



## **Welcome to the Gary Allan High School Community!**

Our learning community is committed to providing dynamic and engaging learning experiences in an environment where all students feel included and respected. High standards in academic programming and personal conduct create opportunities for success inside the classroom and a prosperous future in society.

The following document outlines school structures, procedures and helpful hints to support learning in all programs offered through Gary Allan High School.

**Our Mission** Together, we will do whatever it takes to inspire, empower and support your journey to success.

**Our Vision** At Gary Allan High School we see:

- students feeling safe, valued and proud
- learning that is engaging, progressive, relevant and meaningful
- our diverse student population driving learning opportunities that extend to multiple pathways
- learning powered by innovative technology
- the greater community respecting GAHS students and their contributions

**Our Values** At Gary Allan High School, we value:

- each student's unique voice, challenges, strengths and story
- an authentic learning experience that is engaging and goal-driven
- a safe and respectful community, nurturing relationships to empower and foster success
- resilient life-long learners who develop meaning and purpose
- collaboration with our greater community to ensure success for our diverse student population



**Gary Allan High School - Staff 2017-18**

**Leadership Team**

Staff	email
Andrea Taylor - Principal	taylora@hdsb.ca
Jim Mackenzie - Vice Principal	mackenziej@hdsb.ca
Derek Graham - Vice Principal	grahamd@hdsb.ca
John Gardiner - Site Head/Lead Teacher Oakville	gardinerj@hdsb.ca
Hali Ruhl - Site Head/Lead Teacher Burlington	ruhlh@hdsb.ca
Denise Spring - Site Head/Lead Teacher Milton	springd@hdsb.ca
Denise Besworth - Site Head/Lead Teacher Halton	besworthd@hdsb.ca
Terry-Lynn Hill - Head of Alternative Programs	hillt@hdsb.ca
Matt Armstrong - Head of Special Education	armstrongma1@hdsb.ca
Darryl Houghton - Head of BCP/Trailhead	houghtond@hdsb.ca

**Online Plus Program Staff**

**Alternative Program Staff**

Teacher	Subject	Site	email
Aver, Leslie	Special Education	Oakville	averl@hdsb.ca
Blonski, Dave	TREX	Burlington	blonskid@hdsb.ca
Corbin, Jon	STEP English/SS	Halton Hills	corbinj@hdsb.ca
Balogh, Kylie	STEP English/SS	Milton	baloghk@hdsb.ca
Hilkewich, Jon	STEP Math/Sci	Milton	hilkewichj@hdsb.ca
Little-Plante, Sandra	STEP Math/Sci	Burlington	littleplans@hdsb.ca
Joe Prokopec	STEP Math/Sci	Oakville	prokopecj@hdsb.ca



MacFarlane, Doug	Spec Ed	Milton/Halton Hills	mcfarlaned@hdsb.ca
McLeod-Casey, Tammy	STEP English/SS	Oakville	mcleodcaseyt@hdsb.ca
Pietriousti, Dave	STEP English/SS	Burlington	pietrioustid@hdsb.ca
Stansell, Kristen	BCP/Trailhead	BCP	stansellk@hdsb.ca
John Bartholomew	STEP Coop South		bartholomewj@hdsb.ca

## School Schedule

### Online Plus - Adult Education

Monday	9:00 a.m. - 3:35 p.m.
Tuesday	9:00 a.m. - 3:35 p.m.
Wednesday	9:00 a.m. - 3:35 p.m.
Thursday	9:00 a.m. - 3:35 p.m.
Friday	9:00 a.m. - 3:35 p.m.

### Alternative Program (SCORE/STEP) Hours

Period One	9:00 a.m. - 10:15 a.m.	
Period Two	10:20 a.m. - 11:35 a.m.	
Period Three	11:40 a.m. - 12:18 a.m.	Lunch during Period 3 or 4
Period Four	12:18 a.m. - 12:58 p.m.	
Period Five	1:00 p.m. - 2:15 p.m.	

## School Closures

Information about school/site closures due to inclement weather or other special circumstances can be accessed [HERE](#)

## Important Dates

[School year Calendar](#)



### **Support Services (Guidance, Special Education and Student Success)**

All students are encouraged to explore their future education and career/life plans in our Guidance office. Guidance counsellors are available to support students with their individual pathway plans by providing the following services:

- Education and course planning
- Post-secondary pathway planning
- Career/Life planning
- Elementary to Secondary Transition
- Work/Youth Opportunities
- Community Involvement and Volunteering opportunities
- Liaise with community agencies
- Individual Counselling
- Students may drop-in (pending availability) and/or may make an appointment with our counsellors.
- Course change requests (Note: All course change requests will be considered along with class sizes and pathway plans. Students must attend their current course(s) until a change request is approved and completed. Any course change for students under 18 years of age requires parent's/guardian's permission via signature.

Our Special Education Services staff works with students and teachers to empower and assist students to realize their academic and personal goals. Students and parents are welcome to consult with the Special Education Services staff, who offers the following services:

- Resource Support Program
- Assessment and Identification Program
- Support for Identified Students – Coordination of Program and Counseling



## Code of Conduct

“When staff, students and parents work together to create safe, caring, equitable and inclusive schools, it has a powerful impact on the climate of the school. Each partner has an important contribution to make toward the establishment of a positive school climate in which all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions”. (HDSB Code of Conduct)

<b>The school’s responsibility:</b>	<b>The student’s responsibility:</b>	<b>The parent’s responsibility:</b>
<ul style="list-style-type: none"> <li>• Provide a safe, caring, equitable and inclusive learning environment free from distractions</li> <li>• Teach and model positive behaviour and good citizenship</li> <li>• Teach acceptance of and respect for others</li> <li>• Foster open, honest communication</li> <li>• Help students work to their full potential and develop their sense of self-worth</li> <li>• Maintain consistent standards of behaviour for all students</li> <li>• Integrate bullying prevention strategies throughout the curriculum in daily classroom teaching and school activities</li> <li>• Notify parents of students who have been harmed, and students who are believed to have caused harm</li> <li>• Provide support for students who have been harmed, students who have witnessed harmful behaviours and students who have caused harm</li> <li>• Prepare students for the full responsibility of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Practice honesty and integrity</li> <li>• Exercise self-control and self-discipline</li> <li>• Refrain from bringing anything to school that may compromise the safety of others</li> <li>• Come to school prepared, on time, and ready to learn</li> <li>• Be engaged in the school community</li> <li>• Show respect for self, others and school property</li> <li>• Treat others with kindness and dignity</li> <li>• Report real or perceived bullying incidents to an adult or school staff member</li> <li>• Report activities motivated by bias, prejudice or hate to an adult or school staff member</li> </ul>	<ul style="list-style-type: none"> <li>Understand the Board Code of Conduct and Provincial Code of Conduct</li> <li>• Encourage and assist your child in following the rules of behaviour</li> <li>• Encourage and assist your child to attend school regularly and on time</li> <li>• Show an active interest in your child’s academic and social development</li> <li>• Talk with your child about how they can contribute to keeping their school a safe and inclusive place</li> <li>• Communicate regularly with your child’s school</li> <li>• Be a positive role model for your child</li> <li>• Assist your school’s staff in dealing with disciplinary issues involving your child</li> </ul>

## Progressive Discipline and Restorative Practices

Progressive Discipline is a whole school approach using a continuum of interventions, supports and consequences that include opportunities for reinforcing positive behaviour and helping students make good choices. In order to address inappropriate behaviours, staff at Gary Allan High School use **Collaborative Problem Solving** for early and ongoing prevention and intervention strategies and **Restorative Practices** as a supportive measure to help students learn from their choices, nurture relationships and build an overarching sense of community.

[Access the HDSB Student Code of Conduct here](#)



### **Bullying, Equity, Diversity and Safe Schools**

Gary Allan High School is committed to providing all students with a safe, caring and inclusive learning environment free from bullying and harassment. A positive and inclusive school environment is essential for students to succeed. Staff, students, parents and community partners have a part to play in making our schools safer.

Access information about the HDSB’s Bullying Awareness and Prevention policy [HERE](#).

Report Bullying [Here](#)

### **Attendance**

Education is a shared responsibility within our school community. Regular school attendance provides students with the best opportunity for being academically successful. Students are expected to attend all of their classes and to arrive on time. All late arrivals and early dismissals must be reported to the school (by a parent/guardian if U18)

	<b>Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"><li>● to be at school and in class on time</li></ul>
<b>Parents/Guardians</b>	<ul style="list-style-type: none"><li>● to report daily student absences (e.g., illness, appointment, bereavement, vacation) to the classroom teacher</li><li>● to provide a note for their child when he/she signs-in from appointments or signs-out for appointments</li><li>● to inform teachers of upcoming extended absences</li><li>● Parents track your child’s attendance <a href="#">HERE</a> (note: student number is needed for entry)</li></ul>

**Medical documentation is required when students are absent from a course for longer than 15 consecutive days.**



## **Assessment, Evaluation and Reporting**

### **Managing Deadline Expectations (Lates, missed assignments)**

*Students are responsible for providing evidence of their learning within established timelines.* Due dates for assignments and the scheduling of tests will be communicated well in advance to allow students to schedule their time. Students who are unable to follow an agreed upon timeline are expected to demonstrate their responsibility and organizational skills by discussing with their teacher the challenges they are facing as far in advance of the deadline as possible. Marks may be deducted if, after intervention and support, work is still not submitted according to subsequent due dates.

### **Academic Honesty**

Plagiarism and other forms of academic dishonesty are very serious offences. Students are expected to be honest in all their academic endeavours. Cheating on a test or examination includes:

- communicating with another student
- non-authorized use of electronic devices (ie. Cell phones, iPods etc.)
- copying another student's paper
- bringing in or referring to prohibited materials

A research paper or assignment should be original work. It is dishonest to:

- submit, as your own, work which is another person's or to which another has contributed substantially (teachers will advise you as to which assignments may be done with another person or a group)
- submit an article or excerpt from an article that you have downloaded from the Internet without stating the source
- incorporate the words or ideas of another into your assignment without stating the source (plagiarism)
- cite references not used or falsify references
- submit work previously used in another class without referencing it

Consequences for not meeting these academic standards of meeting due dates and expectations of academic honesty may include:

- Reporting the issue to parents / guardians
- Requiring the student to complete an alternative assignment
- Mark deduction of 5% per day
- Assigning a "zero" for an assignment not completed prior to an agreed upon closure date
- Suspension

Access a link to the complete HDSB policies and administrative procedures for "Lates and Missed Assignments", for "Cheating and Plagiarism" [HERE](#).





**Reporting Timelines**

Reporting Timelines	All Programs
<p><b>October and March – Fifth Week of Semester Reports</b></p> <p><b>Note: No overall grade is reported at this early stage of the course.</b></p>	<p>All grade 9 students receive an electronic progress report.</p> <p>Only students in grades 10-12 who are experiencing difficulty (with early marks below 60%) receive an electronic report.</p>
<p><b>November and April Mid-Semester Report</b></p>	<p>All students receive a formal report with a mid-semester grade, and learning skills and work habit evaluations.</p>
<p><b>December and May Fifteenth Week of Semester</b></p>	<p>Only students who are achieving grades of 60% or less receive a report electronically outlining the steps required to be more successful.</p>
<p><b>February and June End of Semester Report</b></p>	<p>All students receive a formal report with a final grade, learning skills and work habits evaluations.</p>





## BRING IT!! (Information Technology and Electronic Devices)

With the wireless network available virtually everywhere in our school community, we encourage the use of this technology to enhance learning. Our programs use blended learning (teacher and student interaction with technology in the classroom) as well as forums beyond the school's walls including opportunities for e-learning with some courses. Promoting student engagement, innovative instructional practices, and positive student outcomes are supported through a learning environment that embraces technology. This framework introduces the norms for a positive environment as we embrace and encourage people to ... **BRING IT.**

### However:

- the use of electronic devices within the HDSB is a privilege not a right
- teachers should implement clear rules for the restriction of electronic devices during class-time for non-learning purposes
- students who violate such rules will lose privileges and be subject to other consequences consistent with Progressive Discipline and Safe Schools Legislation
- Students are advised that they bring these items to school at their own risk. The school and the HDSB are not responsible for loss or damage to electronic devices.

To learn more about Digital Citizenship and the Board's policies and procedures about Information Technology in Schools click [HERE](#).

## Dress Code

As a learning community, our goal is to provide a positive school climate where all students can focus on learning in a safe, respectful and enjoyable environment. Aligned with School Board policies, our Dress Code seeks to strike a balance between individual expression and the expectation of society for appropriate attire in an academic and professional setting.

- Everyone should dress appropriately for a learning environment.
- To encourage a distraction free learning environment, revealing and provocative clothing is not permitted.
- Hats are to be removed each morning during the playing of the national anthem, during formal assemblies, and in classes where directed by staff.
- For reasons of safety and sanitation, shoes must be worn at all times.
- Clothing or accessories with drug or alcohol images or overtones are not permitted.
- Gang-related, hate-related, racist, sexist, or homophobic statements, symbols and/or images are not permitted on clothing or as accessories
- Officially recognized religious headgear is permitted to be worn in the school at all times.
- Participation in technical, laboratory, arts, and physical education programs may require special considerations for dressing safely.



Students who do not meet Dress Code standards may be asked by a teacher or administrator to change or reverse the inappropriate items or to borrow an alternate piece of clothing from a friend. Unwillingness to cooperate will be considered an act of defiant, oppositional behaviour as outlined in the code of conduct. Repeated dress code violations may result in suspension.

### **Some examples of inappropriate attire:**

- Visible undergarments (including undershirts worn as t-shirts)
- Revealing clothing such as strapless, backless, transparent/see-through, halter tops, tube tops, short shorts or miniskirts
- Clothing that reveals midriffs or buttocks (including clothing that is torn in revealing places)

### **Food For Thought**

Gary Allan High School does not offer cafeteria service. Snacks are available through our Food For Thought program. All food available through the Food For Thought program is compliant with PPM 150 nutritional standards and Food Risk Reduction Strategies according to Sabrina's Law. Students may use locker bay area and provided tables and chairs to eat during lunch if needed.

### **Field Trips**

Students will have the opportunity to participate in field trips as a supplement to the curriculum for their courses to enhance and enrich their in-school learning. When on a field trip, students are "ambassadors" of Gary Allan High School and are expected to conduct themselves in a manner that promotes a positive image of the school and its students. Specifically, students are expected to comply with the Code of Student Behaviour and School Bus regulations. Students may be denied the privilege of going on trips for such reasons as unacceptable behaviour on a previous trip.

### **Permission Forms**

Students who are participating on field trips or outings are required to submit a permission form to their teacher or staff advisor in advance of the trip. Students will be denied an opportunity to participate if the form is not submitted before the trip. We cannot accept verbal permission from a parent for school trips. Please ensure that field trips forms are returned with payment if necessary to the teacher coordinating the trip.

### **Fire Or Other Emergency**

Students will be required to evacuate the building during a fire drill or other emergency. The signal to evacuate will be the fire alarm. On hearing the alarm, students are to:

- leave the building in an orderly fashion by the designated exit routes
- assemble in the area designated by their teachers and remain there until advised that students and staff may return.

If you detect a fire, pull the closest fire alarm and exit the building. In any emergency, students are to follow the directions of staff members. It is a criminal offence to make a false alarm. Any student witnessing the pulling of an alarm station is asked to report it to the



office.

### **First Aid And Health Concerns**

A student who becomes ill during the day should report to the office. The parent/guardian will be contacted, and, in most cases, the student will go home. If you are involved in an accident on school property or witness one, please report it to the office immediately. No medication is dispensed at the school. **If you have an identified health problem or allergy, please advise the main office and your teachers.**

There are a number of staff and students at Gary Allan High School with significant allergies and environmental sensitivities. The most common triggers for these are food, insect stings, and fragrances. Gary Allan is a nut and fragrance sensitive school community and we ask our users, both school community and public, to be sensitive to each others' allergies.

### **Parking and Parking Lot Use**

All drivers are expected to observe traffic signs. Parking spots are first come first served. Failure to comply with the regulations of the Highway Traffic Act may result in progressive discipline which could include the loss of driving privileges on School Board property.

### **Visitors**

School property is private property. We do not encourage student visitors from other schools.

Anyone who is not a registered student or a staff member must report to the office to receive permission to visit. A person who persists in "visiting" without cause or permission will be charged with trespassing.

### **Bicycles, Longboards, Skateboards and Roller Blades**

Bicycles are not permitted inside the building at any time. Students are encouraged to lock up their bicycle in a designated area. The school and the HDSB are not responsible for loss or damage to Bicycles, Skateboards, Longboards or Roller Blades brought to school. Students are advised that they bring these items to school at their own risk.

### **Valuables**

Students should not bring valuables to school as the school cannot be responsible for articles lost or stolen. Students should keep all valuables on their person at times.

### **Smoking**

The Smoke Free Ontario Act prohibits smoking in the building and on school grounds of this school. Non-compliance can result in a minimum fine of \$305.00 by the Tobacco Enforcement Officer employed by the Regional Municipality of Halton, as well as possible



disciplinary action by administration. The use of electronic smoking devices is equally prohibited on school property.