

COVID – 19 Core Competency Based Goals & Objectives

These goals and objectives are suggestions and written in a format that has been approved by our auditors. They are suggestions for you to consider implementing with families that are interested now; and ones that may be worth including as a part of your students IEP next year. They can be written into whatever format you are writing your students IEP. Edit the content as it meets your students unique learning needs and refer to the resources section for digital resources and materials to support the objectives.

Objective #1- I can keep myself and others healthy by following a handwashing routine.

Personal, social and cultural competencies

Core Competency: Personal Awareness and Responsibility	
Goal Area (Facet): Well being	
Goal: I can keep myself and others healthy by:	
<p>Objective: following a handwashing routine.</p>	<p>Strategy: As a part of the child’s literacy program, support your child/student to watch the video daily or as needed on proper handwashing techniques (see the link below). Copy and make visible the handwashing steps visual in the bathroom or multiple locations in the home/school where the child will wash his/her hands. Increased support might be needed at the beginning such as counting to 20 or singing happy birthday twice in order to adhere to the BC Minister of Health’s recommendations for proper handwashing techniques. Daily practice is essential across all learning environments in the home and school.</p>
<p><u>Update at each reporting period:</u></p> <p>March 2020 (before Spring break)- where is the student at in meeting his/her objective- update here. Do not delete the previous-keep a running account of progress. ** If you see little progress, adjust the objective, not the goal.</p> <p>May 2020-</p> <p>June 2020- indicate if the goal was achieved or in progress and provide enough details on the IEP review for next years planning.</p>	<p>Please edit the sample statement and use/include in the IEP: Current educational programming is provided at home and school. Implementation occurs through consultation and collaboration between (<i>who- the ISP teacher, EA and parents</i>). It is a shared responsibility of (<i>who- the ISP teacher and parents</i>) to collect evidence and measure progress every (<i>how often- two-three weeks</i>).</p> <p>Example: Current educational programming is provided at home and school. Implementation occurs through consultation and collaboration between <u>the ISP teacher, EA and parents</u>. It is a shared responsibility of <u>the ISP teacher and parents</u> to collect evidence and measure progress through <u>video, observation and conversation every two weeks</u>. Evidence to support this goal is recorded on the <u>IEP evidence log and my blueprint and reflected in the IEP</u>.</p>
Resources to support learning	
<ul style="list-style-type: none"> ❖ Article on handwashing for parents and children https://www.caringforkids.cps.ca/handouts/handwashing ❖ How to teach proper hand hygiene (in audio, video and text format) https://www.aboutkidshealth.ca/article?contentid=1981&language=english ❖ Handwashing (steps #1-5) ❖ How to not catch and spread coronavirus (steps for handwashing) 	

Objective #2 - I can make my school, home and community a safer place by demonstrating physical/social distance from people.

Core Competency: Social Responsibility	
Goal Area (Facet): Contributing to community and caring for the environment	
Goal: I can make my school, home and community a safer place by:	
Objective: demonstrating physical/social distance from people.	<p>Strategy: To support a child’s understanding that physical distance is necessary to keep people safe, incorporate these strategies into your student/child’s literacy program.</p> <ol style="list-style-type: none"> 1) Select one story to read daily from the list below to reinforce the need to stay home as much as possible, 2) offer safe choices for activities using a choice board. (see below for ideas) If you need help creating visuals, your ISP teacher can help. 3) Role play at home, school and in public to: <ul style="list-style-type: none"> ○ “back away” when people enter personal space. 6 ft apart is recommended but at the very least, one arms length and one giant step in between people without being able to touch another person. ○ Use visuals such as tape on the floor to measure out 6 ft of space for teaching and learning. ○ use words to state, “you are in my space” and physically back away ○ Make yourself available to talk or communicate using PICS or verbally with anyone struggling to understand. <p>Daily practice is essential across all learning environments in the home and school.</p>
<p><u>Update at each reporting period:</u></p> <p>E.g., March 2020 (before Spring break)- <i>where is the student at in meeting his/her objective- update here. Do not delete the previous- keep a running account of progress. ** If you see little progress, adjust the objective, not the goal.</i></p> <p>May 2020-</p> <p>Year end June 2020- <i>indicate if the goal was achieved or in progress and provide enough details on the IEP review for next years planning.</i></p>	<p>Please edit the sample statement and use/include in the IEP: Current educational programming is provided at home and school. Implementation occurs through consultation and collaboration between (who- the ISP teacher, EA and parents). It is a shared responsibility of (who- the ISP teacher and parents) to collect evidence and measure progress every (how often- two-three weeks).</p> <p>Example: Current educational programming is provided at home and school. Implementation occurs through consultation and collaboration between <u>the ISP teacher, EA and parents</u>. It is a shared responsibility of <u>the ISP teacher and parents</u> to collect evidence and measure progress through <u>video</u>.</p>

observation and conversation every two weeks.
Evidence to support this goal is recorded on the IEP
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Resources to support learning

My social distancing story (social narrative)

My COVID -19 story- (Shared by the Cree Board of Health - James Bay)

Social distancing for families – Green, yellow, red light (Shared by SD #41)

Coronavirus social narrative- talks about symptoms, handwashing, staying home, physical distance

Choice board ideas- if you need help creating these visuals, please ask 😊



hiking



homework



running



biking



puzzles



reading



cooking



computer



games



walking



drawing



movies



experiment



video chat