The student will participate in the general education curriculum with students without disabilities with the exception of 40 minutes of direct instruction in reading per day.

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom + hours in school day) x 100 = % (Column 1 + Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
5.83	6.50	$(5.83 \div 6.50) \times 100 = \%$	90.00% of the day	<input checked="" type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- | | |
|--|--|
| <input type="checkbox"/> Early Intervention _____ | <input type="checkbox"/> Approved Private School (Non Residential) _____ |
| <input type="checkbox"/> Other Public Facility (Non Residential) _____ | <input type="checkbox"/> Approved Private School (Residential) _____ |
| <input type="checkbox"/> Hospital/Homebound _____ | <input type="checkbox"/> Other Private Facility (Non Residential) _____ |
| <input type="checkbox"/> Correctional Facility _____ | <input type="checkbox"/> Other Private Facility (Residential) _____ |
| <input type="checkbox"/> Out of State Facility _____ | <input type="checkbox"/> Other Public Facility (Residential) _____ |
| <input type="checkbox"/> Instruction Conducted in the Home _____ | |

EXAMPLES for Section A: How to Calculate PennData – Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom – per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom + hours in school day) x 100 = % (Column 1 + Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	$(5.5 \div 6.5) \times 100 = 85\%$	85% of the day (Inside 80% or More of Day)
Example 2	3	5	$(3 \div 5) \times 100 = 60\%$	60% of the day (Inside 79-40% of Day)
Example 3	1	5	$(1 \div 5) \times 100 = 20\%$	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

Step 13: Complete a parent contact log.