



École Hadley Junior High School
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Educational Project 2020/2021

École Philemon Wright High School
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Hadley Junior High School / Philemon Wright High School Mission Statement

Our Mission: To Achieve Success Through Education and Community

Our Motto:

- Work Hard
- Be Yourself
- Do the Right Thing

Community Profile

Hadley Junior High School/Philemon Wright High School is located in the Hull sector of the City of Gatineau. We are a regional high school with students coming from: Wakefield, Chelsea, Buckingham, Gatineau, Hull, and Namur area. Hadley Junior High School and Philemon Wright High School share building facilities. Each school has its own designated areas but shares one Administrative staff with one Principal and two Vice-Principals. The students, parents, staff and community members create our Hadley/Philemon family.

Students arriving in Year 1 (Secondary 1) to Hadley Junior High School come from seven schools within the Western Quebec School Board. These schools include: Greater Gatineau, Wakefield, Pierre Elliot Trudeau, Buckingham, Poltimore, and Chelsea. In Secondary 3, students arrive from Namur School. Most of our students are transported to school by bus. Some students are on the bus for 2 hours in the morning and 2 hours in the afternoon. Our enrollment is increasing. In September 2015 the enrollment was 424 at Hadley, 580 at Philemon with a total of 996 students. In September 2016 the enrollment was 449 at Hadley and 617 at Philemon with a total of 1066 students. The enrollment for 2017/2018 as of October 2017 was 467 at Hadley and 614 at Philemon with a total of 1083 students. The enrollment for the 2018/2019 as of September 30th is 1149, there are 497 students at Hadley and 652 students at Philemon Wright. The enrollment as of September 30th 2019/2020 is 520 at Hadley Junior High School and 689 at Philemon Wright High School with a total of 1207 students.

In 2019/2020 there are 34 teachers at Hadley and 46 teachers at Philemon Wright High school. There are 24 support staff and 4 professionals. There are 119 staff members at Hadley/Philemon Wright High School. We will work together with a common Mission and with shared values. We strive to give every student the opportunity to succeed and flourish in a positive and safe educational environment.

School Profile

HADLEY JUNIOR HIGH SCHOOL		
Profile Sheet 2020-2021 September		
Profile	Students	Percentage
Total Students	499	100.0
Female Students	249	49.9
Male Students	250	50.1
Enriched French Students	165	33.1
Core French Students	303	60.7
First Nation Metis Inuit Students	22	4.2
Centre of Excellence	10	2
M.A.P. Students	21	4.8
At Risk	142	28.5
Handicapé	34	6.8
Socio-Economic Index	5	
PHILEMON WRIGHT HIGH SCHOOL		
Profile Sheet 2020-2021		
Profile	Students	Percentage
Total Students	733	100.0
Female Students	350	47.7
Male Students	383	52.3
Enriched French Students	241	32.9
Core Program Students	432	58.9
First Nation Metis Inuit Students	23	3.1
W.O.T.P Students	40	5.5
Centre of Excellence	10	2.9
At Risk	195	26.6
Handicapé	55	7.5
Socio-Economic Index	5	

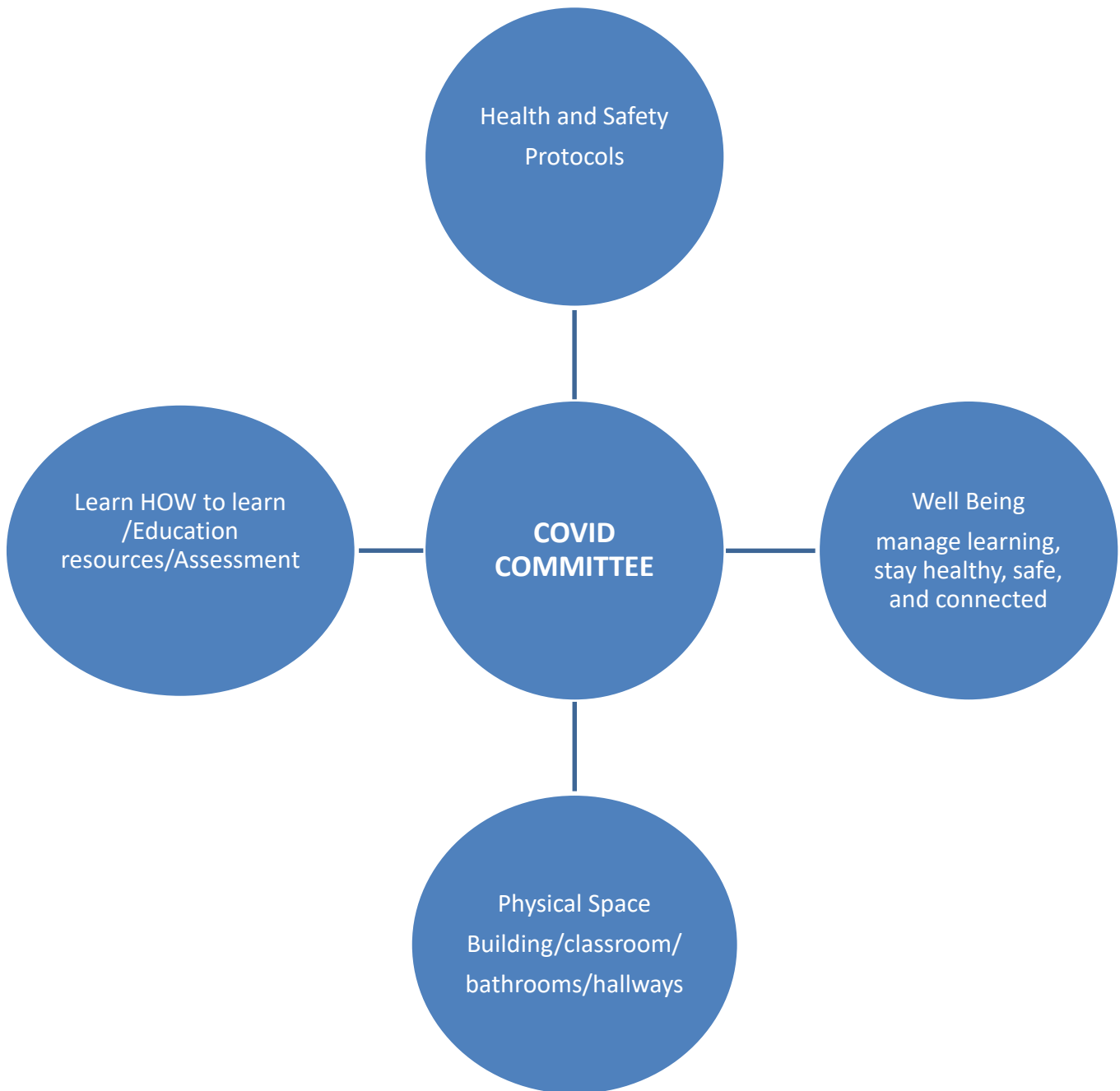


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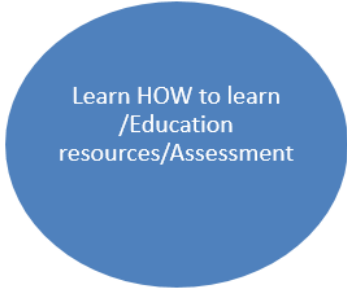


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Administrator Responsible: Dodie Payne

GOAL 1: Professional Learning Groups – COVID Learning	Priority/Challenge: As identified in the Educational Project (The WHY)	
	Professional Learning Groups – COVID Learning	
	Teacher Learning Goal: (The WHAT)	
	To Define what learning looks like at Hadley/PW? To develop best practices for learning in our new reality.	
	Teacher Learning Activities: (The HOW)	
	<ul style="list-style-type: none"> • Learning Committee open to all staff – subcommittees include <ol style="list-style-type: none"> 1) Self Regulation/Metacognition – What does learning look like at Hadley PW? 2) Technology - Online learning resources and Professional Development for staff 3) Online learning at home – develop a plan in advance • Reflect on what went well and lessons learned from online learning experience • Monthly meetings with subcommittee tasks to be completed for the meetings • Research good practices • Communicate a focus on learning and not doing • Focus on depth over breadth • Focus on reflection, progress and celebration 	
	Impact: (The EVIDENCE of Teacher Learning)	
Predicted: Clear definition and understanding of what learning looks like at Hadley/PW Bank of Online learning resources and tools Teachers are trained to use different online resources and tools	Actual:	



GOAL 1: ANNEX	Impact on students:	
	Predicted:	Actual:
	<ul style="list-style-type: none"> • Students will take responsibility for their own learning • Students will be prepared and have a clear plan for on-line learning 	

GOAL 1: ANNEX	Timeline	Learning Activity	Roles and Responsibilities	What Went Well	Even Better If
	2019-2022	1. PD for online learning	Committee will organize for August		
	2019-2022	2.			

GOAL 1: PLANNING AND PREPARATION NOTES	<ul style="list-style-type: none"> • Need consistency – students know where to find resources • Everyone uses Office 365 – the school will not accept work or online presence that is not through office 365 • Weekly short tasks works the best – calendar • Short achievable goals – student feel like they are making progress • Hold students accountable – bring data, bring questions, bring presentation • Small groups once a week 30 minutes • Have a checklist • Offer choice • Listen to student vice • Students need to have input • Need up to date websites • Camera on – need to see face to face, should be in the kitchen or common area • Need to define work hours for teachers if on-line • Need to educate students at the beginning of the year – what to use and expectations (office 365) • Teach student how to use technology • Online quizzes • Create a task • Justify • Open ended questions • Cross curricular • Rethink – what are we evaluating. How can students show their understanding in different ways • Relearn and reassess • Be mindful of Zoom fatigue • How can student learn independently at home - come together to answer questions and explore more deeply • PD for staff
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- Need to further explore: What does learning look like at Hadley PW?
- Need to explore “gradual release of responsibility” in the new-normal
- We need to teach self-regulation strategies – How?



Administrator Responsible: Kate Smith

GOAL 2: Well Being	Priority/Challenge: As identified in the Educational Project (The WHY)
	Professional Learning Groups – Response to Intervention and Universal Design for Learning
	Teacher Learning Goal: (The WHAT)
	To develop best practices in the promotion of well-being for all members of our school community through connection, community and communication.
	Teacher Learning Activities: (The HOW)
	<ul style="list-style-type: none"> • Wellbeing Committee open to all staff – subcommittees include <ol style="list-style-type: none"> 1) Wellness 2) Community Building • Monthly meetings and use of SharePoint to share resources and spark discussion • Explore resources on well-being with a focus on supporting vulnerable/at-risk students, creating a welcoming community for all, family and student engagement and communication • Optional staff Book Club – Reclaiming Youth at Risk: Futures of Promise • Share mini workshops and resources with all staff throughout the year • Collaborate with Centre of Excellence for Mental Health on Mental Health Project and Positive Schools/Solutions-Focused Approach
	Impact: (The EVIDENCE of Teacher Learning)



	<p>Predicted:</p> <p>Teachers have a better understanding, increased confidence and tools to use in supporting:</p> <ul style="list-style-type: none"> • Students at risk • Anti-Racism and diversity in our school • Their own wellbeing • Community building within the classroom, the school, and beyond 	<p>Actual:</p>
Impact on students:		
	<p>Predicted:</p> <ul style="list-style-type: none"> • Students feel safe, seen and heard, supported and a sense of belonging in their pods, classroom and school community • Every student has a trusted peer and staff member who they can turn to for support 	<p>Actual:</p>

	Timeline	Learning Activity	Roles and Responsibilities	What Went Well	Even Better If
GOAL 2 : ANNEX	2019-2022	2. CEBM Workshop Aug. 2020			
	2019-2022	2.			



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GOAL 2: PLANNING AND PREPARATION NOTES

- Focus on what is within our control vs out of our control
- Meet social-emotional needs as students come back FIRST and foremost
- Fit mental-health into the curriculum as much as possible as a priority
- Have clear guidelines/expectations/consistency for behaviour plan and response
- Have a clear guideline for students not at school
- Communicate with families – explore new platforms and social media
- ‘What to expect’ video for students and staff returning to school- website
- Music in the mornings, make school welcoming
- Classrooms will now belong to students –how can we create ownership
- Trauma informed learning for staff
- Training and support for staff
- Clear communication and expectations for staff
- Taking care of staff – positive messaging, buddy system
- Student leaders within groups to connect peers and give them someone to approach
- Consider how we might incorporate student voice into our learning as a staff

Physical Space
Building/classroom/
bathrooms/hallways

Administrator Responsible: Correne Giles



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GOAL 3 COVID Building & Organization	Priority/Challenge: As identified in the Educational Project (The WHY)	
	Professional Learning Groups – COVID Building & Organization	
	Teacher Learning Goal: (The WHAT)	
	To work within homeroom teaching groups to develop best practices to organize student’s online learning (for students whose schedules require them to work with a teacher in an opposite classroom, for students who are absent due to symptoms, as well as for a potential shut-down due to COVID)	
	Teacher Learning Activities: (The HOW)	
	<ul style="list-style-type: none"> Building and Organization Committee open to all staff – subcommittees include <ol style="list-style-type: none"> 1) TEAMS 2) Building logistics Reflect on what went (is going) well for students working online (focus on scheduling, organization, expectation, and distribution of materials) Monthly meetings with subcommittee tasks to be completed for the meetings Professional Development workshop on setting up and using TEAMS for a homeroom group Share mini workshops and resources with all staff throughout the year Develop a clear communication tool between school and home 	
	Impact: (The EVIDENCE of Teacher Learning)	
	Predicted: Teachers have a better understanding, increased confidence and tools to use in supporting online: <ul style="list-style-type: none"> Communication with students Communication with home Planning Distribution of materials Delivery of lessons 	Actual:
	Impact on students:	
	Predicted:	Actual:



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	<ul style="list-style-type: none"> • Students can be independent learners in an online context • Every student has one teacher specifically responsible for supporting them in an online learning situation • Students understand their online learning schedule and objectives/outcomes • Students and their families feel less overwhelmed by the expectations, scheduling, and logistics involved in online learning 	
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GOAL 4 : ANNEX	Timeline	Learning Activity	Roles and Responsibilities	What Went Well	Even Better If
	2019-2022	3. TEAMS workshop – August 27th			
	2019-2022	2.			



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GOAL 4: PLANNING AND PREPARATION NOTES

- Have clear guidelines for students working within the building but “from a distance”
- Have clear guidelines for staff and students to facilitate the fluidity of a schedule where students must stay home if they have symptoms of COVID
- Have clear guidelines so that we can move to a fully online learning model with 24 hours of a classroom or school closure due to COVID
- Training and support for all staff working with students
- Training and support for students
- Training and support for families
- Communicate with families – how to use TEAMS, how to best support their child(ren) with online learning, how to communicate with teachers
- Organize TEAMS PD with Stuart Gray (reoccurring as needed)
- Clear communication and expectations for staff
- Homeroom teacher leaders within homeroom groups to support distribution of each group’s weekly learning objectives
- Have an inventory of available devices and students to which they are assigned
- Compile (and keep up-to-date) a complete list of teacher websites, school based social media accounts and emails for our website
- Keep our school’s website up-to-date and user friendly
- Remember that a streamlined approach as a school is less overwhelming for students and families (especially for those with multiple children at our school)
- Ensure that there is a plan in place to support technical issues while students are at home
- Monthly meetings with homeroom teacher teams



Health & Safety

Administrator Responsible: Terri McPhail

G O A L :	Priority/Challenge: As identified in the Educational Project (The WHY)	
	Health & Safety – COVID	
	Teacher Learning Goal: (The WHAT)	
	To Define what new COVID Health & Safety protocol looks like at Hadley/PW? To develop best practices for learning new COVID Health & Safety protocols in our new reality.	
	Teacher Learning Activities: (The HOW)	
	<ul style="list-style-type: none"> • COVID Health & Safety Committee open to all staff – subcommittees include <ol style="list-style-type: none"> 1) A Day in the Life of a Hadley- Philemon student – What does a day look like at Hadley PW for students ? 2) A Day in the Life of a Hadley- Philemon staff member – What does a day look like at Hadley PW for staff? 3) TBD with Committee • Reflect on what went well and lessons learned from new and frequent changes in COVID Health & Safety protocols and recommendations • Monthly meetings with subcommittee tasks to be completed for the meetings • Research good practices 	
	Impact: (The EVIDENCE of Teacher Learning)	
<p>Predicted: Clear definition and understanding of what new COVID Health & Safety looks like at Hadley/PW</p> <p>Bank of Online learning resources and tools</p> <p>Teachers are trained to recognize and follow and implement new COVID Health & Safety protocols</p>	<p>Actual:</p>	



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Impact on students:	
Predicted: <ul style="list-style-type: none"> • Students will take responsibility for their own learning to recognize, follow and implement new COVID Health & Safety protocols 	Actual:

GOAL : ANNE X	Timeline	Learning Activity	Roles and Responsibilities	What Went Well	Even Better If
	2019-2022	1. PD for COVID Health & Safety	Committee will organize for August		
	2019-2022	2.			

GOAL : PLANNING AND PREPARATION NOTES	<ul style="list-style-type: none"> • Need consistency – students can expect the same message from all staff • Everyone follows the new COVID Health & Safety guidelines consistently • Listen to staff/student voice • Students need to have input • Need up to date websites • Need to educate students at the beginning of the year – repeat rules and protocols often • Teach student how to follow rules and protocols • Allow time for questions and assurances • PD for staff • We need to teach self-regulation strategies – How?
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