

CEPT Meeting Framework

Reference Document for Meeting Participants

MEETING STRUCTURES

Consideration of a More Restrictive Educational Placement

Welcome and opening from Facilitator of CEPT Welcome, introductions, purpose for the meeting, and meeting structure	5 minutes
School team shares the student's educational strengths and needs	15 minutes
School team explains what the student needs to be successful in school	
Parents share the student's educational strengths and needs and what they think the student needs in order to be successful in school	10 minutes
The CEPT considers exhaustion of resources and if anything else can be done to support the student in the current school setting	5 minutes

IF NO ADDITIONAL RESOURCES CAN BE PROVIDED ↓

If all resources have been exhausted, then the CEPT considers the LRE continuum	10 minutes
Educational placement and placement location are considered and determined	
Supports for transition are considered	5 minutes
Facilitator of CEPT explain action items, next steps, and review revisions to the IEP, based on the decision(s) of the meeting	5 minutes
Any questions are answered and the meeting is concluded	

IF ADDITIONAL RESOURCES **CAN BE PROVIDED** ↓

If all resources have <u>not</u> been exhausted, the CEPT considers what else could be implemented for the student in the current educational setting	10 minutes
The team considers the use of further interventions, supports and additional resources, and makes proposals for discussion	
Proposals are accepted or rejected and recorded in the IEP documents	
Facilitator of CEPT explain action items, next steps, and review revisions to the IEP, based on the decision(s) of the meeting	5 minutes
Any questions are answered and the meeting is concluded	

Consideration of a Less Restrictive Educational Placement

Welcome and opening from Facilitator of CEPT Welcome, introductions, purpose for the meeting, and meeting structure	5 minutes
School team shares the student's educational strengths and needs, highlighting the student's progress that warrants consideration of a less restrictive setting	15 minutes
School team share information about the reduction of supports that are currently outlined in the student's IEP	
School team explains what supports the student still needs to be successful in school, as it relates to a potentially less restrictive setting	
Parents share the student's educational progress and what supports they think the student needs in order to be successful in school	10 minutes
The CEPT considers the least restrictive environment continuum and determines if the student can receive a free, appropriate, public education in a less restrictive educational setting, given the data reviewed and the student's educational progress	10 minutes

IF THE STUDENT WILL TRANSITION TO A LESSER RESTRICTIVE SETTING ↓

The CEPT considers transition supports and activities (or sets an alternate meeting date to discuss and determine transition needs)	10 minutes
The team discusses and determines revisions to the IEP in alignment with the student's needs in a less restrictive educational placement	5 minutes
Facilitator of CEPT explain action items, next steps, and review revisions to the IEP, based on the decision(s) of the meeting	5 minutes
Any questions are answered and the meeting is concluded	

IF THE STUDENT WILL REMAIN IN THEIR CURRENT SETTING ↓

The CEPT will consider appropriate next steps for continued progress monitoring (may include goal-setting with the student, periodic review meetings, etc.)	10 minutes
Facilitator of CEPT explain action items, next steps, and review revisions to the IEP, based on the decision(s) of the meeting	5 minutes
Any questions are answered and the meeting is concluded	

CEPT MEETING NORMS

- Ensure the team has the correct meeting link and technology is ready at least 5 minutes prior to the meeting starting
- Follow general HCPSS technology norms including using mute when you are not speaking and keeping your car on for the duration of the meeting. Please do not utilize the chat feature during CEPT meetings.
- Remain engaged in the discussion for the entire length of the meeting.
- Share the student's strengths first, then areas of need.
- Summarize information and data, as DSE team members have reviewed the referral packet prior to the meeting and the information was shared with the family in previous meetings.
- Utilize culturally proficient, person-first language
 - For example: "student with Autism" or "student with ADHD", Regional Program for students with Emotional Disabilities (versus ED Program)

- Be mindful that educational placement can be a sensitive topic for many team members.