



Capilano Elementary School
 1230 West 20th Street
 North Vancouver, BC
 V7P 2B9

Phone: 604-903-3370
 Fax: 604-903-3371
<http://www.sd44.ca/school/capilano/>



2018-2019 Student Agenda



This Agenda Belongs To:

Name: _____

Teacher: _____

Division: _____

Grade: _____

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.



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

CAPILANO ELEMENTARY CALENDAR 2018/2019

Days of Instruction	180
School Opens	Sep 4, 2018
School-Based Non-Instructional Day	Sep 28, 2018
Thanksgiving Day (School Closed)	Oct 8, 2018
Province-wide Non-Instructional Day	Oct 19, 2018
District-wide Non-Instructional Day	Nov 2, 2018
Remembrance Day (School Closed)	Nov 12, 2018
SFT Conferences (2:00 p.m. Dismissals)	Nov 19, 20, 22, 23
Schools Close for Winter Vacation	Dec 21, 2018
Schools Reopen	Jan 7, 2019
District-wide Non-Instructional Day	Jan 28, 2019
District-wide Non-Instructional Day	Feb 15, 2019
BC Family Day (School Closed)	Feb 18, 2019
Schools Close for Spring Vacation	Mar 15, 2019
Schools Reopen	Apr 1, 2019
Good Friday (School Closed)	Apr 19, 2019
Easter Monday (School Closed)	Apr 22, 2019
Student-Led Conferences (2:00 p.m. Dismissals)	Apr 29 & 30
District-wide Non-instructional Day	May 6, 2019
Victoria Day (School Closed)	May 20, 2019
School-based Non-Instructional day	Jun 3, 2019
Schools Close for Summer Vacation (Administrative Day)	Jun 28, 2019

CAPILANO'S 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

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 our Code of Conduct.

Members of the Capilano Community are responsible for knowing the behaviour expected of them (following our essential agreements and managing inappropriate behaviours). Every effort is made to emphasize a problem-solving approach where respect and kindness are key.

Students are encouraged to solve problems independently, or with assistance using 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

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 adult 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 UNKIND AND/OR UNSAFE 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.

INFORMATION FOR STUDENTS AND FAMILIES

Student Drop-off and Pick-Up: Before and after school can be busy times around our community. To ensure everyone's safety, 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
- Pick-up/drop-off your child(ren) on time

Student Supervision: At the beginning of the school day, students are expected to wait outside of the school until the first bell rings. During the school day students are supervised by the teachers, administrators, education aides, and supervision aides. After students are dismissed from class at the end of the day, they are expected to go directly home. Unless students are involved in extra-curricular activities that have been arranged by the school or PAC, students are not supervised by school district personnel before or after school.

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:

- Attempt to contact families through the home or business number provided
- Call emergency numbers that have been provided
- 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.

Parent Sign-In/Sign-Out: Any visitors to the school **MUST** sign-in at the front office. Please **DO NOT** bring items to your child while they are in class or go to a classroom to pick them up for sign-out; this should be done via the front office staff.

Students Leaving the School During the Day: We do not allow students to leave the school grounds during the day (inclusive of recess and lunch breaks) for any reason aside from teacher-arranged field trips, or we have received prior written notification or written consent from the family 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 picking him/her up and returning him/her to school (if returning the same day)

Please have your child provide this information to the office AND 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.**

Reusable Containers and Cutlery for Reducing Litter: Capilano endeavours to be a litter-free school, so all students are encouraged to use re-useable **packaging AND cutlery** for their snacks and lunches, as well as a bring a water bottle for hydration. When outside, they are asked to keep litter in their pockets or to use the trash containers provided on our playgrounds.

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.

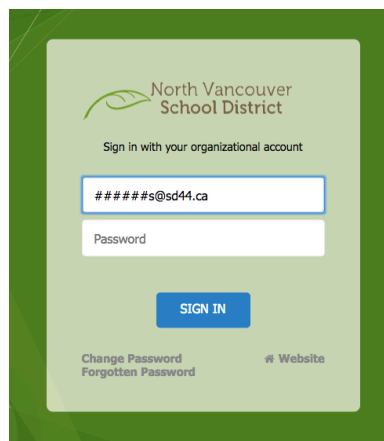
Cell Phones: Students who bring cellular phones to school **MUST** keep them in their backpacks for the entire day with the ringers turned off. Cellular phones **MUST NOT** be used during school hours without teacher permission. If there is an urgent need to use the phone, students can ask to use the school phone in the office. If using a smart phone for Internet access during school hours, a ***Student Acceptable Use of Technology*** form must be on file, **AND** the student **MUST HAVE** permission from their classroom teacher. Students must also demonstrate **digital etiquette** and be under **direct adult supervision** when using their devices – i.e. **students are not permitted to have their cell phones outside during recess or lunch.** Failure to follow the rules and etiquette expectations around cell phone use will result in consequences that relate to the incident.

Valuables: Students who choose to bring to valuables (devices, cameras, jewelry, money, special toys, trading cards, etc.) to school 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. Families, 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. For some children, having an extra set of clothing at school is helpful during inclement weather.

Accessing BC Digital Classroom Resources: Through the district portal, students can access amazing resources for their learning. Go to <https://www.sd44.ca> > Click on “Portal” in the top right-hand corner. This will take you to:




Enter in the username and password provided by the classroom teacher. Then, in the green bar, click on “Resources”. This will take you to the ***ERAC BC Digital Classroom*** resource page.

Agenda Use: Student agendas are used as a time management, communication, and organizational tool for students. Families 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.

IB Home and Community Learning: 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 (sample shown on the right). 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.

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 basis, please contact your child's teacher.

	Transdisciplinary Theme	Central Idea
	Sub-theme	Central Idea Language
Learner Profile Traits		Approaches to Learning
Key Concepts <ul style="list-style-type: none"> • Concept 1 • Concept 2 • Concept 3 	Teacher Questions <ul style="list-style-type: none"> • Question 1 • Question 2 • Question 3 	
Inquiry questions students or parents come up with at home: <p style="text-align: center;">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.</p>		
Connections made by students or parents relating to the Unit of Inquiry: <p style="text-align: center;">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.</p>		
Actions taken outside of school relating to the Unit of Inquiry: <p style="text-align: center;">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.</p>		

Name: _____ Please return this form to school at the end of the unit to be included as a part of student reflection.

Online Permission Forms and Payment of Fees: Important permission forms (e.g. walking field trips, media release, technology use) and fee payments (e.g. field trip costs, agendas) for your child are completed online. To complete permission forms and pay fees, please visit **School Cash Online (SCO)** at:

<https://www.sd44.ca/District/Communicating/schoolcashionline/Pages/default.aspx>

Report Card Access: North Vancouver School District posts student report cards via the parent portal. To access you child's report card, please visit the **Parent Portal** at:

<https://www.sd44.ca/District/Communicating/Pages/parentportal.aspx>

As a family, we have read and discussed these Capilano Information pages

Student Signature

Family Signature

Date



IB Reference Information



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.

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

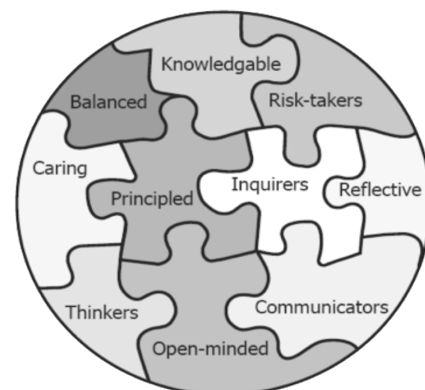
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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.



Source: Kay Urmanski, IB Coordinator

IB PYP PROGRAM ELEMENTS

International Baccalaureate Primary Years Program

www.ibo.org

KNOWLEDGE

The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which local and globally significant content is taught:

- 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



KEY CONCEPTS

Concepts are the powerful ideas that are important to many subject areas. Conceptual understanding enables students to apply facts and skills to the world around them. Key concepts in the PYP program are:

- **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?

APPROACHES TO LEARNING

Approaches to learning (ATL) are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn. They include:

Thinking Skills:

- 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

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. One can take action with themselves and/or with or for others.

SELF:

- Change how I think
- Change how I act

WITH/FOR OTHERS:

- Participation
- Advocacy
- Social Justice
- Entrepreneurship
- Lifestyle Choices



WHAT ACTION CAN LOOK LIKE

DOING

Have you DONE something? Given? Helped? Picked up? Turned off?

THINKING

Have you THOUGHT differently? Reflected? Changed your mind? Wondered? Inquired?

FEELING

Have you FELT differently? Empathized? Loved? Felt inspired? Worried? Admired?

HAVING

Do you HAVE more of something? More knowledge? Respect? Care? Determination? Motivation?

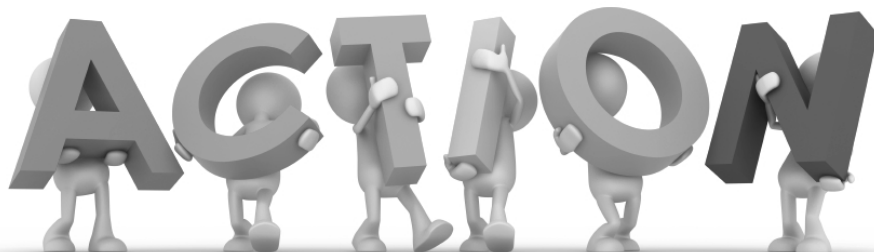
SAYING

Have you SAID something? Informed? Explained? Told? Discussed? Debated? Asked?

BEING

Have you BEEN a different person? Changed behaviours? Been more patient? More respectful?

(©IBO 2017)



Source: <http://klearning.ict.kis.ac.th/kblog/counselor/2017/04/24/kids-taking-action/>