

Sunday, October 29, 2017

*"Take care of yourself, take care of each other,
take care of this place. Together we are better."*



MISSION STATEMENT
The mission at Porter Street Elementary is to create a caring, respectful community of learners.

The school community is focused on creating a socially responsible school climate to enhance student learning.



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New BC Curriculum & New Communicating Student Learning (CSL) Report

We have a dedicated group of Porter Teachers who, along with Mr. Passaglia, who continue to attend district in-service and workshops. The information shared at these meetings are brought back by our 'team' to our Porter teachers and is shared and discussed at our ProD days, Collaboration Time, Staff Meetings, noon-hour and/or after school meetings as well as informally amongst our teachers.

Our Porter Teachers, like teachers throughout our School District, are working hard to integrate our new provincial curriculum within their instructional program.

In addition, we are preparing to implement our District's new Student Progress Report. You will see this report when we send your child's Progress Report home on Fri Dec 8, 2017.

Over the next several pages you will find the different CSL Reports for:

- ◆ English Kindergarten
- ◆ English Grades 1-3
- ◆ English Grade 4-5
- ◆ French Immersion Kindergarten
- ◆ French Immersion Grades 1-2
- ◆ French Immersion Grade 3
- ◆ French Immersion Grade 4-5

The Key Sections of the new CSL Report include:

Student Perspective

This section is for students to share their reflections on thinking and learning processes. Teachers will need to guide and support students through this process.

There are 3 ways this section can be completed

- ◆ Write 'Student Perspective is attached to this document' in the Student Perspective box and staple student generated document to the CSL report
- ◆ Print the template and have students write or draw directly on it using pen or pencil
- ◆ Teacher types or pastes comments in her/himself after student shares comments with teacher orally, by writing or electronically

From your Teacher

This section provides a place for teachers to write a personal comment about each of their students; sharing information about the student as a learner and a child. This may include comments about the child's social-emotional development, personal perspectives and ways the teacher may be guiding and supporting learning in the classroom. In addition:

- ◆ Students with an Individual Education Plan (IEP) - report must include a comment that specifies:
 - ◆ learning activities and supports are being provided in accordance with IEP goals and objectives
 - ◆ specific ways the student is being supported through accommodations and/or personnel
 - ◆ areas for further attention and development

The Key Sections of the new CSL Report - continued:

Learning Strands - Skills

These skills were synthesized from each learning strands' curricular competencies in order to reduce them to 4 or 5 skills per strand.

They are set and do not change from term to term.

The skills in the literacy strands are the only ones that differ between levels in the various CSL reports; all other learning strand's skills are the same from K-8.

There are 5 learning strands:

- ◆ Literacy
- ◆ Numeracy
- ◆ Investigate & Explore
- ◆ Design & Create
- ◆ Health & Well Being

This Term, we...

This section provides teachers with an opportunity to provide context. This is not a place to provide a full course overview, but an opportunity to briefly and succinctly frame what content has been covered in the exploration of the Curricular Competencies. Consider using one or two bullets and point form.

For example:

This term we:

- ◆ Read from many sources including the novel Holes, wrote an All About Me story and gave a variety of oral presentations. (Literacy)
- ◆ Learned about the interconnectedness of First Nations Peoples and the environment in Science, and Canadian immigration in Socials. (investigate & Explore)

Performance Scale

All performance scales are standardized for Grade 1 to 8 except for the Kindergarten report where there is no Not Yet Demonstrating.

E	Excelling	At this time, evidence of learning demonstrates excellent achievement of grade-level expectations.
M	Meeting	At this time, evidence of learning meets grade-level expectations.
A	Approaching	At this time, evidence of learning is nearing grade-level expectations and may be inconsistent.
NY	Not Yet Demonstrating	At this time, evidence of learning does not meet grade-level expectations.

Comments For Learning Strands:

- ◆ **Literacy**
- ◆ **Numeracy**
- ◆ **Health & Well-being**
- ◆ **Investigate & Explore**
- ◆ **Design & Create**

Teachers should write 2-3 comments per learning strands. This is not the place for an overview of the term. It is suggested that comments follow the 'sandwich' model of feedback:

- ◆ Start with a **strength** comment, followed by a **stretch** comment and close with another **strength** comment

Things teachers should remember when writing:

- ◆ Use straightforward and clear language
- ◆ Focus on communicating about the context in which the student demonstrated their learning
- ◆ Use examples. Be specific. The more specific you can be about each student, the better. The most powerful examples of comments include a specific reference to a child's work.
- ◆ Be concise
- ◆ Focus on student learning and try to avoid providing lots of extra information. Some context for the learning is needed, but try to avoid having the report read like a review of what happened that term.
- ◆ Avoid education phrases and classroom practices that are unknown to parents and may confuse the messaging

EAL Literacy Comments

- ◆ must include comments specific to language acquisition
- ◆ must follow [EAL Guidelines](#) (Strength, Stretch & Ways to support)
- ◆ must specify ways the student is being supported in the classroom

Collaborative Goals & Next Steps

This is a place for teachers and students to identify goals and next steps collaboratively.


Areas of Learning - Letter Grades (for Grades 4 and 5)


The following are Ministry approved letter grades. These letter grade indicate the student's level of performance as it relates to the expected learning outcomes for each course or subject and grade.

Letter Grade	Level of Performance
A	Excellent or outstanding performance in relation to the learning outcomes
B	Very good performance in relation to the learning outcomes
C+	Good performance in relation to the learning outcomes
C	Satisfactory performance in relation to the learning outcomes
C-	Minimally acceptable performance in relation to the learning outcomes
I	In progress or Incomplete. No demonstration of minimally acceptable performance in relation to the learning outcomes so far in this reporting period. An I may be assigned at any time during the school year and is not restricted to term and final reports.
F	No demonstration of minimally acceptable performance in relation to the learning outcomes. An "F" can only be assigned if an "I" has previously been assigned.

CSL English Kindergarten Report

CSL English Grade 1-3 Report

 School District No. 43 Coquitlam **School Name** **Term:** **Date**
Name: **Grade:** **Core Teacher(s):**

 School District No. 43 Coquitlam **School Name** **Term:** **Date**
Name: **Grade:** **Core Teacher(s):**

Communicating Student Learning Kindergarten Report


Communicating Student Learning Grade 1-3 Report


Student Perspective			
From your teacher			
Literacy			
This term we:			
Comprehend & Connect			
Listens/Views: Uses appropriate strategies to make meaning Foundations for Reading: Understands concepts of print and story	A	M	E
Create & Communicate			
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories Represents/Writes: Expresses ideas, feelings and stories with writing/artistic tools			
Comments			
Numeracy			
This term we:			
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking			
	A	M	E
Comments			
Investigate & Explore			
This term we:			
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate			
	A	M	E
Design & Create			
This term we:			
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others			
	A	M	E
Health & Well-being			
This term we:			
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills			
	A	M	E

Student Perspective				
From your teacher				
Literacy				
This term we:				
Comprehend & Connect				
Listens/Views: Uses appropriate strategies to make meaning Reads: Uses a variety of strategies to read grade level texts	NY	A	M	E
Create & Communicate				
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories Represents: Expresses ideas, feelings and stories in a variety of forms Writes: Attends to meaning, style, form and conventions				
Comments				
Numeracy				
This term we:				
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking				
	NY	A	M	E
Comments				
Investigate & Explore				
This term we:				
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate				
	NY	A	M	E
Design & Create				
This term we:				
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others				
	NY	A	M	E
Health & Well-being				
This term we:				
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills				
	NY	A	M	E

A = Approaching; M = Meeting; E = Excelling

NY = Not Yet Demonstrating; A = Approaching; M = Meeting; E = Excelling

 School District No. 43 Coquitlam **School Name** **Term:** **Date**

 School District No. 43 Coquitlam **School Name** **Term:** **Date**

Collaborative Goals & Next Steps

Collaborative Goals & Next Steps

Core Competencies Self-assessment – Term 3 Required

Core Competencies Self-assessment – Term 3 Required

Student's summative self-assessment of core competencies was shared through

Your child receives the following support: EAL IEP Learning Assistance Speech & Language
Choose a statement if EAL is selected. Delete this box if not.

Your child receives the following support: EAL IEP Learning Assistance Speech & Language
Choose a statement if EAL is selected. Delete this box if not.


Teacher's Signature

Administrator's Signature

Teacher's Signature

Administrator's Signature


CSL English Grade 4-5 Report

 School District No. 43 Coquitlam School Name _____ Term: _____ Date _____
Name: _____ Grade: _____ Core Teacher(s): _____

Communicating Student Learning Grade 4-5 Report

Student Perspective				
From your teacher				
Literacy				
This term we:				
•				
•				
Comprehend & Connect				
	NY	A	M	E
Listens/Views: Uses appropriate strategies to make meaning				
Reads: Uses a variety of strategies to read grade level texts				
Create & Communicate				
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories				
Represents: Expresses ideas, feelings and stories in a variety of forms				
Writes: Engages in processes to enhance meaning, style, form and conventions				
French Literacy: Uses simple, high frequency words and patterns to communicate				
Comments				
Numeracy				
This term we:				
•				
•				
	NY	A	M	E
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts				
Understanding & Solving: Uses multiple strategies to solve problems				
Communicating & Representing: Expresses thinking using objects, pictures, words and symbols				
Connecting & Reflecting: Connects concepts and reflects on mathematical thinking				
Comments				
Investigate & Explore				
This term we:				
•				
•				
	NY	A	M	E
Question & Collect: Inquires, questions and collects evidence				
Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences				
Apply & Communicate: Shares observations, reflections and perspectives				
Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics				
Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate				
Design & Create				
This term we:				
•				
•				
	NY	A	M	E
Idea Development: Generates ideas and/or designs				
Application: Uses materials, tools, and techniques to create and refine a product				
Communicate & Reflect: Shares own work and responds to the work of others				
Health & Well-being				
This term we:				
•				
•				
	NY	A	M	E
Healthy & Active Living: Participates in physical activity				
Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships				
Personal Development: Sets and maintains personal goals				
Collaboration: Works with others to achieve common goals				
Work Habits: Demonstrates effective work habits and organizational skills				

NY = Not Yet Demonstrating; A = Approaching; M = Meeting; E = Excelling

 School District No. 43 Coquitlam School Name _____ Term: _____ Date _____

Collaborative Goals & Next Steps

Core Competencies Self-assessment – Term 3 Required
Student's summative self-assessment of core competencies was shared through

Areas of Learning	Term 1	Term 2	Term 3	Areas of Learning	Term 1	Term 2	Term 3
English Language Arts <input type="checkbox"/>				Science <input type="checkbox"/>			
Core French <input type="checkbox"/>				Social Studies <input type="checkbox"/>			
Mathematics <input type="checkbox"/>							

letter grade reflects progress towards IEP goals & objectives where Learning Standards have been significantly adjusted.

Your child receives the following support: EAL IEP Learning Assistance Speech & Language


Choose a statement if EAL is selected. Delete this box if not.


Teacher's Signature

Administrator's Signature

CSL French Immersion Kindergarten Report

CSL Grade 1-2 French Immersion Report

 School District No. 43 Coquitlam **School Name** _____ **Term:** _____ **Date** _____
Name: _____ **Grade:** _____ **Core Teacher(s):** _____

 School District No. 43 Coquitlam **School Name** _____ **Term:** _____ **Date** _____
Name: _____ **Grade:** _____ **Core Teacher(s):** _____

Communicating Student Learning Kindergarten French Immersion Report


Communicating Student Learning Grade 1-2 French Immersion Report


Student Perspective			
From your teacher			
Literacy - French			
This term we:			
•			
•			
Explore & Reflect			
Listens/Views: Uses appropriate strategies to make meaning Cultural Elements: Develops a sense of belonging through the use of French	A	M	E
Create & Communicate Speaks: Uses learned vocabulary to express ideas Foundations for Reading: Understands concepts of print and story Writes: Uses non-conventional writing/artistic tools to convey a message			
Comments			
Numeracy			
This term we:			
•			
•			
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking	A	M	E
Comments			
Investigate & Explore			
This term we:			
•			
•			
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate	A	M	E
Design & Create This term we: • •			
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others	A	M	E
Health & Well-being			
This term we:			
•			
•			
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills	A	M	E

Student Perspective				
From your teacher				
Literacy - French				
This term we:				
•				
•				
Explore & Reflect				
Listens/Views: Uses appropriate strategies to make meaning Cultural Elements: Recognizes Francophone elements in a text	NY	A	M	E
Create & Communicate Speaks: Uses oral language to question, express ideas and feelings Reads: Uses a variety of strategies to read grade level texts Writes: Attends to meaning, style, form and conventions				
Comments				
Numeracy				
This term we:				
•				
•				
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking	NY	A	M	E
Comments				
Investigate & Explore				
This term we:				
•				
•				
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate	NY	A	M	E
Design & Create This term we: • •				
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others	NY	A	M	E
Health & Well-being				
This term we:				
•				
•				
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills	NY	A	M	E

NY = Not Yet Demonstrating; A = Approaching; M = Meeting; E = Excelling

A = Approaching; M = Meeting; E = Excelling

 School District No. 43 Coquitlam **School Name** _____ **Term:** _____ **Date** _____

 School District No. 43 Coquitlam **School Name** _____ **Term:** _____ **Date** _____

Collaborative Goals & Next Steps

Collaborative Goals & Next Steps

Core Competencies Self-assessment – Term 3 Required

Student's summative self-assessment of core competencies was shared through _____

Core Competencies Self-assessment – Term 3 Required

Student's summative self-assessment of core competencies was shared through _____

Your child receives the following support: EAL IEP Learning Assistance Speech & Language

Choose a statement if EAL is selected. Delete this box if not.

Your child receives the following support: EAL IEP Learning Assistance Speech & Language

Choose a statement if EAL is selected. Delete this box if not.

Teacher's Signature

Administrator's Signature

Teacher's Signature

Administrator's Signature

CSL Grade 3 French Immersion Report

CSL Grade 4-5 French Immersion Report

School District No. 43 Coquitlam School Name Term: Date
Name: Grade: Core Teacher(s):

Communicating Student Learning Grade 3 French Immersion Report

Student Perspective							
From your teacher							
Literacy - French							
This term we:							
•							
•							
Explore & Reflect							
Listens/Views: Uses appropriate strategies to make meaning Cultural Elements: Recognizes Francophone elements in a text				NY	A	M	E
Create & Communicate							
Speaks: Uses oral language to question, express ideas and feelings Reads: Uses a variety of strategies to read grade level texts Writes: Attends to meaning, style, form and conventions							
Comments							
Literacy - English							
This term we:							
•							
•							
Comprehend & Connect							
Listens/Views: Uses appropriate strategies to make meaning Reads: Uses a variety of strategies to read grade level texts				NY	A	M	E
Create & Communicate							
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories Represents: Expresses ideas, feelings and stories in a variety of forms Writes: Engages in processes to enhance meaning, style, form and conventions							
Comments							
Numeracy							
This term we:							
•							
•							
Reasoning & Analyzing							
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking				NY	A	M	E
Comments							
Investigate & Explore							
This term we:							
•							
•							
Question & Collect							
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate				NY	A	M	E
Design & Create							
This term we:							
•							
Idea Development							
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others				NY	A	M	E
NY = Not Yet Demonstrating; A = Approaching; M = Meeting; E = Excelling							

School District No. 43 Coquitlam School Name Term: Date

Health & Well-being							
This term we:							
•							
•							
Healthy & Active Living							
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills				NY	A	M	E

Collaborative Goals & Next Steps

Core Competencies Self-assessment – Term 3 Required

Student's summative self-assessment of core competencies was shared through

Your child receives the following support: EAL IEP Learning Assistance Speech & Language

Choose a statement if EAL is selected. Delete this box if not.

Teacher's Signature Administrator's Signature

School District No. 43 Coquitlam School Name Term: Date
Name: Grade: Core Teacher(s):

Communicating Student Learning Grade 4-5 French Immersion Report

Student Perspective							
From your teacher							
Literacy - French							
This term we:							
•							
•							
Explore & Reflect							
Listens/Views: Uses a variety of strategies to make meaning Cultural Elements: Identifies cultural and historical elements in a text				NY	A	M	E
Create & Communicate							
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories Reads: Uses a variety of comprehension strategies to deepen understanding Writes: Engages in processes to enhance meaning, style, form and conventions							
Comments							
Literacy - English							
This term we:							
•							
•							
Comprehend & Connect							
Listens/Views: Uses a variety of strategies to make meaning Reads: Uses a variety of comprehension strategies to deepen understanding				NY	A	M	E
Create & Communicate							
Speaks: Uses oral language to question, exchange and express ideas, feelings and stories Represents: Expresses ideas, feelings and stories in a variety of forms Writes: Engages in processes to enhance meaning, style, form and conventions							
Comments							
Numeracy							
This term we:							
•							
•							
Reasoning & Analyzing							
Reasoning & Analyzing: Uses mathematical concepts, procedures and facts Understanding & Solving: Uses multiple strategies to solve problems Communicating & Representing: Expresses thinking using objects, pictures, words and symbols Connecting & Reflecting: Connects concepts and reflects on mathematical thinking				NY	A	M	E
Comments							
Investigate & Explore							
This term we:							
•							
•							
Question & Collect							
Question & Collect: Inquires, questions and collects evidence Analyze & Evaluate: Identifies and interprets patterns, relationships, causes and consequences Apply & Communicate: Shares observations, reflections and perspectives Discipline-Based Processes: Uses historical thinking concepts: significance, evidence, continuity & change, cause & consequences, perspective and ethics Discipline-Based Processes: Uses scientific processes to solve problems, discover and innovate				NY	A	M	E
Design & Create							
This term we:							
•							
Idea Development							
Idea Development: Generates ideas and/or designs Application: Uses materials, tools, and techniques to create and refine a product Communicate & Reflect: Shares own work and responds to the work of others				NY	A	M	E
NY = Not Yet Demonstrating; A = Approaching; M = Meeting; E = Excelling							

School District No. 43 Coquitlam School Name Term: Date

Health & Well-being							
This term we:							
•							
•							
Healthy & Active Living							
Healthy & Active Living: Participates in physical activity Social & Mental Well-being: Applies strategies to develop/maintain personal well-being and healthy relationships Personal Development: Sets and maintains personal goals Collaboration: Works with others to achieve common goals Work Habits: Demonstrates effective work habits and organizational skills				NY	A	M	E

Collaborative Goals & Next Steps

Core Competencies Self-assessment – Term 3 Required

Student's summative self-assessment of core competencies was shared through

Areas of Learning	Term 1	Term 2	Term 3	Areas of Learning	Term 1	Term 2	Term 3
English Language Arts <input type="checkbox"/>				Science <input type="checkbox"/>			
French Language Arts <input type="checkbox"/>				Social Studies <input type="checkbox"/>			
Mathematics <input type="checkbox"/>							

letter grade reflects progress towards IEP goals & objectives where Learning Standards have been significantly adjusted.

Your child receives the following support: EAL IEP Learning Assistance Speech & Language

Choose a statement if EAL is selected. Delete this box if not.

Teacher's Signature Administrator's Signature

BC's New Curriculum

Communicating Student Learning (CSL) and the Core Competencies

You may have seen the new bulletin board display across from the Staffroom on the Core Competencies (CCs) - thank you, Mme Crowe! Last year, as is often the case with something new, teaching the Core Competencies to our students seemed challenging and complicated.

The following several pages are visuals that we hope will simplify the Core Competencies for us as educators as well as for our students.

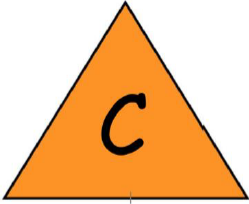
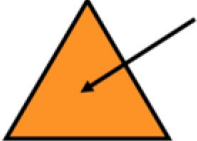

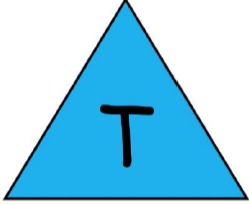

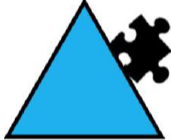
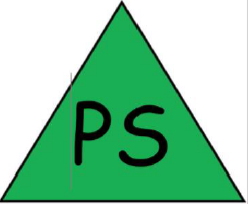

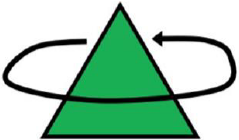
The Core Competencies are just skills we use in everyday life as we think, do, communicate, create and interact.

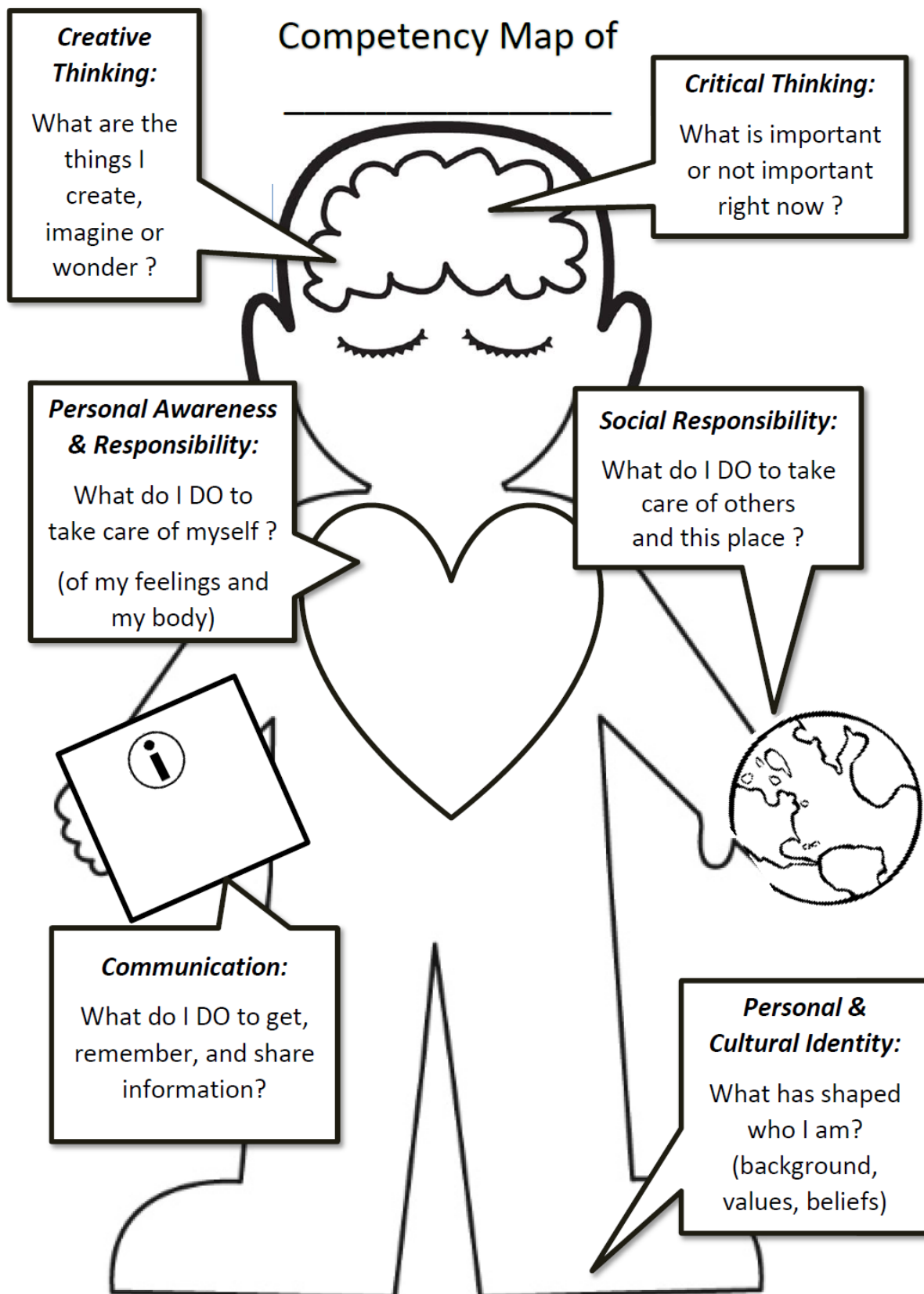
These visuals fit very well with our school motto:

**Take care of yourself, take care of each other,
 take care of this place, together we are better!**

The following are very simple frameworks teachers and parents can use with our children. In addition, having some common language and visuals throughout the school will help us (teachers and parents) and the students better understand the Core Competencies.

A Framework for Presenting the Competencies Simply

 C Communication		Receiving Information
		Sending Information
 T Thinking		Creative: -creating something "new" -ideas spring forward like a rainbow without end
		Critical: -looking at the pieces of a puzzle and deciding which are important and not important right now
 PS Personal and Social		Personal: -me, myself, alone, independently, I make decisions and take care of my body and my feelings
		Social: -us, we, together, the group -working, playing, cooperating, collaborating with others





DOGS ON PORTER SCHOOL PROPERTY

Dog feces can transmit disease – PLEASE CLEAN UP AFTER YOUR DOG!

Please remember and be mindful that some of our students and adults are scared of dogs; that not all of our school community members are comfortable with dogs – PLEASE KEEP YOUR DOG ON A LEASH AND IN CONTROL AT ALL TIMES!

EVEN LOUD DOG-BARKING CAN SCARE SOME STUDENTS AND ADULTS – if you own such a vocal dog please keep your dog a safe distance from our students, undercover areas, especially our adventure play areas.

While it is difficult for school staff to supervise school property usage during the evenings and weekends, the City of Coquitlam Bylaw Office has been contacted to help monitor school grounds during these times.

The staff at Porter Elementary School will continue to work hard to ensure a safe and caring school environment.

Through the combined efforts of SD43 Coquitlam and the City of Coquitlam a pilot dog signage program was implemented at both Parkland Elementary and Porter Elementary Schools last Spring 2017.

NEW DOG SIGNAGE installed last Spring 2017



The purpose of the signage is meant to articulate and clarify both City of Coquitlam Animal Care and Control Bylaw and SD43 Coquitlam and City of Coquitlam expectations with respect to dogs on school grounds during school hours and after school hours.

The signage was installed on our perimeter fencing along both MacIntosh St and Grover Ave. In addition, we had signage put up along several points at the front of our school along Porter St.

Students/Children Play Here

NO DOGS ALLOWED on school district property during school days from 8:00 a.m. to 5:00 p.m. with the exception of:

- Assistance dogs.
- Dogs with a parent/guardian during student drop-off and pick-up.

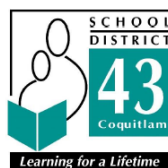
AT ALL TIMES, ALL DOGS ON SCHOOL PROPERTY MUST BE:

- Licensed.
- Cleaned up after and have their waste removed.
- Leashed and under adult control.*
- Kept away from buildings, entrances and play areas.*

* Assistance dogs exempt.



Thank you for following these rules and supporting a respectful environment.



Individuals must adhere to City of Coquitlam Animal Care and Control Bylaw 4240, 2011 Section 10.7

Every owner of an animal, other than a special needs assistance animal, while in a public place must obey all posted signs that apply to that animal, including, without limitation, all signs restricting or prohibiting entry by dogs onto private property.

Failure to adhere to posted signs could result in fines.

School District No. 43 (Coquitlam)
PORTER SCHOOL CALENDAR 2017 – 2018

Schools Open	Tuesday, September 5, 2017
Non-Instructional Day (Common District Day)	Friday, September 22, 2017
Thanksgiving Day	Monday, October 9, 2017
Non-Instructional Day (Common District/ Common Provincial Day)	Friday, October 20, 2017
School Not in Session	Friday, November 10, 2017
Remembrance Day	Monday, November 13, 2016
Non-Instructional Day for Redesigned Curriculum Training	Friday, November 24, 2017
Schools Close for Winter Vacation	Friday, December 22, 2017
Winter Vacation Period	December 25/17 - January 5/18
Schools Re-open after Winter Vacation	Monday, January 8, 2018
School Not in Session	Friday, February 9, 2018
BC Family Day	Monday, February 12, 2018
Non-Instructional Day (Common District Day)	Friday, February 23, 2018
Schools Close for Spring Vacation (Last Day in Session)	Friday, March 16, 2018
Spring Vacation Period	March 19 – March 29, 2018
Good Friday	Friday, March 30, 2018
Easter Monday	Monday, April 2, 2018
Schools Re-Open after Spring Vacation	Tuesday, April 3, 2018
Non-Instructional Day (Common District Day)	Friday, April 20, 2018
Victoria Day	Monday, May 21, 2018
Last Day of School for all Students	Thursday, June 28, 2018
Administrative Day	Friday, June 29, 2018
<u>Porter's two School-Based Non-Instructional Days:</u>	
1 st School Based Non-Instructional Day:	Monday, January 29, 2018
2 nd School Based Non-Instructional Day:	Friday, May 18, 2018

Principal

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Secretary

Mrs. Kathy Sather
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Assistant Superintendent

Mr. Carey Chute
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Liaison Trustee

Ms. Lisa Park
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'Children...Learn What They Live'

*If a child lives with criticism,
he/she learns to condemn.
If a child lives with hostility,
he/she learns to fight.
If a child lives with ridicule,
he/she learns to be shy.
If a child lives with shame,
he/she learns to feel guilty.
If a child lives with tolerance,
he/she learns to be patient.
If a child lives with encouragement,
he/she learns confidence.
If a child lives with praise,
he/she learns to appreciate.
If a child lives with fairness,
he/she learns justice.
If a child lives with security,
he/she learns to have faith.
If a child lives with approval,
he/she learns to like himself/herself.
If a child lives with acceptance and
friendship,
he/she learns to find love in the world.*

Author Unknown

'What All Children Want Their Parents to Know...'

*Teach me to love and care for myself
Through your positive example.
I will learn much more from what you do
Than from anything you could ever say.*

*Notice me often,
And take joy in my existence,
So that I may grow up to feel special
And know that I am loved.*

*Listen to me
With an open ear and a loving heart
So that I learn to understand my feelings
And trust that my needs will be heard.*

*Play with me often.
Let down your guard and be carefree.
The memories will last long,
And our connection even longer.*

*Focus on what I'm doing right,
And tell me when you appreciate me,
So that I learn to feel worthy
And motivated to do even more.*

*Tell me more about your life,
Your hopes, dreams, and successes,
So that I can come to know you as a person
And can call you my friend
As well as my parent.*

1996 Julia Loomans and her daughter Diane Loomans