ᐁ·ᐃᒋᐃ᐀ ᑭᒐ·ᐊᔅᒥᒡ ᐁ ᑭᑦᑭᓄᐊᒪᓱ᐀ ᓇᑲᒋᐃ·ᐁ·ᐃᓂᑉ, ᓇᑕ·ᐁᑭᑦᑫᓂᑕᒧ·ᐃᓂᑉ ᑲ ᐃᔅ ᑲᒡᑭᐅ᐀ ᓂᑦᑕ ᐅᑎᐸᒋᒥᑯᓯ·ᐃᓂᑉ

ᐊᓂᒪ ᒪᑲ ·ᐁᒋ ᓇᓇᑲᒋᐃ᐀ ᓂᑦᑕ ᓇᑕ·ᐁ ᑭᑦᑫᓂᒥ᐀ ᑕᐣᑌ ᑫ ᐃᔅ ·ᐃᒋᑯᑦᐸᐣ ᐊᒋᑫᐣ ᑭᒋ ᐊᑎ ᑲᒡᑭᐅ᐀ ᐁ ᑭᑦᑭᓄᐊᒪᓱ᐀ᓵ

ᐅᑉᒐᓇᐅ ᑲᑐᒋᑲᒐᑦ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᐁ ᐊᑎ ᒪᒋᑕᓂᐊᑦ ᐁ ᐁ ᐸᑭᑎᓂᑲᒐᑭ ᐅᒡᑭ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᐊᐤ ᑎᐸᒋᒧᑯᓱᐅᓂᑦ ᒪᓱᓇᐃᑲᓂᒡ ᑲ ᐃᔪ ᒪᓱᓇᒐᓂᑦ ᑕᓐᐱᒋᒋᑦ ᐁᑭᑦᑭᓄᐊᒪᓱᒋᑦ 2010-2011ᓵ ᐁᐧᑲᓂ ᒪᑲ ᐧᐁᒋ ᑭ ᐊᒋᓇᑯᑕᓂᐊᑦ ᐅᒪ ᒪᓱᓇᐃᑲᓂᒡ ᐁᐊᔪᒋᐸᓂᐧᑕᓂᐧᐊᑦ ᐅᒡᑭ ᑭᑦᑭᓄᐊᒪᕐᐃᑉ ᑐᑕᒧᐧᐃᑉ ᐁ ᐊᑎ ᓇᑭᑕᓂᐧᐊᑦ ᕿ ᐅᒋ ᑲᒡᑭᐅᒋᑦᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᑭ ᐃᔪᓂᑲᒋᑲᒐᒥ, ᐅᑉᒐᓇᐅ ᑭᒋ ᐅᑭᒪᒥ ᑭ ᐃᔪᓇᑯᑕᒥ ᐅᒣᓂᒥ ᓇᓇᑲᒋᐃᐧᐁᐧᐃᑉ, ᓇᑕᐧᐁ ᑭᑦᕿᓂᑕᒧᐧᐃᑉ ᐁ ᑎᐸᒋᒥᑯᓱᐟ ᐅᑭᑦᑭᓄᐊᒪᓱᒥ ᑕᓐᐱᒋᓇᐧᐃᐟ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᑦ ᐃᒐᕿᓵ

ᐁ ᐅᓂᑭᐃᒪᑲᐧᐃᔭᑉ ᒪᑲ ᐧᐃᓇ ᑕᓐᕿᑐᑕᒪᐸᑉ ᑭᒋ ᐧᐃᒋᐧᑕᔭᑉᔅ

ᑭᑦᕿᑉᒐᓇᑉ ᑭᓇ ᐧᐃᓇ ᐁ ᐅᓂᑭᐃᑯᒪᐧᐃᔭᑉ ᓐᑦᑕ ᐱᑯ ᑲ ᑲᓇᐧᐁᓂᒪᐧᐊᓱᐟ ᐊᐧᐁᓇ, ᓇᑦᐱᒻ ᑭᑦᒐᓂᑕᐧᑲᑉ ᑭᒋ ᐊᔪᒋᓇᐧᐃᔭᑉ ᑭᒐᐧᐊᔪᒥᒡ ᑲ ᐃᔪ ᑭᑦᑭᓄᐊᒪᓱᐟ, ᐁᐧᑲᓂ ᐁᔪ ᑭᑦᕿᓂᒋᑲᒐᑦ ᐁ ᑭᑦᕿᓂᑕᑦ ᐊᐧᐊᔪᒡ ᐅᓂᑭᐃᐧᑲ ᐁ ᐊᔪᒋᓇᐧᐃᓂᒥ ᑭᑦᑭᓄᐊᒪᑐᐧᐃᑲᒥᑯᑦ ᐊᑎ ᓇᐊᑎᓱᐟ ᓐᑦᑕ ᑲᒡᑭᐅᐧ ᐁ ᑭᑦᑭᓄᐊᒪᓱᐟᓵ

ᑉᑭᑦᕿᓂᒐᓇᑉ ᓐᑦᑕ ᐁ ᑉᑕᐧᐁᓂᑕᒪᑉ ᑭᒋ ᐸᔪᒐ ᐧᐃᒋᑲᒐᑦ ᐧᐃᑕᒪᕿᐧᐃᓂᑦ ᑕᓐ ᐃᔪᓇᐧᐃᐟ ᑭᒐᐧᐊᔪᒥᒡ ᐁᑭᑦᑭᓄᐊᒪᓱᑕᓵ ᐁᐧᑲᓂ ᒪᑲ ᐧᐁᒋ ᑉᑕᐧᐁᓂᑕᐧᑲᑦ ᑕᔪᓐ ᑭᒋ ᐊᔭᒥᐃᐟ ᑲ ᑭᑦᑭᓄᐊᒪᐧᐊᐟ ᑭᒐᐧᐊᔪᒥᔅ ᒣᐧᑲᒻᐁ ᑭᑦᑭᓄᐊᒪᓱᐟᓵ ᐅᒪ ᐃᑕᓱᐧᐁᐧᐃᑉ -- ᐅᒡᑭ ᑭᑦᑭᓄᐊᒪᓱᐧᐃ ᑎᐸᒋᒥᑯᓱᐧᐃᑉ ᒪᓱᓇᐃᑲᓂᔅ -- ᐁᑯᑕᓂ ᕿ ᐅᒋ ᑭᑦᕿᓂᑕᒪᑉ ᑕᓐᔪᓇᐧᐃᐟ ᑭᒐᐧᐊᔪᒥᒡ ᐁ ᑭᑦᑭᓄᐊᒪᓱᐟᓵ

ᑕᓐᔪ ᐱᑐᔪᓇᐧᑲᒡ ᒪᑲ ᐧᐃᓇ ᑲᑎᓄᒋᑕᐟ ᑭᑦᑭᓄᐊᒪᕿᓱᐧᐃᓇ ᐯᔭᒡ ᐱᓂᒡ ᓂᔭᓇᓐᑉ ᑲᐃᑕᓱᓇᑌᑭ ᐁ ᐊᑎᑭᒋᑕᓂᐧᐊᒡ ᐁ ᑭᑦᑭᓄᐊᒪᓱᓇᓂᐧᐊᒡᔅ

ᐊᐧᐊᔪᔅᒡ ᑲ ᓄᒋᑕᒋᒡ ᐯᔭᒡ ᐱᓂᒡ ᑲ ᐃᑕᓱᓇᑌᑭ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓇ ᑲ ᐯᒋ ᑭᐧᐁᑕᑕᐧᐊᒡ ᑕᐧᑲᑭᕿ ᐅᒡᑭ ᑎᐸᒋᒥᑯᓱᐧᐃ ᒪᓱᓇᐃᑲᓂᒡ ᐁᑯ ᒪᑲ ᓂᓐ ᑲᑭ ᐊᑕᓱᓇᐃᑲᑌ ᑭᑎᐸᒋᒥᑯᓱᐧᐃ ᒪᓱᓇᐃᑲᓂᔅ, ᐯᔭᒡ ᑲ ᐸᑭᑎᓂᑲᑌᐧ ᒣᐧᑲ ᐱᐳᑉ ᐁᑯ ᒪᑲ ᐊᑎ ᑭᔪᐸᓂᕿ ᐁ ᑭᑦᑭᓄᐊᒪᓱᓇᓂᐧᐊᒡᔅ

ᑕᐧᑭᕿ ᕿ ᐯᒋ ᑭᐧᐁᑎᑕᒋᒡ ᒪᓱᓇᐃᑲᓂᔅ ᐧᐃᑕᒪᕿᐧᐃᓇ ᐅᑕ ᐃᑕᐧᑲᐧᓇᔪ

- ᑕᔪᓐ ᐁ ᓇᑕᐧᐁ ᑭᑦᕿᓂᑕᒪᑉ ᑕᓐᔪᓇᐧᐃᐟ ᐁ ᑭᑦᑭᓄᐊᒪᓱᐟ ᑭᒐᐧᐊᔪᒥᒡ ᐊᑎ ᔪᑭᐃᑯᐧᐊᒡ ᐊᒋᕿᑉ ᑭᒋ ᓄᒋᑕᒋᒡ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊ ᓐᑦᑕ ᑭᒋ ᐊᔭᒥᐃᑐᔭᒡ ᑲ ᑭᑦᑭᓄᐊᒪᕿᐟ
- ᐅᑕ ᒪᓱᓇᐃᑲᓂᔪᒡ ᐁᑯᑕᓂ ᕿ ᐅᒋ ᑭᑦᕿᓂᑕᒪᑉ ᑕᓐᐱᒋᐟ ᐁ ᑭᑦᑭᓄᐊᒪᓱᐟ ᑭᒐᐧᐊᔪᒥᒡ ᓐᑦᑕ ᑕᓐᑐᑕᒡ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᒡ ᑭᒋ ᐅᒋ ᑲᒡᑭᐅᐟ
- ᑕᔪᓐ ᑉᑕᐧᐁᓂᑕᐧᑲᑉ ᑭᒋ ᐧᐃᒋᑲᒐᑦ ᕿᐧᑲᓇ ᑲ ᑭᑦᑭᓄᐊᒪᓱᐟ ᑕᐱᑦᑯᒻ ᐃᔪᑭᐧᕐᐧᐃᑉ, ᐊᑭᑕᓱᐧᐃᓇ, ᑯᑕᑭᔭ ᐱᒪᑎᓱᐧᐃᓇ ᑲ ᐊᐃᔪᓇᐧᑲᑭ, ᑲᒡᑭᐅᐧᐃᓇ ᓐᑦᑕ ᐅᒡᑭ ᐊᐸᒋᑕᐧᐃᓇ ᑲᑎ ᓄᐧᑲᑭ -- ᒧᓇ ᒪᑲ ᐧᐃᓇ ᑲᐃᒋᑲᒐᑦ ᑕᓐᐱᒋ ᑲᒡᑭᐅᐟ ᑭᒐᐧᐊᔪᒥᒡ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᒡ, ᑲᐧᐃᑕᒪᕿᒪᑲᒡ ᐅᒪ ᑎᐸᒋᒥᑯᓱᐧ ᐃ ᒪᓱᓇᐃᑲᓂᒡ ᓇᑦᐱᒻ "ᐁ ᓇᐃᐟ ᐁ ᑭᑦᑭᓄᐊᒪᓱᐟ", "ᐁ ᑲᒡᑭᐅᐟ" ᓐᑦᑕ ᐱᑯ "ᐁ ᐊᓂ ᒥᐃᑯᐟ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃ"
- ᑭᑦᑭᓄᐧᐊᑕᓱᓇᐊ ᑲ ᐃᔪ ᐧᐁᑌᓂᑕᒪᑉ ᓐᑦᑕ ᐊᓂᒥᓂᑕᒥᐃᕿᔭᑉ ᕿᐧᑲᓇ ᑲ ᑭᑦᑭᓄᐊᒪᓱᔭᑉ ᐧᐸᒪᔪ ᐊᑎ ᓇᓇᑕᐧᐁ ᑭᑦᕿᓂᒥᑲᐧᐃᔭᑉ ᑕᓐᔪᓇᐧᐃᔭᑉ ᑭ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᒡ
- ᐊᔪᑕᓱᓇᐊ ᑲ ᑭᑦᑭᓄᐊᒪᕿᐟ ᐅᑕᓂᒧᐧᐁᐧᐃᓇ ᑭᒐᐧᐊᔪᒥᒡ ᐅᒋ ᒥᓱᐧᐁ ᕿᐧᑲᓇ ᑭᒋ ᐸᔪᑕᐧᑲᑭ

ᐅᖕᑭ ᑭᖕᑭᓄᐊᒪᕐᐃ ᐊᓂᒧᒥᑯᓯᐅᓇ ᒪᓯᓇᐃᑲᓂᕋᔪ

- ᐸᔪᒐ ᐧᐃᑕ ᓄᖕᑕ ᑭᖕᑭᓄᐧᐊᑕᓯᓇᐊ ᑕᓄᑐᑕᒪᑦ ᐁ ᑭᖕᑭᓄᐊᒪᓱᔭᑦ ᑲ ᐃᕐᑦᑐᑦᑕᑯᓯᔭᑦ ᑭᒋ ᑐᑕᒪᑦ
- ᑕᐧᐊᑕ ᕿ ᐃᕐᑦ ᒪᓯᓇᐃᕿᐧ ᑲ ᑭᖕᑭᓄᐊᒪᕿᐧ ᑭᒋ ᐸᔪᒐ ᐧᐃᑕᐧ ᑕᓄᒐᓂᑕᐧ ᐁᑯᑕᓂ ᕿ ᐅᒋ ᑭᖕᕿᓂᑕᒪᑦ ᑕᓄᕐᓇᐧᐃᐧ ᐅᑭᖕᑭᓄᐊᒪᓱᐧᐃᓂᐧ ᑭᒐᐧᐊᕐᒥᖕ
- ᒪᓯᓇᐃᑲᓂᐧᐊᑦ ᐧᐃᓇ ᐁ ᑎᐸᒋᒥᑯᓯᐧ ᑭᒐᐧᐊᕐᒥᖕ ᐯᔭᐧ ᐱᓂᖕ ᑲ ᐃᑕᓯᓇᒐᐧ ᑭᖕᑭᓄᐊᒪᓱᐧᐃᑦ ᐁᑯ ᒪᑲ ᐧᐃᓇ ᐊᑭᑕᓱᐧᐃᓇ ᐊᐸᑕᐧᓇ ᐁ ᑎᐸᒋᒥᑯᓯᒋᐧ ᑭᒐᐧᐊᕐᒥᕐᒥᐧᐊᐧᐊᐧ ᓂᐧᓴᖕ ᐱᓂᖕ ᓂᔭᓇᓄᑦ ᑲ ᓄᒋᑕᒋᐧ ᑭᖕᑭᓄᐊᒪᕐᐃᓇ, ᐁᑯᑕᓂ ᒪᑲ ᕿᕐ ᐸᔪᒐ ᓂᓯᐅᑕᒥᐧ ᑕᓄᕐᓇᐧᐃᐧ ᑭᒐᐧᐊᕐᒥᖕ ᐅᑭᖕᑭᓄᐊᒪᓱᐧᐃᓂᐧ
- ᐧᐃᑕᒪᕐᐃᓇ ᑲ ᒪᓯᓇᐃᑲᒐᐧᐊ ᑕᑦᒐ ᕿᑐᑕᒪᑦ ᑭᒋ ᐧᐊᐧᐃᒋᐧᐊᐧ ᑭᒐᐧᐊᕐᒥᖕ ᐅᑭᖕᑭᓄᐊᒪᓱᐧᐃᓂᐧ

ᑕᓂᖕᐱ ᒪᑲ ᕿ ᐯᒋ ᑭᐧᐅᑎᑕᐧ ᑦᑕᐧᐊᕐᒥᖕ ᐅᐅ ᐅᖕᑭ ᑭᖕᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓇ ᒪᓯᓇᐃᑲᓂᕋᔭᕐ

ᓂᖕᑕᔪᑭᓇᐧᑲᐧᓇ ᒪᑲ ᐅᐅ ᑲᑭ ᐃᑕᓯᓇᐃᑲᒐᑭ ᐅᐧᐃᒋᑲᒐᖕ ᑭᖕᑭᓄᐊᒪᓱᐧᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓇᓐ

1. ᐅ ᑕᐧᑲᑭᖕ ᑲ ᐸᑭᑎᓂᑲᒐᑭ ᐅᖕᑭ ᑭᖕᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓇ ᒪᓯᓇᐃᑲᓂᕋ ᐅᐱᒪᐊᒧᐧᐃ ᐱᓯᑦ 20 ᐅᑯᒪᑲ ᑲᖕᑲᑎᓂᓯᑦ 20ᓐ
2. ᒪᐧᐊᒋ ᐅᖕᑲᖕ ᑲᑭ ᐅᑎ ᒪᒋ ᐸᑭᑎᓂᑲᒐᑭ ᒥᓯᒐ ᐅᑐᒐᓇᐅ ᐊᖕᑭᖕ ᑭᕐᐸᐧᐊᑕᑭᓇᑦ 20 ᐅᑯ ᒪᑲ ᑭᕐᐱᓯᑦ 20ᓐ
3. ᓂᐧᓴ ᐅ ᐸᑭᑎᓂᑲᒐᑭ ᐅᐅ ᒪᓯᓇᐃᑲᓂᕋ ᒥᓯᒐ ᐅᑐᒐᓇᐅ ᐸᑎᒪ ᐊᑎ ᐃᖕᑲᐸᓂᕋ ᐅ ᑭᖕᑭᓄᐊᒪᓱᓇᓂᐧᐊᖕᓐ ᒧᓄᖕᑲ ᐸᑭᑎᓂᑲᒐᖕ ᑕᓄᖕᐱ ᐧᒧᒋ ᑭᖕᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᑲ ᒪᒪᐧᐃᐊᐱᖕᑕᑭᖕ ᑲ ᐊᐧᐅᓂᑕᐧᒪᖕᓐ

ᐸᑎᒪ ᑲ ᐧᐊᐧᐅᓇᖕᑕᐧᐊᖕ ᑕᓄᖕᐱ ᑭᖕᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᑲ ᒪᒪᐧᐃ ᐊᐱᖕᑕᑭᖕᓐ

ᑲ ᐃᖕᐸᑭ ᑭᖕᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᒪᑲ ᐧᐃᓇ ᑭ ᐊᒋᑕᐧᐊᖕ ᓇ ᑭᖕᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓇ ᒪᓯᓇᐃᑲᓂᕋ ᐅᑐ ᐅᑐᒐᓇᐅ ᐃᑐᕐᔭ

ᐅᐅ, ᑭ ᓇᑲᓯᓇᐃᑲᒐᐧᐊ ᐊᓂ ᑲ ᐃᖕᐸᑭ ᑭᖕᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᐅᒋ ᑭᖕᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓇ ᒪᓯᓇᐃᑲᓂᕋ ᑲᑎ ᓂᐱᑐᓯᓇᒐᐧᐊ ᒪᑲ ᐅᑕ:

- ᑲ ᐸᔪᑐᓯᓇᐃᑲᒐᑭ ᒋ ᑭᖕᑭᓄᐧᐊᑕᓯᓇᐃᑲᒐᖕ ᑕᓄ ᕿᑐᒋᑲᒐᖕ ᐊᒋᕿᑦ ᑭᒋ ᑲᖕᑭᐅᐧ ᑭᒐᐧᐊᕐᒥᖕ ᑲ ᐃᕐᑦᑐᑦᑕᑯᓯᐧ ᑭᒋ ᑐᑕᖕ
- ᓇᓇᑲᑭ ᐧᐃᑕᒪᕐᐃᓇ ᑐᑕᒧᐧᐃᓂᖕ ᐅᒋ ᑲ ᒪᓯᓇᐃᑲᒐᐧᐊ, ᕿᐃᕐᑦ ᑎᐸᐸᒋᑲᒐᑭ ᑕᓄᖕᐱᒋ ᑲᖕᑭᐅᐧ ᑭᒐᐧᐊᕐᒥᖕ ᐅᑭᖕᑭᓄᐊᒪᓱᐧᐃᓂᖕ ᐅᒋ
- ᑲ ᑭᖕᑭᓄᐊᒪᕿᒋᖕ ᑲᐃᕐᑦ ᒪᓯᓇᐊᑭᖕ ᐅᑎᐸᒋᒧᐧᐃᓂᐧᐊᑭ ᐅᑭᖕᑭᓄᐊᒪᓱᑭ ᐅᒋ ᒧᓇ ᒧᕐᑦᒐ ᐊᓂᒧᒋᑲᒐᑭ ᓴᑯᒻ ᐸᔪᑐᓯᓇᐃᑲᒐᐧᐊ ᑭᒋ ᑭᖕᕿᓂᑕᒪᑦ ᑕᓄᕐᓇᐧᐃᐧ ᑭᒐᐧᐊᕐᒥᖕ ᐅᑭᖕᑭᓄᐊᒪᓱᐧᐃᓂᖕᓐ

ᑲ ᑭᖕᑐᓂᑕᐧᑲᑭ ᑕᕐᓂ ᕿ ᓄᓱᓂᐅᑲᒐᑭ ᒥᑐᓂᓯᐧᐃ ᑭᖕᑭᓄᐊᒪᓱᐧᐃᓇ ᑐᑕᒧᐧᐃᓇ ᑦᑯᐧᑕᓯᐧᓇ ᒪᑲ ᕿ ᓄᓱᓂᐅᐃᑲᒐᑭ ᑭᖕᑭᓄᐊᒪᓱᐧᐃ ᑐᑕᒧᐧᐃᓇ ᐁ ᐯᔭᖕ ᐱᓂᖕ ᓂᔭᓇᓄᑦ ᑲ ᓄᒋᑕᒋᖕ ᒥᓯᒐ ᐅᑐᒐᓇᐅ ᑭᖕᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᒪᓯᓇᐃᑲᓂᕋᖕ ᑲ ᐃᕐᑦ ᒪᓯᓇᒐᑭ ᑲ ᐃᖕᐸᓯᑦ ᑭᒐᐧᐊᕐᒥᖕ ᐁ ᑭᖕᑭᓄᐊᒪᓱᐧᔪᑦ

- ᒋ ᑎᐱ ᑐᑕᒪᑦ ᑭ ᒪᓯᓇᐃᑲᓇ
- ᒋ ᓇᐃᓇᑯᑕᔭᑦ ᑭ ᒪᓯᓇᐃᑲᓇ
- ᒋ ᓂᑕ ᓄᒋᑕᔭᑦ ᑭ ᒪᓯᓇᐃᑲᓇ
- ᒋ ᓂᑕ ᐧᐃᒋᐊᐸᑎᓯᒪᒋᖕ ᑯᑕᑭᔭᖕ ᐊᐧᐊᕐᓴᖕ
- ᒋ ᓂᑕ ᐯᔭᑯ ᓄᒋᑕᔭᑦ ᑭ ᒪᓯᓇᐃᑲᓇ
- ᒋ ᓂᑕ ᐅᐸᕿᓂᒥᑎᓯᔭᑦ ᑭᒋ ᓄᒋᑕᔭᑦ ᑭ ᑭᖕᑭᓄᐊᒪᓱᐧᐃᑦ

Ontario **Ministry of Education**

Elementary Progress Report Card

[Board logo]

Date:

Student:	OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:

Board:	School:
Address:	Address:
	Principal: / Telephone:

[Space for Board Information]

1

ᑐᑕ·ᐁᓂᑕ·ᑲᑐ ᑭᒋ ᐊᐸᐊᑦᑌᐟ ᑭᒋ ᑕ·ᐊᐟ ᑊ ᐃᔪ ᒪᓯᓇᐃᑊᒋᐟ ᑭᑦᑭᓄᐊᒪᑐ·ᐃᑲᒥᑯᓂᑉ ᑲ ᒪᒪ·ᐃ ᐊᐱᑦᑕᑭᐟᓵ ᐁ·ᑲᓂ ᒪᑲ ᑕ·ᐊᑕᓂ·ᐊᐟ ᐅᑕ ᒧᓂ ᑭᑦᑊᓂᒋᑲᑌᑉ ᑕᓐᓂᑯᐟ ᑊ ᒪᓯᓇᐃᑊᒋᐟ ᐅᒋ ·ᐃᑕᒪᑊ·ᐃᓂᐟ ᐃᑌᑊ, ᐅᑕᐸᑎᓯ·ᐃᓂ·ᐊ·ᐊ ᑲ ᐃᑕᑦᑌᓂᑭ ᓐᑦᑕ ᓂᑲᑐ ᐃᑌᑊ ᑲᑎᔪ ᑭᑐᑌᒋᐟ ᐁ ᓇᓇᑲᒋᑕᒋᐟ ᑭᑦᑭᓄᐊᒪᓯ·ᐃᓇᓵ

Learning Skills and Work Habits	E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility ■ Fulfils responsibilities and commitments within the learning environment. ■ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ■ Takes responsibility for and manages own behaviour.				
Organization ■ Devises and follows a plan and process for completing work and tasks. ■ Establishes priorities and manages time to complete tasks and achieve goals. ■ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
Independent Work ■ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ■ Uses class time appropriately to complete tasks. ■ Follows instructions with minimal supervision.				
Collaboration ■ Accepts various roles and an equitable share of work in a group. ■ Responds positively to the ideas, opinions, values, and traditions of others. ■ Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. ■ Works with others to resolve conflicts and build consensus to achieve group goals. ■ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.				
Initiative ■ Looks for and acts on new ideas and opportunities for learning. ■ Demonstrates the capacity for innovation and a willingness to take risks. ■ Demonstrates curiosity and interest in learning. ■ Approaches new tasks with a positive attitude. ■ Recognizes and advocates appropriately for the rights of self and others.				
Self-Regulation ■ Sets own individual goals and monitors progress towards achieving them. ■ Seeks clarification or assistance when needed. ■ Assesses and reflects critically on own strengths, needs, and interests. ■ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ■ Perseveres and makes an effort when responding to challenges.				

Strengths/Next Steps for Improvement

3

ᑊᑐᑕᒪᑐ ᑭᒋ ᐊᑎ ᒪᖑᑲ·ᐊᑦᑌᐟ ᑭ ᑭᑦᑭᓄᐊᒪᓯ·ᐃᑐ ᓐᑦᑕ ᑭᒋ ·ᐃᒋᐃᑎᓱᔭᑐᑉ ᑲ ᑭᑦᑭᓄᐊᒪᑊᒋᐟ ᐅᑕ ᑲ ᐸᑭᑎᓇᐧᒪᐟ ᐅᑎᑌᓂᑕᒧᐧᐃᓂᐧᐊᐧᐊ ᑭᒋ ᑎᐸᒋᒪᒋᐟ ᑭᒪᐧᐊᔪᒥᖅ ᑭᒋ ᐸᔪᑌᓯᓇᐊᑭᐟ ᐧᑲᔭᑦᐟ ᑭᒋ ᓂᓯᑐᒋᑲᑌᓂᐟ ᓐᑦᑕ ᑲ ᐊᔭᒥᑕᐧᐊᐟ ᑕᑐᑌ ᐃᑎᔪᓇᐧᐃᐟ ᐅᑭᑦᑭᓄᐊᒪᓯ·ᐃᓂᐟ ᓐᑦᑕ ᐁ ᐊᔪᑎᓂᑲᑌᑭ ᑐᑯᐧᑕᑦ ᑲᑭ ᐯᒋ ᐸᑭᑎᓂᑲᑌᑭ ᐃᑕᑦᑕᓯ·ᐃᓇ ᑭᑦᑭᓄᐊᒪᓯ·ᐃᓂᐟ ᑊᑐᑕᒪᑐ ᐁ ᑭᑦᑭᓄᐊᒪᓯ·ᐃᔭᑐᓵ

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2

ᐁ·ᑲᓂ ᑊ ᐃᔪᓇᑯᑕᒋᐟ ᑊ ᐃᔪ ᑎᐸᒋᒧᒋᐟ ᑲ ᑭᑦᑭᓄᐊᒪᑊᒋᐟ ᑕᓐᑦᐱᒋ ᑲᖑᑭᐅᐟ ᑭᒪᐧᐊᔪᒥᖑ ᐁ ᑭᑦᑭᓄᐊᒪᓯᐟ ᑲ ᑐᐧᑕᓯᑭ ᑲᑭ ᐯᒋ ᒪᓯᓇᐃᑲᑌᑭ ᑭᑦᑭᓄᐊᒪᓯ·ᐃ ᐧᐃᒋᐃᑯᓯ·ᐃᓂᐧᓵ

E – ᑭᒋ ᑲᖑᑭᐅᑦ

G – ᑲᖑᑭᐅᑦ

S – ᑭ ᒪᔭᖑᑲᑦ

N – ᑐᑕ·ᐁᓂᑕᑯᓯᑦ ᑭᒋ ᓄᑯᑕᐟ ᐁ ᑯᒋᑕᐟ ᒋ ᐧᐊᐸᑎᓇᒪᑊᐟ ᐁ ᑭᑦᑭᓄᐊᒪᓯᐟ

Student: OEN: Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan
NA – No instruction for subject/strand

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language Reading, Writing, Oral Communication, Media Literacy ☐ ESL/ELD ☐ IEP ☐ NA				
French ☐ ESL/ELD ☐ IEP ☐ NA ☐ Core ☐ Immersion ☐ Extended				
Native Language ☐ ESL/ELD ☐ IEP ☐ NA				
Mathematics ☐ ESL/ELD ☐ IEP ☐ French				
Science and Technology ☐ ESL/ELD ☐ IEP ☐ French				
Social Studies ☐ ESL/ELD ☐ IEP ☐ French				
Health and Physical Education — **Health Education** ☐ ESL/ELD ☐ IEP ☐ French				
Health and Physical Education — **Physical Education** ☐ ESL/ELD ☐ IEP ☐ French				
The Arts — **Dance** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Drama** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Music** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Visual Arts** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
☐ ESL/ELD ☐ IEP ☐ French ☐ NA				

5

ᑲ ᐃᓗ ᓇᐃᓴᒃ ᐁ ᑭᖅᑭᓄᐊᒪᓱᓴᒃ ᓄᖅᑕ ᑭᑐᑕᒪᒃ ᑭᒋ ᓄᓱᓂᐊᒪᒃ ᐊᒋᑭᒃ ᑭᒋ ᑲᖏᐅᓴᒃ ᑭ ᑭᖅᑭᓄᐊᒪᓱᐅᓂᒃ; ᑲ ᑭᖅᑭᓄᐊᒪᑦᒋᒃ ᑲᐅᑕᐅᒪᒃ ᑕᓂᓇᐅᓂᐅᒄ ᑭᒪᐅᐊᓗᒥᖕ ᐅᑭᖅᑭᓄᐊᒪᓱᐅᓂᒃ ᐊᓂᒪ ᐃᓂᑯᒃ ᑲᓇᑭᖕᑲᑐᔪᒃ ᑲ ᑭᖅᑭᓄᐊᒪᑦᒋᒄ ᑭᒋ ᐅᑕᒪᑦᒃ ᑭᒋ ᓇᐃᑐᑕᒥᑦᑯ ᑐᑯᑕᑦ ᑭᐅᓇ ᑲ ᑐᑕᐅᓂᑕᐅᒃ ᑭᒋ ᓄᓱᓂᐅᐃᑲᒐᑭ ᑭᖅᑭᓄᐊᒪᓱᐅᓂᒃ ᓄᖅᑕ ᑭᒋ ᑭᖅᑭᓂᑕᒪᒃ ᑕᒃᒐ ᐃᓗ ᐊᓂᒥᐃᑯᑭ ᓄᖅᑕ ᐅᒋᐃᑯᑭ ᑭᖅᑭᓄᐊᒪᑭᐅᓂᒃ ᓄᖅᑕ ᑕᓄ ᑭᑐᒋᑲᒐᒃ ᑭᒋ ᐅᒋᐃᑯᒄ ᐊᐅᐊ ᐅᑭᖅᑭᓄᐊᒪᓱᒋᒃᓯ

Health and Physical Education — **Health Education** ☐ ESL/ELD ☐ IEP ☐ French				
Health and Physical Education — **Physical Education** ☐ ESL/ELD ☐ IEP ☐ French				
The Arts — **Dance** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Drama** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Music** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
The Arts — **Visual Arts** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA				
☐ ESL/ELD ☐ IEP ☐ French ☐ NA				

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

Teacher's Signature X Principal's Signature X

[Space Designated for Board]

6

ᐅᑕ ᑊᐃᓇ ᑲ ᑕᑊᐊᑕᓂᑊᐊᒃ ᑭᒋ ᒪᓱᓇᐃᑭᒋᖕ ᑲ ᒪᒪᑊᐃ ᐊᐱᖅᑕᑭᖕ ᑭᖅᑭᓄᐊᒪᑐᑊᐃᑲᒥᑊᑲᓐ ᑭᖅᑭᓄᑊᐊᒋᒋᑭᑊᐃᒃ ᑊᐃᑕᒪᑭᑊᐃᓇ ᓄᖅᑕ ᐱᑯ ᐱᑐᒡ ᑭᑊᑲᓇ ᑊᐃ ᒪᓱᓇᐊᑊᑲᑊᐅ ᐅᑎᑎᑐᓂᑕᒧᑊᐃᓂᑊᐊᖕ, ᑭᓵᐱᒃ ᒃᑕᑊᐅᓂᑕᑊᑲᑊᐅ ᑭᒋ ᐊᓴᒥᐃᑭᖕ ᓄᖅᑕ ᐱᑯ ᑭᒪᑊᐊᓯᒥᒡ ᐅᒋ, ᑲ ᐸᓴᑐ ᑊᐃᑕᒪᖕ ᑭᑊᑲᓇ ᑭ ᓄᓱᓂᐅᐃᑲᑐᑭ ᑭᒋ ᑊᐃᒋᐃᑯᓱ ᑭᒪᑊᐊᓯᒥᒡ ᐅ ᒪᒪᑊᐃ ᐊᓴᒥᐃᑐᓴᖕ ᐅᑭᖅᑭᓄᐊᒪᓱᐅᓂᖕ ᑲ ᐃᓇᑊᐃᓱ ᑭᒪᑊᐊᓯᒥᒡᓯ

4

ᑲ ᐃᓇ ᓂᐱᑐᓱᓇᑐᑭ ᑲ ᒐᑲᑊᐅᐱᐃᑲᑐᑭ ᑲ ᐃᖅᐱᒋ ᑲᒡᑭᐅᓴ ᑭᒪᑊᐊᓯᒥᒡ ᐅᑭᖅᑭᓄᐊᒪᓱᐅᓂᖕ ᐯᓴᖕ ᐱᑯ ᑲ ᒐᑲᑊᐅᐸᐊᑦ ᑲ ᑭᖅᑭᓄᐊᒪᑦᒋᒄ ᐅᑯᑕᓂ ᑭ ᐅᒋ ᑭᖅᑭᓂᑕᒪᒃ ᑕᓄᓇᐃᑊᐃᓂᑊᐊᒃ ᑭᒪᑊᐊᓯᒥᒡ ᐅᑭᖅᑭᓄᐊᒪᓱᐅᓂᖕ, ᑊᐅᒋᐃᑯᑭ ᓄᖅᑕ ᐱᑯ ᓇᑊᐊᒻ ᐊᓂᒥᐃᑯᑭ ᐯᓴᖕ ᐊᓂᐃ ᑲ ᐃᓇᓇᑊᐃᑲᒋ ᑭᖅᑭᓄᐊᒪᑭᑊᐃᓂᖕ ᑕᐱᖅᑯᒻ ᐊᑭᑕᓱᑊᐃᓇ, ᑯᑕᑭᓴ ᑭᑊᑲᓇ ᑲ ᑭᖅᑭᓄᐊᒪᑭᑊᐃᓇ, ᑲ ᐃᓇᑊᐃᑲᒋ ᐱᒪᑎᓱᑊᐃᓇ ᓇᓇᑲᒋ, ᐃᓇᒋᑊᖕᐃᓇ, ᐊᑯᓱᑊᐃ ᐊᑐᖅᑭᑊᐃᓂᖕ ᓄᖅᑕ ᑭ ᐅᒋ ᒥᓄᐱᒪᑎᓱᒡ ᓴᓇᐱᑊᐃᓂᖕ ᓄᖅᑕ ᒥᑕᑊᐅᑊᐃᓂᖕ ᐃᑎᑭᓇ

ᑲ ᐃᒡᐸᓂᑦ ᒪᑲ ᑲ ᓄᒋᑕᒋᑦ ᑭᑦᑭᓄᐊᒪᑐᐅᑲᒥᑯᓂᑉ ᑕᖅᑦᐱ ᒪᑲ ᐅᐃᓐᐊᑉ ᑭ ᐯᑕᒋᑦᑭᑦᑭᓄᐊᒪᓱᐅᐃ ᒋ ᑎᐸᒋᒧᑯᓱᐅᓐ ᒪᓱᓐᐃᑲᓂᖅ ᒥᓱᐅ ᐅᑉᐅᓇᐅ ᑲ ᐊᐸᒋᑕᓂᐅᒋᖅ
ᑕᐱᑦᑯᒻ ᐅᑕᓐᑦ ᑲᑭ ᐯᒋ ᑐᒋᑲᐅᑭᐸᑉ ᑲ ᐃᑦᐸᑭ ᑭᑦᑭᓄᐊᒪᑐᐅᑲᒥᐅᑲ ᑭ ᐃᑕᐅᑦᑲᑉ ᑲ ᐃᓂ ᐸᑭᑎᓂᑲᐅᑭ ᐅᐅ ᑭᑦᑭᓄᒪᓱᐅᐃ ᑎᐸᒋᒧᑯᓱᐅᐃ ᒪᓱᐃᐃᑲᓂᖅ ᓂᐅᖅ ᒥᐅᑲᒻ ᐅ ᐱᑉᐸᓂᑦ ᐅ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᐊᐅᓂᖅᑦᑲ ᐊᓂᐃ ᐅᐃᓐ ᑯᑕᑭᔭ ᑭᑦᑭᓄᐊᒪᑐᐅᑲᒥᐅᑲ ᒪᐸᓂᒡᐅ ᑲ ᐃᑕᐅᑭᑭ ᐯᔭᑦ ᐱᓂᒡ ᓂᔭᓐᓇᒃᐅ ᑲ ᓄᒋᑕᒋᑦ ᓂᑦᑦᑕ ᑭᐅᑕᑕᐊᑦ ᐅᐅ ᒪᓱᐃᑲᓂᖅ ᐯᔭᑯ ᐱᐳᑉ ᒥᑲᒻ ᐅ ᑭᑦᑭᓄᐊᒪᓱᒋᑦᑦ

ᐸᑎᒪ ᑲ ᐅᐊᐅᓇᑦᑕᐊᑦ ᑕᖅᑦᐱ ᑭᑦᑭᓄᐊᒪᑐᐅᑲᒥᐅᑲ ᑲ ᒪᒪᐅᐃ ᐊᐱᑦᑕᑭᑦ

ᑐᑲ ᓂᓯᑐᑕᐅᒪᑐ ᓇ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊ ᐯᒋ ᑎᐸᒋᒧᐅᐃᐅᐊᓱᓇᐃᑫᐅᔭ
ᐅᐅ, ᒥᓱᐅᐅ ᑭ ᐯᒋ ᑭᐅᑕᑕᒋᑦ ᑭᑦᑭᓄᐊᒪᓱᐅᐃ ᑎᐸᒋᒧᑯᓱᐅᐃ ᒪᓱᓇᐃᑲᓂᖅ, ᒪᑭᑕᐅᐊᐅ ᑭ ᐃᓂ ᒪᓱᓇᐃᑫᑊ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊ ᑭᐅᑲᓇ ᑲ ᑭᑦᑭᓂᑕᑦ ᑯᑕᑭᔭ ᑭᐅᑲᓇ ᑲ ᑭᑦᑭᓂᑕᑦ ᑲᓇᐃᑐᑕᑦᑲ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊᑦ ᑲ ᐊᐸᒋᑕᐅᐊᑦ ᑲ ᐃᓂ ᑕᐅᐊᑦ ᒪᓱᓇᐃᑲᑦ ᑭᒋ ᑎᐸᒋᒧᑦᑕᑭᑦ ᑭᐅᑲᓇ ᑲ ᐅᒋᐃᑯᑊ ᖅᑦᑕ ᑲ ᑭᑦᑭᓂᑕᑦ ᑲᓇᐃᑐᑕᑦᑲ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊᑦ ᑲ ᐊᐸᒋᑕᐊᑦ ᑲ ᐃᓂ ᑕᐊᑦ ᒪᓱᓇᐃᑲᑦ ᑭᒋ ᑎᐸᒋᒧᑦᑕᑭᑦ ᑭᐅᑲᓇ ᑲ ᐅᒋᐃᑯᑊ ᖅᑦᑕ ᑲ ᐊᓂᒥᑦᑕᒥᐃᑯᑊ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦ ᑭᒪᐅᐊᓂᒡᑦ ᐅᑯ ᒪᑲ ᖅᑦᑕ ᑕᑦᑐᒡ ᑭᒋ ᐃᑕᒋᑦᑕᑭᑦ ᑭᑦᑭᓄᐊᒪᑫᑊᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊᑦ ᑲ ᐅᒋ ᑭᑦᑭᓂᑕᑦ ᑭᑦᑭᓄᐊᒪᑫᑊᑦ ᑭᒋ ᐊᓂᒧᑕᑭᑦ ᑭᑦᑭᓄᐊᒪᑫᐃᓇ ᖅᑦᑕ ᑕᖅᓂᓇᐃᓂᒋ ᐅᒪᐅᐊᓂᒥᓂᐊᐊ, ᐅᑭᑦᑭᓄᐊᒪᓱᑦ ᖅᑦᑕ ᑲ ᓇᑭᒡᑲᐅᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᓂᒋ ᓇᑭᒡᑲᑐᐅᓂᑦ ᖅᑦᑕ ᐱᑯ ᐊᔭᒥᐃᑐᐅᓂᑦ, ᐅᓚᐳᓂᑦ ᐅᐅᒋ ᐊᔭᒥᐃᑉ, ᑲ ᐃᓂ ᓂᐱᐅᓯᓇᐅᑭ ᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦ ᖅᑦᑕ ᑯᑕᑭᔭ ᐅᑕᒪᑫᐅᓂᑦ

ᑕᑐᐅ ᐅᒋ ᑭᑦᑭᓂᑕᑭᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᒋᑦ ᐅ ᒥᓄᐸᓂᓂᒋ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦᔭ

ᒥᓱᐅᐅ ᑭᐅᑲ ᑲ ᐃᓂ ᑲᐅᑭᐃᒋᑦ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᑲ ᒪᓱᓇᐊᑭᑦ ᖅᑦᑕ ᐱᑯ ᑭᐅᑲ ᑲ ᑲᐅᑭᒥᒥᑦ ᒥᐅᑲᐅᐅ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ, ᐅ ᐅᐊᐸᑎᓇᒪᑫᒋᑦ ᑕᖅᑐᑕᑭᑦ ᑭᐅᑲ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᖅᑦᑕ ᑭᐅᑲ ᑲ ᑲᐅᑭᒥᒥᑦ ᑭᒋᐅᐊᐸᑎᓇᒪᑫᒋᑦ ᑭᒋ ᐅᓂᑦᑕᑭᑦ ᐅᑭᑦᑭᓂᒥ᐀ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓂᒥ᐀ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓄᐊᒪᓱᒋᑦᔭ

ᑕᑐᐅ ᐅᒋ ᑭᑦᑭᓂᑕᑭᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᒋᑦ ᐅ ᒥᓄᐸᓂᓂᒋ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦᔭ

ᒥᓱᐅᐅ ᑭᐅᑲ ᑲ ᐃᓂ ᑲᐅᑭᒥᐃᒋᑦ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᑲ ᒪᓱᓇᐊᑭᑦ ᖅᑦᑕ ᐱᑯ ᑭᐅᑲ ᑲ ᑲᐅᑭᒥᒥᑦ ᒥᐅᑲᐅᐅ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ, ᐅ ᐃᓂ ᓂᐱᐅᓯᓇᐅᑭ ᑭᐅᑲ ᑭᑦᑭᓂᑕᑦ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᖅᑦᑕ ᑭᐅᑲ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦᔭ

ᑕᑐᐅ ᐅᒋ ᑭᑦᑭᓂᑕᑭᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᒋᑦ ᐅ ᒥᓄᐸᓂᓂᒋ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦᔭ

ᒥᓱᐅᐅ ᑭᐅᑲ ᑲ ᐃᓂ ᑲᐅᑭᒥᐃᒋᑦ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑦ ᑲ ᒪᓱᓇᐊᑭᑦ ᖅᑦᑕ ᐱᑯ ᑭᐅᑲ ᑲ ᑲᐅᑭᒥᒥᑦ ᑭᒋᐅᐊᐸᑎᓇᒪᑫᒋᑦ ᑭᒋ ᐅᓂᑦᑕᑭᑦ ᐅᒋᐅᐊᐸᑎᓇᒪᑫᒋᑦ ᑭᒋ ᐊᓂᒧᑕᑭᑦ ᑭᑦᑭᓄᐊᒪᑫᐃᓇ ᖅᑦᑕ ᑕᖅᓂᓇᐃᓂᒋ ᐅᒪᐅᐊᓂᒥᓂᐊᐊᓂᑦ, ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦ ᖅᑦᑕ ᑯᑕᑭᔭ ᐅᑕᒪᑫᐅᓂᑦ

ᑕᑐᐅ ᐅᒋ ᑭᑦᑭᓂᑕᑭᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᒋᑦ ᐅ ᒥᓄᐸᓂᓂᒋ ᐊᐅᓂᖅ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦᔭ

ᐅᒪ ᑐᐅ ᑭᑦᑭᓄᐊᒪᑫᐅᑦ ᐊᐅᓂᐅᐅ ᐊᑎ ᑭᑦᑭᓂᑕᑦ ᑭᑦᑭᓂᑲᐅᑭᓂᑭ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦ ᖅᑦᑕ ᐅ ᐊᑎ ᑭᑦᑭᓂᑕᑦ ᑕᖅᑐᑕᑦᑲ ᐊᑎᓂᑦ ᐅᑭᑦᑭᓄᐊᒪᓱᐅᓂᑦ ᐅᑯᑕᓂ ᒪᑲ ᖅᑦᑕ ᑭᑦᑭᓂᑕᑦ ᑲ ᑭᑦᑭᓄᐊᒪᑫᑊ ᑕᖅ ᑭ ᐃᑕᓯᓇᐃᑫᑊ ᐅ ᐊᓂᒧᒪᑊ ᑭᒪᐅᐊᔭᑦᔭ

ᑭᑦᑲᑐ ᒪᑲ ᖅᑦᑕ ᐯᒋ ᑭᐅᑕᑕᒋᑦ ᐅᒪᓱᓇᐃᑲᓂᖅᑦᑕᐊᑦ ᐊᐅᓂᖅᑦᑕ ᑭᒋ ᓄᒋᑕᒋᑦᔭ

ᐅᑯᑕᓂ ᖅᑦᑕ ᑭᑦᑭᓂᑕᑦ ᐊᐅᓂᐅᐅ ᑭᒋ ᒥᑐᓂᓯᑦ ᐅ ᑭᑦᑭᓄᐊᒪᓱᑦ ᑭᒋ ᖅᑦᑕᑭᑦ ᖅᑦᑕ ᑕᖅ ᑭᑐᑕᑦ ᑭᑦᑭᓂᑲ ᑲ ᑐᑦᑕᐅᓂᒥᑦ ᑭᒋ ᒪᓱᓇᐊᑦ, ᑭᒋ ᒪᑦᐊᑐᓇᑦ ᐅᑲᑭᑕᖅᑦᑕᓂᑕᒧᐃᑐ ᖅᑦᑕ ᑭᒋ ᖅᑦᑕᐅᑦᑕᑦ ᑭᑦᑭᓄᐊᒪᓱᑦᔭ ᑭᑦᑕᐸᒋᐃᑯᑦ ᐊᐅᓂᐅᐅ ᐅᒪ ᐅ ᐃᓂ ᑭᑦᑭᓄᐊᒪᑫᑊ

ᑭᖅᑭᓄᐊᒪᕐᐃ ᑐᑕᒧᐃᓂᒃ ᐊᑎ ᑲᒡᑭᐅᑉ ᓄᖅᑕ ᑭᖅᕿᓂᑕᑦ ᑕᓐᕿᑐᑕᒃ ᐅ ᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓇ ᐅᑯᑕᓂ ᒪᑲ ᕿᑎᓯ ᒪᓯᓇᒐᓂᑭ ᐅᑭᖅᑭᓄᐊᒪᓱᐃᓂᒃ ᑕᓐᓯᓇᐃᒃ ᐅᑐᒐᓇᐅᒃ ᑲ ᐸᐸᑭᑎᓂᑲᒐᑭᓐ

ᑕᐧᓐᒐᒪᑲᒃ ᐅᒪ (R) ᐅ ᒪᓯᓇᒐᓂᒃ ᑐᒐᐧᐊᓯᒥᒡ ᑭᖅᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓂᒃ ᒪᓯᓇᐃᑲᓂᓯᒃ ᑲ ᐯᒋ ᑭᐧᐅᑕᑕᒋᒃ ᐯᔭᒃ ᑲ ᐃᑕᓯᓇᒐᒃ ᑭᖅᑭᓄᐊᒪᕐᐃᑐ ᐱᓂᒡ ᓂᔭᓇᓂᑦᒐ

(R) ᐅ ᐃᑕᓯᓇᒐᓂᒃ ᐅᒪᓯᓇᐃᑲᓂᐟ ᐊᐧᐊᓯᒡ ᑲ ᐃᓯ ᐊᓂᒧᒥᐟ ᐊᒋᕐᑐ ᕐᓂᑯᒃ ᑭᒋ ᐊᑎ ᑭᖅᑭᓄᐊᒪᓱᐟ ᒧᓇ ᓱᑭ ᐅᒋ ᓂᓯᐅᑕᑦ ᕐᐧᑲᓇ ᑲᑭ ᑭᖅᑭᓄᐊᒪᐟ ᑐᑕᐧᐅᓂᑕᑯᓯᒡ ᒪᑲ ᑭᒋ ᑭᖅᑭᓄᐊᒪᓱᐟᓐ ᑭᖅᒐᓂᑕᐧᑲᑐ ᒪᑲ ᐅᒪ ᑭᖅᑭᓄᐊᒪᕐᐃᑐ ᑭᒋ ᐧᐃᒋ ᐊᐸᑎᓯᒥᐟ ᑲ ᑭᖅᑭᓄᐊᒪᑯᐟ ᑭᒋ ᓇᑕᐧᐅ ᑭᖅᕿᓂᒋᑲᒐᒃ ᐅ ᐧᐊᐧᐃᓇᕐᑕᓂᐧᐊᓂᒃ ᕿᑐᒃ ᑭᒋ ᐧᐊᐧᐃᒋᐃᐟ ᑭᒐᐧᐊᓯᒥᒡ ᐅᑭᖅᑭᓄᐊᒪᓱᐧᐃᓂᒃ ᑲᕿᑕᐧᐅᓂᑕᒧᐧᐃᓂᒃ ᕿᑐᒃ ᑲᒡᑭᐅᐧᐃᓂᒃ ᐃᓯᓐ

ᑕᐧᓄᐧᒐᒪᑲᒃ ᒪᑲ ᐧᐃᓇ (I) ᑲ ᐃᑕᓯᓇᒐᓂᒃ ᑭᖅᑭᓄᐊᒪᕐᐃ ᑎᐸᒋᒥᑯᓯᐧᐃᓂᒃ ᒪᓯᓇᐃᑲᓂᓯᒃ ᑲ ᐯᒋ ᑭᐧᐅᑎᑕᑕᐟ ᐧᒪᐧᐊᓯᒥᒡ ᑲ ᓄᒋᑕᒋᒃ ᐯᔭᒃ ᐱᓂᒡ ᓂᔭᓇᓂᑦᒐ ᑲ ᐃᑕᓯᓇᒐᒃ ᑭᖅᑭᓄᐊᒪᕐᐃᐧᔭᒃ

(I) ᐃᐧᒐᒪᑲᐧᐃ ᐅᑲ ᐅ ᑎᐱᐊᔭᐟ ᑲ ᑭᖅᑭᓄᐊᒪᕐᐟ ᐊᐧᐊᓯᒡ ᐅᑎᐸᒋᒥᑯᓯᐧᐃᐧᐃ ᑭᖅᑭᓄᐊᒪᕐᐃᓂᒃ ᐊᓂᒪ ᒪᑲ ᐧᐅᒋᐃᑭᒃ ᒪᒡᑯᒻ ᐊᓄᒋᕐ ᑭ ᐯᑕᑎᐧᕐᑦ ᑯᑕᑭᒃ ᐃᑕᐧᐃᓂᒃ ᐅ ᐅᑐᒐᑕ ᓄᖅᑕ ᐱᑯ ᑭᐸᑕᐊᑦ ᐅᑭᖅᑭᓄᐊᒪᓱᐧᐃᐧᐅᒋᑭ ᐊᑯᓯᐟᓐ

ᑕᓄᑐᑕᐟ ᒪᑲ ᐧᐃᓇ ᑲ ᓇᖅᐱᑕᐧᒪᒃ ᐅᒪᓯᓇᐃᑲᓂᓂᑦ ᓇᒡᐧᕐᐧᐊᓯᑕᐧᐃᓂᒃ ᑲ ᑲᐧᕐᐃᐧᐅᐧᐃᓂᒃᓴ

ᐅᐅᓐ ᑲᑭ ᐃᑕᖅᑕᓂᐧᐊᑭᐸᐧ ᐅᒪ ᑐᐧᐃ ᑭᖅᑭᓄᐊᒪᕐᐃ ᐃᑕᓐᓂᐧᐅᐧᐃᓂᒃ ᑭ ᐸᓴ ᑕᑕᑯᑕᓂᐧᐊᓄᐸᐧ ᐊᓂᑭ ᑲ ᑲᒋᑎᓂᒋᒃ ᐅᒪ ᐅᓯ ᒪᒪᓂᒋᒃ ᑭᖅᑭᓄᐊᒪᕐᐃᓂᒃ ᐧᐃᓇᐧᐊᐧᐊᐧᐧ ᐱᑯ ᑎᐱᓇᐧᐅ ᑲᑐᑕᓯᒋᒃ ᖅᑕ ᐧᐃᓇᐧᐊᐧᐧ ᐱᑯᑎᐱᓇᐧᐅ ᑭᒋ ᓄᒋᑕ ᒋᒃ ᐅᒪᓯᓇᐃᑲᓂᐧᐊᐧᐊ ᐃᓯ ᐧᑕᐧᐅᓂᒪᑲᓂᐧᐊᐧᓇᒃ ᑭᒋ ᑐᑕᑭᒃᐟ ᒥᑐᓂ ᑲ ᐧᐊᓂᑐ ᑕᑯᐧ ᐊᐧᐅᓇ ᐅᑲ ᐅ ᓵᐳᖅᑲᑭ ᖅᑕ ᐅᑲ ᑲᓇᑭ ᑭᑕᑯᓯᐧᐃᒃ ᒥᓂᑎ ᐅ ᒪᓯᓇᐃᑲᓇ ᐅᒋ, ᐅᑯ ᖅᑕ ᓇᖅᐱᑕᓯᓇᐊᑭ ᑭᒧᒻ ᐅ ᐅᒋ ᑲᓇᐧᐊᐸᑕᒃ ᓇᒡᐧᑭᐧᐊ ᓯᑕᓂᐧᐊᐧᓇ ᑲ ᐃᓯ ᑲᐧᑭᒋᐃᐟ ᐅᑯ ᒪᑲ ᐅᑲ ᑲᓇᑭ ᑭᒋ ᓇᖅᐱᑕᓯᓇᐊᒃ ᐊᐧᐅᓂᐧ ᐊ ᑲᒋ ᐃᑕᓯᓇᐃᑭᓂᒋ ᐅᑲ ᖅᑕ ᐅ ᑭᓯᑕᐟ ᐅ ᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓇᐧ ᑲᐧᑭᒋ ᑭᒧ ᑭᖅᑭᓄᐊᒪᑐᐧᐃᑲᒥᑯᒃ ᑭᒋ ᒥᓂᖅᑭᒃ ᐅᒣᓂᐧ ᐃᑕᓐᓂᐧᐅᐧᐃᓂᒃ ᒪᓯᓇᐃᑲᓂᐧᐧ ᑲ ᐃᓯ ᐊᓂᒧᒋᑲᒐᒃ ᐅ ᒪᒪᓂᐟ ᐊᐧᐅᓇ ᐅ ᐸᑕᐊᒃ ᖅᑕ ᐅᐧᐸᖅᑕᐧᐃᑕᑯᓯᒃ ᑭᖅᑭᓄᐊᒪᑐᐧᐃᑲᒥᑯᒃ ᖅᑕ ᐅᑲ ᐅᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓇᑲ ᐃᓯ ᐃᒐᓂᑕᑯᓯᐟᓐ

ᑕᓄᑐᑕᐟ ᒪᑲ ᐧᐃᓇ ᐊᐧᐅᓇ ᐅᑲ ᐅᑭᓯᑕᐟ ᕿᐧᑲᓇ ᑲᑭᒥᓂᐟ ᑭᒋ ᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓂᒃᖅᑕ ᐱᑯ ᐅᑲ ᐅ ᐸᑭᑎᓇᒃ ᕿᐧᑲᓇ ᑲᑭ ᐃᑎᐟ ᑭᒋ ᒪᓯᓇᐊᒃᓴ ᑭᒐᐧᐊᓯᒥᒡ ᐱᑯ ᑲ ᐊᑕᒥᐧᑕᑯᓯᐧᐃᐧᐃᓇ ᐅᑲ ᐅ ᐅᒋ ᓄᒋᑕᐟ ᕿᐧᑲᓇ ᑲᑭᒥᓂᐟ ᑭᒋ ᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓂᒃ ᒧᓇ ᒪᑲ ᕿᐧᑲᓇ ᑲ ᑭ ᑭᖅᕿᓂᑕᑦ ᐅᑲ ᐅ ᐅᒋ ᑎᐱᑐᑕᒃ ᑲ ᐃᑐᓂᑕᑯᓯᐟ ᑭᒋ ᓄᒋᑕᐟ ᑲ ᑭᖅᑭᓄᐊᒪᕐᓂᒋ ᑲᑭ ᒥᓂᐟᓐ

ᐅᐧᑐᓇᐅ ᑭᖅᑭᓄᐊᕐᐃ ᐧᐊᐧᐅᓇᖅᑕᓯᐧᐃᓇ ᐃᑕᓐᓂᐧᐅᐧᐃᓂᒃ, ᑲ ᑭᖅᑭᓄᐊᒪᕐᒋᒃ ᑲᑭ ᐊᐸᒋᑕᐧᐊᒃ ᑭᒋ ᐊᔭᒥᑕᒋᒃᐅᒪ ᕐᐧᑲᐧ ᐅ ᐃᖅᐸᓂᐃᑯᐟ ᐊᐧᐊᓯᒡ ᐅᑲ ᑲ ᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓇ ᖅᑕ ᑲ ᐅᑭᖅᑭᓄᐊᒪᓯᐧᐃᐧᐃᓇ ᐃᑕᐧᑲᐧᓇ ᐅᑕ ᕐᐧᑲᓇ ᕐ ᓄᒋᓂᐧᐅᐧᐃᑕᑯᓯᐟ ᐅ ᐊᐸᒋᑕᐧᐊᒃ ᑭᒋ ᐊᔭᒥᑕᒋᒃᐅᒪ ᕐᐧᑲᐧ ᐅ ᐅᒋ ᑎᐱᑐᑕᒃ ᑲ ᐃᑐᓂᑕᑯᓯᐟ ᑭᒋᓄᒋᑕᐟ ᑲ ᑭᖅᑭᓄᐊᒪᕐᓂᒋ ᑲᑭ ᐃᑎᐟ ᑭᒋ ᒪᓯᓇᐊᒃᓴ ᑭᒐᐧᐊᓯᒥᒡ ᐱᑯ ᑲ ᐊᑕᒥᐧᑕᑯᓯᐧᐃᐧᐃᓇ ᐅᑲ ᐅ ᐅᒋ ᓄᒋᑕᐟ ᕐᐧᑲᓇ ᑲᑭᒥᓂᐟ ᑭᒋ ᓄᒋᑕᐟ ᑲ ᑭᖅᑭᓄᐊᒪᕐᓂᒋ ᑲᑭ ᒥᓂᐟᓐ

ᑲᐧᕿᑭᒧ ᑭᖅᑭᓄᐊᒪᑐᐧᐃᑲᒥᑯᒃ ᑭᒋ ᒥᓂᖅᑭᒃ ᐅᒣᓂᐧ ᐃᑕᓐᓂᐧᐅᐧᐃᓂᒃ ᒪᓯᓇᐃᑲᓂᐧᐧ ᑲ ᐃᓯ ᐊᓂᒧᒋᑲᒐᒃ ᐅ ᒪᒪᓂᐟ ᐊᐧᐅᓇ ᐅ ᐸᑕᐊᒃ ᖅᑕ ᐅᐧᐸᖅᑕᐧᐃᑕᑯᓯᒃ ᑭᖅᑭᓄᐊᒪᑐᐧᐃᑲᒥᑯᒃ ᖅᑕ ᐅᑲ ᐅᓄᒋᑕᐟ ᐅᒪᓯᓇᐃᑲᓇᑲ ᐃᓯ ᐃᒐᓂᑕᑯᓯᐟᓐ

ᑭ ᐊᒋᑕᐧᐊᑉ ᓇ ᑲᑭ ᐃᑕᑦᑕᐧᐊᑦᐸᑦ ᑲᔭᒡ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃ ᐃᑕᓐᐧᐅᐧᐃᓇᔭ ᒧᓇ, ᐅᑦᑌᓇᐅ ᑲ ᐃᑕᑦᑌᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐸᔪᑌᑕᐧᑲᐧᓇ ᑕᓐ ᑫᑐᑕᑭᑉ ᐊᐧᐊᓯᔭᑉ ᑲᐃᓯ ᑦᑕᐧᐅᓂᑕᑯᓯᒋᑉᐅ ᓄᒋᑕᒋᑉ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ ᒥᓱᐧᐅ ᐱᑯ ᑲ ᓄᒋᑕᒋᑉ ᐅᒪᓱᓇᐃᑲᓂᐧᐊᑉ ᑲ ᐃᓯ ᒪᒥᓂᒋᑉᓯ ᐯᐯᔭᑉ ᒪᑲ ᓄᒋᐊᑲᓂᐧᐊᐧᓇᑉ ᐅ ᓇᑕᐧᐅ ᑭᑦᑭᓂᒥᒋᑉ ᑕᑦᑌ ᐃᑕᒋᑉ ᑲ ᐃᑦᐱᒋᓇᐧᐃᒋᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐅ ᓄᒋᑕᒋᑉᐅᑯᑕᓂ ᐧᐅᒋ ᑭᑦᑭᓂᒥᒋᑉ ᑕᓐᐱᒋᓇᐧᐃᒋᑉ ᐅ ᓄᒋᑕᒋᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐅᐧᑲᓂ ᐯᔭᐧᑲᑦ ᐅᑐᑕᒋᑉ ᑲ ᐃᑦᐱᓂᑉ ᑭᑦᑭᓄᐊᒪᑐᐧᐃᑲᒥᐧᑲ ᑲ ᓄᒋᑕᒋᑉ ᐅᑦᑌᓇᐅ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃ ᐃᑕᓐᐧᐅᐧᐃᓇ ᐅ ᓄᓯᓐᑲᐃᑲᒋᑭᓇ

ᑫᐧᑲᑦ ᐧᐅᒋ ᑭᑦᑕᑐᒋᑲᑌᑉ ᓐᑦᑕ ᐊᓂᒧᒋᑲᑌᑉ ᐊᐧᐊᓯᑉ ᑭᒋ ᑭᑦᑭᓄᐊᒪᓱᐧ ᓐᑦᑕ ᓄᒋᑕᐧ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᑐᑕᒧᐧᐃᓇᔭ

ᑲᑭ ᐃᓯ ᓇᑕᐧᐅ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐅᐅ ᑐᐧᐃ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐊᐧᐊᓯᔭᑉ ᐅᑦᑕᐧᐅᓂᑕᑯᓯᒋᑉᐅ ᑭᒋ ᓄᒋᑕᒋᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᒋ ᒥᑐᓂᓯᑲᑕᑭᑉ ᒧᓇ ᐱᑯ ᑭᒋ ᐅᒋ ᑦᑐᑕᑭᑉ ᐅᐧᑲᓂ ᐸᑎᒪ ᑫᑎ ᑲᑉᑭᑕᒋᑉ ᑭᒋ ᒪᔭᑉᑲᑭᑉ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓇ ᑲ ᐃᑦᐸᓂᑭ ᓐᑦᑕ ᑲ ᒥᐧᓇᓂᓂᑭ ᐊᐸᑎᓯᐧᐃᓇ ᑫ ᐅᒋ ᑲᑉᑭᑕᒪᓱᒋᑉᓇ

ᐅᑦᑌᓇᐅ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑉ ᓐᑦᑕ ᐧᐃᓇᐧᐊᑉ ᑭᑦᑫᓂᑕᐧᒪᑉ ᑕᓐ ᑫᐊᑎ ᑐᑕᑭᑉ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ, ᑭᒋ ᑎᐱ ᐯᔭᑯ ᓄᒋᑕᒋᑉ ᐅᒪᓱᓇᐃᑲᓂᐧᐊᐧᐊ ᐅᑲ ᐧᐃᓇ ᑕᓯᓐᑲ ᑭᒋ ᑕᒪᒪᐧᐃ ᐧᐃᒋᐃᑐᒋᑉ ᑫᐧᑲᓇ ᑲᑭ ᒥᓂᒋᑉ ᑭᒋ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓇ ᑲ ᐃᑦᐸᓂᑭ ᓐᑦᑕ ᑲ ᒥᐧᓇᓂᓂᑭ ᐊᐸᑎᓯᐧᐃᓇ ᑫ ᐅᒋ ᑲᑉᑭᑕᒪᓱᒋᑉᓇ

ᐅᑦᑌᓇᐅ ᑲ ᑭᑦᑭᓄᐊᒪᓱᒋᑉ ᓐᑦᑕ ᐧᐃᓇᐧᐊᑉ ᑭᑦᑫᓂᑕᐧᒪᑉ ᑕᓐ ᑫᐊᑎ ᑐᑕᑭᑉ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ, ᑭᒋ ᑎᐱ ᐯᔭᑯ ᓄᒋᑕᒋᑉ ᐅᒪᓱᓇᐃᑲᓂᐧᐊᐧᐊ ᐅᑲ ᐧᐃᓇ ᑕᓯᓐᑲ ᑭᒋ ᑕᒪᒪᐧᐃ ᐧᐃᒋᐃᑐᒋᑉ ᑫᐧᑲᓇ ᑲᑭ ᒥᓂᒋᑉ ᑭᒋ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ, ᑭᒋ ᑎᐱ ᐯᔭᑯ ᓄᒋᑕᒋᑉ ᐅᒪᓱᓇᐃᑲᓂᐧᐊᐧᐊ ᐅᑲ ᐧᐃᓇ ᑕᓯᓐᑲ ᑭᒋ ᑕᒪᒪᐧᐃ ᐧᐃᒋᐃᑐᒋᑉ ᑫᐧᑲᓇ ᑲᑭ ᒥᓂᒋᑉ ᑭᒋ ᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ ᑭᒋᐧᐊ ᐸᑎᓇᒪᑭᒋᑉ ᑫᐧᑲᓇ ᑲᑭ ᑭᑦᑭᓄᐊᒪᓱᒋᑉ ᐅ ᑲᑉᑭᐅᒋᑉ ᑲ ᐅᒋ ᐯᒋ ᐸᑎᓂᑲᑌᑭ ᐃᑌᓂᑕᒧᐧᐃᓇ ᓐᑦᑕ ᑭᒋ ᐸᔪᑌᑕᐧᑲᑭ ᒥᓱᐧᐅ ᐊᐧᐅᓂᑲᐧ ᑭᒋ ᓂᓯᑐᑕᑉ ᓐᑦᑕ ᑭᒋ ᑎᐱᐸᓂᐧᑕᓂᐧᐊᑭ ᑲᐃᓯ ᐸᑎᓂᑲᑌᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᑭᑦᑭᓄᐊᒪᐧᐃᓂᐧᐊᑉ ᐃᑌᑫᓇ

ᑫᐧᑲᑦ ᐧᐅᒋᑭ ᐸᑭᑎᓇᑉ ᐅᑦᑌᓇᐅ ᑭᒋ ᐅᑭᒪᑦ ᐅᑉᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃ ᐃᑕᓐᐧᐅᐧᐃᓇ ᓇᑕᐧᐅ ᑭᑦᑫᓂᑕᒧᐧᐃᓂᑉ, ᓇᓇᑲᑎᓯᐧᐃᓂᑉ ᓐᑦᑕ ᑎᐸᒋᒥᑯᓯᐧᐃᓂᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᐃᑦᓯᔭ

ᐅᐧᑲᓂ ᐧᐅᒋ ᑲ ᐃᑕᑦᑕ ᐅᑦᑌᓇᐅ ᑭᒋ ᐅᑭᒪᑦ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᑲᒥᑯᐧᐃ ᓇᑕᐧᐅ ᑭᑦᑫᓂᑕᒧᐧᐃᓂᑉ ᓐᑦᑕ ᓇᓇᑲᑎᓯᐧᐃᓂᑉ ᑎᐸᒋᒥᑯᓯᐧᐃᓂᑉ ᒪᑲ ᐅᒋ ᑭᑦᑫᓂᒪᑲᓂᐧᐊᑉ ᐊᐧᐊᓯᑉ ᑕᓐᐱᒋᓇᐧᐃᑉ ᐅᓄᒋᑕᑉ ᑭᒋ ᑕᒪᒪᐧᐃᑉ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ ᐅᑉᑭ ᐃᑕᑦᑕᓯᐧᐃᓇ ᑲ ᐧᐃᒋᐃᑐᒋᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᓐᑦᑕ ᑲ ᐧᐅᒋᐃᑐᒋᑉ ᑲ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᐊᐧᐊᓯᑉ ᑕᓐᐱᒋᓇᐧᐃᑉ ᐅᑉᑭ ᐃᑕᑦᑕᓯᐧᐃᓇ ᑲᑎ ᐃᑦᐸᓂᑭ ᑲ ᐸᔪᑌ ᐧᐃᒋᑲᑌᐧᐊ ᒪᐧᐊᑉ ᑲ ᒥᐧᓇᓂᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᐧᐊᐧᐅᓇᑦᑕᓯᐧᐃᓂᑉ ᑲ ᐃᑕᑦᑕᓂᐧᐊᑭ ᐅᑉᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓇ ᐅᑕᐸᑎᓯᐧᐃᓂᐧᐊᐧᐊ ᐅ ᓄᒋᑕᒋᑉ ᓐᑦᑕ ᐧᐃᑕᒪᑫᐧᐃᓇ ᐅ ᒥᓇᒋᑉ ᐅᓂᑭᐃᑯᒪᐧᐊ ᓐᑦᑕ ᑲ ᑭᑦᑭᓄᐊᒪᐧᐊᑲᓇᑉ

ᓇᑦᐱᑉ ᑲ ᑭᑦᑌᓂᑕᐧᑲᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃ ᐊᑐᑦᑫᐧᐃᓂᑉ ᑐᑕᒧᐧᐃᓇ ᐅᑦᑌᓇᐅ ᑲ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᑦᑕᐧᐅᓂᑕᑯᓯᐧᐊᑉ ᑭᒋ ᐊᐸᒋᑕᒋᑉ ᓇᑕᐧᐅ ᑭᑦᑫᓂᑕᒧᐧᐃᓇ, ᓇᓇᑲᑎᓯᐧᐃᓇ ᓐᑦᑕ ᑎᐸᒋᒥᑯᓯᐧᐃᓇ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᑲᑭ ᐃᑕᑦᑕᓂᐧᐊᑭ ᐃᑕᓐᐧᐅᐧᐃᓂᑉ:

- ᑌᐸᑫᓂᑕᑯᓯᐧᐃᑉ, ᐸᔪᑌ ᓂᓯᑐᑕᑯᑕᐧᐃᑉ ᐅᑯᒪᑲ ᑎᐱ ᑲᓇᐧᐊᐸᒋᑫᐧᐃᑉ ᑭᒋ ᐊᐸᒋᑕᓂᐧᐊᑉ
- ᒥᓱᐧᐅ ᐅᑭᑦᑭᓄᐊᒪᐧᐊᑲᓇᑉ ᑭᒋ ᐧᐊᐧᐃᒋᐃᒋᑉ ᑫᐧᑲᓇ ᑲ ᐊᓂᒥᐃᑯᒋᑉ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ
- ᒋ ᒥᑐᓂᓯᐧᐃ ᓇᓇᑲᒋᑕᓂᐧᐊᑉ ᒥᓱᐧᐅ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ ᐧᐊᐧᐅᓇᑦᑕᓱᐧᐃᓂᑉ ᑲ ᐃᑕᑦᑕᓂᐧᐊᑭ
- ᐧᐃᐸᑉ ᐅ ᐊᑎ ᒪᒋ ᑭᑦᑭᓄᐊᒪᓱᓇᓂᐧᐊᑉ ᑭᒋ ᐧᐃᑕᒪᒋᑉ ᑭᑦᑭᓄᐊᒪᐧᐊᑲᓇᑉ ᓐᑦᑕ ᐅᓂᑭᐃᑯᒪᐧᐊᑉ ᐅᑉᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃ ᐃᑕᓐᐧᐅᐧᐃᓇ
- ᓇᓇᑲᑫ ᑫᐧᑲᓇ ᑲᑭ ᐃᑦ ᐸᑭᑎᓂᑲᑌᑉ ᐅᐧᐃᑕᒪᒋᑉ ᐊᐧᐅᓂᑲᓇᑲ ᑲᑭ ᐧᐃᒋᐃᑯᐧᐊᑉ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐊᑉ ᑭᒋᐧᐊ ᐸᑎᓇᒪᑭᒋᑉ ᑫᐧᑲᓇ ᑲᑭ ᑭᑦᑭᓄᐊᒪᓱᒋᑉ ᐅ ᑲᑉᑭᐅᒋᑉ
- ᑲ ᐯᒋ ᐸᑭᑎᓂᑲᑌᑭ ᐃᑌᓂᑕᒧᐧᐃᓇ ᓐᑦᑕ ᑭᒋ ᐸᔪᑌᑕᐧᑲᑭ ᒥᓱᐧᐅ ᐊᐧᐅᓂᑲᑉ ᑭᒋ ᓂᓯᑐᑕᑉ ᓐᑦᑕ ᑭᒋ ᑎᐱᐸᓂᐧᑕᓂᐧᐊᑭ ᑲᐃᓯ ᐸᑭᑎᓂᑲᑌᑭ ᑭᑦᑭᓄᐊᒪᑦᑐᐧᐃᓂᑉ
- ᑭᑦᑭᓄᐊᒪᐧᐃᑉ ᐊᐧᐊᓯᔭᑉ ᑭᒋ ᓂᑕ ᐯᔭᑯ ᓄᒋᑕᒋᑉ ᐅᒪᓱᓇᐃᑲᓂᐧᐊᐧᐊ ᐅᑭᑦᑭᓄᐊᒪᓱᐧᐃᓂᐧᐊᑉ ᐃᑌᑫᓇ

ᒥᓇ ᐧᐃᓇᑕᐧᐅ ᑭᑦᑫᓂᑕᒪᓂ ᑫᐧᑲᓇ ᑲᑭ ᐯᒋ ᐊᓂᒧᒋᑲᑌᑭ ᓐᑦᑕ ᐱᑯ ᐧᐃ ᑲᓇᐧᐊᐸᑕᒪᓂ ᑲ ᐃᓯ ᒥᓱᐧᐅᓇᑌᑭ ᐅ ᓇᑭᒪᑲᑉ ᑲᑉᑭᐅᐧᐃᑉ, ᐅᑕ ᐃᓯᐧᐅᐸᐊ ᓇᑕᐧᐅ ᑭᑦᑫᓂᑕᒧᐧᐃᓂᑉ ᓇᑐᐱᒋᑲᓂᑉ ᐅᑦᑌᓇᐅ ᑭᒋ ᐅᑭᒪᑦ ontario.ca/EDUparents

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