

## Questions

If you have questions about SMART IEPs, please contact your school team: classroom teacher, Special Education Resource Teacher, and/or Administrator.

## Resources

Please check out the following resources for more information:

- IEP Guide for Parents (<http://www.scdsb.on.ca/media/files/about-us/publications/IEPbroch%5F0903.pdf>)
- Special Education Advisory Committee Members (<http://www.scdsb.on.ca/board-highlights/board-committees/>)
- SCDSB Special Education Plan ([www.scdsb.on.ca](http://www.scdsb.on.ca))
- Ministry of Education's guide to IEPs ([www.edu.gov.on.ca](http://www.edu.gov.on.ca))
- Ontario Curriculum documents ([www.edu.gov.on.ca](http://www.edu.gov.on.ca))



2008/09

### Glossary of Acronyms:

CASI—a reading assessment tool used for students in grades 4—8.

IEP—Individual Education Plan

MOD—indicates that the expectation has been modified from the Ontario Curriculum

PM Benchmark — a reading assessment tool used for students whose reading ability is at the Kindergarten to Grade 3 level

PRIME Math — a diagnostic math assessment tool for number sense and numeration

SCDSB—Simcoe County District School Board  
SNC — Strengths and Needs Committee

### Glossary of Terms:

*Accommodations:* are the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

*Modifications:* are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's strengths and needs.

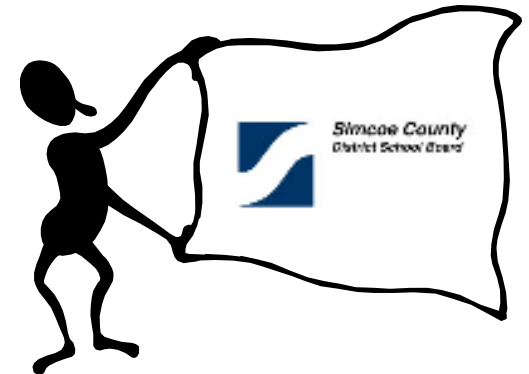
*SNC:* a school-based on-going problem-solving team. Through a collaborative process the team provides strategies and assistance for supporting individual students. Core members participating in a SNC meeting may include: parents (s) and/or student; principal or vice-principal; classroom teacher; referring teacher (if different from classroom teacher); SERT

*Modified program:* identifies subjects or courses from the Ontario Curriculum in which the student requires expectations that differ in some way from the regular grade expectations.

*Alternative program:* is developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum. For example, social skills or personal care.

# What makes an Individual Education Plan (IEP) SMART?

This pamphlet is designed to assist parents in understanding the changes to IEPs in the Simcoe County District School Board.



# SMART Individual Education Plans

## WHAT IS AN IEP?

An IEP is a written plan describing the special education programs and/or services required by a particular student based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

Source: SCDSB Special Education Plan, 2008/09

In 2007/08, the SCDSB introduced SMART learning expectations to IEPs.

**SMART** learning expectations are:

### **Specific:**

- Specific expectations target areas of academic achievement (e.g. literacy) or functional performance (e.g. social skills).
- They include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured.
- Learning expectations are individualized and are created based on the assessed strengths and needs of the student.

### **Measurable:**

- Measurable means you can count or observe it.
- Measurable goals allow parents and teachers to know how much progress the child has made since the performance was last measured.

### **Action Words:**

- SMART expectations use words to describe what the child will be able to do and how they will demonstrate their learning.
- Examples of action words: apply, explain, point

### **Realistic & Relevant:**

- The expectations outlined in a SMART IEP are realistic for the child to be successful and are relevant to the child's assessed learning strengths and needs.

### **Time Limited:**

- Time limited expectations enable progress to be monitored at regular intervals.
- Expectations are usually written so they can be achieved within one term or semester.

## ELEMENTS OF A SMART IEP:

1. Assessed strengths and needs are addressed throughout the document.
2. Accommodations listed are individualized to meet the needs of the learner.
3. Current level of achievement is obtained from either the previous year's report card and/or current assessment data. The source for the current level of achievement is identified.
4. The annual program goal is observable, measurable and attainable by the end of the school year/semester.
5. The specific learning expectations break down the annual goal into achievable steps and are written in SMART format.
6. The number of learning expectations per strand and/or subject specific plan vary depending on the strengths and needs of the student. It has been recommended to school teams that concentrating on fewer expectations at a time will generally be more successful.
7. Assessment methods and teaching strategies are specific to the learning expectations.
8. Assessment methods utilize common board assessments (e.g. PM Benchmarks, CASI, PRIME Math, Ontario Curriculum Document rubrics, Ontario Curriculum exemplars, etc.) or what is most appropriate (e.g. behaviour tracking, work samples, etc.)
9. The initial IEP development, as well as subsequent updates, is done in collaboration with the school team and parent(s)/student.
10. The IEP is updated each reporting period and changes are made in collaboration with parent (s)/student. Parents can ask for an IEP review by contacting their school team.
11. IEPs are meant to be updated on an ongoing basis, based on the success of the plan. Expectations will change as progress is measured.

Please note: IEPs are individualized per student, therefore some of these elements may not be relevant to your child's IEP.

## **Examples of Annual Goals & SMART expectations:**

### *Elementary — Alternative Program*

#### Annual Goal

In social skills, [student] will employ 'Stop, Think, Do', or a similar technique at a rate of 7 out of 10 possible situations.

#### Learning Expectation

In social skills, [student] will demonstrate, through role-playing, the 'Stop, Think, Do' technique and employ it or a similar technique at a rate of 4 out of 10 possibilities.

### *Secondary — Modified Program*

#### Annual Goal

In science, [student] will demonstrate improvement in her ability to recall and communicate basic concepts, her inquiry skills and her ability to relate science to the world outside the school. [Science, Grade 10, Applied—Modified]

#### Learning Expectation

[student] will demonstrate achievement of all of the Science expectations relating to the topics of Chemical Reactions and Weather systems as given in the curriculum document with the following changes:

- classify substances and acids, bases, or salts based on names and formulae [characteristic properties not required];
- Outline experimental procedures to answer questions about acid-base neutralization reactions [formulation questions not required];
- List a variety of economic activities in Canada that are affected by weather [rather than 'assess the impact of weather on a variety of...']  
(Science, Grade 10, Applied — Modified)

### *High-Achieving/Gifted Students*

#### Annual Goal:

Jonathan will complete 3 extension activities per term in math

#### Learning Expectations:

- During the probability unit, Jonathan will design a game that demonstrates equally likely outcomes.
- During the numeration unit, Jonathan will access 5- 8 provided math websites (ie. National Library of Virtual Manipulatives) and complete three activities per site, and provide a description of each activity in his math journal.
- During the measurement unit, Jonathan will complete a scaled 2-D or 3-D diagram of a chosen building (ie. home, school, fort) .

Adapted from the Ministry of Education and Training, IEP Resource Guide, 2004

Please note: these are only examples. SMART goals and expectations will be different for each student.