

Supporting Students Who Are in the CEPT Process

Reference Document for School-based Teams

IEP Implementation and Services

While students are awaiting placement through the CEPT Process, the team will determine where they will be educated in the interim. That school team will implement the IEP to the best of their ability and specific limitations will be noted in the IEP Team Meeting Report from the CEPT meeting. School teams should continue to follow all HCPSS best practices and IDEA/COMAR regulations related to the IEP process including:

- Implementing the IEP and all services/related services
- Completing service logs
- Reporting quarterly progress for as long as the student attends in the current school program
- Collecting data
- Holding IEP meetings as appropriate (annual reviews, re-evaluation, NMSP meetings, attendance, etc)
- Compiling ESY documentation

Depending on the timing of a student's transition, a school program may be asked to complete a process after a student has recently left the program. This will be clearly communicated to the school-based team by DSE staff.

If you have questions about how to serve a student or complete a part of the IEP process, please contact your DSE Instructional Facilitator or the Facilitator for CEPT.

Placement Updates and Next Steps

The school-based team is not responsible for providing information to the parent/guardian about the status of nonpublic referrals or next steps for placement. Updates will be provided by the Facilitator for CEPT via email and appropriate school-based staff will be included on the communication. As information is available about school visits, observations, acceptances, etc., the updates will be communicated. Parents/guardians who have specific questions about placement can be directed to the Facilitator of CEPT for more information.

Consideration of Additional Resources/Services While Awaiting Placement

According to MSDE guidance and recent case law, when a school system determines that a student's needs can no longer be met in their current setting, the team must make efforts to document and provide a more intensive level of service. The guidance states that all areas of the IEP including supplementary aids and services, goals, services, and least restrictive environment should be considered as part of those discussions. The table below outlines what steps should be taken by school teams, in collaboration with their DSE support team, to adjust a student's program while they are awaiting a start in a more restrictive environment:

At CEPT Meeting	<i>All team members</i>	• Discuss determined placement and suspected timeline for start • Discuss additional resources that could be provided to student in current setting • Document in IEP Team Meeting Report and/or IEP the changes recommended that will be implemented immediately following the provision of PWN
Within 45 days of the CEPT	<i>School team members with DSE representation</i>	• Discuss and document current status of proposed placement at CEPT • Review data related to amended services being provided to the student • Discuss any additional resources that could be provided to student in current setting • Discuss and document consideration of an alternate interim placement, as appropriate
Within 90 days of the CEPT	<i>School team members with DSE representation</i>	• Discuss and document current status of decided placement at CEPT • Review data related to amended services being provided to the student and/or transition to their new setting • Discuss any additional resources that could be provided to student in current setting
At Annual Review (if student's wait for placement exceeds 90 days)	<i>School team members with CEPT representation</i>	• Complete annual review process • Consider LRE based on updated data and proposed IEP • Discuss and document next steps for placement, as outlined by Facilitator of CEPT