

Date:

Student:		OEN:		Days Absent:	Total Days Absent:
Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>	French: Immersion <input type="checkbox"/>	Core <input type="checkbox"/>	Extended <input type="checkbox"/>	Times Late:
Teacher:				Early Childhood Educator:*	
School:				Board:	
Address:				Address:	
Principal:		Tel.:			

PLACEMENT IN SEPTEMBER ➡ Kindergarten Year 2 ☐ Grade 1 ☐

Belonging and Contributing	<input type="checkbox"/> ESL	<input type="checkbox"/> IEP
Key Learning / Growth in Learning / Next Steps in Learning		

Self-Regulation and Well-Being	<input type="checkbox"/> ESL	<input type="checkbox"/> IEP
Key Learning / Growth in Learning / Next Steps in Learning		

* Required in classes of 16 or more children

Student:

OEN:

Year 1 ☐Year 2 ☐**Demonstrating Literacy and Mathematics Behaviours**☐ ESL☐ IEP

Key Learning / Growth in Learning / Next Steps in Learning

Problem Solving and Innovating☐ ESL☐ IEP

Key Learning / Growth in Learning / Next Steps in Learning

ESL – English as a Second Language
IEP – Individual Education Plan**NA** – Not applicable**Early Reading Screening (ERS) for Year 2 of Kindergarten Only:**ERS completed: yes ☐ no ☐ NA ☐Date: _____ / _____ / _____
year month dayBenchmark met: yes ☐ no ☐

To Parents/Guardians: This copy of the Kindergarten Communication of Learning should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature

Principal's Signature

Where applicable: Early Childhood Educator(s) _____ contributed to the observation, monitoring, and assessment of your child's learning that is reflected in this Kindergarten Communication of Learning.

Demonstrating Literacy and Mathematics Behaviours focuses on children's:

- ability to communicate their thoughts and feelings in various ways, using their bodies, words, symbols, images, constructions, and/or other forms of expression;
- “literacy behaviours” – the various ways in which children use language, images, and materials to express ideas and emotions as they respond to words and stories, begin to think critically, and begin to read and write;
- “mathematics behaviours” – the various ways in which children use concepts of number and pattern during play and inquiry; process various kinds of information; and begin to grasp mathematical relationships, concepts, skills, and processes;
- curiosity about literacy and mathematics and love of learning in general, as they develop the habit of learning for life.

What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.

Problem Solving and Innovating focuses on children's:

- desire to explore the world out of natural curiosity, which develops their minds, their senses, and their bodies;
- desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking;
- confidence to explore the innovative thoughts and activities that naturally arise with an active curiosity, and to apply those ideas as they interact with others and with the world.

What children learn in connection with this frame will help them develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives.

What children learn in connection with all four frames lays the foundation for developing traits and attitudes they will need to become active, contributing, responsible citizens and healthy, engaged individuals who take responsibility for their own and others' well-being.