



Thornhi II Times

Principal's Message:

Our students have been exposed to many enriching learning experiences over the past few weeks, including the Obama inauguration, an anti-bully workshop and various leadership opportunities. Students are attending math club, Yearbook club, fish club, volleyball team, basketball team, talent show rehearsals and skipping club. I hope you take time to read some of their reflections on their learning both in this newsletter as well as in the assignments that they are bringing home from time to time.

On the PA Day, January 30th, our staff worked hard on analyzing a variety of assessments undertaken over the past few weeks and then discussing ways in which they can improve student learning. In-depth discussion focused on finding the most appropriate strategies to improve reading comprehension and reading technique. Thornhill staff are highly committed to implementing the most effective strategies to support individual students. The level of discussion and collaboration was indicative of the devotion our staff has to this community.

Snow play can be fun but we remind students daily of the safety issues. Students are instructed to leave snow on the ground. Teachers supervise the fields and students who throw ice or snow receive immediate consequences. Thank you for helping us ensure the safety of all children.

Thornhill PS has joined forces with Heart & Stroke Jump Rope for Heart in an effort to get our kids active and aware of the benefits of healthy eating and exercise. Many students have been coming to the gym one recess a week to skip to music. As soon as the weather improves, we shall take the activity outside. As part of our commitment to Heart Healthy month, we are asking all students who live close enough, to **walk to school this Wednesday, February 11th**. Please leave a little earlier and join your child on this healthy mission.

Our annual Talent Show takes place on **Thursday, February 26th at 6:30 pm**. The show lasts less than an hour and will give your children plenty of enjoyment. There is no charge for this event.

Student-led-conferences will be offered during the school day on **Thursday, March 12th**. Students will take the lead in sharing their learning with their parents/guardians in place of the traditional teacher-parent conference. Students will have work samples to share and discuss with you. It is hoped that every family will be in attendance at this conference so we are asking you to make a note of the date now. Times will be sent out later this month.

Save the evening of June 11th for a very special school celebration.

February-March 2009

Thornhill P.S
7554 Yonge St.
Thornhill ON L4J 1V8
Phone #: 905-889-1566
Fax #: 905-889-2791

Principal: Y. Gilinsky
Superintendent: S. List
Trustee: J. Hertz

Council Chair: David Rubin
Council Vice-Chair: Linda Levy



Reminders:

- ☺ Feb. 12 - Options Day
- ☺ Feb. 16 - Family Day
School Closed
- ☺ Feb. 26 - Talent Show 6:30
- ☺ Mar. 12 - Student Led
Conferences
- ☺ Jun. 11 - Save this date for
a special event.

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Kindergarten Registration

Registration for the 2009-2010 school year has begun. Children born in 2005 are eligible for Junior Kindergarten, and those born in 2004 are eligible for Senior Kindergarten.

To register, proof of residence and a birth certificate or passport for the child are required. Official documents must be produced at the time of registration. All registrations are dated as received. Please encourage all your friends and neighbours in our area to register early so that we can plan accordingly for the classes for next year.

THANK YOU FOR SUPPORTING OUR QSP MAGAZINE FUNDRAISER!

Even though our main campaign is over, you can still support our school by purchasing or renewing magazine subscriptions on line at www.qsp.ca. Each subscription that we sell continues to bring profit to our school. This can be done all year long, so if you have any additional magazines expiring soon or just forgot to order a favorite one, you may still do so and support our school!

Our school code is 10001.

Please keep in mind that the school only gets a % of the sales if you re order on line with our code. DO NOT REORDER directly with the magazines.

Thank you again for your support.

If you have any questions about your magazines from our main campaign, please call

QSP Customer Service at 1-800-667-2536



Summer Institute Program

The York Region District School Board's Summer Institute is a program that offers academic, recreational and athletic programs and activities with intentional links to the Ontario Curriculum for children and youth from Kindergarten to Grade 8. Weekly programs run from July 6, 2009 to August 14, 2009. Registration fees begin at \$115 per week for students enrolled in our schools and \$130 per week for non-Board students. Registration and site program information will be available on the Board's website www.yrdsb.edu.on.ca in early March.

For further information, please call at 905-895-5155 x135 or e-mail: performanceplus.si@yrdsb.edu.on.ca.

SAFE ARRIVAL PROGRAM

Through a directive from the Ministry of Education and Training, all School Boards are to implement a safe arrival program in their schools. The York Region District School Board has been working very closely with the York Regional Police to ensure the safety of our students.

All parents and guardians are reminded to please call the school 905-889-1566 if their child is going to be absent or late. You may leave a message on the answering machine if calling before 8:00 a.m. or after 4:00 p.m. Please leave your child's name, teacher's name and the reason for the absence. If calling is not possible, please inform the school in person.

If a student is not in school and the school office has not received notification from the parents, the school will take the following steps:

Step One:

Call the student's home. If there is no answer the school will,

Step Two:

Call the parents at work. If there is no response the school will,

Step Three:

Call the emergency contact person. If the contact person cannot be reached then

Step Four:

The school will notify the York Regional Police that a child is missing.

Please remember to call the school if your child will be late or absent.

You may be interested to know that the secretary often spends over an hour daily following up on the numerous unreported absences. Each year we are forced to contact York Regional Police to assist in finding a 'missing child'. In each case the child is found with his/her parent. Please help out by being conscientious about phoning the school when your child is going to be absent. Our answering machine will pick up calls from 4:00 p.m. to 8:00 a.m.

905-889-1566

HOMEWORK CLUB

Our homework club provides an opportunity to support students who may have difficulty in completing or understanding work. This runs on Tuesday, Wednesday and Thursdays after school in the science (fish) room for students in Grades 3 - 8. Please note this is not a child sitting program - students are expected to work in a focused manner on homework.

Book Fair Record-Breaking!

Thanks to the entire Thornhill Community, this year's Book Fair was record-breaking! During the week of January 12th - 16th, the library was open at recesses and after school for our annual Scholastic Book Fair. There was an outpour of students buying everything from books to pencils to posters. The school's Winter Concert evening also turned out to be the book fair's Family Event Day. Students and their family members had the opportunity to drop off a raffle for the Family Draw. Congratulations to Nicholas from Mr. Lyttle's afternoon class for winning that draw and receiving \$25 worth of books for himself AND \$25 worth of books for his class! During the week, there were also lucky draws, of which six lucky winners received \$5 worth of books from the fair! Finally, there was the "Most Number of Students Purchasing a Book" contest. Congratulations to Miss Sanyal's Grade 4/5 class for winning \$30 worth of books for their classroom library! Thank you to all parents and students for supporting this year's book fair. You have raised over \$2000 dollars worth of books for the school's library!! Way to go, TPS!!! Thanks also to all the library assistants, Mrs. Topp, and Mrs. Novick, who helped out all week. Without all of you, this book fair wouldn't have been such a huge success!

Mrs. Chan
Teacher-Librarian



Simon Wiesenthal

To describe the feeling associated with our full-day field trip to FWSC would be to say *moving*. Our students from Thornhill Public School reflect a diverse ethnicity and culture; thus this was an opportunity to share with them the need for tolerance in the face of adversity. We hoped to reach our students by creating awareness about local and national hate crimes.

The documentary on Simon Wiesenthal opened our minds to the brutal treatment of so many Jewish People and minorities during the Holocaust. Many of our students commented that they weren't aware of the severe treatments and intensity of their deaths. Many felt that Simon Wiesenthal was a hero as a result of his efforts in finding Nazi War Criminals. They were moved by the power one person has, when they had passion. "I have learned that when you believe in something you should stand up for your beliefs," reflect the words of one student.

Dr. Dor, as a survivor from the Sudan, represented current day terrorism and the genocide in Darfur. She opened the minds of our students by encouraging them to be happy with their freedom, in direct reference to the terror, racism and hatred affecting her people. As stated by one student, "I learned more about the crisis going on in Darfur, it is horrific." Another student commented, "I have learned how much pain everyone around the world is feeling. As Dr. Dor was telling us what has happened, I could see the pain in her eyes and I could feel how difficult it must have been." Many of our students commented that they wish her great safety on her mission back to Darfur; "they wish for her safe return to Canada."

The purpose of our trip was to teach our students about tolerance. Students gained far more. They developed a "respect for their friends and family. I have identified a sense of gratefulness for my life." Another student reflected, "After learning more about genocide and what is happening in the world currently, I now realize that I should be extremely grateful for everything I have."

This was a wonderfully moving field trip and an opportunity for our students in Grades 7 and 8 to learn and gain so much.

Thank you,

Mrs. Stacey Lax
Intermediate Teacher - Thornhill Public School

Anti-Bullying Assembly - Madeleine Slate - Articles from the students

I learned that people should stop bullying other people, like when Madeleine Slate was in school and children started bullying her. When she grew up she was a singer and now people aren't calling her names and not bullying her. Bullying is a hurtful thing that can happen to different kinds of people. People can be different by wearing anything they want to wear. It's okay to be different cultures, languages and skin. She sang different songs by her self that she made. Now no one says any names on Madeleine. If I was Madeleine Slate I would tell the teacher if someone is bullying me because I don't want to be with bullies. ERIKHA E

Today a girl named Madeleine came to our school to tell us her stories of getting bullied. I learned that when somebody's left out, you should ask them to play with you because they can be very lonely and have nobody to play with. I also learned that when you don't have a friend, you will feel very bad, awful, and lonely. I also learned that it is good to make friends with a person that has no friends. BRIAN - Grade 3

Dear Madeleine I really liked your songs yesterday. You are a very pretty girl. Your name is beautiful too. I can't believe you got bullied. I hope you have lots of friends now. When I listened to you I felt sad. But now I feel happy because you have lots of friends. NAME OF STUDENT

When Madeline came to our school, it made me realize that small things can really make a difference to those who are not treated as well as others. Just saying, "Hey stop that" or "Come play with me," can make someone feel good about themselves. What I've learned from Madeline is to stand up for other people when they need help. It is not right to treat someone in a way you would not like to be treated. Although kids hear about bullying many times in school, they often do not stop bullying until they experience the pain of a victim. Once in a while it is nice to put yourself in another person's shoes and help them along their way. To conclude, I will always remember what Madeline has taught us-bullying is not OK, we must stand up! NICOLE B

Something I learned from Madeleine was to not be exclusive. Another thing is also when you're popular and lots of kids know you and if they ask you to join something that could hurt someone, don't join and just go play with that someone. Don't be exclusive. Let people join. At the assembly to tell what happened, she sang a song and told us what happened and her mom told us she felt hurt and she cried when she dropped Madeleine at school because people ran away from her. MELODIE

Dear Madeleine, I think when ever you get bullied you should stand up for yourself. When you sang all the songs it made me think that if you are mean to people you will not get friends. If you do not let people play with you, you will not get many friends. I like your music. ADDIE

Dear Madeleine, I liked your singing. I was glad that your friend Laura saved your life. Are you in a grade or are you in high school? I feel sad for you. The boy that said thanks for ruining my graduation that made me feel sad for you. Can you visit us again? People that bully, you don't be their friend. JULIA

Madeline's amazing story really proved to me that missing out on getting to know someone could lead to missing out on a lot. It's important to look beneath the surface of people, which may include things like appearance or voice. By failing to do so, you might be missing out on an amazing person like Madeline. So this has really encouraged me to get to know some people who I might not normally hang out with. By doing this, it could open up a brand new door and a brand new friendship. Also, I will come to see that there is so much more to them because everyone has a special talent, and shines in their own amazing way. It's just that sometimes it might not be as obvious. From all of Madeline's songs and stories about bullying I now know that doing nothing is really a form of bullying. MICHELLE G.

I learned a lot from the bullying presentation given on Thursday, Jan 22nd. It made me start to think twice before I say or do something toward another friend, or classmate. Also, it showed that being quiet, or 'unpopular' doesn't mean that one does not know anything. Rather, he or she might have a great talent that hasn't been noticed by others yet. The performance gave everyone a glimpse of how it feels to be ignored, and excluded, which motivated me to try my best in including individuals who are left out. However, one thing that I enjoyed the most was how the information given gave great value to voluntary acts of kindness extended to another. The presentation explained that you don't know what kind of impact your consideration for a classmate can have, to the extent that you can change one's life with your actions. Overall, I really enjoyed the presentation, and I hope to be a person who includes those excluded throughout my life. I really appreciated the things I learned from the bullying program, and I hope that message can be sent to other schools, as soon as possible, because excluding is happening in a lot of situations across schools around the world. Thank you so much! ESTHER Y.

Today we had a presentation about a girl named Madeleine Slate. She was talking about bullying and how to stop it. Madeline was bullied from grade 1-8 by almost the whole school. People made fun of her height because she was short by calling her bad names. A few years later she got an e-mail from a guy that was teasing her. In the e-mail he apologized for hurting her and regretted doing it. I learned that if people look different it is ok because everyone is different and we should not tease them about it. It hurts their feelings for the rest of their lives and we don't want to tease other people because we don't want anybody teasing us. DANIELLE H.

Dear Madeleine I liked the music that you played on the guitar at the bullying presentation. If I were you I would feel bad. I felt sad for your story and what happened. I know how that would feel. AMY B.

Dear Madeleine
How did you find your career?
How did you make a song?
I learned to include everybody.
I learned to not bully other people.
DAVID

I felt bad about the bullying stories you told the school. I like the stories that you like because they were good and maybe your mom likes it too. You shouldn't bully someone because the person might get hurt and injured. I learned not to bully someone. SUNGJU

TOGETHER WE'RE BETTER

When I attended the Together We're Better conference, January 28th, I went to two workshops. They both extended my knowledge about equality, and racism.

In the first work shop, #4 we first discussed the meaning of racism. Some said that they believed that racism meant to treat a group of people, different from themselves, with disrespect. I personally think that racism is just treating a different group of people differently from another, although not necessarily worse. One group is treated with respect, while the other is treated even better than the group with respect. Then we were divided into groups, given a topic sentence, told to write how the line made us feel, and what we would do about it. We discussed a situation in which a friend uses a negative stereotype referring to themselves, (e.g., I'm having such a "blond" day). Some wrote this would make me angry. I pointed out that that comment was disrespectful because it assumes a stereotype of people as ditz. Flaky, stuck-up, and self-absorbed. This could affect someone who is a blonde because it would make them sad. It could negatively change a whole group's attitude about blondes.

I had some trouble following the second workshop, but I will write what I remember and my thoughts on it. At the beginning of the workshop, we were paired with someone who we did not know. Then we were instructed to guess their favourite food and school subject. I think the point of this exercise is not to stereotype because of religion or colour of one's skin. For example: Someone is paired with someone who is obviously of Japanese heritage. Thus, their partner will automatically guess their cultural food is sushi. You might also have stereotypes about the group that are negative or dangerous. This somewhat relates to what Miss. O'Brien said to my class about Rwanda genocide of 1994, and how it supposedly started by the Tutsis calling the Hutus Cockroaches.

This sums up a reflection and my thoughts on the Together We're Better. It was an honour to be selected to go to this conference, and I thank you for selecting me to be part of the small group of students with the privilege of attending.

Hally S.
Grade 8

On January 28th, 2009 I went to a conference called "Together We're Better." Together We're Better was all about racism which is discrimination or prejudice based on race, culture, and religion. Going to this conference helped me understand the meaning of racism. I learned that racism is a huge deal all over the world.

My first workshop was about what we would do if we experienced someone being discriminated against over their race, culture or religion. My answer was "I would take a stand, help out the person being bullied and explain to the bully or discriminator that racism is a huge deal and that you shouldn't do it because it's offensive." Then we were asked to think about a time when we would have been in a position to see someone getting hurt for the colour of their skin or their religion or culture. From that workshop I learned that you should never stand by and you should help someone if they are getting hurt because of their culture, skin or religion.

At my second workshop, I learned about equity and stereotypes. Equity means that everyone is equal and should be treated the same no matter what their culture or beliefs are. We learned that Stereotyping is when you judge people by their appearance, (gender, race, culture, religion, etc.) We learned that we should always think about what we are going to say before we say it or else it can damage someone's feelings for life.

The Together We're Better Conference made me a better person. I learned that you should treat people the way you want to be treated and always stand up if you see someone being bullied. Racism is a huge thing and we need to watch out and educate others as to why racism is rude and hurtful.

Hannah D.
Grade 8

When we attended "The Together We're Better Conference, we were educated about many things. Itah Sadu taught us to be respectful to everyone we meet, to stand up for our beliefs and that charity begins at home. Julia Mayer from [Right to Play](#) made us aware of what was going on in Africa and how the African children had to be resourceful in order to participate in sports, since they couldn't afford any equipment.

At our first workshop, we learned about stereotypes, like the fact that stereotypes aren't always true, and that media is a source for stereotyping. At our final workshop, we learned about the stairway to racism and that racism has different levels. It starts off with stereotypes, turns into prejudice (the idea), then turns into discrimination (taking action) and finally the last stair is racism (segregation, expulsion, extermination).

The conference left an impact on us and made us aware of how we can help and be the leaders we should be.

Max N. and Tyler R.
Grade 7

At the "Together We're Better Conference", me and a few of my classmates learned about racism and what we can do to aid in stopping it. We arrived at Bill Crothers Secondary School and the Conference began. Two of my classmates and I went to a workshop about treating people with respect even though they are different. We divided into groups and were handed an assignment. Mine was..."you have a substitute teacher and your teacher if from a different cultural background than you and he/she has an accent. Your class starts to laugh at this. What would you do? I think you should ask the teacher about their historical background and culture and treat them respectfully. We then met and learned about the Red Ball Program. It is a program to bring children in third world countries sporting equipment. I felt that the red ball program was very ingenious.

I felt this conference was important because it helped me understand that even though people may be from different backgrounds they must be respected.

By Craig R.
Grade 8

TIPS FOR PARENTS: HOW TO READ WITH YOUR CHILD

Adapted by: Annabel Wong

	Questions to promote thinking with fictional texts. (Prompts/Questions)	Check to see that ...
Before Reading	1. I wonder what the story is about. What do you think? * The book is closed	The answers are based on: <ul style="list-style-type: none"> - Looking at the cover, title or illustrations - What they know about the author - What they already know about the subject or similar stories
During Reading	1. What do you think will happen next? 2. Does this story remind you of... (a family trip, a friend you know, a movie, another book we've read, etc.) * Stop, think and question	<ul style="list-style-type: none"> - The answer is logical and relates to the story. - Your child can compare what they are reading with what they already know or understand. * Feel free to share your feelings or questions.
After Reading	1. Let's retell the story, but just what's important. 2. What I liked about the story was... What I didn't like about the story was... 3. What do you think we learned from this story? 4. What question would you like to ask the author or the illustrator?	<ul style="list-style-type: none"> - The answer contains the main idea and some supporting information. - Your child is able to express their opinion and evaluate what they have read. - Your child understands the author's message or moral of the story.

Welcome to our new West Superintendent: Mr. Scott Yake

As the York Region District School Board has continued to grow, consideration has been given to how the Board supports our schools and their families. In the Community Education Centre West we have added six schools in a very short period of time. In addition to the significant growth we have changed how our schools work together. To support CEC-West families and school initiatives, we are delighted to share with you that the Supervisory Officer complement has been increased. We welcome Scott Yake to the Supervisory Officer team in CEC-West effective January 5, 2009.

Scott has been with the York Region District School Board for the past 18 years. For the past ten years, he has served as vice-principal and then as principal. In these roles, Scott has been committed to building positive relationships with all members of the school communities in which he has served. A focal point of his leadership at the school level has been on establishing working and learning conditions that support improved student learning and success. Since 2007, Scott has been the Principal on Assignment to Human Resource Services in our Board where he has played an important role in elementary staffing, teacher performance appraisals, and the implementation of the Ministry's Primary Class Size Reduction strategy.

Scott joins the West leadership team with enthusiasm and a strong commitment to public education and lifelong learning. Effective January 5, 2009 Scott will have direct supervisory responsibilities for the following CEC-West schools:

German Mills, Stornoway, Johnsvie Village, Willowbrook, Glen Shields, Bayview Fairways, Brownridge, Woodland, Ventura Park, Rosedale Heights, Dr. Roberta Bondar, Herbert H. Carnegie, Fossil Hill, Lorna Jackson and Blue Willow.

Make Learning A Fun Part Of Everyday Life McGuinty Government Celebrates Family Literacy Day

Grocery shopping, taking transit or walking in your neighbourhood are all regular family activities that can also be learning experiences. These and other [tips and tools](#) can be found on [abc123](#), a site dedicated to making it easier for parents to help their children with reading, writing, math and homework. The website also suggests other ways that parents can support their child's education every day and make learning fun.

As their child's first teachers, parents influence how a child approaches learning. When parents make learning a fun part of everyday life, they provide their child with a stronger foundation for success in school and beyond. Organized by ABC Canada and celebrated annually, Family Literacy Day promotes the importance of reading and learning together as a family all year round.

Quick Facts

- [Video pod casts](#) are aimed at parents of students in Kindergarten through Grade 6 and are available in English and French.
- Ontario.ca/abc123 also has [tip sheets and guides](#) in 14 different languages to help parents support their child's learning.
- Two- and three-year-olds who are read to several times a day do substantially better in kindergarten compared to young children who are read to only a few times a week or less.

[Parenting and Family Literacy Centres](#) encourage parents and children to learn together and help prepare children for starting school. There are [123 centres](#) located in schools across the province.

Learn More

Visit the ABC Canada [website](#) to learn why dogs have wet noses, why clouds are fluffy and what the memory span of a goldfish is. We told you learning can be fun!

Primary Class Size Reduction

Dear Parents/Guardians,

The Board continues to respond to the Ministry of Education's mandated requirements related to primary class size. In doing so, this has allowed us to make great gains in creating primary classes that maximize teacher time with students in support of their learning.

As principal, I am working with my superintendent and Board staff to plan for the upcoming school year. Each school board in the province will have to meet Ministry expectations. In general, on a board-wide basis, 90% of primary classes must have 20 or fewer students, and only 10% may have up to 23. In addition, while classes in grades 4-8 will not have a hard cap, each school board will be required to demonstrate a regional average of approximately 26 students to one teacher.

As we proceed through the planning process, I will be sure to keep you informed as to how our school will be meeting with Ministry requirements.

If you have any questions, please feel free to contact me.

Yvonne Gilinsky

KID'S KITCHEN Co.

*Swim lesson...Music class...Dinner...Homework...
Bedtime...*

**You have enough to take care of.
Let us handle your child(ren)'s lunches!**

Kid's Kitchen has is pleased to serve hot lunches to students at Thornhill P.S. every Monday & Thursday.

At Kids Kitchen, we prepare lunches fresh each morning in our health-inspected, nut-free, commercial kitchen and deliver them to the school at lunch time.

We offer a variety of nutritious and kid-friendly choices daily and use the highest quality of products. You can start at any time and order as often as you wish.

Check out our new Spring Menu available from February 2 to June!

Visit us at www.kidskitchen.ca to place orders on-line or pick up a paper menu from your school office.

For any questions please call 905-944-0210.



Our Services

- **Family Medicine**—complete physicals and chronic disease management
- **Chiroprody**—complete nail and foot care
- **Physiotherapy**
- **Diabetes**—education and management for adults with Type 2 Diabetes
- **Health Promotion**—programs for seniors, youth and people living with mental health and addiction issues
- **Counselling**—healthy relationships, problem solving, stress management and crisis intervention
- **Settlement support** for new Canadians

Call now
to become a
VCHC client!

To become a VCHC client, phone 905-303-8490



Please note

All services are FREE and interpretation is available.

Residents without a health card are welcome.

Our building is safe, accessible and near public transportation.

Our multi-disciplinary team serves all residents of Vaughan, with a special focus on seniors, youth and people living with mental health and addiction issues.

Vaughan Community Health Centre

Interim Site: 9671 Jane St., Unit 9 • Permanent Site: 9401 Jane St, Bldg A

Phone: 905-303-8490 • www.vaughanhealthcare.com/chc

Funded by the Central Local Health Integration Network





Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Symphony Grades 1 - 5	5	6	7
8	9	10	11	12 Options Day Scientists in School (Kindergarten)	13	14 Valentines Day
15	16 Family Day School Closed	17	18 Grad Pictures	19	20	21
22	23	24 Math League Contest Gr. 6-8	25 Freedom Belles 6 - 8	26 Talent Show 6:30	27	28



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Senior Basketball March 2 - 6	3	4	5	6 Second Term Ends	7
8	9 Third Term Starts	10 Boys Basketball (Regional)	11 Second Term Reports go home Girls Basketball (Regional)	12 Student-Led Conferences	13	14
15 March Break	16	17 St. Patrick's Day	18	19	20	21
22	23 School Reopens	24	25	26	27	28
29	30	31				