

2019/2020 MORVEN CAMPUS TIMETABLE

SENIOR SCHOOL

TIME	PERIOD	1	2	3	4	5	WEDNESDAY LATE START TIME
8:20 - 9:25	1 (65)	A	E	B	G	D	-
9:30 - 10:30	2 (60)	B	F	C	H	E	9:10 - 10:10 BLOCK 1
10:30 - 10:45	BREAK (15)	BREAK	BREAK	BREAK	BREAK	BREAK	10:15 - 11:15 BLOCK 2
10:45 - 11:45	3 (60)	Y	G	D	A	F	11:15 - 11:25 BREAK
11:50 - 12:20	FLEX (30)	FLEX	FLEX	FLEX	FLEX	FLEX	11:25 - 12:25 BLOCK 3
12:20 - 1:05	LUNCH (45)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	12:30 - 1:30 BLOCK 4
1:05 - 2:05	4 (60)	C	H	E	B	G	1:30 - 2:10 LUNCH
2:10 - 3:10	5 (60)	D	A	F	C	H	2:10 - 3:10 BLOCK 5

MIDDLE SCHOOL

TIME	PERIOD	1	2	3	4	5	WEDNESDAY LATE START TIME
8:20 - 9:25	1 (65)	A	E	B	G	D	-
9:25 - 9:40	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	9:10 - 10:10 BLOCK 1
9:40 - 10:40	2 (60)	B	F	C	H	E	10:10 - 10:20 BREAK
10:45 - 11:45	3 (60)	Y	G	D	A	F	10:20 - 11:20 BLOCK 2
11:45 - 12:30	LUNCH (45)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	11:25 - 12:25 BLOCK 3
12:30 - 1:00	FLEX	FLEX	FLEX	FLEX	FLEX	FLEX	12:25 - 1:05 LUNCH
1:05 - 2:05	4 (60)	C	H	E	B	G	1:05 - 2:05 BLOCK 4
2:10 - 3:10	5 (60)	D	A	F	C	H	2:10 - 3:10 BLOCK 5



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2019-20

DAILY PLANNER

THIS PLANNER BELONGS TO:

.....



COLLINGWOOD
SCHOOL

70 MORVEN DRIVE WEST VANCOUVER, BC V7S1B2 T (604)925-3331 F (604)925-3862



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COLLINGWOOD SCHOOL

Welcome to Collingwood School Morven Campus

This year promises to provide Morven students with a multitude of opportunities, through our four-stranded approach, to gain knowledge about themselves and the world around them.

It will be a year filled with programs and the opportunity to further develop the character traits deemed most important and valued by our students. These include respect, personal responsibility, resilience, empathy, initiative, passion, and leadership. Anchored in Collingwood's mission and vision, it will be a year focused with programs and activity to inspire excellence and further extend our students' acquisition and application of skills and competences as innovative thinkers and as effective communicators, productive collaborators, and agile problem solvers equipped to identify and solve problems using a variety of thinking and problem-solving models to create new ideas and new solutions.

The Morven Student Planner and Handbook are designed to guide understanding for just some of the opportunities ahead and share some of our expectations.

In addition to these publications, we communicate regularly with families by email and the school's learning management system. The News and Reminders publication is sent to families each Friday. The school magazine, Bridge, is published quarterly. Important curriculum updates, guest speaker programs, classroom activity, school celebrations, parent resources, news and announcements are shared using these sources.

We know that one of the "success moves" in school is active engagement, and we hope that each of our Morven students embraces the many opportunities and programs that await in the year ahead.

We look forward to working with each of you to make this one of your most courageous, curious, and community-focused years of engagement yet.

Dr. Beverley von Zielonka
Head of Morven




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MISSION, VISION & VALUES

VISION

"INFINITE OPPORTUNITIES"

A COLLINGWOOD SCHOOL EDUCATION CREATES INFINITE OPPORTUNITIES FOR OUR STUDENTS TO EXCEL. OUR FOUR STRAND APPROACH—ACADEMICS, ATHLETICS, ARTS AND SERVICE— IS DELIVERED THROUGH UNIVERSITY PREPARATORY PROGRAMS THAT ARE COLLABORATIVE, INTERDISCIPLINARY, RELEVANT AND PIONEERING. OUR GRADUATES WILL JOIN THE GLOBAL COMMUNITY AS CRITICAL THINKERS WHO ARE RESILIENT, SOCIALLY CONSCIOUS AND PREPARED TO MAKE THE MOST OF THEIR OPPORTUNITIES.

MISSION

"TO PREPARE YOUNG PEOPLE FOR MEANINGFUL LIVES"

VALUES

COURAGE

TO BE A PIONEER AND LEADER, ONE MUST HAVE COURAGE. THIS IS THE FOUNDATION ON WHICH WE BUILD INTEGRITY, CONFIDENCE, RESILIENCE AND RESPECT FOR SELF AND OTHERS. OUR GRADUATES WILL USE THEIR COURAGE AS THEY RISE TO MEET CHALLENGES THROUGHOUT THEIR LIVES AND SEEK TO MAKE A BETTER FUTURE FOR THE WORLD.

CURIOSITY

CURIOSITY DRIVES PASSION FOR CONTINUAL LEARNING AND EXPLORING. THIS PASSION, IN TURN, DRIVES INNOVATION AND COLLABORATION. TO INSPIRE CURIOSITY, WE PUSH BEYOND THE CORE CURRICULUM TO ENSURE OUR STUDENTS ARE ENGAGED IN AN EDUCATION THAT IS UNCOMMON AND UNBOUNDED.

COMMUNITY

AT OUR ESSENCE, COLLINGWOOD IS A COMMUNITY OF STUDENTS, FAMILIES, ALUMNI, FACULTY AND STAFF. THE DIVERSITY AND INCLUSIVITY OF OUR FAMILY IS A STRENGTH. TOGETHER, WE MUST FOCUS ON LISTENING, PATIENCE, HUMILITY AND TEAMWORK. WE ALSO BELONG TO LARGER CIVIC, NATIONAL AND GLOBAL COMMUNITIES. WE EXPRESS OUR BELIEF IN COMMUNITY MINDEDNESS THROUGH OUR COMMITMENT TO LEADERSHIP, RESPECT FOR ONE ANOTHER AND SERVICE TO OTHERS.

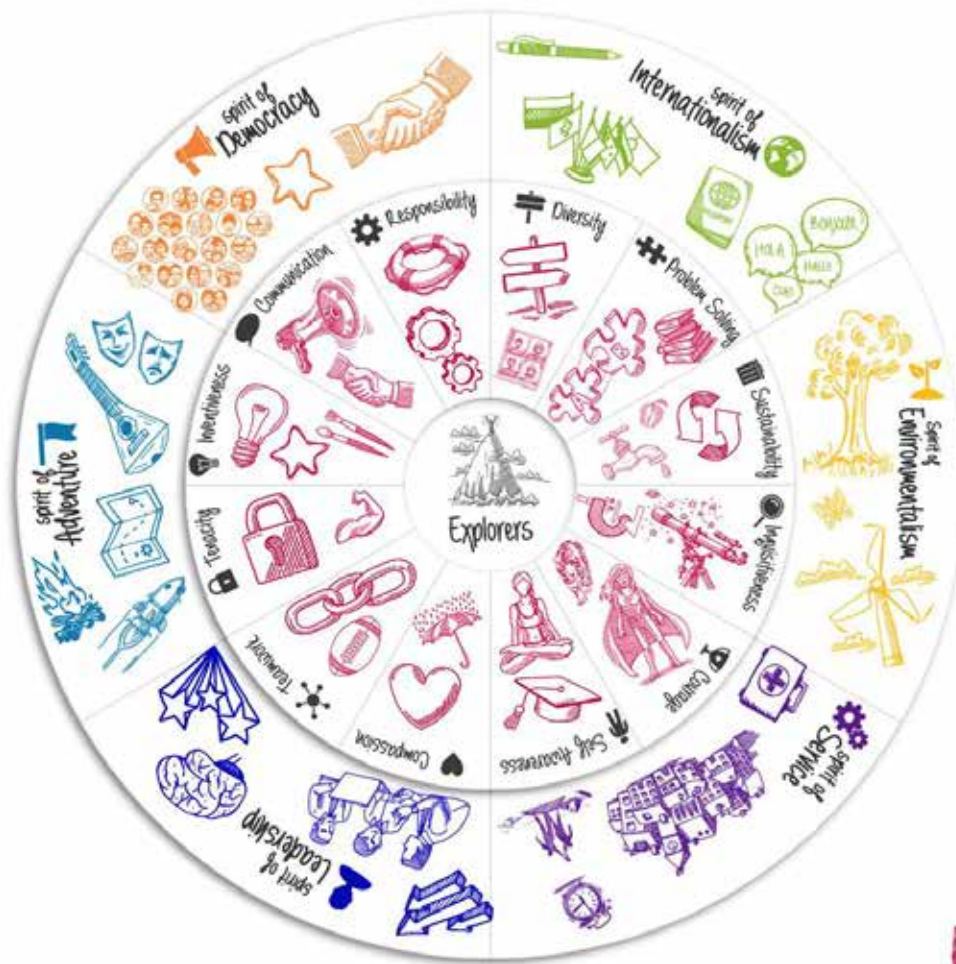


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ROUND SQUARE

Collingwood is proud to be the only Round Square school in Metro Vancouver. Collingwood School is a Round Square Global Member, along with 90 member schools on five continents. The common goal is structured around developing the IDEALS: internationalism, democracy, environment, adventure, leadership and service.

Unpacking the Round Square Discovery Framework



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CODE OF CONDUCT

STATEMENT OF PURPOSE:

At Collingwood School, expectations for student behaviour are high. We believe that students should positively represent themselves, their families, and the school. Students set the tone for a healthy school community and the guidance students receive during their days at school should be applicable to their lives.

COLLINGWOOD CORE VALUES:

The Collingwood core values are fundamental beliefs that guide our community's attitudes and behaviours. Members of Collingwood School are thoughtful and intentional about their personal conduct and its impact on others.

Collingwood's values of courage, curiosity and community are at the core of who we are and what we do. `Courage is the foundation on which we build integrity, confidence, resilience and respect for self and others. `Curiosity drives passion for learning and exploration. Collingwood is a community and the diversity and inclusivity of our family is a strength. `We focus on listening, patience, humility, teamwork, and positive compromise.


At its core, Collingwood community behavior is supported by three statements of respect and we expect our students to abide by all three tenets:

RESPECT FOR SELF • RESPECT FOR OTHERS • RESPECT FOR COMMUNITY

The Collingwood Code of Conduct outlines behavioural expectations and standards of conduct. The Code is communicated to students, parents, faculty, and staff, and is reviewed annually to ensure that it reflects the needs of our community and aligns to both the core values and mission of the school – To prepare young people for meaningful lives.

VALUES IN ACTION:

The School's high standard for personal conduct, treatment of others, and attitudes towards learning are reflected in the Collingwood values. Collingwood creates an environment and educational approach for students to appreciate and uphold these high standards of personal accountability, citizenship, and respect for self and others.

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CODE OF CONDUCT (CONTINUED)

We expect Collingwood community members to demonstrate:

- Contributions to productive learning environments
- Respect for each other's strengths, weaknesses and inputs
- Respect for personal property, school property and collaborative spaces
- Respectful conflict resolution strategies
- Respect for the law in terms of possession or use of illegal substances
- Support of peers
- A strong work ethic
- Respect for deadlines and classroom obligations
- Honesty and integrity
- Responsibility and accountability
- Respect for the environment – through conservation and sustainable practices
- Punctuality
- Pride in the school uniform and wearing it correctly
- Responsible use of technology
- Behaviour and appearance that affirms the reputation of the school

The progress made by the students to meet these expectations is maximized through the combined partnership of the student, parent, teacher, Head of House/counsellor, coach and administrator.

PROCESS FOR ADDRESSING PARENTAL QUESTIONS:

We believe in the strength of partnerships between school and home when addressing matters related to a child's progress. If parents have questions related to their child's conduct in a particular class or activity, parents are asked to speak directly to the appropriate teacher, coach or activity sponsor. If parents have questions related to their child's conduct in a number of classes, parents are asked to contact the child's Head of House (Morven) or Homeroom Teacher (Wentworth) to schedule a team meeting. If after your discussion with the appropriate person(s) your questions have not been answered or resolved, parents are asked to speak to the Head of Wentworth or the Head of Morven.

DISCIPLINE PROCEDURE:

When a student's behaviour significantly deviates from the expectations, the school will respond with a set of consequences intended to teach and guide the student. Each situation will be assessed individually and consequences determined based on the unique circumstances, seriousness, and impact of the case. The age and developmental stage of the student, the student's past history, and the student's willingness to make positive behavioural changes are considered.



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CODE OF CONDUCT (CONTINUED)

The Collingwood Discipline Procedure has two goals:

1. To help create and maintain a safe, kind, and orderly environment for student learning and school life.
2. To help students learn valuable life lessons from mistakes and to be positive contributors to the school community and larger community as a result.

Discipline procedures address student issues in a constructive way. Collingwood takes an educational and restorative approach to discipline whereby, the student takes responsibility for their actions, and learns how to make better future decisions. This approach is integral to the student's development.


Each teacher, coach, or facilitator is responsible for creating and maintaining a positive tone and learning environment. Each is responsible to support student understanding of expectations, consequences of behaviour, and mutual respect to create positive student behaviour. Heads of House/School Counsellor, Dean of Students, Department Heads, and the Heads of Campus assist classroom teachers and students as part of the School's restorative and progressive discipline approach.

Regular dialogue with the student, ongoing communication with the parents, appropriate consequences, and formal documentation of incidents provide the basis for behaviour management.

Students are expected to adhere to this Code of Conduct on campus and while representing the School at off-campus events such as co-curricular tournaments, school trips, field trips, etc. School administration will involve and will cooperate with law enforcement if behaviour or misconduct involves legal violation. Where an out of school incident may impact the school environment or reputation, student disciplinary action may also be taken.

A behaviour response plan is set to reflect the School's belief that clearly defined expectations applied fairly and consistently, help students to become responsible individuals. It is framed as a progressive process, and restorative practices are used to maintain respectful relationships and to support students with underlying issues. Collingwood may skip any step in the progressive approach depending upon the nature of the behaviour.

As part of the School's commitment to ensure the educational and emotional well-being of all students, the Collingwood administration and faculty, in consultation with the students, refined the following guidelines and procedures.

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CODE OF CONDUCT (CONTINUED)

STUDENT BEHAVIOUR RESPONSE PLAN:

The following serves as a guide for the implementation of a student's progressive behavioural response plan. Based on new or unforeseen situations, the School reserves the right to change or amend this process to suit the situation:

1. A faculty member or Head of House/ Division Head investigates the incident. The investigation is recorded on a "Disciplinary Referral Form." The form describes the incident(s) and includes actions taken prior to the referral.
2. The School, led by the Head of Campus or his/her delegate, reviews the investigation. This includes speaking with the student and/or other students, faculty, or other pertinent people.
3. The School informs the parents about the incident and the result of the investigation.
4. Consequences are determined by considering the student's breach of the Code of Conduct, their age and stage of maturity, and their disciplinary history.
5. If expulsion is a possible outcome, the Head of Campus or the Dean of Student Life will brief the Head of School on the case.

IN THE CASE OF EXPULSION:

In the case of an expulsion, the student and their family are entitled to an appeal process. The appeal will be limited to a review of the procedures followed by the School's Investigative Team (School-Based Team) to ensure fairness and correctness. Appeals will be adjudicated by the Head of School.

Should a student and their family wish to appeal, the following steps should be followed –

1. A letter outlining the reasons why they believe that the fairness and correctness of the disciplinary process were breached. This letter will be reviewed by the Head of School.
2. The Head of School will review the letter and will meet in person with the student and the family to hear their concerns.
3. The Head of School will decide whether there was a breach of procedural fairness in the process and will inform the student and their family no later than 7 days after the meeting.
4. Should there be evidence that the disciplinary procedure violated fairness and correctness, the Head may decide to appoint a second and separate School Based Team to review all aspects of the case.
5. The decision of the Head of School shall be final and is not subject to further appeal or review.



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CODE OF CONDUCT (CONTINUED)

RANGE OF CONSEQUENCES:

Some of these steps would be bypassed when a repeat of a minor infraction of a major behavioural infraction occurs:

- Restorative conversation (with classroom teacher)
- Head of House referral
- Student Written Reflection
- In the case of verified academic dishonesty (cheating, plagiarizing, falsification or copying work - work not accepted and an alternative demonstration of learning is required)
- Loss of privileges
- Detention/merit service activity
- In-school suspension
- Saturday school
- Out of school suspension
- Non re-enrollment
- Expulsion

DEFINITIONS

RESTORATIVE PRACTICE

For any situation requiring intervention, Collingwood works to ensure that all parties involved in the incident: acknowledge their role; take responsibility for their actions; understand the impact of their actions; and are part of the solution. Collingwood's goal is to help students to resolve conflict and to restore relationships. This practice is done through a consistent line of questioning, which may differ slightly based upon the age of the student(s) involved:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- What do you think has been affected by what you did? In what way?
- What or who do you need to make things right?
- How can you make sure this does not happen again?
- What can I do to help you?

SUSPENSION (DEFINITION AND INTENT)

It is a privilege to attend Collingwood School. When a student violates an expectation as listed above, and when the consequence is suspension, they are fully suspended from all of the privileges of being a Collingwood student. That includes everything: academics, athletics, arts, and service. Suspension is never convenient and always impacts the student's life. That is why it is an effective consequence. The length of the suspension can and will depend on the severity of the situation, the age of the student, and the student's honesty and cooperation.



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CODE OF CONDUCT (CONTINUED)

IN-SCHOOL SUSPENSION

A student attends school but does not follow the daily routine. The student will work under the supervision of an administrator and/or Head of House to complete school assignments independently. Academic work, including tests and in-class assignments, are due following the in-school suspension. The student is suspended from all extracurricular activities, including athletics.

EXTERNAL SUSPENSION

A student is not permitted to attend or represent the school. This means suspension from all Collingwood activities, including academics, arts, athletics, and service. Academic work, including tests and in-class assignments, are due upon the student's return to school. An alternate schedule to complete assessments will be arranged between the teacher and the student. The student is suspended from all extracurricular activities, including athletics.

PROBATIONARY STATUS

When a student is placed on probation, students will be closely monitored, and parents/guardians informed. Further misbehaviours could result in the student being asked to leave the school immediately, or re-enrolment not being offered for the following school year.

BEHAVIOUR PROBATION

Students will be closely monitored, and parents/guardians informed. A further breach of the Code of Conduct could result in the student being asked to leave the School immediately, or re-enrolment not offered for the following school year.

ACADEMIC PROBATION

When a student's progress, work habit marks and/or grades are deemed unsatisfactory, meetings will be held with the student, and clear expectations and goals are set. Students will be closely supported, monitored, and parents/guardians informed. Failure to improve and meet expectations could result in the School's recommendation for alternate school placement. Parents would be informed in a timely manner that the student is asked to leave the school or that re-enrolment is not offered for the following school year.

EXPULSION

The student is asked to leave the School community immediately.



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COLLINGWOOD SCHOOL ACADEMIC ACTIVITY AND OBLIGATIONS

Our purpose is to educate students about the mistakes they made in terms of academic dishonesty. Collingwood School believes that when students are still learning about academic honesty, in Gr. 8 – 10, their first offence should be treated differently from a second or third offence. Students in Gr. 11 and 12 have been taught the implications of cheating, plagiarizing, falsification or tampering and are expected to understand the severity of a breach of Academic Integrity.

DEFINITIONS

Academic Integrity is when students create original work in their own words and are open and honest in acknowledging and citing any sources that they use.

It should always be assumed that an assignment submitted for marks is an individual's assignment.

Academic Dishonesty is the intentional breach of the Collingwood School Code of Conduct such as cheating, plagiarism, and falsification for the purpose of gaining an academic advantage.

Cheating is a form of Academic Dishonesty in which an individual takes short-cuts to benefit themselves. The following examples of cheating undermine the integrity of an assignment, project, quiz, test, or exam and include but are not limited to:

- Copying or allowing others to copy
- Giving or receiving information about an assessment
- Removing test material from the classroom either physically or digitally
- Using a translation device to complete your work
- Using unauthorized physical or digital resources during an assessment
- Submission of the same assignment more than once for a different course or teacher
- Using unauthorized resources during an assessment

Plagiarism is a form of Academic Dishonesty in which an individual submits or presents the ideas and/or words of others as if it is their own work. Plagiarism includes but is not limited to:

- Citation errors or omissions
- Work copied from another source and presented as original work
- Copy of images, audio, video, and other forms of intellectual property
- Submission of the same assignment more than once for a different course or teacher
- Submitting work that is not your own



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COLLINGWOOD SCHOOL ACADEMIC ACTIVITY AND OBLIGATIONS (CONTINUED)

Falsification is a form of Academic Dishonesty where an individual purposefully misrepresents information. Examples of falsification include but are not limited to:

- Falsifying research findings and/or sources in any academic setting
- Alteration or falsification of academic reports or other academic records for any purpose
- Skipping an assessment class or requesting an extension of a deadline or delaying a test sitting for reasons that are known to be false

Tampering is a form of Academic Dishonesty whereby an individual has interfered with information for the purpose of academic gain. Examples of tampering include:


- Unauthorized access to, use of, or alteration of computer data and information
- Unauthorized access to or the stealing of any course-related material
- Willful or negligent damage to the academic work of a fellow student and or teacher

HOMEWORK

Student engagement and demonstrations of learning take place in and out of school. We recognize that shared understanding of demonstrations of learning – “in school” work and “homework,” the purposes and expectations are important as they influence a student’s growing sense of self and academic responsibilities. Morven students confirm that a student’s growing sense of responsibility and striving for personal improvement, respect, resilience and confidence are directly linked to how students address their “work” commitments.

Homework is out-of-class learning experience assigned to enhance student learning. The purpose of homework is to promote high-quality student learning and achievement and nurture the student’s desire for continuous learning. Homework falls into four categories:

1. Engage with learning: homework that provides an introduction to a topic by accessing prior knowledge, stimulate interest or elicit questions about a new topic.
2. Check for understanding: homework that gives the teacher insight into student learning of new concepts and skills taught to ensure that students have developed a complete and correct understanding before moving on to practice or application.
3. Practice: homework that reviews and reinforces newly acquired skills and concepts.
4. Process: homework that provides opportunities for reflection on learning, extension or application of skills and conceptual understanding, and synthesis of information. Processing includes review and preparation for assessment tasks. It also includes inquiry tasks that may involve student-directed activity using out of class resources.

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COLLINGWOOD SCHOOL ACADEMIC ACTIVITY AND OBLIGATIONS (CONTINUED)

The amount of time spent on homework varies depending on the grade level, course and the ease with which the student masters the material. When homework is a curricular requirement, teachers give guidelines regarding how much time students should expect on the task. Students are encouraged to complete homework independently and conscientiously. Students are responsible for completing homework assigned during absences, checking online for homework postings, and noting assignments and due dates in personal Student Agendas.

Teachers communicate homework orally, in writing, and electronically. Teachers check homework daily and provide timely feedback. Students are responsible for completing homework by the due date. Consequences for incomplete homework supports student learning: this includes mandatory attendance at Flex or teacher tutorials.

HOMework COMPLETION WHEN ABSENT

Students are responsible for completing homework assigned during absences. For each day of absence, one day is granted to complete the assigned work. Students should check with class teachers for missed work upon their return to school and check online to ensure they are updated on all expectations.

LATE WORK

Teachers use a variety of strategies to ensure students submit their assignments for assessment and meet deadlines. These strategies include:

- Use of a student homework planner
- Monitor student homework planner use
- Teach and support the development of time-management skills
- Plan for major assignments to be completed in stages
- Systematically communicate with students about due dates
- Hold student-teacher conferences
- Assign a supervised activity such as Flex or extra-help sessions to complete the work within 24 hours, with the expectation that the work will be fully completed

If needed, escalating interventions may result. These include but are not limited to student-parent -teacher conference, mandatory study session, pause from co-curricular activity and leadership responsibilities, and referral to the Learning Strategies Team.

DUE DATES: ASSIGNMENT AND PROJECT DEADLINES

Students are required to submit both formative and summative tasks on the due date. Firm due dates for major summative assessments are communicated in advance.



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COLLINGWOOD SCHOOL ACADEMIC ACTIVITY AND OBLIGATIONS (CONTINUED)

FIRM DUE DATES FOR SUMMATIVE TASKS

Firm due dates for summative assignments will be communicated in advance. Firm due dates are based on the teacher's determination to evaluate students' understanding of skills, knowledge, and concepts after students have had instruction, students have had opportunities to demonstrate learning, and formative cycles of evaluation are complete. Firm due dates are decided in consideration of reporting schedules. Once the firm due date for a major summative assessment task is communicated, agreed, and published, teachers do not negotiate with students. If a student does not hand in the assigned summative work by the date and time scheduled, the following steps take place:

- The student meets with the subject teacher to find out why the deadline was missed and confirms the student's participation in the remaining steps of the firm due date protocol.
- Student must report to the after school supervised completion of work session
- Student is suspended from all co-curricular and leadership commitments until the work is completed
- Student works for up to three days after school in a supervised setting until the work is complete
- Work will be collected for assessment
- If the work is completed at the end of the first day, the student will hand it in to the teacher
- Email communication to the following after meeting with the student: teacher, advisor/mentor, after school session supervisor, Head of House, Dean of Students, Head of Morven


Note: In the case of non-compliance with the above steps, the teacher will communicate with the Head of House and Head of Morven who will conduct a meeting with the student to determine additional steps and consequences.

MAKE-UP WORK / REQUESTS FOR DEFERRED TESTS AND ASSIGNMENTS

If a student is absent, the student is responsible for making arrangements with class teachers, on the day of the student's return to school, to make up the work or assessments missed. For each day of absence, one day's grace period is permitted to make up the missed work. A new assessment day is determined using the same grace calculation.

HEALTH CENTRE: OPEN 8:00AM-3:30PM ON SCHOOL DAYS

The Health Centre provides professional nursing services in a safe space to all students and provides non-judgmental, personal and confidential support for physical and mental health needs. By providing students with access to necessary health services and advice, nurses are able to direct care needs and build self-advocacy and learning within Collingwood School youth. This wellness-focused care fosters academic and personal success and is extended to our faculty, staff, and the families of Collingwood as well. The nursing team also works with faculty to ensure any students coping with chronic illnesses or medical concerns are appropriately accommodated in their learning environment.

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ATTENDANCE POLICY

Regular attendance is an important part of good citizenship and essential to success in school. The policy in place stipulates the maximum number of absences allowed. Students who exceed the maximum allowance may not receive credit for the courses they are taking, and families may be charged an additional fee. Be sure you know exactly what the policy states. All students are expected to be in class no later than 8:30 am, unless given special permission by their Head of School to arrive later. Parents are required to use the on-line Attendance Notification Form to report student absences or late arrivals which can be found on the Parent Portal or on the School's website www.collingwood.org.

LATES

Arriving on time to class demonstrates respect for one's teachers and classmates. Being punctual is a way of showing courtesy and consideration to others. Students who arrive late except for reasons beyond their control or who are chronically late will face consequences.

DETENTIONS FOR LATE STUDENTS

Lates will be tracked and any student who has three lates in one week including excused lates will receive a Friday detention. There may be genuine reasons for being late once or even twice, but three times suggests more than just misfortune. This policy does not preclude teachers from taking action of their own against consistently late students if they wish to. If students decide to take off an entire morning or afternoon to avoid accruing a Friday detention, then they become liable for a Saturday detention. Punctuality and consistent attendance are key to student success and will be important in offering re-enrolment packages each year.

ABSENCES AND PARENT NOTES REQUIRED FOR ATTENDANCE RECORDS

Following an absence, all students must report to Reception. If the student has missed a period, Reception will give the student a Late Slip, which the student must show to the next teacher. If a student has missed a half or an entire day, a note of explanation must be submitted to the school. Students' absences are tracked on a period by period basis (Gr. 8-12). The Ministry of Education requirements outline that in order to receive full credit for course work, students **MUST** be absent no more than 20 school days in one year. There may be extenuating circumstances to explain attendance records - each student will be dealt with on an individual basis.

It is important to note the school's policy on students who exceed 20 days of absence per year:

"We receive an annual grant per student provided that he/she has been in attendance at the school for 135 days by May 15. If this is not the case, we lose a percentage of the grant. We recoup this loss by charging the family in question except, of course, when absence is due to illness."



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ATTENDANCE POLICY (CONTINUED)

Parents and/or guardians are expected to communicate a child's absence to the school in one of the following ways:

1. A phone call – but must be followed up with a note/email
2. Completing the on-line Attendance Notification Form.

Notes or emails sent in by parents are necessary as part of our attendance policy but do not excuse absences in excess of the Ministry stated guidelines. Families will receive attendance update letters during the year, asking for supporting documentation and tracking student attendance. If you have any questions, please speak to your Head of School.

IN CASE OF ILLNESS


Students who feel ill must see the School Nurse before leaving the school grounds. DO NOT phone parents until you have seen the Nurse and she has verified that you ought to go home. If you cannot find the Nurse in her office, go to Reception. Students must bring a note from a parent and/or doctor after all absences.

REQUESTS FOR EXCUSED ABSENCES

If a student will be absent from school for some reason other than illness or injury, his or her parents should write a note in advance to the Head of School explaining the reasons for the absence and requesting that the absence be excused. In the vast majority of cases, such requests are granted. If, however, the reasons for the absence, or its timing, indicate to the Head that the absence would be unwise, the school's reservations will be expressed to the parents.

MISSED WORK DUE TO ABSENCE

If you are absent from school for any reason, it is your responsibility to find out what tests and assignments you have missed and arrange with your teachers to make them up. If you know you are going to be absent, your parents must write a note to the Head of School in advance to request that your absence be excused (unless the absence is due to a school activity), and you must speak with your teachers before the absence to determine what work you can do while you are gone, and when you will be required to make up work you have missed.

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UNIFORM

All Collingwood students must wear a complete school uniform during school hours. Wearing a uniform promotes school unity and a sense of community. It is a symbol of pride and identity. It allows our student body to find ways to differentiate themselves outside of clothing choices, and our uniform also connects us to our history and from one generation to the next.

Wearing the uniform correctly and with pride shows commitment and support for Collingwood as a whole. Wearing the uniform also prepares our young people for life after school when their professional livelihoods will set expectations for appropriate dress. To that end, we are committed to enforcing our uniform expectations this year. We ask for the support of our parents in encouraging and supporting our students to wear their uniform correctly—including shirts being tucked in, skirts hemmed at an appropriate length (no shorter than 4 inches above the knee), and accompanied by the correct socks, belts, and footwear.

HAIR, JEWELLERY AND MAKEUP


Hair accessories should be compatible with the uniform colours. Discreet jewellery may be worn, and hair should be one natural colour and appropriate in style. Modest makeup is acceptable.

PE UNIFORM

- Collingwood Coolmax gym short or APTUS Female Legging
- Blue Collingwood T-shirt or House T-Shirt
- Running shoes
- White athletic socks
- Gym bag

PE OPTIONAL

- APTUS gym jacket (required for sport team participants ONLY)
- APTUS training pant (required for sport team participants ONLY)
- No zip hoodie or high neck full zip hoodie

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MORVEN #1 UNIFORM



Light Blue Oxford Shirt
tucked in

House or Grade 12 Tie

**Navy Blue
Crested Blazer**

Black Belt

Dark Grey Pants

Grey Socks

Black Shoes

Light Blue Oxford Shirt

House or Grade 12 Tie

**Navy Blue
Crested Blazer**

Tartan Kilt

worn not more than 4
inches above the knee.
Will be strictly enforced
in 2019/2020.

**Grey Knee Socks
Or Tights**

Black Shoes



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MORVEN #2 UNIFORM



Navy Blue Crested Polo Shirt

Optional items include light blue #1 oxford shirt, navy blue crested sweater

Navy Blue Crested Polo Shirt

Optional items include light blue #1 oxford shirt, navy blue crested sweater

Black Belt

Dark Grey Pants

Tartan Kilt

worn not more than 4 inches above the knee. Will be strictly enforced in 2019/2020.

Grey Socks

Grey Knee Socks Or Tights

Black Shoes

Black Shoes



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