

# Summer School “Doors” are Open! Updated Training Modules on the IEP & IDEA

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**The webinar will begin shortly.**

**For Audio:**

**Dial 1-877-512-6886**

**Conference code: 1825 1825 18**

Please mute your computer speakers & phone line during this webinar.



**Center for Parent  
Information & Resources**

***Please use the Chat Box to tell us:***

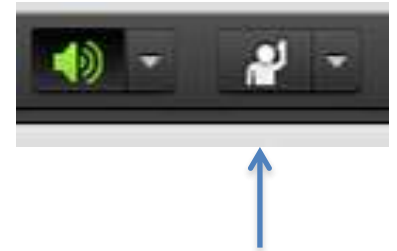
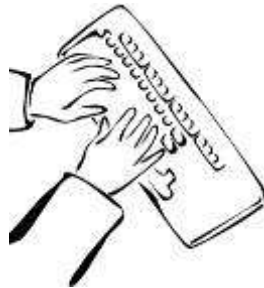
- **The name of your Parent Center**
- **Your state**
- **Your email address**

# A Few Reminders on Webinar Etiquette

- ✓ Please remember to “**mute**” your line.



- ✓ Please feel free to use the “**Chat**” box for your questions or comments.



- ✓ You can also “**Raise Your Hand**” using the icon at the top left.

# Summer School “Doors” Are Open!

Training Modules on the IEP & IDEA

at

[www.parentcenterhub.org/repository/legacy](http://www.parentcenterhub.org/repository/legacy)

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**Center for Parent Information  
& Resources**

# Agenda for Today's Webinar

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- **Why summer school & why on the IEP?** | *Debra Jennings, CPIR*
- **Three IEP modules: What's new, what's the same?** | *Lisa Küpper, CPIR*
- **Suggested uses with staff and families** | *Debra Jennings, CPIR*
- **Other available training modules** | *Debra Jennings & Lisa Küpper, CPIR*
- **Questions and Comments**



The two most joyous times of the year are Christmas morning and the end of school.

— *Alice Cooper* —

AZ QUOTES

# School's Out for Summer!

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## For Parent Centers

- More time
- Less pressure
- Different perspective
- Orient new parent center staff
- Renew skills of veteran staff
- Ready to take on the deluge of back-to-school challenges!

## For Parents & Youth

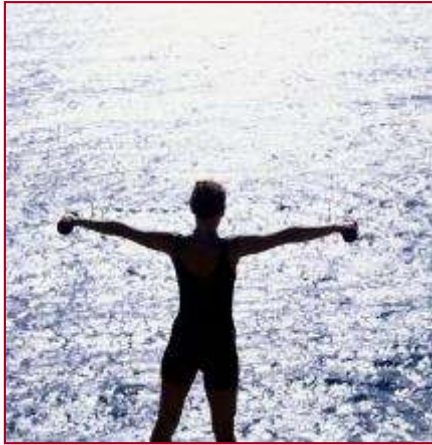
- More time
- Less pressure
- Different perspective
- Ready to start the new school year off right!
- Share IDEA's regulations on IEPs and parent participation

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**But school's not out forever!**

# Three Updated IEP Modules in a Context

## The IEP Team: Who's a Member?



**11**

*In English  
and Spanish*

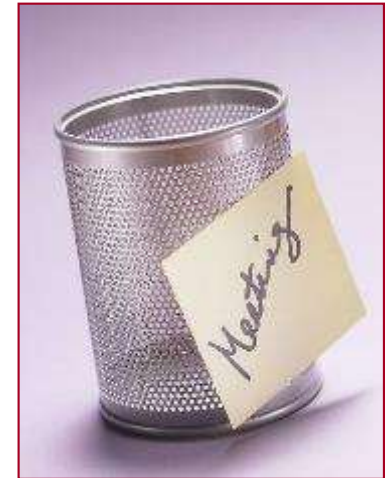
## Content of the IEP



**12**

*In English  
and Spanish*

## Meetings of the IEP Team



**13**

*In English  
and Spanish*

***The context?***



# The Context

## Building the Legacy | Construyendo el Legado

*A Training Curriculum on IDEA 2004*

- Produced 2007-2010
- Vetted
- Housed at parentcenterhub.org
- IDEA 2004 is STILL the law!

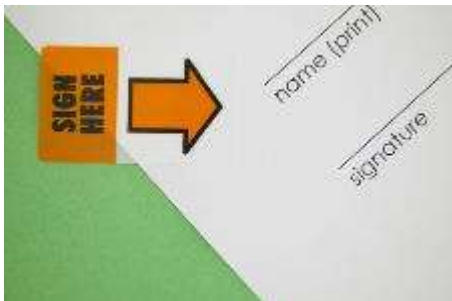


...intended to help  
all those involved  
with children  
with disabilities  
understand and  
implement  
IDEA 2004

<http://www.parentcenterhub.org/repository/legacy/>



# And There's an Even *Bigger* Context



# All 3 updated modules have the following parts:

**Module 11:  
The IEP Team:  
Who's a Member?**

**Module 12:  
Content of  
the IEP**

**Module 13:  
Meetings  
of the IEP Team**

- Slideshow in English
- Slideshow in Spanish
- Trainer's Guide  
(in Word)
- Handouts in English  
(PDF & Word)
- Handouts in Spanish  
(PDF & Word)



# Revising and Updating These 3 Modules

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## What's the same?

- IDEA's language and requirements
- Authoritative, vetted descriptions of what IDEA requires
- Same trainer flexibility to choose what to highlight in a training

## What's different?

- Removed | Most discussions of the *Analysis of Comments and Changes*
- Out-of-date content removed or replaced
- PPTs are provided, so you can add, rearrange, or hide slides to adapt to your audiences
- All 3 slideshows auto-present now (no clicking)
- Handouts greatly trimmed down—only a few now!

# SLIDESHOWS in the Updated Modules: What You'll Find

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## Download

- Slideshow in English
- Slideshow in Spanish

Original PPTs, so you can  
add state-specific info



- Engaging slides with auto-animations
- Vivid photos
- Indepth trainer info you can use (*or not!*) to adapt the length & detail of the training sessions you offer



# TRAINER GUIDES in the Updated Modules: What You'll Find

## You'll find:

- A simple Word file that describes each slide
- Detailed, vetted information about what's on the slide
- What IDEA 2004 requires

### Slide 2/ Operation and Discussion: The Parent on the IEP Team

*Text of slide:*

#### **Who must be included on the IEP Team?**

The child's parent(s)

This slide begins the listing of members on the IEP Team. It's important to tell your audience that the order in which the IEP Team members are going to be listed and discussed has *nothing* to do with their priority on the team, that every member has an equal say and important expertise to contribute. In actual fact, the order that's used in these slides follows the order used in IDEA 2004, nothing more.

#### **Parents on the IEP Team**

Since the passage of Public Law 94-142 in 1975, parents have been recognized as vital members of the IEP Team. Everyone agrees that parents have an enduring and passionate interest in the well-being and education of their child. So it makes perfect sense that Congress would ensure that parents are represented on the IEP Team, front and center.

- **The school must invite the parents to the IEP meeting early enough to ensure that one or both parents have the opportunity to attend and participate. The notice must include the purpose of the meeting, its time, and location, and who will attend.**

Typically, parents know their child very well—not just the child's strengths and weaknesses, but all the little qualities that make their child unique. Parents' knowledge can keep the team focused

# HANDOUTS in the Updated Modules: What You'll Find

## You'll find:


- Handouts in English
- Handouts in Spanish
- In PDF
- in Word, so you can include state-specific information, your Parent Center's logo, and contact information (good for accessibility concerns, too!)

We've removed all outdated handouts, so there are far fewer to copy and share!

**Handout D-3**  
Page 1 (of 2)

IDEA 2004's Final Regulations for:  
**The IEP Team**

**§300.321 IEP Team.**  
(a) *General.* The public agency must ensure that the IEP Team for each child with a disability includes—  
(1) The parents of the child;  
(2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);  
(3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;  
(4) A representative of the public agency who—  
(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;  
(ii) Is knowledgeable about the general education curriculum; and  
(iii) Is knowledgeable about the availability of resources of the public agency.  
(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;  
(6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and  
(7) Whenever appropriate, the child with a disability.  
(b) *Transition services participants.* (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).  
(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.  
(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.  
(c) *Determination of knowledge and special expertise.* The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section must be made by the party (parents or public agency) who invited the individual to be a member of the IEP Team.  
(d) *Designating a public agency representative.* A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.  
(e) *IEP Team attendance.* (1) A member of the IEP Team described in paragraphs (a)(2) through (a)(5) of this section is not required to attend an IEP Team meeting, in whole or in part, if the



(over) ➡

# Suggested Uses of These 3 Modules

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## Professional Development

- “Required” reading by new staff who need to know all about the IEP
- “Refresher” reading by experienced staff

## With Families

- Offer IEP training sessions of different lengths and levels of detail, in English or Spanish
- Share IDEA’s regulations on IEPs and parent participation

## Other Legacy Training Materials (Unrevised)

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Even untrimmed, still a treasure of accurate, authoritative info on IDEA & the IEP!

*A Training Curriculum on IDEA 2004*



### Building the Legacy | Construyendo el Legado

- 1: Top 10 Basics of Special Education (*in Eng/Sp*)
- 5: Disproportionality and Overrepresentation
- 9: Introduction to Evaluation under IDEA (*in Eng/Sp*)
- 10: Initial Evaluation and Reevaluation (*in Eng/Sp*)
- 15: LRE Decision Making
- 17: Intro to Procedural Safeguards (*in Eng/Sp*)
- 18: Options for Dispute Resolution
- 19: Key Issues in Discipline

<http://www.parentcenterhub.org/repository/legacy/>



# Other Training Materials on the IEP

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## Webinars on the IEP

Michigan Alliance for Families

<http://www.michiganallianceforfamilies.org/webinar/#archive>

- IEP 101: English Spanish Arabic
- Present Level of Academic Achievement and Functional Performance Statement
- Goals and Objectives
- Supports and Services, including Accommodations and Modifications
- Inclusion: Free Appropriate Education in the Least Restrictive Environment
- Assistive Technology Considerations



# Other Training Materials on the IEP

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## Videos on the IEP

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Utah Parent Center

<http://www.utahparentcenter.org/training/videos/iep-videos/>

- Developing an Appropriate Individualized Education Plan (IEP) for Your Student
- Using Negotiation and Advocacy Skills to Work with Your Student's School Team
- *In Spanish:* Padres como Parte en el Proceso del IEP



**Utah  
Parent  
Center**

Special needs,  
extraordinary potential

# ***Your Training Materials on the IEP & IDEA?***

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***Do you have training materials you would like to share with your Parent Center colleagues?***

- Videos?
- Online modules?
- Trainer guides?

*Share your resources! Submit them to the Hub, at:*

**<http://tinyurl.com/pj25hrf>**

*or in the private Parent Center Workspaces*



**Questions?**  
**Comments?**

<http://www.parentcenterhub.org/repository/webinar14-iep/>

You can find the slides, helpful handouts, and the recording of this webinar on the webpage we've created for this event.

## Webinar | Training Materials on the IEP

**The IEP Team:  
Who's a Member?**



**11**

*In English  
and Spanish*

**Content of  
the IEP**



**12**

*In English  
and Spanish*

**Meetings  
of the IEP Team**



**13**

*In English  
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***Thank you very much for  
attending this webinar.***

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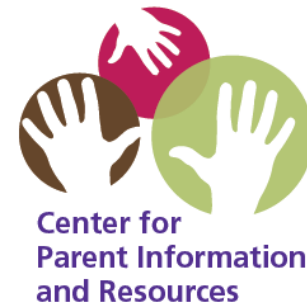
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**Please take a moment  
to complete a very brief survey  
about the usefulness of this webinar to you.**

**We've posted the link in the "Chat" box.**

**<http://survey.constantcontact.com/survey/a07ecrhvuesiowv3t1o/start>**

***Again, thank you!***