
Last

First

MI

Personalized Education Plan (PEP)

Kindergarten - Grade 8

DIRECTIONS FOR PEP DEVELOPMENT

Required of:

- a) Any student being retained
- b) Any student identified during the first semester as being at-risk of retention (PEP to be developed no later than the end of October or end of 1st semester).

The retaining teacher will:

- a) Initiate the PEP folder before leaving for summer break
- b) Fill in information for the grade just finished and any pertinent information from previous grades
- c) Mark appropriate strategies in pencil (DO NOT DATE)

The receiving teacher will: (within the first four weeks of the school year)

- a) Revise marked strategies, if indicated
- b) Meet with parent and student to communicate and finalize appropriate strategies
- c) Review all strategies for effectiveness with parent and student at least two additional times during the year and mark the strategies' effectiveness with the appropriate codes in the specific spaces on the PEP strategies sheet
- d) Record additional parent contacts or efforts to contact parents on the back of the folder

Any teacher identifying a student at-risk of retention will:

Follow the same steps as outlined for the receiving teacher above, except the receiving teacher will generate rather than revise marked strategies.

Transfer for PEP Folder:

- a) Send entire folder to any HCPS school
- b) File in the office, alphabetically by last name, the folders of students transferring outside HCPS
- c) Place all folders in the office at the end of the year so that the secretary has access to folders of students requesting transfers during the summer (DO NOT SEND FOLDERS to schools outside HCPS)
- d) If a receiving school outside HCPS asks if a student has a PEP, copy the PEP folder and strategies sheet(s) to send
- e) In requesting student records of incoming NC students, secretaries should ask if a PEP is in place; if so, request a copy of the PEP

ENTRANCE AND WITHDRAWAL INFORMATION

Entering From

Withdrawing To

Date	School	Date	School

EXTENDED YEAR LEVELS/SCALE SCORES

	Reading	Math	Year	Comments
K				
1				
2				
3				
4				
5				
6				
7				
8				

K-8 Personalized Education Plan Strategies Sheet

Student _____ Gr. _____ Date _____

Causes for Academic Deficiency: *(check all that apply)*

Date	Date	Date	
_____	_____	_____	
_____	_____	_____	lack of motivation
_____	_____	_____	too many absences
_____	_____	_____	tardies
_____	_____	_____	early dismissals
_____	_____	_____	low test scores
_____	_____	_____	inadequate class work (incomplete / deficient / not attempted) - circle one
_____	_____	_____	inadequate homework (incomplete / deficient / not attempted) - circle one
_____	_____	_____	lack of attention
_____	_____	_____	lack of classroom participation
_____	_____	_____	failure to bring necessary materials to class
_____	_____	_____	failure to meet grade level standards
_____	_____	_____	failure to read at home

Strategies Key: Key: (✓) initiation of action; (+) action occurring; (-) action not occurring; (x) mutual termination of action

Classroom Strategies:

Date	Date	Date		Date	Date	Date	
_____	_____	_____		_____	_____	_____	
			<i>Environment</i>				<i>Materials</i>
_____	_____	_____	seating near teacher	_____	_____	_____	reading materials at ___ grade level
_____	_____	_____	alternative seating	_____	_____	_____	adult assistance with reading
_____	_____	_____	minimized auditory distractions	_____	_____	_____	taped recordings of required reading
_____	_____	_____	minimized visual distractions	_____	_____	_____	highlighted materials for reading
_____	_____	_____	more physical space	_____	_____	_____	alternative materials (<i>specify</i>)

			<i>Behavior</i>				<i>Other</i>
_____	_____	_____	clearly defined limits	_____	_____	_____	counseling (individual, group) - circle one
_____	_____	_____	frequent rules reminders	_____	_____	_____	parent conferences
_____	_____	_____	teacher-initiated time-out	_____	_____	_____	home visit
_____	_____	_____	self-initiated time-out	_____	_____	_____	Care Team referral
_____	_____	_____	frequent eye contact	_____	_____	_____	small group instruction
_____	_____	_____	behavior contract	_____	_____	_____	tutoring (peer, adult) - <i>circle one</i>
							consultation with principal
_____	_____	_____	modified	_____	_____	_____	test modifications
_____	_____	_____	taped	_____	_____	_____	extended school
_____	_____	_____	extra time	_____	_____	_____	retention
_____	_____	_____	oral vs. written response	_____	_____	_____	_____
_____	_____	_____	individual contacts	_____	_____	_____	_____

Strategies Key: Key: (✓) initiation of action; (+) action occurring; (-) action not occurring; (x) mutual termination of action

Student Strategies:

Date	Date	Date	
_____	_____	_____	
_____	_____	_____	Exert more effort
_____	_____	_____	Eliminate absences, tardies, early dismissals (<i>circle all that apply</i>)
_____	_____	_____	Bring all necessary materials to class
_____	_____	_____	Complete class work adequately
_____	_____	_____	Complete homework adequately
_____	_____	_____	Pay attention
_____	_____	_____	Maintain the agenda/homework folder daily
_____	_____	_____	Study adequately for tests
_____	_____	_____	Read at least _____ minutes nightly
_____	_____	_____	Work at least _____ minutes nightly on
_____	_____	_____	Attend tutoring sessions with _____ at _____ (time & place)
_____	_____	_____	_____
_____	_____	_____	_____

Parent Strategies:

Date	Date	Date	
_____	_____	_____	
_____	_____	_____	Eliminate absences, tardies, early dismissals (<i>circle all that apply</i>)
_____	_____	_____	Check and sign agenda/homework folder daily
_____	_____	_____	Monitor completion of homework or project assignments
_____	_____	_____	Sign _____ (specify; for example, math tests)
_____	_____	_____	Communicate every _____ to check student progress
_____	_____	_____	Provide appropriate homework setting
_____	_____	_____	Provide adequate school supplies
_____	_____	_____	Provide transportation for extended school opportunities
_____	_____	_____	lack of classroom participation
_____	_____	_____	_____

Student _____	Date _____
Parent _____	Date _____
Teacher _____	Date _____

Student _____	Date _____
Parent _____	Date _____
Teacher _____	Date _____

Student _____	Date _____
Parent _____	Date _____
Teacher _____	Date _____

