



KATRINA MCCOMBS

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SUPERINTENDENT

**Date:** \_\_\_\_\_

**Re: Completion of Annual Review IEPs**

**School:** \_\_\_\_\_ **Case Manager:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Dear Valued Educator,

As you know, every student’s Annual Review IEP must be completed no later than 364 days after the previous Annual Review. In order to help you complete the process in a timely manner, please refer to this helpful checklist while working on your IEPs. Please print a copy of this form for each special needs student in your class and check off each item as you complete it.

**PREPARATION:**

- I know when my IEP meetings are scheduled.
- If there is a conflict with my IEP dates/times, I informed my case manager immediately. (Field trip, assembly, planned personal day, etc.)
- I have submitted a request for a substitute teacher during that time period.
- I have informed my case manager about any parents who are Spanish speaking and may need an interpreter.
- I have completed all testing and collected all data to determine the accurate, current level of functioning of each student.
- I have budgeted my time so that my IEPs will be completed no later than two weeks before the IEP meeting date.
- I understand that I am responsible for completing IEPs for all students on my class roster, regardless of the student’s attendance in my class.

**IEP COMPLETION:**

- In IEP Direct, change the year from this year to next year.
- Open the draft of the student’s IEP (click the blue chicklet.)

**1. Present Level of Academic Achievement and Functional Performance.**

- Add a section for every subject that you teach.
- Begin each section with YOUR NAME and the DATE. Each section must include:
  - Detailed DATA about the student’s current levels
  - Data is communicated in both educational terms (percent, step level, etc) and parent-friendly terms (grade level, “below, average, above,” etc.)
  - Classroom performance including report card grades
- Each student must have one FUNCTIONAL area, which includes the following information:
  - Social/emotional/behavioral functioning
  - Daily living skills
 (If the student has no functional deficits, it is permissible to indicate that the student is functioning appropriately in this area.)

## 2. Strengths of the Students and Concerns of the Parent

(CST completes Concerns of the Parent)

- Strengths must be specific statements about academic and functional strengths. Avoid “fluffy” statements such as “Jose is a very well dressed young man.” Examples of strengths are:
  - Strong computation abilities
  - Empathetic toward peers
  - Strong organizational skills
  - Excels at decoding multi-syllable words

## 3. Needs/Academic, Developmental, Functional, and Any Other Needs

- Student must have “needs” for every subject in which they receive special education services.
- The needs section must be numbered and be VERY SPECIFIC.
  - Non-Specific: Mary needs to improve her reading skills.
  - Specific: Mary needs to apply word attack strategies such as chunking to her independent reading.
- The listed needs must match the data from the PLAAFP. *THERE MUST BE A GOAL TO ADDRESS EACH NEED.* (And there must be a NEED for each listed goal.)

## 4. Annual Measurable Goals and Benchmarks or Short Term Objectives

- Using the NEEDS as a guideline, add goals for each subject that the student receives special education services for. Goals must be:
  - Aligned to the student’s current data (this may or may not match the student’s grade level)
  - Projecting a year’s worth of growth
- For each goal choose appropriate objectives that will measure the student’s progress on their path to mastery of the goal.
  - Choose appropriate criteria for each goal and objective.
  - Choose an evaluation procedure for each objective
  - If the student is receiving special education services for Science and Social Studies, you must choose additional areas (science and/or social studies) for at least one of the goals.

## 5. Modifications, Supplementary Aides and Services, Assistive Technology Devices

You are only responsible for the Modifications Section. Please do not complete the other sections.

- Modifications must match the NEEDS listed in the “Needs” section.
- Be mindful that all modifications listed MUST be implemented; they are not suggestions or options.
- Please select a number of modifications that next year’s teacher will realistically be able to implement on a daily basis.

### **WRAPPING UP:**

- I have proofread all of my work.
- All of my pronouns and names refer to the correct student.
- Reported data is specific and measurable.
- All boxes on this requirements page have been checked.
- If I have questions, I contacted either my Lead Educator of Special Education or my Child Study Team as soon as possible.