
FEBRUARY NEWSLETTER

CHAFFEY-BURKE ELEMENTARY

4405 Sardis Street Burnaby BC V5H 1K7

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Beginning February 1, 2019, we will be accepting registrations for **Kindergarten** (children born in 2014), and for **new students** in other grades wishing to attend Chaffey-Burke in September. Registration is open from 9:30am - 2pm First, check to see if you are in our attendance area by clicking on [School Locator](#) and entering your address. Then click on the [Registration Procedures](#) Requirements link for more information about documents needed to register your children. Finally, please call **604-296-9008** if you have any further questions.

UPDATES

Any time that your personal or emergency information changes during the school year, it is important that you notify the office. We need this information for a variety of reasons, one of which is to be able to contact you in the event your child is ill or injured during the school day.

If you are moving to a new school, either in or out of our district or country, we would appreciate as much advance notice as possible. There is a form available at the office that we ask you to fill out and sign so we can make the necessary arrangements for the withdrawal.

If it is necessary to take extended vacation during the school year (a week or longer), we also ask that you complete a [form](#).



UPCOMING EVENTS

FEBRUARY 8

GRADE 7'S VPA DAY @ MOSCROP

FEBRUARY 18

FAMILY DAY (no school)

FEBRUARY 22

PRO D DAY (no school)

FLU AND COLD SEASON:

For the protection of your child, as well as other children, keep your child at home if he/she:

- has a fever
- is too sick to take part in all normal school activities
- has a suspected or known Communicable Disease

(eg.) Strep throat, pink eye, chicken pox, or any other undiagnosed rash).

Keep them home until they are no longer infectious.

Please let the school know your child will be absent by leaving a message on our absence line.

A message from your school nurse
www.fraserhealth.ca

PRINCIPALS MESSAGE

BY CLAUDIO BORTOLUSSI

We have just completed a busy time with Family Literacy week, asking students to engage parents in the way they learn when working through the processes of reading and learning. We had so much fun last week sharing stories, favorite books, Door decorations of books a teacher's reader's theatre play and a school crossword puzzle. It was so enjoyable to see so many people involved and engaged in the joy of reading and learning!

We are continuing to strive for is a better way to communicate with parents in formal & informal ways to discuss progress, assessment & feedback in the classroom. This will get a conversation started about supporting your child and their learning in the future, beyond the next term but with a continuous mindset of learning for success in society and adulthood. It also makes students more involved in the learning they are being asked to participate in; Self-Assessment is key in the growth of student learning. In particular this will look very different in the intermediate grades where, letter grades will not be given (if a parent is unhappy with the conversation and direction of the conferences) then they can ask teachers for letter grades.

We have seen that letter grades are arbitrary in the growth of children, summative and once achieved children stop looking at continuous growth and development of learning. Further to the letter grade, is that students do not take ownership of their own learning and growth, thus minimizing the extension of engagement required to go beyond a preconceived mindset of a mark that they deserve. Below are some thoughts about reporting that we are sharing in an attempt to be transparent and let you see what our thinking is.




New to this reporting period is a sliding scale of assessment, this will give you a more specific idea as to your child's proficiency in specific areas. This scale is currently being adapted across the district in consultation with the district. There may be minor changes moving forward, but these changes are being made to pick words that represent a broad category in the most engaging and meaningful ways.

Emerging	Developing	Applying	Extending	Related to this is our schools learning

plan is to **"make learning/ thinking visible"**. Our staff is working hard at developing strategies and opportunities to make the thinking visible, so parents and students can better understand the work that is going on in learning and to be more engaged in feedback and improvement of learning. "Reporting is an extension of assessment" & assessment at various grade levels uses criteria, rubrics and feedback from teachers to refine/ improve learning & assessment.

Keeping with this over the next reporting period, in March/April teachers will be having three-way or student led conferences. Both formats are used to engage students in their own learning. Three-way conferences are usually led by teachers and dialogue with parents and students round out the conversation. Student-led, are specifically that, led by the student with minimal input on that day by the teacher, however, there has been a tremendous amount of coaching and practice that is involved in that particular process. Whatever the case, the goal is to involve children to a greater degree in their own learning, understand feedback, progress and reflect on ways that students and improve on their own learning with the guide & facilitation of the adults in their lives.

Attached to this is a rubric designed by the teachers about 5 years ago that we continue to use as a source of communication and criteria with the student, you can see where your child fits in the rubric and have a discussion about how to improve in the areas required to demonstrate and make learning visible in the future.

	NOT YET MEETING	MEETING AT A MINIMAL LEVEL	MEETING AT A FULL LEVEL	MEETING AT AN EXCEEDING LEVEL
ASPECT OF ASSESSMENT	Beginning	Developing	Accomplished	Exemplary
<p>Self-Assessment/ awareness (identifying strengths and areas for further growth; applying descriptive feedback to own work)</p> <p>"Where I am"</p> 	<p>No self-assessment, no ability to identify aspects of strengths or areas for further growth.</p> <p>Is inattentive to project criterion.</p>	<p>Able to identify a few areas of strengths and/or areas for further growth.</p> <p>With prompting or support is able to apply descriptive feedback to his or her work.</p>	<p>Identifies specific strengths and areas for further growth in concepts being covered.</p> <p>Is able to apply descriptive feedback independently to improve his/her work and follows through.</p> <p>Is increasingly able to guide work in progress.</p>	<p>Understands the importance of receiving and giving descriptive feedback for themselves to understand areas of strengths and weaknesses</p> <p>Can clearly evaluate work in reference to the criteria.</p> <p>Independently adopts changes in his/her work and follows through on improvements.</p>
<p>Behaviors associated with self-assessment (feedback given)</p> <p>"How will I get there"</p> 	<p>Student is not yet open to receiving constructive feedback.</p> <p>Student does not understand the use of criteria.</p>	<p>Student receives feedback but chooses not to listen to the descriptive feedback and improve on the work sample.</p> <p>Student shows some understanding of criteria and how to apply them to the concept being taught</p>	<p>Student receives feedback, listens to the descriptive feedback and applies the feedback to improve on the work sample that is being evaluated.</p> <p>Student can collect some examples of his/ her growth.</p>	<p>Student shares clear expectations she/he has in communicating the role they have in monitoring their own learning.</p> <p>Student is involved in understanding the development of the criteria.</p> <p>Student collects concrete examples of his/her own learning and can see growth over time.</p>
<p>Thinking Critically about their own work</p> <p>"Checking back"</p> 	<p>Students needs to work on identifying positive aspects of his/her work and commenting on areas to improve</p>	<p>Student can identify a few positive things to say about his/ her own work and can list a few areas in which to improve with assistance from others</p>	<p>Student is able to list positive aspects of his /her own work and identify areas to improve.</p> <p>Students can do this Independently</p>	<p>Student can list several positive aspects of own work and can identify the parts of his/her work that needs improvement. Student applies the elements of self-evaluation to improve his/ her work</p>

Sincerely,

Claudio Bortolussi,

"The beautiful thing about learning is that no one can take it away from you" -B.B. King

February

2019

Monday	Tuesday	Wednesday	Thursday	Friday
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4	5 *Boys Basketball @ Gilpin (Away)	6	7 *Special Lunch *Girls Basketball @ Gilpin *Skipping Club @ 12:20 in Gym	8 *Grade7's VPA Day @ Moscrop (all day)
11	12 *Boys Basketball @ Douglas Rd. (Away) *Divs. 21 & 23 at Science World	13 *Divs. 21 & 23 Paramedic Visit *Candy-gram sale at Lunch	14 *Special Lunch *Girls Basketball Vs Douglas Rd. (Home) *Lemonade sale at Lunch *Valentine's Day*	15 *All grade 2 & 3 Bowling 9-12 *Snack Sales *Mt. Seymour all Grades 4 & 5 8:30-2:30pm *Right to Play Assembly & Workshop in Gym
18 *Family Day No School	19 *Boys Basketball Recreation Play Day	20 *StrongStart Dental in science room *Outdoor Ed Divs. 7-10 10:50-12pm	21 *Celebration of Learning Assembly *Skipping Club @ 12:20 Gym *Girls Basketball Play	22 *District Pro-D Day No School
25 Election Day (Burnaby South) Gym Closed	26 Math League Grade 6/7 9-9:45 am	27 *Pink Shirt Day *150 Days of reading *9:30-12 - Divs. 21-24 Ice Skating @ Bill Copeland	28 *Jump Rope for Heart Buddy Jump (All Day) *Skipping Club @ 12:20 Gym	

PINK SHIRT DAY FEBRUARY 27 2019

PLEASE WEAR PINK TO SUPPORT PINK SHIRT DAY!

Anti-Bullying Day is a day when people wear mainly a pink shirt to symbolize a stand against bullying, an idea that originated in **Canada**. It is celebrated on various dates around the world.



2019 FOCUS: CYBERBULLYING



The dawn of social media brought with it a whole new way to interact, communicate, and even bully. But in this digital world where filtered photos and crafted messages can be posted in an instant, it often takes more time and effort to say something mean than it does to say something nice. Kindness requires no manipulation, no focusing on the negatives, and no filtering of yourself. It's simply, truly nice. For social media users, we want them to **THINK** before the post. We want them to ask themselves if it is: True, Helpful, Inspiring, Necessary and KIND.

Knitting for Beginners, 8-12 yrs

Knit and pearl, loop and twist. Learn how to do basic knitting stitches. All materials provided.

\$38.40, 4 sessions

W, 3:10-4:40pm Apr 10 497587

Cooking & Crafts, 5-10yrs

The kids will enjoy making and tasting a variety of recipes, while also creating some crafts.

\$38.40, 4 sessions

Tu, 3:10-4:40pm Apr 16 497576

Nature Club, 5-10yrs

Join us as we explore and examine plants, trees, insects and animals that you might find in your backyard.

\$36.60, 4 sessions

Tu, 3:10-4:40pm May 14 497581



Badminton, 8-12 yrs

Whether children enjoy recreational or competitive badminton, they will have a great time at this program because the emphasis is on fun, friendly games. The children will practice skills and try out our new game strategies on the court. All the equipment is provided.

\$23.20, 3 sessions

F, 3:10-4:40pm Apr 5 497589



Active Moves, Nutrition & Media, 8-12 yrs

Children will be introduced to fundamental skills to help them develop physically as well as learn about healthy eating habits, and how to be critical food consumers.

\$18.50, 8 sessions

Fri, 3:10-5:10pm May 3 497590

Is the program full? We monitor waitlists weekly and will expand programs whenever we can.

****After school programs do not run on Pro-D days or school holidays.**

It is the responsibility of the parent/guardian to ensure their children are dropped off and picked up from the program. If your child is walking home from the program on their own a signed note must be given to the Program Leader at the start of the program.

All Sports, 5-8 yrs

Join us for an opportunity to sample various sports and games such as: badminton, soccer, floor hockey, cooperative games and much more. Bring a water bottle and plenty of energy.

\$54.10, 7 sessions

F, 3:10-4:40pm Jan 18 497573

Young Artist, 6-9 yrs

Young artists will be encouraged to explore their creativity using a wide variety of materials.

\$46.20, 4 sessions

W, 3:10-4:40pm Feb 20 497911

Meals Around The World, 5-10 yrs

Join us each week as we use our imaginations to travel the world while we cook basic meals and make creative and inspiring crafts.

\$57.60, 6 sessions

Th, 3:10-4:40pm Jan 31 497569



**Is the program full? We monitor waitlists weekly and will expand programs whenever we can.*

****After school programs do not run on Pro-D days or school holidays.**

Sandwiches and Snacks, 5-10 yrs

Join us after school to create delicious and creative snacks and sandwiches! We will also do some crafts and games.

\$38.40, 4 sessions

M, 3:10-4:40pm Jan 21 497568



Science in the Kitchen 5-10 yrs

Explore science all around us with simple ingredients found in the kitchen. Have fun with simple, safe experiments that are fun to do over and over while learning how and why things happen.

\$36.60, 4 sessions

W, 3:10-4:40pm Jan 23 497565

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