Wes Hahn<br>Superintendent<br>905-641-1550<br>Pam Spero Principal<br>905-734-3730

GORDON PUBLIC SCHOOL, 468 Thorold Road West, Welland ON, L3C 3W6
June 2013

Dave Howell
Vice-Principal
905-734-3730

Sue Barnett
Trustee
905-734-7110

LITERACY SMART GOAL: Students will be able to demonstrate deep thinking in order to develop their understanding of information and ideas. $80 \%$ of students will improve by one level and $20 \%$ within a level, by May 30, 2013 as measured by a variety of diagnostic, formative, and summative assessment tasks.

NUMERACY SMART GOAL: Students will be able to apply the problem solving process using a variety of strategies tojexplain and show their thinking. $80 \%$ of students will improve by one level and $20 \%$ within a level, by May 30,2013 as 54 measured by a variety of diagnostic, formative, and summative assessment tasks.

STAFF GROWTH SMART GOAL: Provide opportunities for self reflection and deep thinking to elicit extension and/or expansion of thought.

## Final Report

Gordon teachers have collaboratively and cohesively worked extremely hard at pushing themselves and challenging their students to think outside the box, to find the loopholes, to defend their thinking, to make judgements and to defend those judgements, to critique a piece of work and provide evidence to support their critique, all the while working alongside their classmates learning from and learning with them. Students were actively involved in co-creating criteria for assignments and work in class so that they clearly understood the requirements and could self-assess their work based on the criteria. Teachers provided students the opportunity to choose the way in which they responded to the task and/or project assigned to them. Teachers also gave students multiple opportunities to receive feedback by conferencing with them to help them understand and figure out what their next steps needed to be in order to improve the quality of their work.

We are proud to report that our staff was successful in achieving our school's growth goal. Teachers are proud of their professional growth and new learning. They are excited to have had Professional Learning opportunities to collaborate and learn with, from, and on behalf of one another. Evidence that indicates new learning include teacher comments such as: "Using diagnostic assessment to pinpoint student strengths, weaknesses and improvements proved to be a useful strategy." ; "Co-creating success criteria so students understand the expectations and how to reach their maximum level of achievement is a great strategy." ; "Working collaboratively in Learning Teams has helped me to see from another's perspective and how I can integrate learning in my classroom." Over the course of the school year, Gordon students showed significant improvement in their ability to think critically, solve problems and make connections to their learning. We will continue our efforts next year. Congratulations to the staff and students for all their efforts.

## IMPORTANT YEAR END DATES IN JUNE AT GORDON

Grades 5/6, 4/5, 3/4, FSL5, FSL 4: Wed, June 19th - Ontario Science Centre- be at Gordon for 7:45 a.m, returning Gordon at approx $6: 00 \mathrm{pm}\left({ }^{* * *}\right.$ Must arrange student pick up at the school)

Grades 7-1, 7/8, 8-1: Fri, June 14th -Shaw Festival Niagara-on-the-Lake.
Departure from Gordon 8:50 a.m \& returning at Gordon 4:40 p.m ( $* * *$ Must arrange student pick up at the school)
Grades 3-1, 3/4 (grade 3's, 2/3 (grade 3's): Monday, June 17th - Niagara Falls Bird Kingdom, Guinness Museum, Fun House \& lunch at Ruby Tuesday. Bus departing Gordon at 9:00 a.m sharp and returning for normal dismissal time.

JK/SK outing: Day in the park (Maple Park) Tues, June 18th. Rain Date Wed. June 19th Further details to follow!
Gordon's Art Showcase \& BBQ - Thurs, June 20th Open House all day - Pre-ordered BBQ 1-1:40 pm
Details \& order forms to be sent home with students shortly!


## Every child can learn mathematics.

Mathematically literate students understand and value the mathematical information they encounter in the world outside school, and have the knowledge and confidence to make sense of this information.
To be successful in many occupations and function well in today's knowledge-based economy, the ability to process and interpret data, communicate effectively and apply mathematical reasoning is essential.

## Mathematics students are problem solvers

Math involves solving problems and investigating mathematical patterns and relationships. A successful problem solver questions, investigates, and explores new situations to gain new understanding of a problem.

## Mathematics students persevere

Students who persevere through a problem when the answer is not readily available have a greater chance of success. Students are encouraged to recognize that there is probably more than one way to solve a problem and that there might be more than one correct answer.


## Mathematics students apply what they have learned

Students need to be able to apply mathematics to everyday situations and recognize that mathematics is present in the world around them. Students who are able to make links with their prior knowledge to help solve unfamiliar problems have a greater chance of being successful in mathematics.

## Mathematics students communicate effectively

Students need good communications skills to explain mathematical ideas, listen to other people's interpretations, and to use those ideas to increase their own understanding. Students who know the answer but cannot communicate their solution strategies, usually have a limited amount of knowledge and are likely to be unsuccessful when working with new or more involved problems.

## Mathematics students have solid foundational skills

Certain mathematical skills have to be automatic in order to successfully investigate relationships and solve problems. Students must have a thorough grounding in basic skills and concepts e.g., the ability to perform simple operations such as multiplication and division as a foundation for more advanced exploration and problem solving.

## How can I support my child's mathematics learning?



Everyone can learn math. First and foremost, believe in your child's ability to learn mathematics. Everyone can improve when provided with good teaching, coaching, encouragement and practice.

Do have high expectations for your child. Research shows that when you believe your children can learn, they will rise to the expectation.

Do talk with your child's teacher about how you can help and support your child's mathematical development.

Do talk about mathematics in a positive way. Your positive attitude and valuing of mathematics are infectious.

Do share your day-to-day math experiences with your child, and discuss:

- video and computer games
- television shows, e.g., the learning channel
- travelling (calculating distances, destination estimation, budget, gas prices)
- banking (loans, mortgages, interest rates)

Do encourage personal responsibility for learning. Emphasize that effort is as
 important as ability.

Do support your child through homework by listening and asking questions:

- Allow your child to struggle through the process of problem solving.
- Discuss mistakes as learning opportunities.
- Help your child by asking questions:
- What do you need to find out?
- Tell me what you know...
- Show me what you started...
- What can you try first?
- Can you make a drawing or picture?
- Will a list or table help?

Do encourage persistence. Some problems take time to solve. Taking a break often provides fresh enthusiasm and alternative strategies.

Do build on your child's strengths and what he/she already knows. Make links between math and daily life.

Do engage in math-related home activities:

- Play games - Chess, Checkers, Cribbage, Bridge, Euchre, Memory Games, Backgammon...
- Make puzzles.
- Involve your child with shopping.
- Engage in the mathematics of cooking and baking.
- Plan and execute home renovations.

Do explore your child's thinking process:

- Why did you...?
- What can you do next?
- Do you see any patterns?
- Does the answer make sense?
- Tell me in a different way...
- What would happen if...?

Do appreciate the value of not knowing and use these occasions as opportunities for growth rather than anxiety. Develop strategies and resources for getting help with the problems.

Do encourage your child to experiment with different approaches to a problem. We learn a lot from our errors when we examine them.

Source: EduGains, Ministry of Education of Ontario


## IMPORTANT REMINDERS... <br> YOUR CO-OPERATION IS APPRECIATED

## STUDENT PICK UP \& DROP OFF

Reminder to families that we have supervision beginning at 8:35a.m. and students should not be arriving on school property prior to this for their own safety.

## Dogs on School Property

While we love dogs, it is also the Policy of the DSBN that pets are not to be accompanying families on the school property when they drop off / pick up their children. Unless the dogs are kept in the cars, please refrain from bringing your dogs to the school.


## SKateboards and Rollerblades



Longboards, skateboards, rollerblades, etc. are not permitted on school as per the Gordon School Code of Conduct. If these items are brought to school the school is not responsible if they are lost or stolen. They are to be fastened up and used off of school property only.

## Bicycle Safery

As the nice weather approaches we are aware that students are anxious to ride their bicycles to school. It is important to remember the importance of bike safety and proper use of the safety regulations and school practices when travelling to and from school.

- Walk your bike at busy corners and on school property
- Obey all traffic signs and signals
- Drive on the right hand side of the road
- Drive single file on the road

- Carry parcels in your carrier
- Never ride with two on a bicycle
- Be sure to give correct hand signals when you are going to stop or turn
- Lock your bike to the bike rack, preferably with a combination lock
- Stay away from parked bicycles during the day
- Safety helmets are required by students riding to and from school


## DSBN 2013 Track \& Field

Congratulations to our Track \& Field Finalists who will be competing at the DSBN meet on Monday, June $10^{\text {th }}$ in the following events:

| Domininc M. | 400 M | Catherine W. | 1500 M |
| :---: | :---: | :---: | :---: |
| Avrien B. | High Jump | Kirstyn A. | Long Jump |
|  |  |  | Triple Jump |
| MacKenzie J. | 100 M |  | Relay |
| Ben V. | 200 M |  |  |
|  |  | Olivia H. | Relay |
| Connor C. | 400 M | Vani S. | Relay |
| Anson W. | Triple Jump |  |  |
|  |  | Jared P. | 400 M |
| Sydney L. | $\begin{aligned} & 100 \mathrm{M} \\ & 200 \mathrm{M} \end{aligned}$ | Connor J. | 800M |
|  | Long Jump |  | 1500M |
|  | Relay | Cooper M. | 400 M |
| Kristie M. | 400 M |  |  |
|  |  | Isaac M. |  |
| Kaitlyn M. | $\begin{aligned} & 100 \mathrm{M} \\ & 200 \mathrm{M} \end{aligned}$ |  | $\begin{aligned} & 1500 \mathrm{M} \\ & \text { Long Jump } \end{aligned}$ |

## EQAO Testing

Just a reminder to parents of our Grade 3 students that we will be holding our annual ad-ministration of the EQAO Assessment.

All Grade 3 students will be writing this test will continue Mon, June 3rd to June 7th, 2013. It is very important that all students are at school and on time during these days. Please remember that students perform to their best ability with lots of sleep and a good breakfast.

## APPROPRIATE DRESS CODE FOR WARM WEATHER

With the warm weather approaching we would ask that you please review appropriate dress with your child while at school. You can refer to our school's Code of Conduct on our website and/or your child's agenda.

EXTRA CLOTHING: In effort to limit calls home and interruptions at work we encourage parents to consider providing your child with extra socks etc. during this time of year. Although we try to make appropriate decisions not to let the students play in the field when it is extremely wet, sometimes accidents happen.

SHORTS: If students are wearing shorts, we request that the shorts be worn to at least the length of your son/ daughters arms while they are at rest at the side of their body.

SLEEVELESS TOPS: If sleeveless tops/halter tops are being worn to school the width of the straps must be equal to the width of your son/daughters three fingers.

Dressing for success means that no staff member or student should be showing undergarments/underwear at anytime. If the dress attire is not appropriate then the individual will be asked to change their clothing and/or clothing will be provided.

## Grade 8 GRad <br> Car Wash

Thank you to all families that came out to support our Grade 8's.

They raised $\$ 820$ car wash bake sale for the graduation party that is happening on the night of grad at Well Spring Church.

Mrs. Corkery \& Mrs. Rush

Important School Year Dates 2013/14

September 2,2013
September 3,2013
September 13, 2013
October 11, 2013
October 14, 2013
November 15, 2013
December 20, 2013
December 23, 2013 to
January 3, 2014
January 6, 2014
January 17, 2014
February 14, 2014
February 17,2014
March 7, 2014
March 10-14, 2014
April 18, 2014
April 21, 2014
May 19, 2014
June 13, 2014
June 27, 2014

DISTRICT
SCHOOL BOARD
OF NIAGARA

Labour Day
First Day of School Early Release Day
P.A. Day

Thanksgiving Day
P. A. Day
P.A. Day

Winter Break
First Day of Class
P. A. Day

Early Release Day
Family Day
P.A. Day

March Break
Good Friday
Easter Monday
Victoria Day
P.A. Day Last Day of School

## Parent volunteers <br> NEEDED

We are looking for ways to help support and assist readers at Gordon School.
As a school we care and want each child to enjoy reading and feel successful in his/her reading abilities.

The Primary Division (Kindergarten to Grade 3) is looking for consistent parent volunteers who are available to read with children as often as possible.

We are hoping to collect names of those interested and organize a schedule for the 2012/2013 school year.

We would love for you to be a part of helping kids at Gordon School!

If you are interested, please contact
Mrs. Gaspich at 905 734-3730

In Spirit of Twin Day.. Which
OF THIESE TRIPLETS IS REALLY EXPECTING?


Congratulations Mrs. Degelman who is expecting her 3rd child this Fall!

## Ses S! Support Our School!

How can you help? It's easy!
Please think of our school when those magazine renewal notices start to arrive in the mail and

## Save Our Subscriptions!

Save your renewals for our CCRP magazine subscription fundraiser this fall. You will be helping to raise money for programs and activities to benefit all our students.

> Remember - Magazines make great gifts.
> Kids love to get their own subscriptions in the mail!
> It's the gift that keeps giving year round! HELP US PROMOTE LITERACY!

Let your friends and family know about our fundraiser and ask them to save their subscriptions too. Looking to order magazines now? You can by going to www.ccrp.ca and using our school code - ON1646

Renewal orders will simply extend current subscriptions, unless the renewal(s) has expired.
The success of this fundraiser depends on your participation. So, please do what you can to help our school!

## Thank you in advance for your support!



## JUNE NEWSLETTER DRAW

Fill in the answers to the following "skill-testing" questions, then hand into your teacher who will ensure it is placed in the draw for a prize.
What was the Character trait for the month of Mayl?
When is the last day of class in June?
$\qquad$

## SCHOOL VANDALISM

We earnestly seek your co-operation in reducing vandalism. Should you observe unusual activity at the school in your neighbourhood, please call in confidence either of the following emergency numbers:

905-682-8065 905-563-1293


> D ISTRICT SCHOOL BOARD
> OF NIAGARA

Your co-operation will be appreciated.


## TD Summer Reading ClubSummer Fun at the Library

anculle lamany

Registration for programs begins Monday, June 17.


Get ready, set, GO! Beginning Tuesday, July 2, children up to the age of 12 can travel in style, explore other worlds, discover art and much more by joining our TD Summer Reading Club: an independent reading club for kids across Canada.

Visit us for details on how you can win a chance to work behind the scenes at the Library for half a day this summer.

Ride to Read
July 2-August 31
Children 13 years and under can enjoy free rides to and Transit from the Welland Public Library on Welland Transit! Starting June 24, visit the Library to pick up a Ride to Read sticker for validation. Children 8 years and younger must be accompanied by a paying adult when riding.

## Special Programs This Summer

Paws 4 Stories
Mondays, July 8-August 19-10:30-11:30am
*No program August 5* (Children up to age 12)
Make a new friend by reading to one of the St. John Ambulance Therapy Dogs. Register for your 10 minute reading session today!

## Family Tai Chi

Tuesdays, July 9-23-6:30-7:15pm
The whole family can relax and enjoy learning Tai Chi techniques with instructor, Xinfa Xiao. Registration required- FREE
Location: Outside the Library's Main Entrance (Community Room if raining).

## STUDENT RECOGNITION ASSEMBLY

## JUNE 2013

Character Trait: CONSIDERATION

| Teacher | Character | Academic |
| :--- | :--- | :--- |
| Mrs. Gaspich | Kaden W. \& Jayson B. | Fatima F. |
| Mrs. Filion | Alex B. | Ben H. |
| Mme. Tremblay | Jared N. | Carter R. |
| Miss. Sauvé | Julia Q. | Olivia W. |
| Mr. Snelgrove | Rylie M. | Shella N. |
| Ms. Knockaert | Mya C. | James H. |
| Mr. Benner | Jordyn P. | Olivia D. |
| Mrs. Clarke | Cory B. | Noah G. |
| Mille. Cote-Penrose | Connor G. | Caitlyn T. |
| Mlle. Benson | Ayden B. | Kaleb N. |
| Mrs. Smythe-Janese | Curtis B. | Ty B. |
| Mrs. Slaght | Austin D. | Samantha D. |
| Mr. Charles | Cassandra K. | Sydney L. |
| Mrs. Rush | Chris B. | Madison A. |
| Mrs. Corkery | Mme. Colonna |  |
| Spagnolo (Core French) |  |  |




French Numbers
French Numbers is an original app that only focuses on learning numbers in French! it is simple and easy to use and yet very effective. You will learn how to recognize numbers... not only the usual 1 to 20 but you will learn all numbers up to One Million!


GolVids Apps - French Learning Game
GoKids Apps is a new French Learning game where you learn French vocabulary as well as info about the country. When learning a language it is also important to know a little bit about the country itself.


Feed me - Français
Free - Practice numbers, colors, and patterns with this family friendly game.


Boowa \& Kwala - A la ferme / Au cirque
In a colourful and friendly circus or farm setting, children will learn shapes, colours and animals..


Alphabet+
$\$ 0.99$ - Each letter is associated to a sound (the pronunciation of the letter) and an image of an animal.


Photo French
\$1.99 - With Photo French you can learn French visually. There are more than 2,000 important French words and each word has its own photo and high quality recording by a native-speaker.


Qui suis-je? Fruits et animaux
Free - Is a game to help children recognize fruits, vegetables and animals.


Memo animaux
$\$ 0.99$ - Memo animaux is a fun memory game with lots of animals. Children can discover the names of animals and their French pronunciation each time they turn a card.

## Un jour en France / Android Market

Free - Discover a little bit of France in this app. Each day you can learn a social, sport or cultural fact


Lucie La Luciole (iPad only?)
$\$ 1.99$ - This is an app with videos and quizzes to test your knowedge about food. Why eat? What foods are healthy and which should be avoided?


French Vocab Games
$\$ 3.99$ - A suite of French vocab learning games and activities, featuring 1,200 items of essential vocabulary. Words are split into 20 topics such as Greetings, People, Jobs, Education, Food 8 Drink, Holidays, Shopping, Sport \& Games, Society etc. Vocabulary has been chosen to fit UK GCSE syllabuses, but also includes translations to make it suitable for US learners.
Champion de lecture / Lite

$\$ 1.99$ / Free - This is a game of questions - funny answers that stimulate the pleasure of reading and permits children to improve their reading skills. This is geared towards beginning readers who are capable of reading simple sentences.


Bientôt je lis
Free / in-app purchases for extra stories - Apprendre à lire en s'amusant avec Bientôt Je Lis. Bientôt je lis est une méthode unique pour décounrir le plaisir de la lecture.


Zapzap Pabeille: My first French interactive book (See more books by this app producer.) $\$ 1.99$ - Zapzap the bee is an interactive book only in French (the user interface, but also the story).


Boucle d'or - Les contes classiques Nathan
$\$ 0.99$ - Find the magic in a classical tale aclapted for children. This interactive story of Goldilocks is narrated by Michel Elias


Comptines pour enfants et chansons enfantines $\$ 0.99$ - You will find many rhymes, songs, stories that are an integral part of French culture.


Free Online Dictionary
Free - Online dictionary app for translating multiple languages and includes voice recordings of many words


## La chorale de Germaine

Free - Annie Brocoli's cooking instructor Germaine, on break from her kitchen in G Cuisiné (broadcast on Radio-Canada), presents Germaine's choir, a musical memory game that challenges player's audio and video skills. The game's objective is simple: The player needs to carefully observe the cifferent Germaines in the choir and identify and click each Germaine in the correct order.


Premiers Mots: Deluxe
$\$ 0.99$ - This is a pronunciation and speling game for children. It has 264 words touching on animals, food, life in genereal, festivals, astronomy and geographie and others.


Des chiffres et des Lettres Junior HD
Free - This game is adapted from the TV show $~$ Des Chiffres et des Lettres $\%$ but modified for children. It will test their understanding of math and spelling. A full version is available for $\$ 2.99$.

## Mes premiers mots gratuite

Free - This program will help your children to learn new French words: Big, colourful pictures to keep their interest and the animals make sounds when touched. The free version has 50 common words from everyday life. An expansion pack is avalable for 250 more words - \$0.99.


## French Word Wizard

$\$ 3.99$ - French Word Wizard is a unique app that lets kids hear the sounds of letters and words using a tallking movable alphabet. Featuring advanced text to speech capabilities, the app can pronounce and spell-check an unlimited number of original French words. Check demo on YouTube to understand how this app is unique: http://bit.ly/magiedesmotsvideo


## French Words for Kids HD

$\$ 3.99$ - This is a French App that helps kids to write 240 French words using the famous Montessori Mobile Alphabet. There is always an image to illustrate the word. 3 type of letters are provided: cursive, small and capital script


Apprends avec Polko: Les saisons et la météo! $\$ 1.99$ - Seasons and Weather: 3 games to help children 3 to 6 learn to identify different weather situations in various seasons and teach them appropriate clothing and activities.


Apprends avec Poko: Compter et additionner! $\$ 1.99$ - Explore numbers and discover addition with Poko and his friends in this gentle introduction to math


Devine qui vient jouer
Free - Kids aged 3 to 6 are invited to play in French with Elyse and her dog Virgule. They play the same games as seen on TFO's TV show "Devine qui vient jouer?" This application even lets you interact with Virgule, the adorable bigger-than-life dog from the series.


T'Choupi - Joue avec les lettres
$\$ 2.99$ - This app helps children to discover letters through 3 different levels of games. Tracing letters, colour the letters and dragging and dropping the letter to the word after which the word is said.


## Introduction à P'Alphabet et au Chiffres

$\$ 0.99$ - An introduction to the alphabet and numbers is an amusing and creative way to learn the alphabet and numbers.


Jouons avec les Mots LITE
Free - Helps children to learn letters and how to spell words. The letters are colour coded to help them learn the alphabet quickly while having fun. The sounds of the letters heip to develop their listening skills and help their pronunciation. Full version is available for $\$ 0.99$.

## Mini 7 FO

Free - are invited to discover the world of Mini TFO! Along with French-speaking hosts, Dino and Marianne, kids are guaranteed countless hours of fun in two unique games. In one game, the child can learn how to count numbers in French while also learning how to trace them. In the other, the user will sharpen his sense of space.


## SCHOOL YEAR CALENDAR - ELEMENTARY 2013-2014

| SEPTEMBER |  |  |  |  |  |  | OCTOBER |  |  |  |  |  |  | NOVEMBER |  |  |  |  |  |  | DECEMBER |  |  |  |  |  |  | JANUARY |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | $\begin{array}{\|c} \hline 1-1 \\ 3 \\ \hline \end{array}$ | $\begin{array}{\|c} \hline 1-2 \\ 4 \\ \hline \end{array}$ | $\begin{array}{\|c} \hline 1-3 \\ 5 \\ \hline \end{array}$ | $\begin{array}{\|c} \hline 1-4 \\ 6 \end{array}$ | 7 |  |  | $\begin{gathered} 3-1 \\ 1 \end{gathered}$ | $\begin{array}{\|c\|} \hline 3-2 \\ 2 \\ \hline \end{array}$ | $\begin{gathered} 3-3 \\ 3 \end{gathered}$ | $\begin{gathered} 3-4 \\ 4 \end{gathered}$ | 5 |  |  |  |  |  | $\begin{gathered} 5-2 \\ 1 \\ \hline \end{gathered}$ | 2 | 1 | $\begin{gathered} 7-2 \\ 2 \\ \hline \end{gathered}$ | $\begin{gathered} 7-3 \\ 3 \\ \hline \end{gathered}$ | $\begin{gathered} 7-4 \\ 4 \end{gathered}$ | 7-5 | $\begin{gathered} 7-6 \\ 6 \\ \hline \end{gathered}$ | 7 |  |  |  | 1 | 2 | 3 | 4 |
| 8 | $\begin{array}{\|c} \hline 1.5 \\ 9 \end{array}$ | $\begin{array}{\|l\|l\|} \hline 1-6 \\ 10 \end{array}$ | $\begin{array}{\|l\|} \hline 1-7 \\ 11 \end{array}$ | $\begin{aligned} & \hline 1-8 \\ & 12 \end{aligned}$ | $\begin{array}{\|l\|l\|} \hline 1-9 \\ 13 \end{array}$ | 14 | 6 | $\begin{array}{\|c\|} \hline 3.5 \\ 7 \end{array}$ | $\begin{gathered} 3-6 \\ 8 \end{gathered}$ | $\begin{array}{\|c\|} \hline 3-7 \\ 9 \end{array}$ | $\begin{aligned} & 3-8 \\ & 10 \end{aligned}$ | 11 | 12 | 3 | $\begin{gathered} 5-3 \\ 4 \end{gathered}$ | $\begin{array}{\|c\|} \hline 5-4 \\ 5 \end{array}$ | $\begin{array}{\|c\|} \hline 5-5 \\ 6 \end{array}$ | $\begin{gathered} 5-6 \\ 7 \end{gathered}$ | $\begin{gathered} 5-7 \\ 8 \end{gathered}$ | 9 | 8 | 7-7 9 | 7-8 | $\begin{aligned} & 7.9 \\ & 11 \end{aligned}$ | 7 | 8-1 | 14 | 5 | $\begin{gathered} 8-6 \\ 6 \end{gathered}$ | $\begin{array}{\|c\|} \hline 8.7 \\ 7 \end{array}$ | $\begin{array}{c\|} \hline-8 \\ 8 \end{array}$ | $\begin{array}{\|c} 8.9 \\ 9 \end{array}$ | $\left.\begin{gathered} 8-10 \\ 10 \end{gathered} \right\rvert\,$ | 11 |
| 15 | $\begin{array}{\|c} 1-10 \\ 16 \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline 2-1 \\ 17 \\ \hline \end{array}$ | $\begin{aligned} & \hline 2-2 \\ & 18 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 2-3 \\ & 19 \\ & \hline \end{aligned}$ | $\begin{array}{\|l\|} \hline 2-4 \\ 20 \\ \hline \end{array}$ | 21 | 13 | 14 |  | $\begin{array}{r} 3-10 \\ 16 \\ \hline \end{array}$ | $\begin{aligned} & 4-1 \\ & 17 \\ & \hline \end{aligned}$ | $\begin{aligned} & 4-2 \\ & 18 \\ & \hline \end{aligned}$ | 19 | 10 | 5-8 | $\begin{array}{\|l\|} \hline 5-9 \\ 12 \\ \hline \end{array}$ | $\begin{array}{\|c} 5-10 \\ 13 \end{array}$ | 6-1 | 15 | 16 | 15 | $8-2$ 16 | 8.3 17 | $\begin{aligned} & 8.4 \\ & 18 \\ & \hline \end{aligned}$ | 18 19 | 20 | 21 | 12 | 9-1 | $\begin{aligned} & 9-2 \\ & 14 \\ & \hline \end{aligned}$ | 9-3 | $\begin{array}{\|l\|} \hline 9.4 \\ 16 \\ \hline \end{array}$ | 17 | 18 |
| 22 | $\begin{aligned} & 2.5 \\ & 23 \\ & \hline \end{aligned}$ | $\begin{array}{\|l\|} \hline 2-6 \\ 24 \\ \hline \end{array}$ | $\begin{array}{\|} 2-7 \\ 25 \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline 2-8 \\ 26 \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline 2-9 \\ 27 \\ \hline \end{array}$ | 28 | 20 | $\begin{aligned} & 4.3 \\ & 21 \\ & \hline \end{aligned}$ | $\begin{aligned} & 4-4 \\ & 22 \\ & \hline \end{aligned}$ | $\begin{aligned} & 4.5 \\ & 23 \\ & \hline \end{aligned}$ | $\begin{aligned} & 4-6 \\ & 24 \end{aligned}$ | $\begin{aligned} & 4-7 \\ & 25 \\ & \hline \end{aligned}$ | 26 | 17 | 6-2 | $\begin{array}{\|} \hline 6.3 \\ 19 \\ \hline \end{array}$ | $\begin{aligned} & 6-4 \\ & 20 \\ & \hline \end{aligned}$ | $\begin{aligned} & 6.5 \\ & 21 \\ & \hline \end{aligned}$ | $\begin{aligned} & 6-6 \\ & 6-6 \\ & 22 \end{aligned}$ | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | $\begin{aligned} & 9.5 \\ & 90 \\ & 20 \end{aligned}$ | 9.6 | 9.7 22 | $\begin{array}{\|l\|} 9-8 \\ 23 \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline 9.9 \\ 24 \\ \hline \end{array}$ | 25 |
| 29 | $\begin{array}{r} 2-10 \\ 30 \\ \hline \end{array}$ |  |  |  |  |  | 27 | 4-8 | $\begin{aligned} & 4.9 \\ & 29 \\ & \hline \end{aligned}$ | $\begin{array}{r} 4-10 \\ 30 \\ \hline \end{array}$ | $\begin{aligned} & 5-1 \\ & 31 \end{aligned}$ |  |  | 24 | 6-7 | $\begin{aligned} & 6-8 \\ & 26 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 6-9 \\ & 27 \\ & \hline \end{aligned}$ | 6-10 | $\begin{aligned} & 7-1 \\ & 29 \\ & \hline \end{aligned}$ | 30 | 29 | 30 | 31 |  |  |  |  | 26 | 9-10 | $1{ }^{10-1}$ | 10-2 | $\begin{array}{r} 10-3 \\ 30 \\ \hline \end{array}$ | $10-4$ <br> 31 |  |


| FEBRUARY |  |  |  |  |  |  | MARCH |  |  |  |  |  |  | APRIL |  |  |  |  |  |  | MAY |  |  |  |  |  |  | UNE |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | w | T | F | S | S | M | T | w | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
|  |  |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  | 13-9 | $\begin{gathered} 13-10 \\ 2 \end{gathered}$ | $\begin{gathered} 14-1 \\ 3 \\ \hline \end{gathered}$ | $\begin{gathered} 14-2 \\ 4 \\ \hline \end{gathered}$ | 5 |  |  |  |  | \| 15 | $\begin{gathered} 15-10 \\ 2 \\ \hline \end{gathered}$ | 3 | 1 | $\begin{array}{\|c} 17-10 \\ \hline \end{array}$ | $\begin{gathered} 18-1 \\ 3 \\ \hline \end{gathered}$ | $\begin{gathered} 18-2 \\ 4 \end{gathered}$ | $\begin{array}{\|c\|} \hline 18-3 \\ 5 \\ \hline \end{array}$ | $\begin{array}{\|c} 18-4 \\ 6 \end{array}$ | 7 |
| 2 | $\begin{gathered} 10-5 \\ 3 \end{gathered}$ | $\begin{gathered} 10-6 \\ 4 \end{gathered}$ | $\begin{gathered} 10-7 \\ 5 \end{gathered}$ | $\begin{array}{c\|} 10-8 \\ 6 \end{array}$ | $\begin{gathered} 10-9 \\ 7 \end{gathered}$ | 8 | 2 | $\left.\begin{array}{\|c\|} \hline 12-4 \\ 3 \end{array} \right\rvert\,$ | $\begin{gathered} 12-5 \\ 4 \end{gathered}$ | $\begin{gathered} 12-6 \\ 5 \end{gathered}$ | $\begin{gathered} 12-7 \\ 6 \end{gathered}$ | 7 | 8 | 6 | 14.3 | $\begin{gathered} 14-4 \\ 8 \end{gathered}$ | $\begin{gathered} 14-5 \\ 9 \end{gathered}$ | 14 | 11 | 12 | 4 | $\begin{gathered} 16-1 \\ 5 \\ \hline \end{gathered}$ | $\begin{gathered} 16-2 \\ 6 \end{gathered}$ | $\begin{gathered} 16-3 \\ 7 \end{gathered}$ | $\left.\begin{gathered} 16-4 \\ 8 \end{gathered} \right\rvert\,$ | $\begin{gathered} 16-5 \\ 9 \end{gathered}$ | 10 | 8 | $\begin{gathered} 18-5 \\ 9 \end{gathered}$ | $\begin{gathered} 18-6 \\ 10 \end{gathered}$ | $\begin{gathered} 18-7 \\ 11 \end{gathered}$ | $\begin{array}{\|c} \hline 18-8 \\ 12 \\ \hline \end{array}$ | 13 | 14 |
| 9 | $\left\lvert\, \begin{gathered} 10-10 \\ 10 \end{gathered}\right.$ | $\left.\begin{array}{\|c\|} 11-1 \\ 11 \end{array} \right\rvert\,$ | $\begin{array}{\|c\|} \hline 11-2 \\ 12 \end{array}$ | $\begin{gathered} 11-3 \\ 13 \end{gathered}$ | $\begin{array}{\|c\|} \hline 11-4 \\ 14 \\ \hline \end{array}$ | 15 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14.8 |  | 16 | 15 | 18 | 19 | 11 |  |  | $\begin{aligned} & 16-8 \\ & 14 \end{aligned}$ | $\left\|\begin{array}{c} 16-9 \\ 15 \end{array}\right\|$ |  | 17 | 15 | 18.9 16 | 17 |  |  |  | 21 |
| 16 | 17 | $\begin{array}{\|c\|} \hline 11-5 \\ 18 \\ \hline \end{array}$ | $\begin{gathered} 11-6 \\ 19 \\ \hline \end{gathered}$ | $\begin{array}{\|c\|} \hline 11-7 \\ 20 \\ \hline \end{array}$ | $\begin{array}{\|c} 11-8 \\ 21 \\ \hline \end{array}$ | 22 | 16 | $12-8$ 17 | 18 | $\begin{gathered} 12-10 \\ 19 \\ \hline \end{gathered}$ | 13-1 | $13-2$ 21 | 22 | 20 | 21 | $\begin{aligned} & 15-2 \\ & 22 \\ & \hline \end{aligned}$ | 15-3 | 15-4 | $15-5$ 25 | 26 | 18 | 19 | 17 | $\begin{gathered} 17-2 \\ 21 \\ \hline \end{gathered}$ | 17-3 | 174 | 24 | 22 | $\begin{array}{\|l\|} \hline 19-4 \\ 23 \\ \hline \end{array}$ | 19.5 | 19-6 | 19 | $1{ }^{19-8} 27$ | 28 |
| 23 | $\begin{array}{\|c} 11-9 \\ 24 \\ \hline \end{array}$ | 11-10 | $\begin{aligned} & 12-1 \\ & 26 \end{aligned}$ | $\begin{gathered} 12-2 \\ 27 \end{gathered}$ | $\begin{array}{\|r\|} \hline 12-3 \\ 28 \\ \hline \end{array}$ |  | 23 | $13-3$ 24 | $\begin{aligned} & 13-4 \\ & 25 \\ & \hline \end{aligned}$ | $\begin{array}{\|c\|} \hline 13-5 \\ 26 \\ \hline \end{array}$ | $\begin{gathered} 13-6 \\ 27 \end{gathered}$ | $\begin{array}{\|c} 13-7 \\ 28 \\ \hline \end{array}$ | 29 | 27 | $\begin{aligned} & 15-6 \\ & 28 \end{aligned}$ | $\begin{array}{\|l\|} \hline 15-7 \\ 29 \\ \hline \end{array}$ | $\begin{array}{r} 15-8 \\ 10 \end{array}$ |  |  |  | 25 | 17 | 17 | 17-7 | $\begin{array}{\|c\|} 17-8 \\ 29 \end{array}$ |  | 31 | 29 | 30 |  |  |  |  |  |
|  |  |  |  |  |  |  |  | $\left.\begin{gathered} 13-8 \\ 31 \end{gathered} \right\rvert\,$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## IMPORTANT DATES

September 2, 2013
Labour Day
September 3, 2013 First Day of School
September 13, 2013 Early Release Day
October 11, 2013 $\qquad$ Professional Activity Day
October 14, 2013 $\qquad$ Thanksgiving Day
November 15, 2013 Professional Activity Day
December 20, 2013 Professional Activity Day
December 23, 2013 - January 3, 2014 (inclusive)
January 6, 2014
Winter Break
January 17, 2014 $\qquad$ First Day of Class After Holiday
February 14, 2014 Professional Activity Day
.Early Release Day
February 17, 2014 ..................................................................................................................................................... Family Day
March 7, 2014 ........................................................................................................................... Professional Activity Day
March 10, 2014 - March 14, 2014 March Break
April 18, 2014 Good Friday
April 21, 2014 Easter Monday
May 19, 2014 Victoria Day
June 13, 2014 $\qquad$ Professional Activity Day
June 27, 2014 $\qquad$ Last Day of School for Students


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