IEP - ETR Best Practices: Creating your Internal Monitoring Team 3 - Day Series (Cohort 1) October 3, November 1, and December 6, 2023

This professional development is a 3-day series. We will discuss your current practices and brainstorm how teams can more effectively create, implement and monitor quality plans and practices that will lead to better outcomes for all students.

10/3/2023: How to review special education documents and the connection between the ETR and the IEP.

<u>11/1/2023</u>: Prepare teams to build an internal monitoring system.

12/6/2023: Problem solve internal monitoring systems, revise procedures and practices and create tiered supports for educators.

Before attending on 10/3/2023, it is required that all participants review the State released IEP and ETR Universal Supports Modules for schoolaged and preschool. Modules can be found on the ODE website at:

https://tinyurl.com/IEPETRModules

<u>Audience</u>: District or building internal monitoring teams (team members may include Director of Special Education or Pupil Services Administrator, building administrator, intervention specialist, related service providers (e.g., school psychologist, SLP, OT) general education teacher) or any other staff member your district has identified to be on the Internal Monitoring team.

Registration:

This is a team registration https://tinyurl.com/IEPETRCohor1

Please contact Angie Chapple, angie.chapple@escneo.org if you want to register as an individual

Location:

ESC of Northeast Ohio 6393 Oak Tree Blvd. Independence, Ohio 44131

<u>Time:</u> 9:00 a.m.—3:30 p.m. (Sign-in 8:30 am - 9:00 am)

Contact Hours including Ohio approved: 16.5 for the series

For assistance with registration contact: Karen Sever 216-446-3811 karen.sever@escneo.org



This event was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award #Q27A090111A, CFDA 34. 027A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.