

Process for Referring a Nonpublic Student to the Central Education Placement Team (CEPT) for Consideration of a Less Restrictive Educational Setting

Prior to the CEPT Referral

- An IEP Team Meeting is held at the current school to review the student's progress, including consideration of appropriate revisions to the IEP.
- The nonpublic case manager consults with the DSE Instructional Facilitator (IF), Resource Teacher (RT) and Behavior Specialist assigned to the student's home school and assigned regional program, or public separate day program (as appropriate).
- Informal observations are conducted at the school by various DSE staff members. Written feedback is provided to the nonpublic case manager after the observation(s).

Referral to the CEPT

- An IEP Team Meeting is held at the current school to consider making a referral to the CEPT.
- Input from the DSE staff (IF, RT, program staff and/or Behavior Specialist) who observed the student is shared and considered at the meeting.
- The IEP Team determines if the variety of data and input reviewed at the two IEP Team Meetings warrant a referral to the CEPT.
 - If so:
 - Appropriate documentation is gathered by the nonpublic case manager for the referral.
 - The Instructional Facilitator contacts the home school and any other HCPSS programs or schools that may be considered for placement at the CEPT meeting.
 - Additional informal observations may be conducted at the nonpublic school by HCPSS staff.
 - The referral documents are provided to the appropriate HCPSS personnel.
 - If the team does not move forward with a CEPT referral:
 - Consider revisions to the IEP based on the progress data that was shared
 - Plan for next steps (set interim meeting, discuss reduction of supports and data collection methods, etc)

At the CEPT Meeting

- The nonpublic case manager/current service school team summarizes IEP Team Meeting discussions related to the determination for the referral to consider a less restrictive educational placement.
- The student's strengths and needs are discussed and what supports the student might continue to require in a less restrictive setting, based upon the current IEP.
- The CEPT determines if a transition to a less restrictive placement is appropriate and if any revisions to the IEP are required in order to appropriately program for the student in a different school location.
- The CEPT considers the least restrictive environment continuum and approves a school location and start date.
- Transition supports and/or activities are discussed, as appropriate.

After the CEPT Meeting

- If the student *will be transitioning to a less restrictive educational setting*:
 - The Transportation Form is submitted by the Instructional Team Leader.
 - The approved transition plan/supports are implemented by the nonpublic school, the HCPSS, and the family.
 - The student record is transferred from the nonpublic office to the new service school.
 - The student's enrollment school is changed in Synergy on the start date
- If the student will *continue attending a nonpublic* placement:
 - Documentation from the meeting will be provided to the family and the nonpublic school. It will also be included in the student record.
 - The student's progress will continue to be monitored by the HCPSS and the nonpublic school, in collaboration with the family.