

LEP Individualized Education Plan

Name:
Student ID#
School:

DOB:
Teacher:

Date:
Grade:

- 1. Describe the nature of the concern.
2. Describe the basis for the determination of LEP (if any):
3. Describe how the LEP affects a major life activity:

Specific Area of concern: (test administrators, please mark current level)

Table with 3 columns: Oral Language, Reading, and Writing. Each column lists levels from A to F and specific skills like Visual Recognition, Letter Recognition, Phonemic Awareness, etc.

4. The Building Intervention Team has reviewed the files of the above named student and concludes that he/she meets the classification as a qualified LEP individual under LEP procedure for Platte County School District #2; in accordance with this procedure, the school has agreed to make reasonable accommodations an address the student's individual needs by:

Physical Arrangement of room:

- seating student near a student who can speak this student's native language
seating student near a positive role model
standing near the student when giving directions or presenting lessons
avoiding distraction stimuli (heater blower, high traffic areas, etc.)
additional accommodations:

Lesson Presentation:

- pairing students to check work
writing key points on the board
providing peer tutoring
providing visual aids
providing access to peer/aide/teacher's notes
making sure directions are understood
including a variety of activities during each lesson
additional accommodations:
allowing student to tape lesson
having child review key points orally
teaching through multi-sensory modes
using techniques from Sheltered Instruction

Assignments/Worksheets:

- giving extra time to complete task
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- achieving grade
- allowing students to tape record assignments/homework
- written form
- providing study skills training/learning strategies
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer printed assignments
- additional accommodations: _____

- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- requiring fewer correct responses to
- providing a structured routine in

Test Taking:

- allowing open book exams
- giving exam orally
- giving take home tests
- essay
- allowing students to give test answers on tape recorder
- exams
- additional accommodations: _____

- allowing extra time for exam
- reading test item to student
- using more objectives items (fewer resp.)
- giving frequent short quizzes, not long

Organization:

- providing peer assistance with organizational skills
- allowing student to have an extra set of books at home
- home
- developing a reward system for in-school and homework completion
- providing student with a homework assignment notebook
- additional accommodations: _____

- assigning volunteer homework buddy
- sending daily/weekly progress reports

Behaviors:

- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- assignments
- cuing student to stay on task (nonverbal signal)
- mistakes
- implementing a classroom behavior management system
- run errands
- ignoring inappropriate behaviors not drastically outside classroom limits
- additional accommodations: _____

- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing time-out procedures
- allowing for short breaks between
- marking student's correct answers, not
- allowing student time-out of seat to

Special Consideration:

- suggesting parenting program(s)
- monitoring student closely on field trip
- in-servicing teacher(s) on child's handicap
- providing social skills group experiences
- developing intervention strategies for transition (e.g. passing periods, cafeteria, physical education, etc.)

- alerting bus driver
- suggesting outside agency involvement
- providing group/individual counseling

Adopted: 11/10/03
 Reviewed: 06/13/11