



Capilano Elementary School

1230 West 20th Street, North Vancouver, BC V7P 2B9
 Phone & Callback: 604-903-3370 Fax: 604-903-3371
<http://www.sd44.ca/school/capilano/Pages/default.aspx>



This Planner Belongs To:

Name: _____

Teacher: _____ Division: _____ Grade: _____

Learning At Capilano:

Capilano Elementary School is an authorized International Baccalaureate (IB) World School offering the Primary Years Programme (PYP). Students at Capilano engage in transdisciplinary, inquiry-based learning. Collaboration and cooperation are valued components of the learning environment. Students become aware of their local, global, and social responsibility through the encouragement of student-led action in response to learning.

Capilano offers a full range of programs to meet the diverse needs of students, including a variety of athletic programs, a music program, French as a second language, a learning assistance program, and an English as a second language program. Capilano students are encouraged to be committed, confident, creative, and caring learners, and leaders in the school and in their community. Students learn to be reflective and thoughtful with respect to how they can contribute to the well-being of others and the world around them.

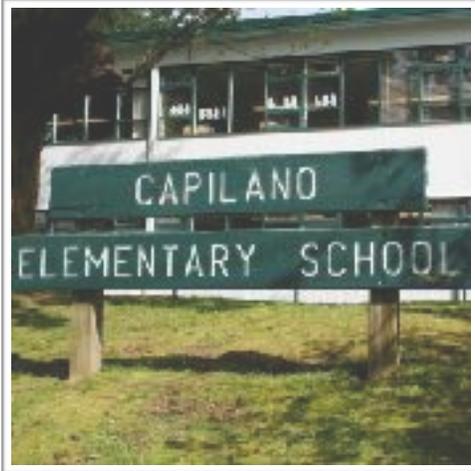
For more information about our IB programme, please visit our webpage.



In our inquiry-based classrooms students' curiosities inspire experimentation and investigation.

School Calendar Events	Dates
Days in session	181
School Opens	Sep 5, 2017
School-Based Non-Instructional Day	Sep 22, 2017
Thanksgiving Day (school closed)	Oct 9, 2017
Province-wide Professional Dev. Day	Oct 20, 2017
District-wide Non-Instructional Day	Nov 6, 2017
Remembrance Day Statutory Holiday	Nov 13, 2017
Student-Family-Teacher Conferences (2:00 p.m. dismissals)	Nov 20, 21, 23, 24, 2017
School-based Non-Instructional Day	Dec 1, 2017
School closes for Winter vacation	Dec 22, 2017
School reopens after Winter vacation	Jan 8, 2018
District-wide Non-Instructional Day	Jan 19, 2018
BC Family Day (school closed)	Feb 12, 2018
District-wide Professional Dev. Day	Feb 23, 2018
School closes for Spring vacation	Mar 16, 2018
Good Friday (school closed)	Mar 30, 2018
Easter Monday (school closed)	Apr 2, 2018
School reopens after Spring vacation	Apr 3, 2018
Student-Led Conferences (2:00 p.m. dismissal)	Apr 23, 24, 2018
District-wide Professional Dev. Day	May 7, 2018
Victoria Day Holiday (school closed)	May 21, 2018
Last day of classes	June 28, 2018
Administrative Non-Instructional Day Schools close for summer vacation	June 29, 2018

Information For Students



Mission Statement:

The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.

Vision Statement:

We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.

The Code of Conduct:

In accordance with School District#44 Policy #302, students at Capilano Elementary School are expected to meet the standards set out in the *BC Human Rights Code (sections 7 & 8)* that include the prohibited grounds of discrimination, behaviours that discriminate against a person or class of person by publishing or displaying a statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age of that person or that group or class of persons. Students and adults at Capilano are expected to follow the Code of Conduct:

Code of Conduct:

- R** Respectful - to yourself, other people and other things
- O** Open-Minded - to the views, values and traditions of others
- C** Cooperative - playing and collaborating well with others
- K** Kind - demonstrating empathy, respect and consideration
- S** Safe - avoiding injury or harm to yourself or others

Students at Capilano are responsible for knowing the behaviour expected of them, following rules and adult directions, and managing their own behaviour. Therefore, every effort is made by staff members to emphasize a problem solving approach.

Students are encouraged to solve problems independently, or with assistance, by following these steps:

- **Stop:** Walk away, take deep breaths, calm down, get control
- **Think:** How should I handle this? (Ignore? Say something?)
- **Talk:** Calmly tell the person what you don't like and what you expect
- **Reflect:** Resume the activity, walk away, or get help from an adult

Information For Students

Our Safe and Caring School Community Depends on YOU

Usually behaviour is like a mirror - what you put out to the world is reflected back to you. If you treat others kindly, they will likely treat you kindly in return. If you speak to others the way you'd like to be spoken to, they will likely speak to you respectfully. If your actions are safe, others will likely try to be safe too. All students can model safe and caring behaviour for each other.

When behaviour concerns arise, please be a helper in the problem-solving process. Some ways you can do this include:

- ✓ Follow adults' instructions on *first ask*.
- ✓ Be an effective communicator. Use "I" statements to express your feelings and needs.
- ✓ Apologize if you hurt someone else - physically or emotionally.
- ✓ Own your part of the problem. Take responsibility for your words and/or actions.
- ✓ Follow through with consequences of your misbehaviour, and learn from your mistakes!
- ✓ Be part of the solution, not part of the problem.
- ✓ Stay out of problems that don't involve you.

Consequences For Unsafe & Unkind Behaviour:

When students fail to adhere to the Code of Conduct, decisions about consequences or restitution for students' actions will be made considering the situation and the age of the child.

Staff members aim to establish logical and age-appropriate consequences for misbehaviours. Older students who have been in school longer have had more opportunity to learn how to behave appropriately at school. We, therefore, have rising expectations for them to behave according to the Code of Conduct. We also carefully consider each child when determining consequences - what is appropriate in terms of consequence for one child may not be for another. Our primary goal in establishing consequences is to help students reflect on their actions and behaviours and learn from their mistakes.

Other Things You Need To Know:

Lunch: For optimal health and energy through the day, students should be provided with balanced snacks and lunches. When eating lunch, students must remain seated, follow basic table manners, clean up after themselves, and move safely in the classroom and through the halls when going outside. An alternate eating space such as another classroom, the office or home may be required if a student does not demonstrate the above.

Litter: Capilano endeavours to be a litter-free school, so all students are encouraged to use re-useable packaging for their snacks and lunches, and when outside, they are asked to keep litter in their pockets or to use the trash containers provided on our playgrounds.

Cell Phones: Students who bring cellular phones to school must keep them in their backpacks with the ringers turned off. Cellular phones must not be used during school hours. If there is an urgent need to use a phone they can ask to use the school phone at the office. If using a smart phone for Internet access during school hours, a Student Acceptable Use of Technology form must be on file. Students must also demonstrate digital etiquette, and be under direct adult supervision when using their devices.

Valuables: Students who choose to bring to school valuables (devices, cameras, jewelry, money, special toys, trading cards, etc.) run the risk of these items going missing. The School District cannot accept any responsibility or liability for damaged, lost, or stolen items brought to school by students. Students should not bring high-value items to school if they are not comfortable with the possibility these items may get lost or damaged. Parents, please help your child make wise decisions about what to/not to bring to school.

Bicycles, Skateboards, Hover Boards & Scooters: We encourage students to wheel to school. Please ensure helmets are worn at all times. Once on school property, bicycles must be walked to the bike racks and locked during school hours. Scooters, skateboards, and hover boards must be walked or carried into classrooms and stored safely out of the way. Again, the school accepts no responsibility for lost, damaged, or stolen "wheels".

Clothing: Students should come to school dressed in clothing that allows them to get through the day comfortably and safely (clothes that will keep them warm and dry and foot attire suitable for school activities). Clothing worn should not distract or offend others, and should be appropriate for school.



IB Reference Pages

IB Learner Profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

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OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Inquiry Thinking Starters

- I wonder how...
- I really wonder why...
- What if...
- What I am curious about...
- What's important here is...
- What I'm trying to understand/figure out...
- This reminds me of... relates to...
- Maybe... Perhaps... Might it be that...?
- The big ideas here are...
- This makes me feel... What I feel is...
- What surprises/fascinates me is...
- What I am learning through this inquiry is...
- At first I thought _____, and now I think....

IB Reference Pages

The IB PYP Program Has Five Essential Elements:

1. Knowledge
2. Concepts
3. Skills
4. Attitudes
5. Action



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1. Knowledge:

What do we want to know about? Local and globally significant content taught through six themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

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Students built and showed understanding of numbers, their sequences, and numeric patterns by building a 100-square.



Students developed diagrams and wrote reflections about ecosystems and the interactions in them.

2. Concepts:

Concepts are the powerful ideas that are important to many subject areas.

- **Form** - What is it like?
- **Function** - How does it work?
- **Causation** - Why is it like it is?
- **Change** - How is it changing?
- **Connection** - How is it connected to other things?
- **Perspective** - What are the points of view?
- **Responsibility** - What is your responsibility?
- **Reflection** - How do we know?

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IB Reference Pages

3. Skills:

Transdisciplinary skills are skills used in units of inquiry and in life outside of school.

Thinking:

- learning new things
- understanding new ideas
- applying your knowledge
- synthesizing ideas
- evaluating ideas



Social Skills:

- accepting responsibility
- respecting others
- cooperating
- resolving conflict
- group decision-making
- taking on other roles

Communication Skills:

- listening
- speaking
- reading
- writing
- viewing
- presenting
- acting

Self-Management Skills:

- motor skills
- spatial awareness
- organization
- time management
- safety
- healthy lifestyle
- making informed choices

Research Skills:

- creating questions
- observing
- planning
- collecting
- recording
- organizing
- interpreting
- presenting research findings

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4. Attitudes:

The IB PYP focuses on the development of personal attitudes towards people, the environment and learning: attitudes that contribute to the well-being of the individual and of the group.

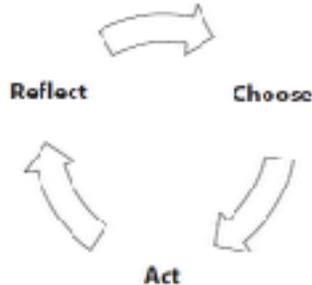
- **Appreciation** Appreciating the wonder and beauty of the world and its people.
- **Commitment** Being committed to their own learning, persevering and showing self discipline and responsibility.
- **Confidence** Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
- **Cooperation** Cooperating, collaborating, and leading or following as the situation demands.
- **Creativity** Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
- **Curiosity** Being curious about the nature of learning, about the world, its people and cultures.
- **Empathy** Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **Enthusiasm** Enjoying learning and willingly putting the effort into the process.
- **Independence** Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
- **Integrity** Being honest and demonstrating a considered sense of fairness.
- **Respect** Respecting themselves, others and the world around them.
- **Tolerance** Being sensitive about differences and diversity in the world and being responsive to the needs of others.

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IB Reference Pages

5. Action

Action can involve service in the widest sense of the word: service to fellow students, and to the larger community, both in and outside the school.



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We greatly appreciate student activists who do their part to keep our learning environment clean!

Home & Community Learning Connections

We recognize and value the learning students do at home and in the community. To capture all the great learning students do outside of school, we developed our IB Home Inquiry Sheets. These pages are sent home with children to accompany each of the six IB units of inquiry explored though the year with the hope that families will record students' questions, connections and actions associated with each unit of inquiry. Thank you for taking the time to complete these pages.

Enter questions children or parents pose related to the unit of inquiry in this box. Ideally, pick one or more question to inquire into at home.

In this box, please write any connections your children make between their pre-existing knowledge and new learning related to the unit of inquiry. Capture their "aha" moments.

We hope students will be inspired to take action as a result of their IB learning. In this box, please indicate actions - as simple as turning off the water to brush their teeth, to more complex - your children engage in.

	Transdisciplinary theme: Sub-theme	Central Idea: Central Idea language
	Learner Profile: Trait 1, Trait 2, Trait 3	Attitudes: Trait 1, Trait 2, Trait 3
Key Concepts: - Concept 1 - Concept 2 - Concept 3	Teacher Questions: - Teacher question #1 - Teacher question #2 - Teacher question #3	
Inquiry questions students or parents come up with at home:		
Connections made by students or parents relating to the Unit of Inquiry		
Actions taken outside of school relating to the Unit of Inquiry:		

Name: _____

Please send completed form back at the end of the unit

Quick Reference For Parents

Student Drop-Off & Pick-Up:

Please:

- Abide by all traffic laws and signs.
- Abide by our healthy traffic flow guidelines.
- Use designated drop-off zones.
- Do not use the staff parking lot.
- Cross streets on sidewalks - do not jaywalk.

Student Supervision:

Students are supervised by the teachers and/or Administrators and/or Education Aides (EAs) during class time and by EAs, Supervision Aides, and Administrators and Office Staff during recesses and lunch breaks. After students are dismissed from class at the end of the day, they are expected to go directly home. Unless involved in extra-curricular activities arranged by school staff members, students are not supervised by school district personnel before or after school.

Agenda Use:

Student agendas are used as a time management, communication, and organizational tool for students. Parents are encouraged to help their children learn to use these tools with greater independence each year. For many students, teachers may request that you sign the agendas each night to show that students are sharing the information in them with you.

Home Learning:

Teachers will often ask students to practice basic skills, engage in inquiry, work on long term projects, or finish assignments not completed in class, at home. It is reasonable to expect that students will spend 10 minutes on homework in Grade 1, 20 minutes in Grade 2, 30 minutes in Grade 3, and so on. If you are finding that your child is spending more time than this on a regular

Communication Regarding School Absence:

In order to provide safety for the students, the office staff will follow a "call back" procedure. If a child does not arrive at school for the morning or afternoon and we do not have prior notification of their absence, we will proceed as follows:

1. Attempt to contact parent through the home or business number provided
2. Call emergency numbers that have been provided
3. Failing to reach these contacts, we will notify the police

Please assist us with accounting for our students' safety by:

- Calling the school (604-903-3370 - 24 hours) if your child will be late or absent.
- Stating your child's name, his/her teacher's name or division, and a brief explanation for his/her absence when you call.
- Let us know if your personal or emergency contact phone numbers change

Students who arrive late or leave early must be signed in/out at the office.

Students Leaving the School During the Day:

We do not allow students to leave school grounds during the day (inclusive of recess and lunch breaks) for any reason, aside from teacher-arranged field trips, unless we have received prior written notification or written consent from a parent that includes:

- The reason for the child's absence
- The date(s) and time(s) the student will be absent
- The name of the adult who is responsible for the child's supervision, or who is picking him/her up and returning him/her to school (if returning the same day)

Please have your child provide this information to the classroom teacher. **Please report to the office to pick up your child/children if they are leaving at any time during the school day.**

We have read and discussed these Capilano Handbook pages.

Student Signature

Parent Signature

Date: _____

For more important parent information please visit: <http://www.sd44.ca/school/capilano/Pages/default.aspx>