

February 2009



**HADLEY**  
**JUNIOR HIGH SCHOOL**  
80 Daniel Johnson Blvd.,  
Gatineau, Quebec  
J8Z 1S3  
(819) 777-9117 FAX: (819) 777-1516



**IMPORTANT DATES:**

February 14, 2009 – Valentines Day  
February 17, 2009 – Open house for gr 8-9-10 students  
March 2-6, 2009 – Spring Break  
March 27, 2009 – End of Term 3  
April 8, 2009 – Hadley student led conference for Parents  
April 9, 2009 – P.D. Day - Hadley & Philemon Wright (no classes for both schools)  
April 10, 13, 2009 - Easter Holiday

**Open House February 17, 2009**  
**Gr 8-9-10 program information for 2009-2010.**  
**Starting at 5:30 pm in the auditorium**

**NEW student to the Western Quebec School Board** We are now accepting registrations for the 2009-2010 school year. NEW Registrations will be processed by appointment only. If you have any questions or would like more information, please do not hesitate to contact us. If you would like to register your child in the Cycle 1 Yr 1 & Yr 2) program (*Formerly Sec1-2*) Please call Thérèse at 819-777-9117 x 310. If your son or daughter presently attends a W.Q.S.B. school, registrations for Hadley & PWHS, will be processed at the current school. Parents who wish to enroll their child in one of our schools must first obtain a Certificate of Eligibility issued by the Ministère de l'Éducation, in conformity with Law 101 (Charter of the French Language).

Application forms for these certificates, and information on eligibility may be obtained from your local school. To register your child with the Western Quebec School Board the following minimum documentation is required to complete the process referred to in section (b).

- Certified copy of his/her birth certificate bearing the parents' names
- Proof of address (i.e. hydro bill or tax bill).

Regrettably, no student is permitted to start school until such time as they have received a Certificate of Eligibility or a Provisional Authorization to Attend English Schools. Applicants who have been notified that they do not qualify for English instruction may appeal the decision to the Ministère de l'Éducation. In the interim, the student would be required to enroll in a French School.

**CELL PHONE, CAMERAS, IPODS, PAGERS, BLACKBERRY etc are NOT permitted at Hadley**

Although these articles are permitted during transportation to and from school, they are not permitted at Hadley. If you choose to bring these items they are to be placed immediately in your school bag before you get off the bus and kept in your locker until you get on the bus after school. If an electronic device is seen, it will be confiscated, tagged and lock in the schools safe. Confiscated items will be returned at the discretion of the principal or vice-principal. Repeat offenders will have the item confiscated for the remainder of the year. Parents are to make arrangements for pick-up of the item from the office. Hadley will not be held responsible for any lost, stolen or damaged items. These items are brought to school at the risk of the student who bring them to school.

**School Fees:** All school fees must be paid. Those who have filled out and sent in the “Promissory Note” for payment plans will have an extension based upon the personal arrangements made with the office. However, all other outstanding fees will be sent to collection. As we prefer not to do this, please send in your payment with your son/daughter by means of a personal cheque, cash, or money order.

## **MESSAGE FROM THE VICE-PRINCIPALS**

Cylce 1 Yr 1 Vice-principal, Mrs. Dodie Payne - Cylce 1 Yr 2 Vice-principal, Mrs Terri McPhail

Dear Parents,

We have successfully completed term two and we are half way through the school year. We would like to send one main message home: It is not too late for all students to succeed. We have been working hard to put supports and interventions in place to encourage all students to reach their full potential.

Interventions and Supports:

- **Homework club** – Mondays, Tuesdays and Wednesday after school
- **Remediation** – There is a remediation schedule posted at the front that indicates when teachers are available at lunch for extra help
- **Lunch and Learn** – When students do not complete their homework, they go to Lunch and Learn where they can eat their lunch and complete their work
- **Organization Support** - Philemon Wright leadership students and our Youth Workers have been working hard to help students get organized
- **Academic Suspensions** – If teachers are missing major assignments and it is difficult to make an accurate judgment on the competency level, the student will be given an academic suspension. The students are taken out of class and given support to complete assignments.
- **Nightly homework routine** - While it is true that homework is not necessarily assigned on a daily basis in each subject, your child would greatly benefit from using this time to reread or recopy notes, review previous work, work on an upcoming project, study for an upcoming test, or simply spend time reading.

Students will be successful if they accept all supports and interventions, they come to school regularly, go to class prepared, are active learners, ask for help and are involved in Hadley School life. If you have any questions, cares or concerns please contact the school.

Yours truly,  
Ms. Dodie Payne and Ms. Terri Mc Phail  
Vice Principals

## **MESSAGE FROM THE PRINCIPAL**

**Mr. Terry Kharyati**

Dear Parents/Guardians and Students,

I sincerely hope that all of us are enjoying a successful year.

I am writing on behalf of our administrative team of four Vice-Principals: Ms. Dodie Payne (Grade 7) and Ms. Terri McPhail (Grade 8) are the Administrators responsible for Hadley Junior High School while Mrs. Julie Fram-Greig (Grade 9) and Mr. David McFall (Grade 10 and Grade 11) are the Administrators responsible for Philemon Wright High School.

The first days of school will work as follows:

- Please remember that all headgear, all MP3 Players and all Cell-Phones are to be put away in lockers immediately upon entering the building.
- Please make certain that your child has the required materials needed to complete a successful second half of the year. I would suggest that at least once in February parents ask their child to bring home their books and materials to show how well kept things are and to insure that if supplies are needed – you know about it now.

Very important nights at both schools will be Open House and Meet the Teacher:

- Grade 7 and 8 Students Student Lead Conferences is on Wednesday, the 8<sup>th</sup> of April.
- Grade 8, Grade 9 and 10 Students Open House for Program for 2009-2010 is on Tuesday, the 17<sup>th</sup> of February starting at 5:30pm.
- Grade 9, Grade 10 and 11 Students Parent/Teacher Interview Night is on Thursday, the 19<sup>th</sup> of February starting at 5pm.

#### School Fees and Transportation Information:

- Transportation information: please see our website for Inclement Weather Information and to check-out the WQSB's Transportation Policy.
- School Fees can be made payable by certified cheque, personal cheque, cash, or money order within 10 days of the receipt of the invoice, info. is included in this package. If you are required to make financial arrangements regarding School Fees, please contact Mrs. MacFarlane at Hadley ([smacfarlane@wqsb.qc.ca](mailto:smacfarlane@wqsb.qc.ca)) or Mrs. Harrington at Philemon ([sharrington@wqsb.qc.ca](mailto:sharrington@wqsb.qc.ca)) or contact the Administrator directly responsible for your child. Students of parents who had not paid school fees or had not attempted to make financial arrangements by January 30<sup>th</sup>, 2009, are not be eligible to participate in extra-curricular activities at the school. Please see attached pamphlet regarding schools fees.

Donations for Needy Students : Any individuals that are interested in donating money to pay for the school fees of a student that is in economic need, please contact Mr. Kharyati and arrangements will be made to have a charitable receipt issued to you at the end of 2009.

Donations for the School: We are presently attempting to increase our Home Economics/Cooking and Baking programming at Hadley and are therefore asking for any kitchen utensils or kitchen hardware that would be donated to Hadley school. For information about donations, please contact Ms.McPhail or Mrs.MacFarlane.

I want to remind students of the importance of effort and attitude as keys to success. I want to assure all parents/guardians and students and staff that every student will be given the opportunity to do well at school and will be held accountable for all behaviours shown during school hours and on school property (including behaviours off campus and on transportation provided by the board). Ultimately, any students involved in violence, disrespectful/disruptive behaviour, and/or drugs/alcohol will be sent home (as outlined in our Student Handbook) as a natural consequence for such behaviour. I want to remind all students that the dress code and other simple but important rules are to be considered from the first minute of the first day of school. Students not prepared to follow the rules outlined to them will be asked to come back to school with a parent/guardian to meet with an Administrator. I certainly believe all students can learn and I expect every Hadley and Philemon student to do their best as students but more importantly, to be the best people they can be.

If you have any questions or concerns please feel free to contact me or an Administrator at your convenience. We maintain an "open-door" policy encouraging parents and students to engage in dialogue with staff at Hadley and Philemon for any concerns or questions that may arise over the course of the year.

Please continue to check on our websites [www.phws.com](http://www.phws.com) for up-to-date information about school.

The Ministry of Education, Leisure and Sport (MELS) has developed a reporting method that all schools in Quebec are obliged to use:

- A mark expressed as a percentage for each competency that is evaluated that term;
- A global mark expressed as a percentage for each subject;
- A class average expressed as a percentage for each subject; and
- Clear "language" for expressing competencies.
- Comment on the students competency level in the class
- Where appropriate, an indication that the student is following a modified program

Please note that not every competency is evaluated every term and that a competency will not go two terms without being evaluated. As well, it is important to understand that the mark that is reflected on your child's report card is not a calculated average of the work and evaluations done over the term. The mark indicates your child's level of competency development or, in other words, "what you child regularly demonstrates they can do."




This is a snapshot of competency development at this time. Teachers develop competencies throughout the term, they assess the competencies and gather information to make an accurate judgment on their competency level. Teachers input the scale on the left (1-5+) with the descriptors and the report card shows the percentage.

The table below should help in understanding the marks and how they relate to your child's level of competency development.

<b>5+</b>	Your child exceeds all expectations of learning with ease	<b>100 %</b>
<b>5</b>	Your child exceeds all expectations of learning	<b>93 %</b>
<b>4+</b>	Your child meets all expectations of learning with ease	<b>85 %</b>
<b>4</b>	Your child meets expectations of learning	<b>76 %</b>
<b>3+</b>	Your child meets most expectations of learning	<b>68 %</b>
<b>3</b>	Your child meets basic expectations of learning	<b>60 %</b>
<b>2+</b>	Your child meets few of the expectations of learning	<b>52 %</b>
<b>2</b>	Your child meets very few expectations/requires support	<b>44 %</b>
<b>1</b>	Your child does not meet expectations even with support	<b>35 %</b>
<b>NE</b>	Your child is not evaluated at this time	<b>NE</b>

### Calculation of marks:

- Competencies within each subject have different weightings; the mark will be calculated based on the weighting of the competencies that are evaluated during the term.

Competencies		Weight	Evaluated in terms								
			1	2	3	4	5	6	7	8	
1	Solves a situational problem 	30	NE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Uses mathematical reasoning 	45	<input checked="" type="checkbox"/>	NE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Communicates using mathematical vocabulary 	25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Example Term 1:

Competency 1 was not evaluated= NE

Competency 2 = 4+

Competency 3= 5+

Summative = 90% \*\* weighted result

We will be using the Attitude to Study for the term 2 report card comments. The student's potential is measured in the following areas: works independently, organization, work habits, team work, and initiative. Students will receive an Attitude to Study colour to reflect their behaviours within a subject area. A detailed Attitude to Study rubric that is used as a guide is attached.

<b>GREEN</b>	<b>On the Move</b>	<ul style="list-style-type: none"> <li>Students are reaching their potential</li> <li>They put their best effort towards most learning situations</li> <li>Showing a steady progression</li> </ul>
<b>YELLOW</b>	<b>Ready and Waiting</b>	<ul style="list-style-type: none"> <li>Students might try their best some of the time</li> <li>Might show effort when it really counts</li> <li>Might be under confident</li> <li>Needs motivation to do better</li> </ul>
<b>RED</b>	<b>Stopped</b>	<ul style="list-style-type: none"> <li>Students are clearly not reaching their potential</li> <li>Immediate change is needed</li> </ul>
<b>Flashing Red</b>	<b>Stopping Others</b>	<ul style="list-style-type: none"> <li>Students are interfering with the learning of others</li> <li>Disruptive in class</li> </ul>
<b>White</b>	<b>Moving</b>	<ul style="list-style-type: none"> <li>Difficult with exam/test situations</li> </ul>

Student Led conferences will be used for the term 3 reporting period. Students will take responsibility for their learning and share their portfolio of work that demonstrates their competency development in each subject area. A letter will be sent home inviting you to take part in the Student Led conferences on April 8<sup>th</sup>.

Sincerely,  
Terry Kharyati  
Principal

# Attitude Towards Study

\*\* colours are independent of marks

	Red	Yellow	Green
Works Independently	<ul style="list-style-type: none"> <li>-rarely seems to know what to do</li> <li>-tasks often incomplete or only marginally after much prompting</li> <li>-little attempt to use resources</li> <li>-easily distracts</li> </ul>	<ul style="list-style-type: none"> <li>-knows what to do some of the time</li> <li>-completes tasks with some assistance</li> <li>-satisfactory use of resources</li> <li>-sometimes distracted</li> </ul>	<ul style="list-style-type: none"> <li>-knows what to do most of the time</li> <li>-completes tasks with minimal assistance and some confidence most of the time</li> <li>-proficient use of resources</li> <li>-minimally distracted</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>-avoids a leadership role</li> <li>-rarely accepts different roles</li> <li>-rarely offers ideas</li> <li>-rarely listens to others</li> <li>-needs constant encouragement to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>-willing to work with leaders</li> <li>-accepts different roles some of the time</li> <li>-needs encouragement to express ideas</li> <li>-passive listener</li> <li>-generally gets along with others</li> <li>-needs occasional encouragement to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>-assumes leadership role under direction or actively supports leader</li> <li>-accepts different roles most of the time</li> <li>-shares idea freely</li> <li>-listens and accepts the opinions of others and is willing to compromise</li> <li>-usually gets along with others</li> <li>-often encourages others to stay on task</li> </ul>
Organization	<ul style="list-style-type: none"> <li>-little or no evidence of tracking of deadlines</li> <li>-little evidence of an attempt to maintain a notebook</li> <li>-solution and arguments often lack detail of thought</li> <li>-manages time with limited effectiveness</li> <li>-often has trouble locating required resources in reasonable time</li> <li>-regularly has trouble meeting deadlines</li> </ul>	<ul style="list-style-type: none"> <li>- makes limited use of an agenda or organizer</li> <li>-notebook exists but somewhat messy or disorganized</li> <li>-solutions and arguments lack detail of thought some of the time</li> <li>-manages time with moderate effectiveness</li> <li>-can locate required resources but takes time</li> <li>-sometimes need to renegotiate or misses deadlines</li> </ul>	<ul style="list-style-type: none"> <li>-makes frequent use of an agenda or organizer</li> <li>-notebook well organized with all notes secure most of the time</li> <li>- solutions and arguments have appropriate detail to demonstrate logical reasoning most of the time</li> <li>- can locate required resources quickly most of the time</li> <li>-meets deadlines of the time</li> </ul>
Work Habits/ Homework	<ul style="list-style-type: none"> <li>-often arrives late</li> <li>-often lacks proper supplies</li> <li>-little effort and few attempts to compete homework</li> <li>-takes little interest in or contributes little to class discussions</li> <li>-rarely on task</li> <li>-follows directions with moderate effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-arrives late some of the time</li> <li>-lacks proper supplies some of the time</li> <li>-usually attempts to compete assigned homework</li> <li>-makes some effort to complete and correct notes during class discussion of homework</li> <li>-occasionally involved in class discussions</li> <li>-inconsistently on task</li> <li>-follows direction with moderate effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-arrives on time for class most of the time</li> <li>-comes prepared with all supplies most of the time</li> <li>-usually completes assigned homework</li> <li>-competes a moderate amount of correction of homework</li> <li>-contributes regularly to class discussions</li> <li>-usually on task</li> <li>-follow directions with considerable effectiveness</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>-routinely requires prompting to complete a task</li> <li>-lacks motivation</li> <li>-does not make-up missed work</li> <li>-rarely seeks clarification and declines opportunities for extra help</li> <li>-rarely volunteers answers</li> </ul>	<ul style="list-style-type: none"> <li>-requires regular prompting to complete a task</li> <li>-displays some self motivation</li> <li>-occasionally makes up missed work</li> <li>-occasionally seeks clarification appropriately</li> <li>-accepts extra help</li> <li>-responds to questions at times and even generates questions sometimes</li> </ul>	<ul style="list-style-type: none"> <li>-occasionally requires prompting by others to complete task</li> <li>-displays appropriate self motivation</li> <li>-takes responsibility for making up missed work</li> <li>-seeks clarification comfortably</li> <li>-requests extra help when needed</li> <li>-responds to questions &amp; respectfully generates relevant questions</li> </ul>

**Homework Club** Hadley's after school homework club is on every Monday-Tuesday and Wednesday after school from 3:30-4:30 in room 207. Parents and students are reminded to please confirm your transportation arrangements with each other prior to remaining after school.

**Hadley Breakfast Club: Needs your help.** The breakfast club is in desperate need of cereal, juice, bread and milk. Due to high number of visitors to the breakfast club, we cannot continue to offer this service without donations. Please help us maintain this needed service. Thank you to the parents/students/staff who have generously donated food and/or money to this club.

**Bus Conduct:** Students must always behave appropriately on school and city buses but especially during this time of year as road conditions are dangerous at times. We ask that all parents/guardians speak to students regarding their behaviour on the bus. Students are asked to stay seated at all times while the bus is in motion. We also remind parents/guardians and students that a student is not permitted to take a bus that he/she is not formally assigned to.

**Bus / School cancellations:** Here is the WQSB site people can access to identify the bus/school situation during inclement weather. <http://cswq.wqsb.qc.ca/inclementweather.htm>

For information about the school please visit our website at: [hadleyjuniorhighschool.com](http://hadleyjuniorhighschool.com). If you have any questions or concerns, please do not hesitate to contact the school at 819-777-9117 or [hadley@wqsb.qc.ca](mailto:hadley@wqsb.qc.ca).

For information about our school board please visit our WQSB website at: [www.wqsb.qc.ca](http://www.wqsb.qc.ca) If you would like to receive these newsletters by e-mail please let us know at [tgarneau@wqsb.qc.ca](mailto:tgarneau@wqsb.qc.ca)

## **Spirit Week**

**Tuesday February 10<sup>th</sup>:** Post the love. Write your own positive affirmations on a heart that will be posted through the school. Also - Balloon fortune telling: Pop a balloon in the cafeteria to reveal your fortune.

**Wednesday February 11<sup>th</sup>:** Cookie decorating in the cafeteria. Cookies will be sold for \$1.00 and students can decorate them. Also - PJ DAY

**Thursday February 12<sup>th</sup> :** Improv is coming to Hadley. Get a group of 4 friends together to act out hilarious situations in the caf at lunch. Twin Day! Dress up alike with a friend or friends.

**Friday 13<sup>th</sup>: Valentines Dance** and Hot Dog Day. Dress in red and pink. The cost of the dance is \$2.00 – please have exact change. Thank you

Cupid Grams will be sold everyday in Room S13

A card making table will be set up in the cafeteria to make your own personal valentine.

