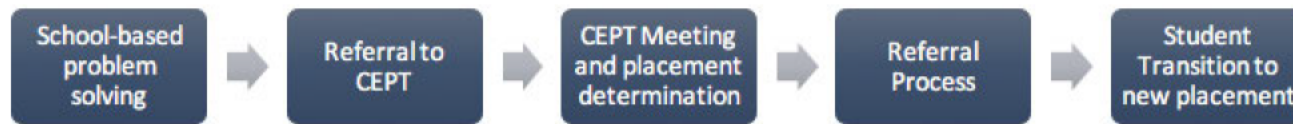


CEPT Overview

Reference Document for School Teams

The Central Education Placement Team (CEPT) meets weekly to discuss student cases where a change in programming is needed to ensure the student makes meaningful progress. The process involves the steps in the graphic below. More specific details about the process and how schools can actively participate are outlined in this document. If there are questions about the CEPT process, please reach out to Jessica Caire, Facilitator for the Central Education Placement Team.



Implementing Interventions and Data Collection	Referrals to CEPT mean that you have exhausted <u>all</u> resources available in your school program. • Interventions are things that are done beyond what is available to all other students, and are customized to meet a student's individual needs. • Data captured should be quantitative. • Data should align with the information captured in the IEP progress reports. • Utilizing interventions includes accessing resources available for additional support (behavior specialists, BCBAs, etc.)
Documenting a Referral to CEPT	• DSE staff must be present when a referral to CEPT is made. • Discussion in the <i>IEP Team Meeting Report</i> should include: ○ what parts of the IEP cannot be implemented at the current school (may be not available, needed with more intensity, or not able to be sustained) ○ consideration of other programs and specifically why they were rejected ○ reasons for referral to the CEPT • The team should ensure that the IEP is reflective of current performance and supports. • The team should not provide an in depth description of any additional program options where a representative is not at the meeting. (<i>Avoid having a CEPT before the CEPT</i>) • Parents/guardians should be provided with the resource documents available. If they have further questions, they can be connected with the Facilitator of CEPT directly.

Packet Development and Submission	• The packet should be compiled as soon as possible after the IEP meeting is held to make the referral. • The CEPT Checklist separates needed documents into categories. It allows for teams to “divide and conquer” in compiling. • Packets go through three rounds of review prior to a student being scheduled for a CEPT meeting - the reviews look at content, quality of documents, and adherence to procedure. • Feedback and items for revisions are provided back to DSE staff so that they can support the school team with needed next steps.
Participation in CEPT Meetings	• Norms ◦ Remain engaged with cameras on. ◦ Keep conversation moving forward by summarizing and using the meeting framework. (<i>structure of discussion is consistent from meeting to meeting</i>) ◦ Be mindful of your body language and use of tone. ◦ Understand that placement can be a sensitive topic for students and their families/guardians. • Roles and responsibilities ◦ <u>CEPT team members</u> - guide discussion, with equal voice from all parties, to reach a placement determination within the meeting timeframe ◦ <u>Sending School</u> - present the current strengths and needs of the student, and describe what they need that cannot be provided in their current environment ◦ <u>Potential Receiving Programs</u> - determine if the student’s IEP can be implemented in their school program ◦ CEPT team members will also complete the <i>IEP Team Meeting Report</i> for the meeting
Follow-Up Responsibilities	• After packet submission, all further documentation will be completed by CEPT team members, including IEP revisions and transportation forms. • Updates about students who are awaiting nonpublic placements will be provided by CEPT team members, as they are available. • Start dates for students who will be attending a public, separate, day school (Bridges or Cedar Lane) will be provided in the CEPT in most cases. • For students awaiting nonpublic placements, once an acceptance is received and a start date is identified, an email will be sent to the admin and ITL.

General Tips and Tricks

- ★ CEPT determines placement for students who need more restrictive placement; and also less restrictive placements when a student is currently in a public or private, separate, day school.
- ★ Notify your DSE support team as soon as you have concerns about a student's progress and their ability to be successful in your school.
- ★ If you are concerned about a student's progress and feel that the student may need more than what is available in your program, start tracking your interventions on the Summary of Interventions form.
- ★ Have someone else review the IEP Team Meeting Report when the referral is made to ensure it accurately documents the meeting.
- ★ Employ a team approach to compiling the packet, to expedite a placement determination and transition to a different environment.
- ★ ONLY receiving programs can determine if an IEP can be implemented or not in their program. Don't put yourself in the position where you are speaking for a program that you don't currently work in!
- ★ Avoid predetermining a next placement through your discussions with families.