



THE ACADEMY TIMES

Elementary Administrator: Mrs. A. Grieve
Administrative Assistant: Mrs. P. Hayward

Secondary Administrator: Mrs. L. Nazar
Mrs. L. VanderMolen Ms. C. Rees-Nelles

PRINCIPAL'S MESSAGE

It is hard to believe we are in the third month of school already. We continue to be a place where students are actively involved in their education. We had a great time showing our school spirit a few weeks back with hats, colours and pj's. Athletic, musical and humanitarian activities as well as hands-on learning in core curricular areas provide our students the opportunity to achieve success. Teachers continue to work toward providing students with many opportunities to demonstrate their understanding and how they are progressing this year. We look forward to speaking with you at our upcoming parent/guardian/teacher interviews. Our partnership between home and school is vital for our students' success.

November is a very special month. It is a time we honour and remember those who have fought and are currently fighting for the freedom of every Canadian. It is vital that we, as Canadians, carry on through our children the respect and gratitude we hold for our soldiers. The rights we have as a nation are precious and must not be taken for granted. We owe a great debt to those who have risked their lives to maintain the rights we freely enjoy. Some have paid the ultimate price and to those men and women, we owe the greatest thanks.

WHAT'S HAPPENING AT DSBN ACADEMY

- Nov. 1- 6 String Nation presentation
- Nov. 1- Niagara College visiting
- Nov. 2- Gr. 9 Take your Kids to Work Day, Gr. 8 transition day
- Nov. 2-PIC Conference @ Eden
- Nov. 3-Sec. Girls' Basketball tournament @ Collegiate
- Nov. 4-Elem. Recognition Assembly 9:15
- Nov. 4-Fundraiser orders due
- Nov. 7-Spirit Wear Shirt Day
- Nov. 7- University of Waterloo visit
- Nov. 8- Humber College visit
- Nov. 10- Elem. Report Cards go home
- Nov. 14-University of Guelph visit
- Nov. 15-George Brown College visit
- Nov. 15-Elem. Girls' volleyball tournament
- Nov. 17-McMaster University visit
- Nov. 17-Elem. Parent teacher interviews
- Nov. 18- PA Day
- Nov. 21- Mohawk College visit
- Nov. 22- Gr. 8 parent/student pasta supper
- Nov. 22- Sec. Mid-term reports home
- Nov. 25- Sec. Movie trip
- Nov. 25-Alternate Dress Day
- Nov. 29- Centennial College visit

Texting Absences



DSBN Academy is now able to offer texting as a way of reporting your child's absence. The number for the cell phone is 905-328-0273. This is for texting only. Please ensure the number you are texting from is a number we have on file otherwise we can't accept the text. When you use this to report an absence we need the following information: - Student name, grade, reason for absence and who you are.

Example: John Smith, Grade 8, ill, Dad

If you are unable to text the absence please call the school office at (905) 684-8708 on the morning of the absence or through the night. There is an answering machine available 24 hours for your convenience.

Terry Fox

DSBN Academy cares!!! Thank you to all our students who contributed to the Terry Fox walk in September. We are able to send a cheque for **\$140.00** to Terry.

Well done
Argonauts!!!



REMINDER
Friday November 18th is a Professional Activity Day so there is no school for elementary or secondary students.



SICK CHILDREN GUIDELINES

How long must my child stay home when sick?

This is a question asked several times during the year. Please see some helpful guidelines to help you make an informative decision.

Please keep your child at home and away from others if he or she has any of these symptoms:

- Fever
- Diarrhea
- Vomiting
- Rash
- Frequent coughing or sneezing
- Yellow or green discharge from the nose, ears or eyes
- Sore throat

Contact your family doctor for a diagnosis. Your doctor will advise you about care and treatment if a communicable disease is diagnosed. For more information, please contact the Infectious Disease Program at 905-688-8248 ext. 7330 or 1-888-505-6074 or www.niagararegion.ca

The DSBN Parent Involvement Committee invites you to join us for an evening of learning, sharing and networking with a focus on ideas for all DSBN parents and School Councils.

Session Topics Include:

Mental Health, Special Education, Mathematics, Kindergarten, Transitions to Secondary & Post Secondary... and so much MORE!

4:00 - 5:15	Light Dinner and Vendor Fair <i>Cafeteria and Gym AB</i>
5:15 - 5:25	Opening Remarks <i>Cafeteria</i>
5:45 - 6:45	1st Session
6:45 - 7:15	Vendor Fair and Refreshments <i>Gym AB and Cafeteria</i>
7:15 - 8:15	2nd Session

Information about Child Care:

PRESCHOOL CHILDREN: Certified Early Childhood Educators will be available at Sven H. Dohnberg Centre. Enter the Eden High School parking lot (facing Lake St.), the child care centre is on the right.

SCHOOL AGE CHILDREN: Children will be supervised by qualified teachers in the Eden Gymnasium.

★ **CHILD CARE IS AVAILABLE BY PRE-REGISTRATION ONLY.** ★

★ Child care will be provided from 4:00pm to 8:15pm. ★

★ A light dinner will be provided for the children. ★



Register online at
www.dsbn.org/pic

VOLUNTEERING AT THE ACADEMY

“We want YOU at the DSBN Academy!”

Research overwhelmingly states that children whose parents are involved in their children’s school and support the culture created at the school, achieve at a higher academic level and are more engaged. As a reminder, our parents are required to volunteer a minimum of 15 hours toward activities and events at the DSBN Academy. There are a number of different ways to make an impact on our young men and young women. Volunteering can take on many different forms such as:

We are in need of Breakfast Program Volunteers.

- Logging onto or attend School Council meetings
- Volunteering at School events or Activities
- Volunteering in your neighbourhood school
- Volunteering in your community
- Volunteering at the Academy (in classrooms or our nutri-

Parent Involvement Committee

The Parent Involvement Committee Conference will be held at Eden High School located at 535 Lake Street in St. Catharines on Wednesday, November 2nd at 4:00pm. This is an excellent conference for all parents to attend. You can register on line at the District School Board of Niagara website www.dsbn.org. We will have a table set up at the event to be able to provide information to families about our school and program. Any of our families that attend the conference are asked to stop by and sign in with our table for parent engagement hours. We hope to see you there.



SCHOOL COUNCIL

Our school council met on Wednesday October 26th. The minutes of the meeting will be available on the school website shortly.

Our council also decided to again enter a float in the St. Catharines’ Santa Claus parade on **Sunday November 20th**. More information will be coming home with students in regards to joining us for the day.

We have only a few days left in our Lamontagne fundraiser. Please have all money and orders in to the office by **Friday November 4th**. Late orders will not be able to be accepted.

Our next council meeting is scheduled for **December 7th, 2016**. All families are welcome to join us.

Why your Math memory matters

Scan of kids' and adults' brains show you need to practice until your skills are automatic

By: Lauran Neergaard The Associated Press, Published on Mon Aug 18 2014



WASHINGTON—Sometime in elementary school, you quit counting your fingers and just know the answer. Now scientists have put youngsters into brain scanners to find out why, and watched how the brain reorganizes itself as kids learn math.

The take-home advice: helping your child memorize simple addition and multiplication pays off. “Experience really does matter,” said Dr. Kathy Mann Koepke of the National Institutes of Health, which funded the research.

Most children start making that switch between counting to what’s called fact retrieval when they’re 8 to 9 years old, when they’re still working on fundamental addition and subtraction. How well kids make that shift to memory-based problem solving is known to predict their ultimate math achievement.

Those who fall behind “are impairing or slowing down their math learning later on,” Mann Koepke said. But why do some kids make the transition easier than others?

To start finding out, Stanford University researchers first peeked into the brains of 28 children as they solved a series of simple addition problems inside a brain scanning MRI machine. No scribbling out the answer: The 7- to 9- year-olds saw a calculation — three plus four equals seven, for example — flash on a screen and pushed a button to say if the answer was right or wrong. Scientists recorded how quickly they responded and what regions of their brain became active as they did. In a separate session, they also tested the kids face to face, watching if they moved their lips or counted on their fingers, for comparison with the brain data.

The children were tested twice, roughly a year apart. As the kids got older, their answers relied more on memory and became faster and more accurate, and it showed in the brain. There was less activity in the prefrontal and parietal regions associated with counting and more in the brain’s memory centre, the hippocampus, the researchers reported Sunday in *Nature Neuroscience*.

The hippocampus is sort of like a relay station where new memories come in — short-term working memory — and then can be sent elsewhere for longer-term storage and retrieval. Those hippocampal connections increased with the kids’ math performance.

“The stronger the connections, the greater each individual’s ability to retrieve facts from memory,” said Dr. Vinod Menon, a psychiatry professor at Stanford and the study’s senior author.

But that’s not the whole story.

Next, Menon’s team put 20 adolescents and 20 adults into the MRI machines and gave them the same simple addition problems. It turns out that adults don’t use their memory-crunching hippocampus in the same way. Instead of using a lot of effort, retrieving six plus four equals 10 from long-term storage was almost automatic, Menon said.

In other words, over time the brain became increasingly efficient at retrieving facts.

Think of it like a bumpy, grassy field, NIH’s

Mann Koepke explained. Walk over the same spot enough and a smooth, grass free path forms, making it easier to get from start to end.

If your brain doesn’t have to work as hard on simple math, it has more working memory free to process the teacher’s brand-new lesson on more complex math. “The study provides new evidence that this experience with math actually changes the hippocampal patterns, or the connections. They become more stable with skill development,” she said. “So learning your addition and multiplication tables and having them in rote memory helps.”

Quiz your child in different orders, she advised — nine times three and then 10 times nine — to make sure they really remember and didn’t have to think it through.

While the study focuses on math, Mann Koepke said cognitive development in general probably works the same way. After all, kids who match sounds to letters

earlier learn to read faster. http://www.thestar.com/life/2014/08/18/why_your_math_memory_matters.html

EQAO results Spring 2016

The results are in from the EQAO assessment last spring. Our students continue to strive to do their very best on these tests. Thank you to the teachers who work together to ensure that our children are well prepared for these tests and make learning a priority for all.

RESULTS:

Percentage of Students Who Achieved at Level 3 or 4:

	DSBN Academy	DSBN
Reading:	96%	84%
Writing:	100%	83%
Mathematics:	84%	59%

As a staff, we have reviewed the detailed reports and used information from these reports to plan for our current school year; improving classroom programs, instructional strategies and ultimately student understanding of the curriculum. EQAO results should be viewed in context, with other meaningful forms of assessment, like report cards and anecdotal reports from your child's teacher.

Stop the spread of Infection

Stay home if you are sick and return when you are well

Wash your hands with soap and water or use a hand sanitizer

Cover your cough or sneeze with a tissue or in your sleeve

Keep your distance

Get a flu shot



For more information, talk to your school nurse or go to www.niagararegion.ca/health



A huge thank you to Oasis Original for donating a large amount of new winter coats for our students.



I Matter as an Individual

(shares thoughts, viewpoints and experiences in a respectful, insightful way while acknowledging and respecting the beliefs of others)

Charles M.
Emily D.
Mark P.
Thomas D.
Youssif B.
Zoey S.



I Matter as a Learner

(consistently/exceptionally exhibits critical thinking and/or a desire to learn and grow)

Ayva M.
Jaheim L.
Hailey C.
Lina C.
Morgan B.

I Matter as a Community Member

(seeks to make a positive impact in the classroom, school and community)

Parker W.
Brett P.
Emma C.
Hinkal P.
Isaiah D.
Kashish M.
Warren R.
Zackery S.
Zana B.



The Elementary Progress Report

On November 10th, your child will bring home their Elementary Progress Report. The format was created after years of consultation with parents, teachers, principals, and students across the province. Although it looks much like the Report Card, this report has a very different intent. The purpose of the Progress Report is to share early and specific feedback on your child's development of work habits and learning skills as well as his/her progress towards achieving the curriculum standards by the end of the school year.

Traditionally, when reporting to parents about their child's progress, teachers have prepared by *looking back* over the work done. The teacher evaluated your child's progress from the beginning of the school term to the current point in time, and reported on the highlights of achievement as they compare to overall curricular expectations. Teachers continue to report on Provincial Term One and Term Two Report Cards in this manner.



Reporting on the Progress Report is about *looking forward*. The purpose is to set the course for the learning journey ahead. Based on the evidence teachers see, as well as what teachers know about learning at this grade level, the report communicates the path your child is on towards achieving the grade level expectations by the end of the year. For students who are on a modified Individual Education Program, the teacher uses those modified goals when determining whether a child is progressing well, progressing very well, or progressing with difficulty.



All subjects that are part of your child's program in the first weeks of school will be assessed according to the following indicators:

Progressing Very Well: In the first weeks of school, evidence shows that the student is demonstrating consistent progress and is on track to meet and/or surpass the provincial standard set for the end of the year.

Progressing Well: In the first weeks of school, evidence shows that the student is demonstrating consistent progress and is on track to meet the provincial standard set for the end of the year.

Progressing With Difficulty: In the first weeks of school, evidence shows that the student is experiencing difficulty towards meeting the provincial standard set for the end of the year.

For subjects in which your child is Progressing With Difficulty, the teacher will discuss specific next steps plans needed for success. We look forward to partnering with you and your child for a year of great learning and growth.