



**Policy 5.01  
Category: Facilities**

**Facility Utilization by Community**

**BACKGROUND**

“CAPE’s learning environment reaches into the community to create partnerships which are not only conducive to student engagement but also foster a sense of belonging and of community. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement.

Partnerships with parents facilitate the parents’ understanding of their children’s needs, ways through which the children can be supported personally, and how the school and parents can work together to create a flexible, responsive environment to maximize learning.

Partnerships with community provide access to external services and environments that support both personalized learning and groups of learners.

CAPE’s personalized program is delivered within the context of integrated learning and teaching. Integration is a cross-curricular approach to program development, a “whole” learning process in which the core content is made richer with meaningful experiences that include the arts, wellness, multiculturalism and global awareness, citizenry, community involvement, and skills development. The program foundations come from the social studies and sciences curricula. Language and mathematics, as well as other curricula, are purposefully woven into the learning experience. Learning experiences and opportunities are added to enrich the environment, increase the relevancy of the material, and engage learners. Within this context, assessment practices are varied and reflect the diverse concepts explored. CAPE’s integration program has evolved over time from integration of elective subjects only to integration under the broad descriptors of “Humanities” and “Sciences”. The timetable provides for large blocks of time in support of this practice. Physical Education is accommodated within the schedule so as to provide daily physical activities while Second Languages (French and Spanish) time offers basic second language skills integrated with cultural elements.”

*CAPE charter*

**POLICY STATEMENT**

1. The CAPE Charter Board encourages community use of the school facility whenever possible, and at no cost to the community groups and individuals, provided it is not an added cost to the CAPE Charter Board.

**DEFINITIONS**

2. **Partnership** - the relation between two or more persons who share the same beliefs and work towards the same goals.

**CAPE-Centre for Academic and Personal Excellence  
Policy Manual**

**Policy 5.01**

**Category: Facilities**

3. **Student engagement** - the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
4. **Life-long learning** - ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons.
5. **Global ethical citizenry** - the idea of all persons having rights and civic responsibilities that come with being a member of the world, with whole-world philosophy and sensibilities, rather than as a citizen of a particular nation or place.
6. **Entrepreneurial spirit** - a mindset. It's an attitude and approach to thinking that actively seeks out change, rather than waiting to adapt to change. It's a mindset that embraces critical questioning, innovation, service and continuous improvement.
7. **Flexible** - able to be easily modified to respond to altered circumstances or conditions.
8. **Responsive** - reacting quickly and positively.
9. **Personalized program** - instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner.
10. **Integrated learning** - a learning theory describing a movement toward integrated lessons helping students make connections across curricula.
11. **Cross-curricular** - an approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject

**GUIDELINES**

12. The use of the school facility by the community shall in no way conflict with the operation of the school. Consideration shall be given to the necessary schedule of the custodial staff in attending to their duties.
13. Some areas of the school have reserved access for purposes of security and safety and shall not be made available. The CAPE Charter Board will make available the following areas of school property for community use: gymnasium, common areas, library, and staff room.
14. First priority shall always be for school program use and school sponsored extra-curricular activities. Second priority use shall be for School Council activities.
15. Groups and individuals wishing to use the school facility must follow CAPE Charter Board procedures covering application, approval, supervision, security, custodial.

**CAPE-Centre for Academic and Personal Excellence  
Policy Manual**

**Policy 5.01**

**Category: Facilities**

16. The Principal will give final approval to each user. Groups and individuals will comply with Principal's decision on the utilization request.
17. The CAPE Charter Board provides for the loan of some basic furniture for community use and delegates to the Principal the authority to make decisions relative to the use of such furniture.
18. Alcohol may not be consumed on school premises without the specific permission of the Principal and Superintendent. Groups and individuals must obtain the appropriate license.
19. Should the school identify any damage done to furniture, or facility, the user shall pay to the school the cost of restitution.
20. Activities taking place in the school facility and grounds shall not contravene any CAPE Charter Board policy or procedures.

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**References:**

*CAPE charter*

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Adopted: September 25, 2006

Motion: #

Revised: August 20, 2007

Motion: #2007-08-20-12

Revised: September 30, 2008

Motion: #2008-09-30-22

Reviewed: June 2011

Revised: August 27, 2013

Motion: #2013-8-27-16

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