

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
OCTOBER 5 @ 2:30 p.m.
AGENDA

Education

1. Education Update

Wade Hart, Superintendent

Framework Presentations (Attachments)

a) *Hudson's Hope Elementary-Secondary School*

Derrek Beam, Administrator

- *Student Voice*

b) *Cameron Lake Outdoor Education*

Lorenne Hamre, Residential Outdoor Education Co-Ordinator

Governance

1. Board Meeting Follow Up Questions/Discussion

Helen Gilbert, Board Chair

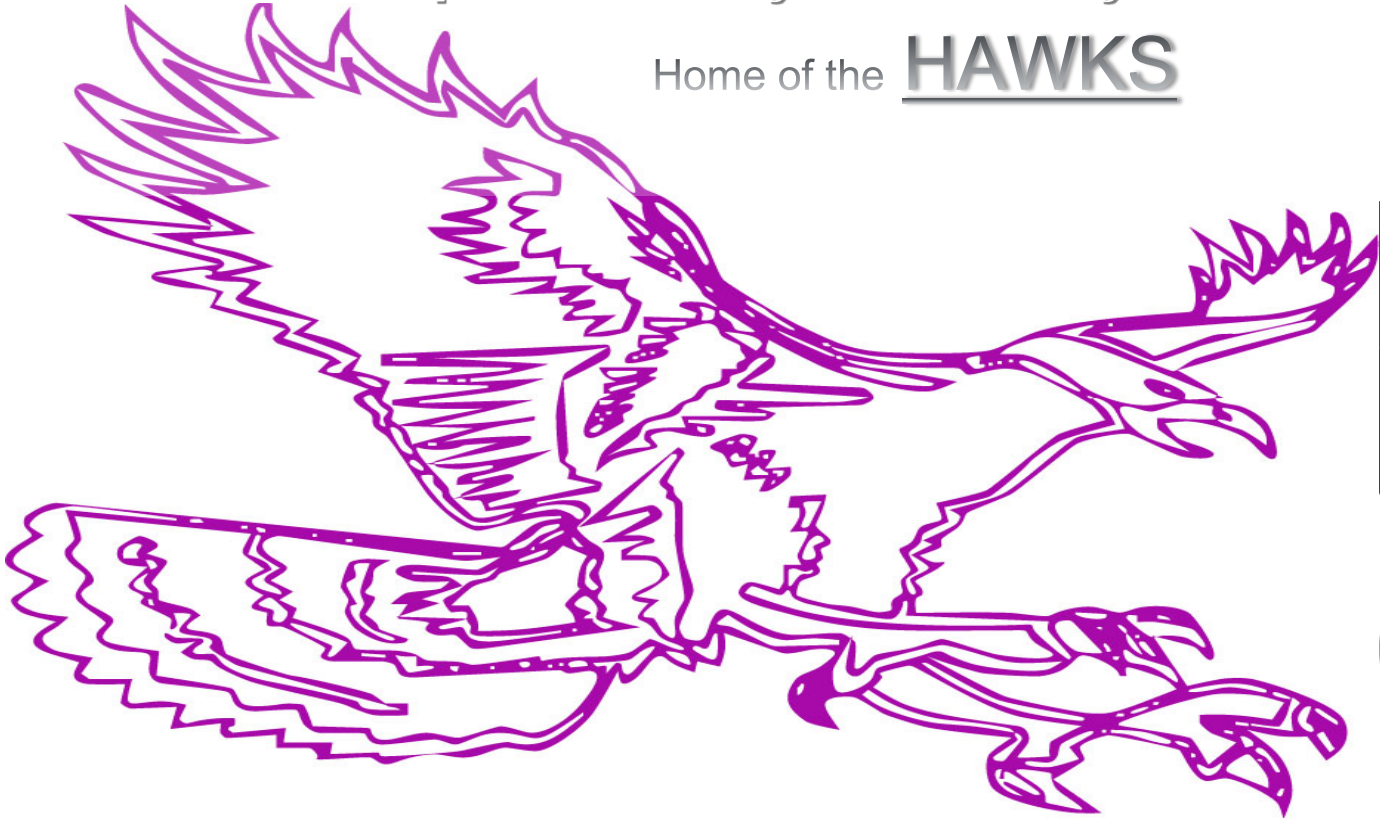
Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer

Hudson's Hope Elementary – Secondary School

Home of the HAWKS



Hudson's Hope Elementary Secondary School is a place where:

- Our students feel safe and connected to the school, staff, and each other.
- Our parents and community members feel welcome, and participate in building relationships and success.
- Our relationships and connections with nature are fostered to build strong relationships with land, nature, and one another.

Our Shared Vision:

Relationships + Connectiveness = Achievement!

We foster a safe and healthy learning environment by building relationships through connections with nature, technology, peers, and community. We encourage social responsibility, creativity and problem solving.

Our Plan includes the following four overarching pillars:

Fostering Natural Connections – Reinforcing our students' relationships with the world around them.

Building strong relationships, work habits, and community mindedness.

Ensuring a safe and supportive environment for living and learning.

Implementing 21st century approaches to learning: Intergenerational, Real Life, Engagement, and Choice.

Framework for Enhancing Student Learning 2025-2029

Goal 1: Provide a safe, supportive, connected environment leading to strong graduation rates.

Goal 2: Foster Social Responsibility.

Goal 3: Foster confident, competent, & creative numeracy learners through consistent resources, approaches, engagement, and diverse learning experiences.

Introduction

Hudson's Hope School is a close family composed of students ages 0 years to grade twelve (as well as adult students). Many of our students enjoy their entire educational experience with the same peer group over their time at HHS. The age range within the school allows for incredible intergenerational teaching and learning experiences for our students. Our school is nestled in the Peace River valley, within walking distance of the Peace River/Reservoir, and a short drive to the S.D. 60 Cameron Lake Outdoor Education Center. Our talented staff, location, and outstanding amenities allow us to provide numerous unique opportunities to connect with the natural world. Hudson's Hope School boasts an amazing outdoor education program, an indoor top-rope climbing wall, as well as the only Equine Studies/Natural Horsemanship program in the province.

Framework Development Process

Our Framework has been developed based on input from stakeholders including teachers, support staff, students, and our PAC. Progress and goal setting is reviewed each Fall (Non-Instructional "Planning Day"), our opening PAC meeting, as well as presentations to our S.D. 60 Board of Trustees.

What the Evidence Told Us

HHESS has great success with graduation rates at or near 100% completion for many years. Both indigenous and non-indigenous students have graduated at similar rates. Survey data has also indicated very strong feelings of safety and welcomeness at school from both students and parents. Literacy achievement is strong from primary years throughout to our secondary grades. Numeracy achievement in the elementary grades has shown improvement over the past 5 years, and is transferring to the secondary level. **In 2025-2026, our grade 7 cohort of students that had "Baking Numeracy" that completed FSA's in grade 4, began their first year in grade 7, and completed their FSA's, showing marked improvement. Our Secondary Math Teachers, and ADST teachers have reported noticeable improvement in our "experienced bakers" ability to apply math & reasoning in daily lessons/tasks.**



Focus

A systemic and collaborative approach to relationship building and personal connections to create a safe and productive learning environment.

Goal 1: Foster Connectedness, improve overall success, and Graduation Rates.

Objective 1.1: Increase student daily attendance and participation in school.

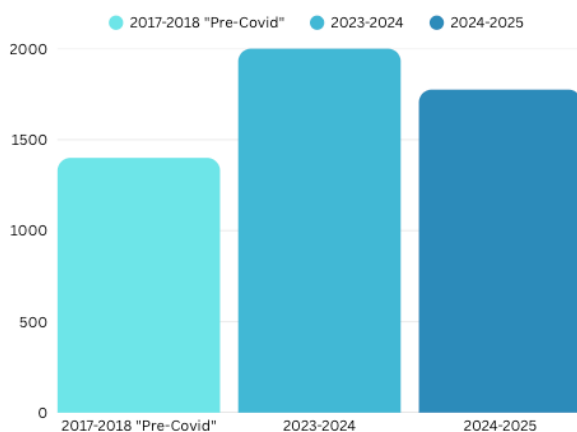
Key Strategies

- Work Ethic's Honour Roll Program
- Intergenerational Learning Opportunities (Scheduled and spontaneous)
- Peer Tutoring
- Annual/Scheduled school wide engagement activities ***2025-2026 - Added monthly events with SEL teacher***
- Cultural Sharing events
- Indigenous celebrations & learning

Peer Tutoring student supporting learning activities with primary students.



Student absences (annual: K-6)



Attendance Goal:

Our school set a goal to improve overall attendance for the 2024-2025 school year to be closer to "Pre-covid" levels.

Over the course of the school year, we improved our attendance by about 12% compared to the 2023-2024 school year.

We will continue similar strategies for current and upcoming school years.



Objective 1.2: Provide supports to whole class, and to vulnerable students

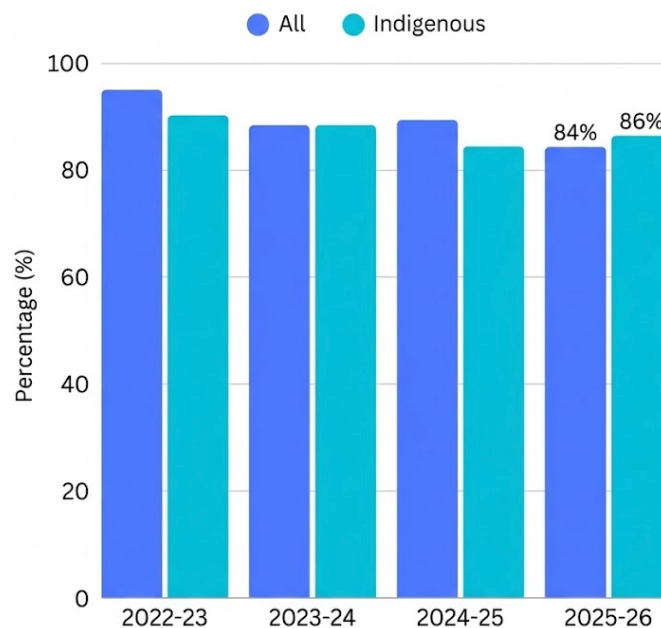
Key Strategies

- ISSW/YCW role
- Conduct Class Reviews in Sept/February to identify individual/class needs.
- Allocate EA/LA supports based on Class Reviews
- Place Peer Tutoring supports based on Class Reviews
- Operate a Healthy Snack & Punch Card Program
- Run a “What Every Grade 7 Should Know” Transition support session each August.
- Provide connections to Emotional Support (SEL Team, School Counseling, CYMH, Sources).
- Implement whole class supports (Classroom Champions, Bucket Fillers, Class Dojo)

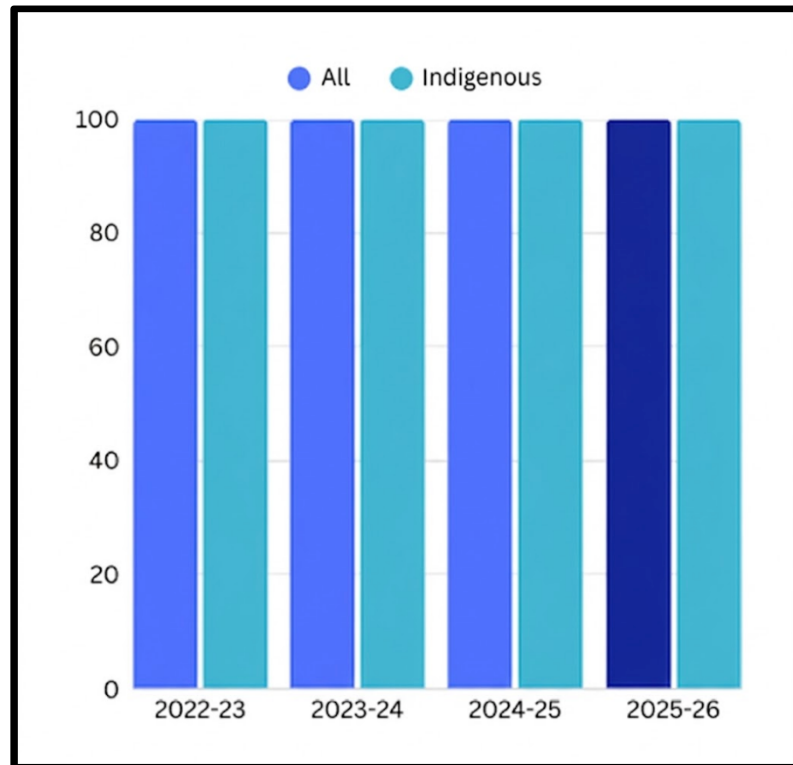
Indicators

- Work Ethic’s Honour Roll Data.
- Five/Six Year Completion Rates

Principal’s Work Ethic’s Honour Roll Data (4 years)



Hudson's Hope School Graduation Rates (4 years)



Targets

- Continuing 5 and 6-year completion rates for all students with a target of 100%, with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).
- A trend of improving work ethic honor roll stats, with a target of reaching 100% with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).

Alignment of Resource Allocations With This Goal:

- School Wide Activities = \$1500.00
- Work Ethic's Honour Roll = \$5000.00

Focus

Being part of a community, understanding citizenship, and building skills to regulate within oneself among others are key skills to overall development.



Goal 2: Foster Student Social Responsibility and Emotional Competency

Objective 2.1: Engage in Socially Responsible activities to build citizenship and sense of community with indigenous perspectives.

Key Strategies

- Plan and provide specific activities; Food Drives, Jump Rope for Heart, Letters of support/thanks, Terry Fox Run, Earth Day, Orange Shirt Day, Pink Shirt Day.
- Create a school-wide calendar committing to the above activities, identifying educational activities within classes to enrich social responsibility/understanding.
- Include indigenous perspectives such as Truth & Reconciliation education within the School Wide Calendar.



Objective 2.2: Increase student capacity to engage in Social Emotional Learning and Self Regulation

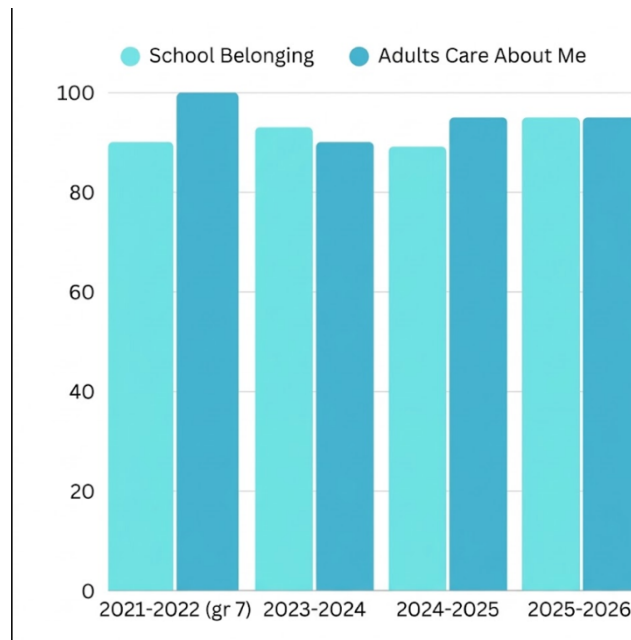
Key Strategies

- Utilize the Cassel framework.
- Continue current SEL practises (e.g.- mind up, 2nd step, bucket fillers, Classroom Champions)
- Utilize Class Dojo SEL Activities, and “Go Noodle” SEL activities.
- **New 2025-2026 – SEL Leader hired for school wide focus.**
- **New 2025-2026 – Revitalize & Implement “Code of Conduct Days”.**

Indicators

- MDI – Sense of belonging.
- MDI – Adults care about me.

M.D.I. Data – Sense of Belonging/Adults at School Care About Me



Targets

- A trend of improving “school belonging” (medium-high) to 100% for grade 5 & 8 combined.
- A trend of “1 or more adult connections” (medium-high) to 100% for grade 5 & 8 combined.



Alignment of Resource Allocations With This Goal:

- School wide/class wide SEL activities - \$1000

Focus

Providing engaging hands-on and choice opportunities will stimulate “buy-in” and transfer skills, improving student choice and results in Careers, Literacy, and Numeracy education.

Goal 3: Foster confident, competent & creative numeracy learners through consistent resources, approaches, engagement, and diverse learning experiences.

Objective 3.1: Sustain/Improve Literacy, Numeracy, and Core Competencies via ADST

Key Strategies

- Continued implementation of Mathology in our primary classrooms.
- Continued implementation of number sense routines using anchor resources by Stenhouse Publishing.
- **Continue “Baking Numeracy” program.**
- Provide Outdoor Education opportunities (Cameron Lake)
- Provide robust ADST electives in Secondary (Robotics, Foods, Silk-Screen, Textiles).
- Integrate ADST activities into core courses.



Objective 3.2: Increase engagement via student choice and interest

Key Strategies

- Offer Dual Credit Education, application support, and transfer support.
- Provide Annual Course Interest Survey to all students to determine course interest.
- Maintain locally developed courses (Equine Studies, Entrepreneurship, Natural Horsemanship, Outdoor Recreation).



- Utilize Distance Education and Tutorial Blocks to ensure students have access to courses we are unable to offer.

Objective 3.3: Increase Post Secondary opportunities for upcoming graduates.

Key Strategies

- Provide career presentations to Middle and Secondary classes.
- Attend Post Secondary Institution/career fairs (Saulteau).
- Attend virtual career fairs as offered.
- Support students with “My Blueprint” pathway.
- Participate in tours at NLC and GPRC

Indicators

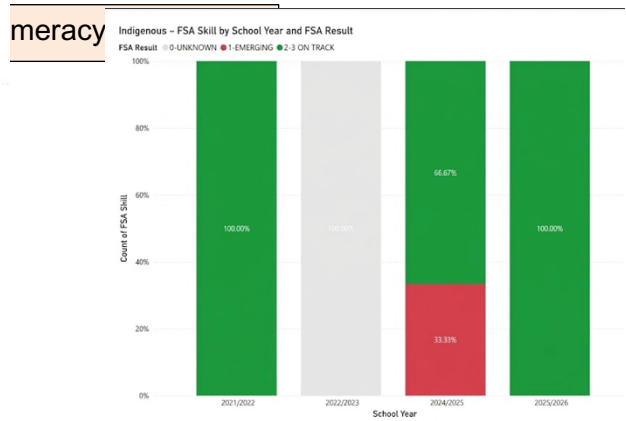
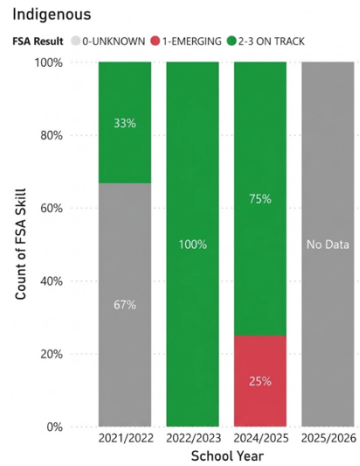
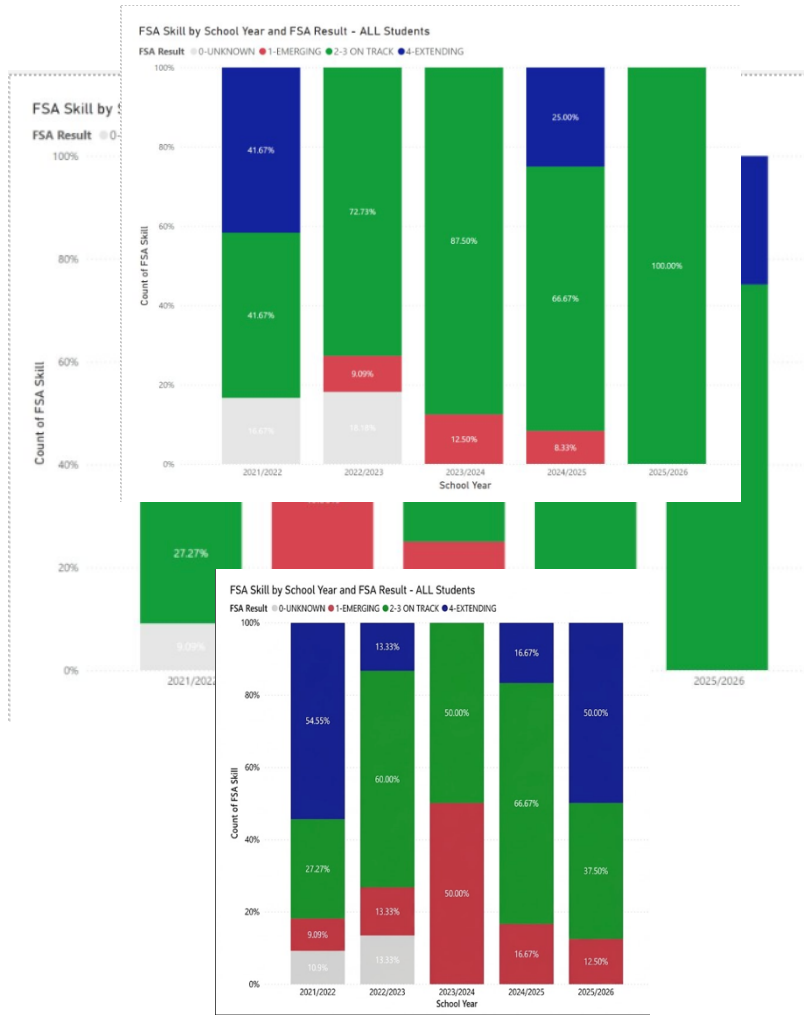
- FSA on Track + Extending (Lit/Num)
- Provincial Assessments (Lit/Num)
- District Reading & Numeracy Assessments (PMB/QCA/RAD/Read73)

Targets

- FSA - Trend of sustained or improving achievement of grade 4 & 7 Students on track & extending to 100%
- Increasing trend of developing – proficient Reading Assessments *PMB Grade 3*

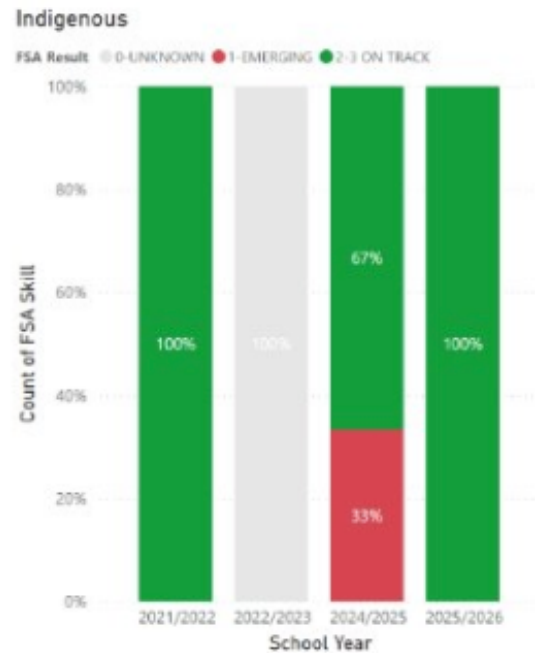
Grade 4 FSA, Numeracy 2020-2026

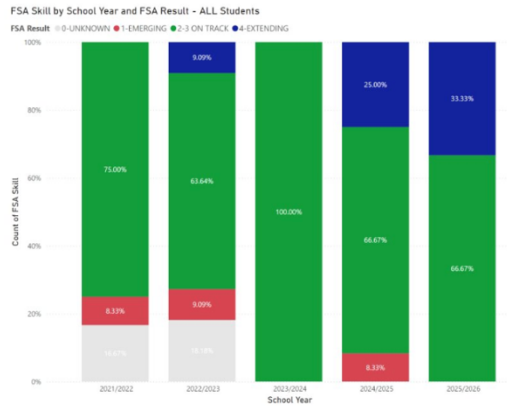




Grade 4 FSA, Literacy

Grade 7 FSA, Literacy

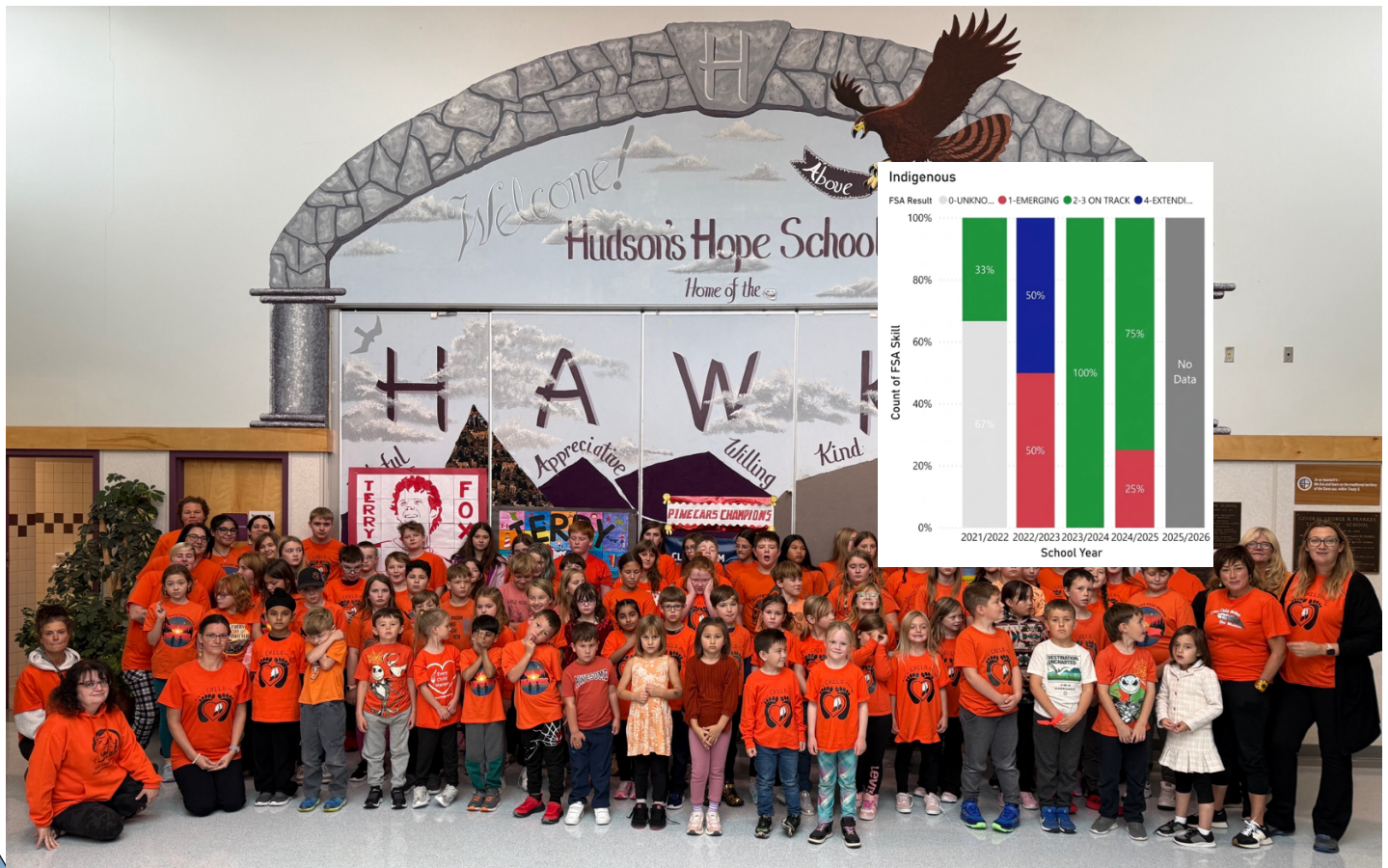




Alignment of Resource Allocations with this Goal:

- Baking Numeracy \$10, 500
- Outdoor Education \$2,500
- Equine Studies/Horsemanship - \$2000
- ADST Electives - \$3000

Go HAWKS Go!

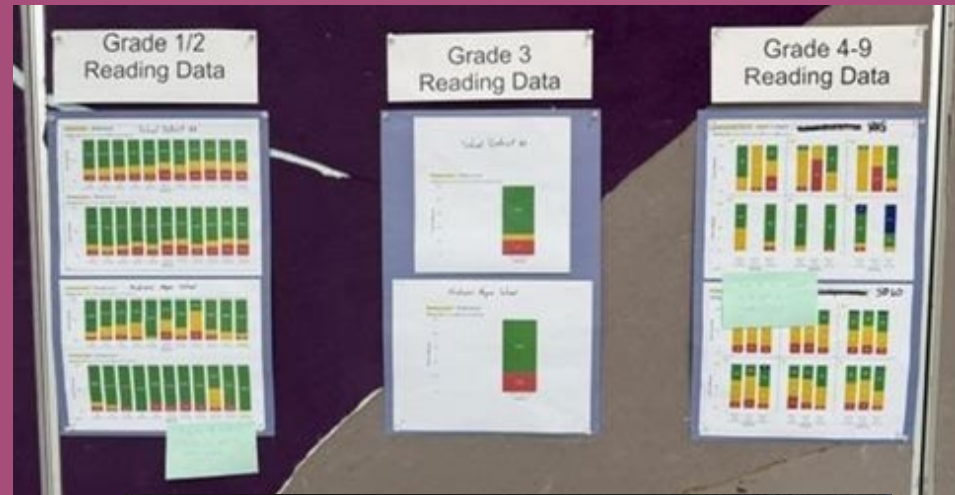


Hudson's Hope School Framework for Enhancing Student Learning. Sept. 2026



Planning Day:

- Invited PAC president (Reviewed data at PAC Meeting)
- General Staff Meeting (ALL STAFF):
- Celebrations
- “Wisdom sharing”/Rock Paper Scissors.
- Safety Plan review
- Non-Sexist Environment
- Framework Review
- Data Walk and Feedback
- Focus Area discussion
- Calendar Review
- Secondary Classroom Reviews
- Elementary Classroom Reviews



Learning Evidence to Review

Culture, Connections & Relationships

- MDI Data: Sense of Belonging. Adults Care About Me.
- Indigenous Connections:
 - Principal's Work Ethic Honour Roll.
 - Graduation Rates

Literacy/Reading/Numeracy

- FSA Data: Grade 4 & 7 Numeracy.
- FSA Data: Grade 4 & 7 Literacy.
- Presentation for Petronas.
- District Reading Data.

What did we notice? A very positive trend with Numeracy following our cohort.



Goals

Our **Overall Goals** are to:

1. Foster connectedness to improve overall success, and graduation rates.
2. Foster student social responsibility and emotional competency.
3. Foster confident, competent, & creative numeracy learners through consistent resources, approaches, engagement, and diverse learning experiences.

Links to Learning Evidence - As you will see as we examine upcoming slides/data, supporting the above goals with specific strategies is resulting in success in academics, including numeracy.

How are you paying attention to success for your indigenous students?

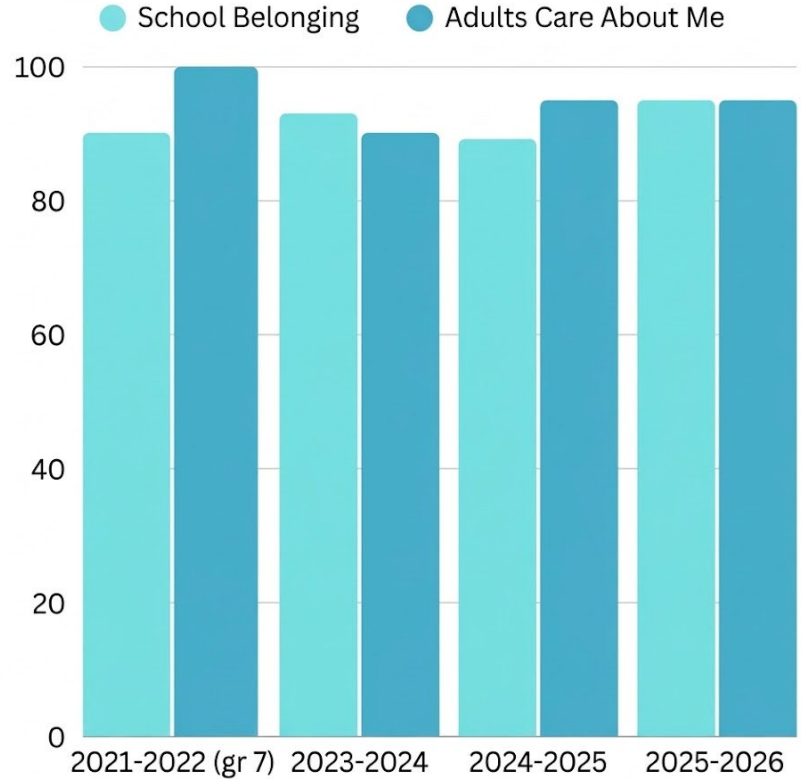
- Classroom Reviews are a key part of our strategy to support successes. Data analysis, TBM's, ISSW participation/input, and student surveys help us to support our indigenous students.

Specific Evidence:

Results are consistently higher than comparative groups.

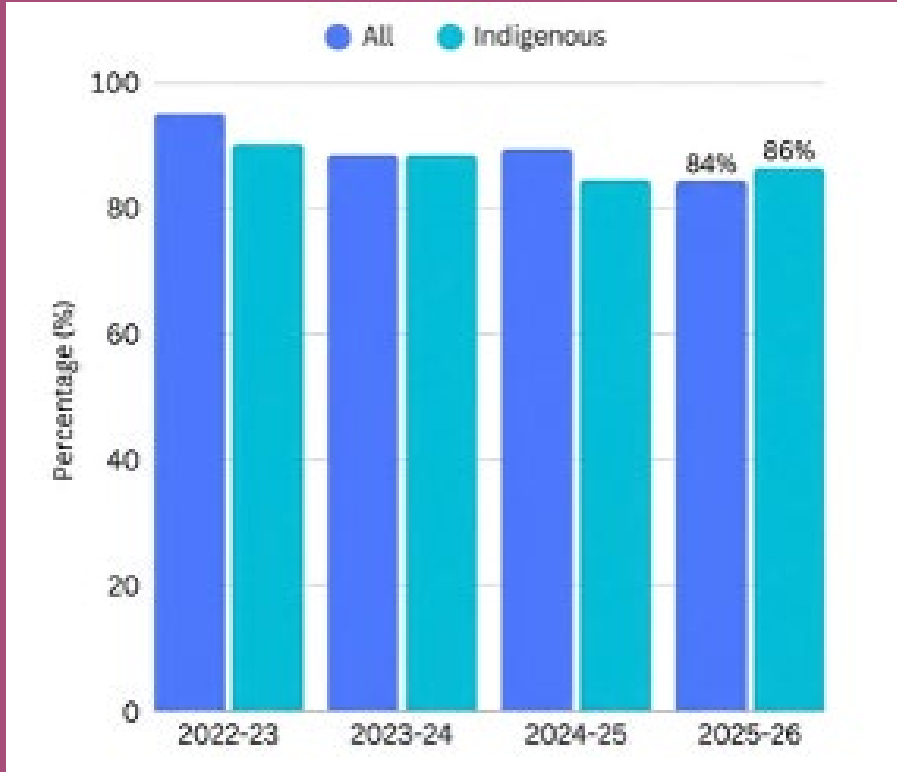


School Connectedness. (MDI Survey data grade 5 & 8 combined).

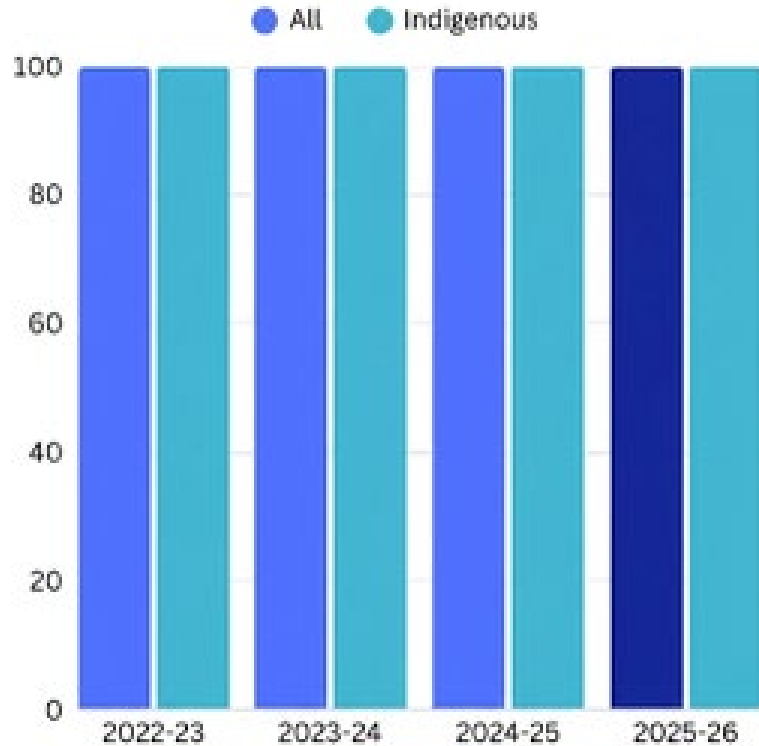


Indigenous Connections

Principal's Work Ethic Honour Roll Data



Indigenous Connections Graduation Rates

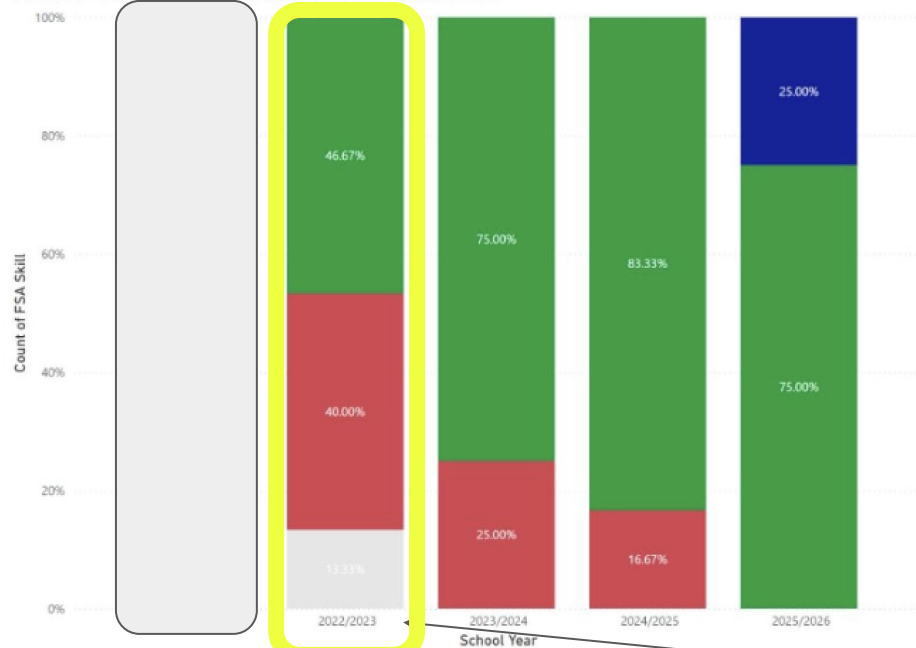


Quantitative Data - In-School Comparison

Grade 4 FSA results from 2021-2025/2026 show improvement over time.

FSA Skill by School Year and FSA Result - ALL Students

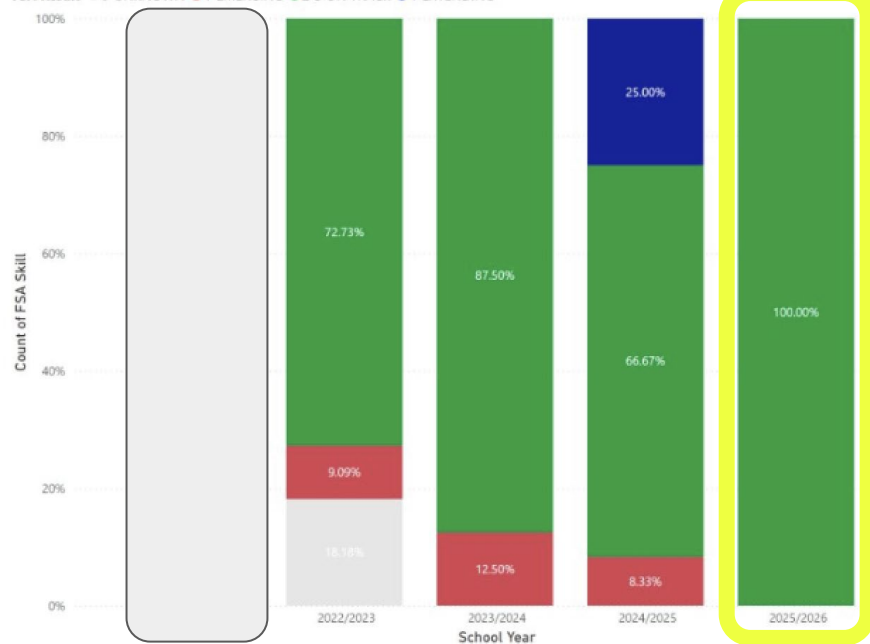
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



Grade 7 FSA results from 2021-2025/2026 show improvement over time. **Note that the grade 4 class in 2022-2023 is the “100%” grade 7 class in 2025-26**

FSA Skill by School Year and FSA Result - ALL Students

FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



This is the grade 4 class of 2022-23, Grade 7 in 2025-2026

Quantitative Data - How does Hudson's Hope School Compare to the School District Average? **Grade 4 (29 Schools).**

Hudson's Hope School Grade 4 FSA results from 2021-2025/2026

FSA Skill by School Year and FSA Result - ALL Students

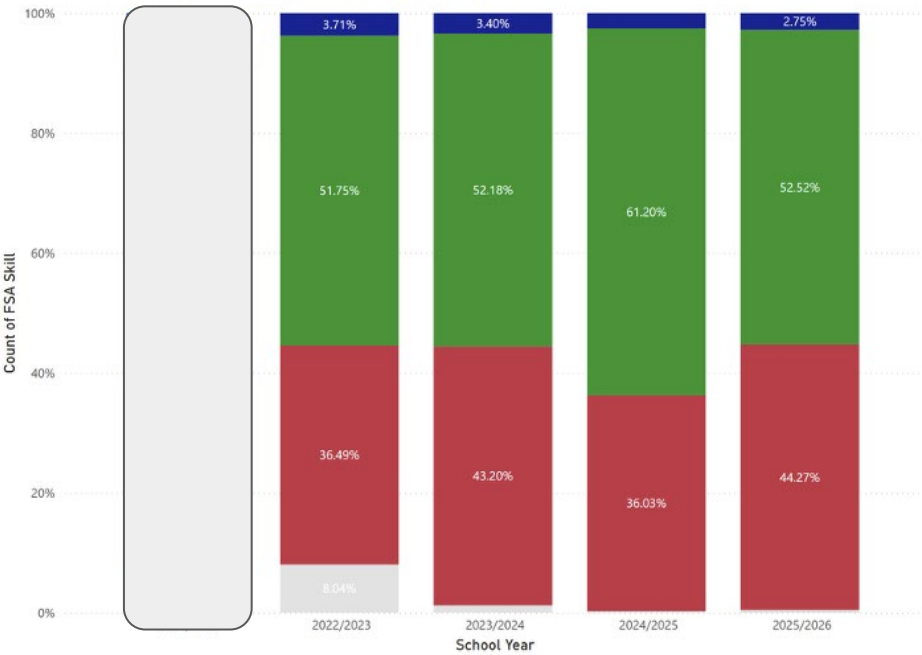
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



School District #60 Grade 4 FSA's average results from 2022-2025/2026

FSA Skill by School Year and FSA Result - ALL Students

FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING

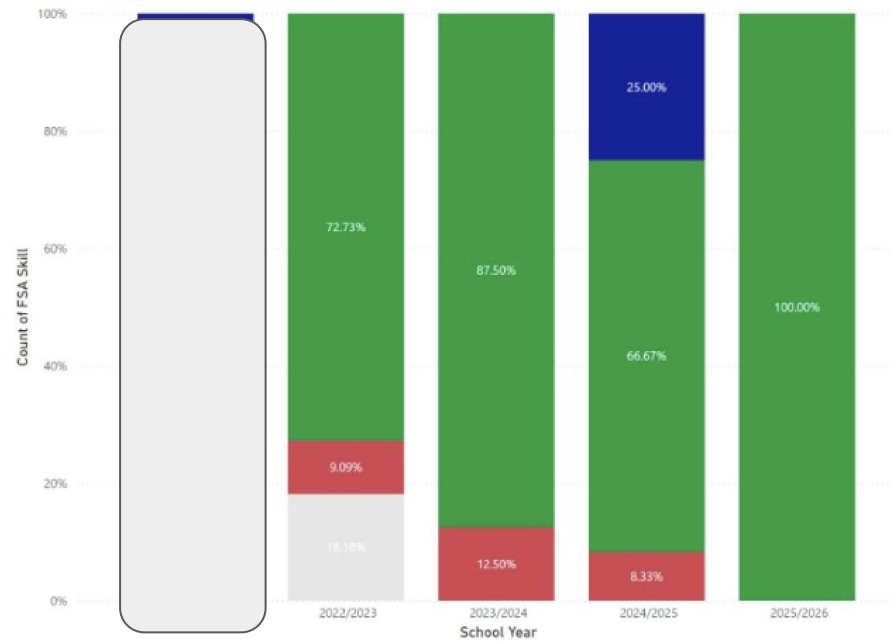


Quantitative Data - How does Hudson's Hope School Compare to the School District Average? **Grade 7**

Hudson's Hope School Grade 7 FSA results from 2021-2025/2026

FSA Skill by School Year and FSA Result - ALL Students

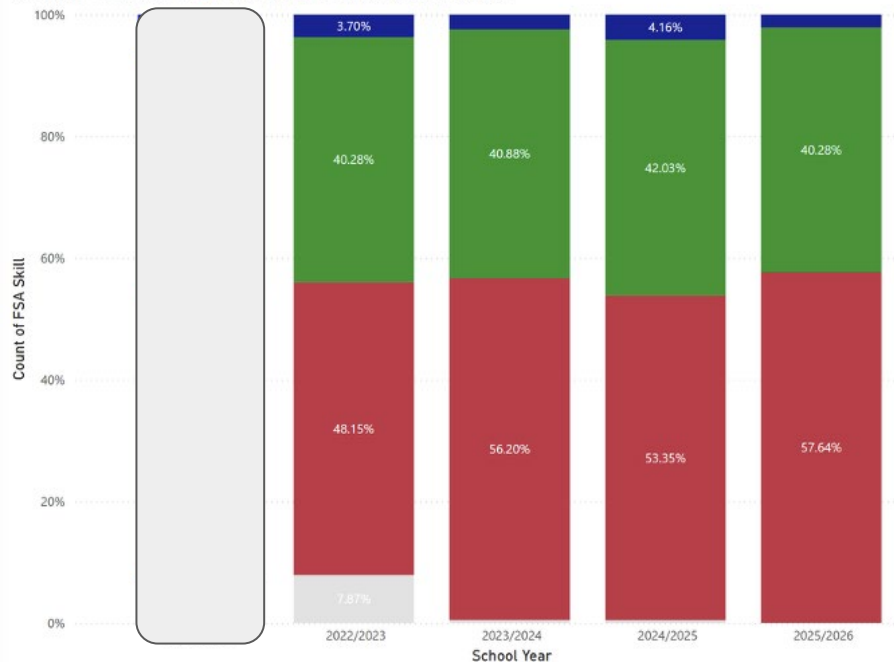
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



School District #60 Grade 7 FSA's average results from 2022-2025/2026

FSA Skill by School Year and FSA Result - ALL Students

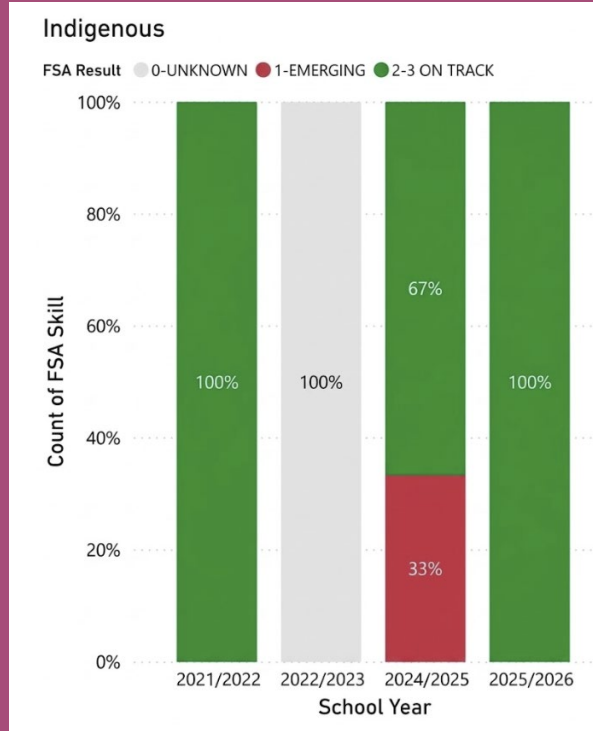
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



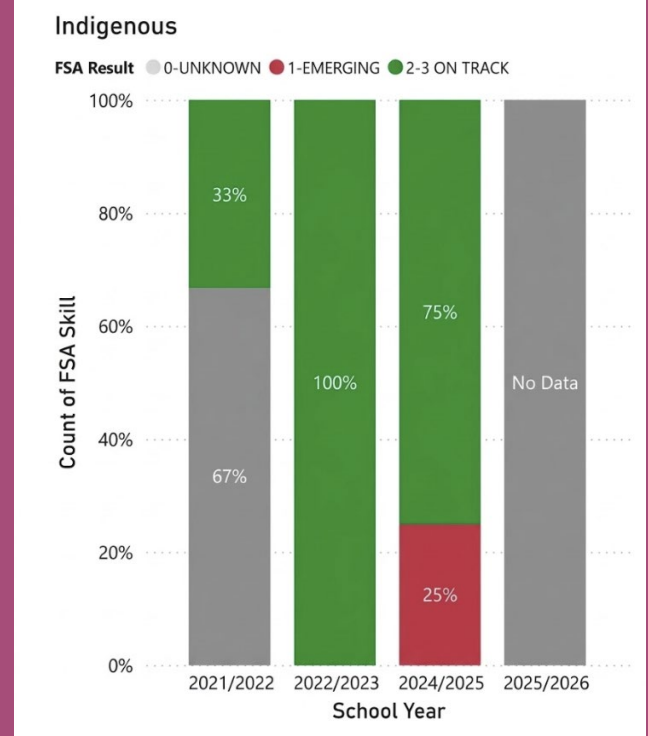
FSA Numeracy: Indigenous Data



Grade 4



Grade 7



Learning Support Fund

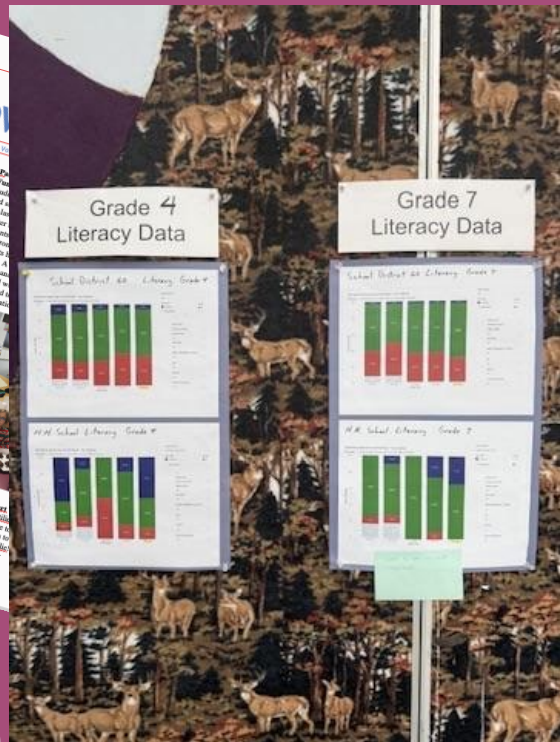
Our LSF targets are based greatly on the Class Review process (Fall, and February). Key areas that we have identified for support include:

1. Baking Numeracy.
2. SEL - Direct Teaching at elementary Level, monthly team building activities (whole school).
3. EA support for specific classrooms.
4. Funds to support intergenerational learning opportunities.



Communication Methods

- Email
- Periodic Newsletters
- Community Bulletin
- PAC Meetings and **PAC Facebook**
- Classroom - Emails/Letters/ClassDojo
- School Mural
- School **"HHESS Info"**



SD60 Cameron Lake

Outdoor Education & Environmental Studies Center



Sep 2026

LORENNE HAMRE
OUTDOOR EDUCATION COORDINATOR



Est 1987
Leo Degrut

Outstanding Foundations

A lasting district
resource that
continues to give
students meaningful
learning experiences



RECREATION AND
SKILL DEVELOPMENT

SD 60 Outdoor Education

Healthy Lifestyle



Outdoor Education

PROGRAM OBJECTIVES

SAFE RECREATION AND HEALTHY LIFESTYLE

Guide students through safe practices when recreating outdoors.

Teach recreation activities in a way that promotes fitness and healthy lifestyle.



INTERPERSONAL SKILLS DEVELOPMENT

Create situations where students can succeed at leadership and team roles.

Provide activities that encourage confidence building, problem solving, independence, negotiation skills, and creativity.

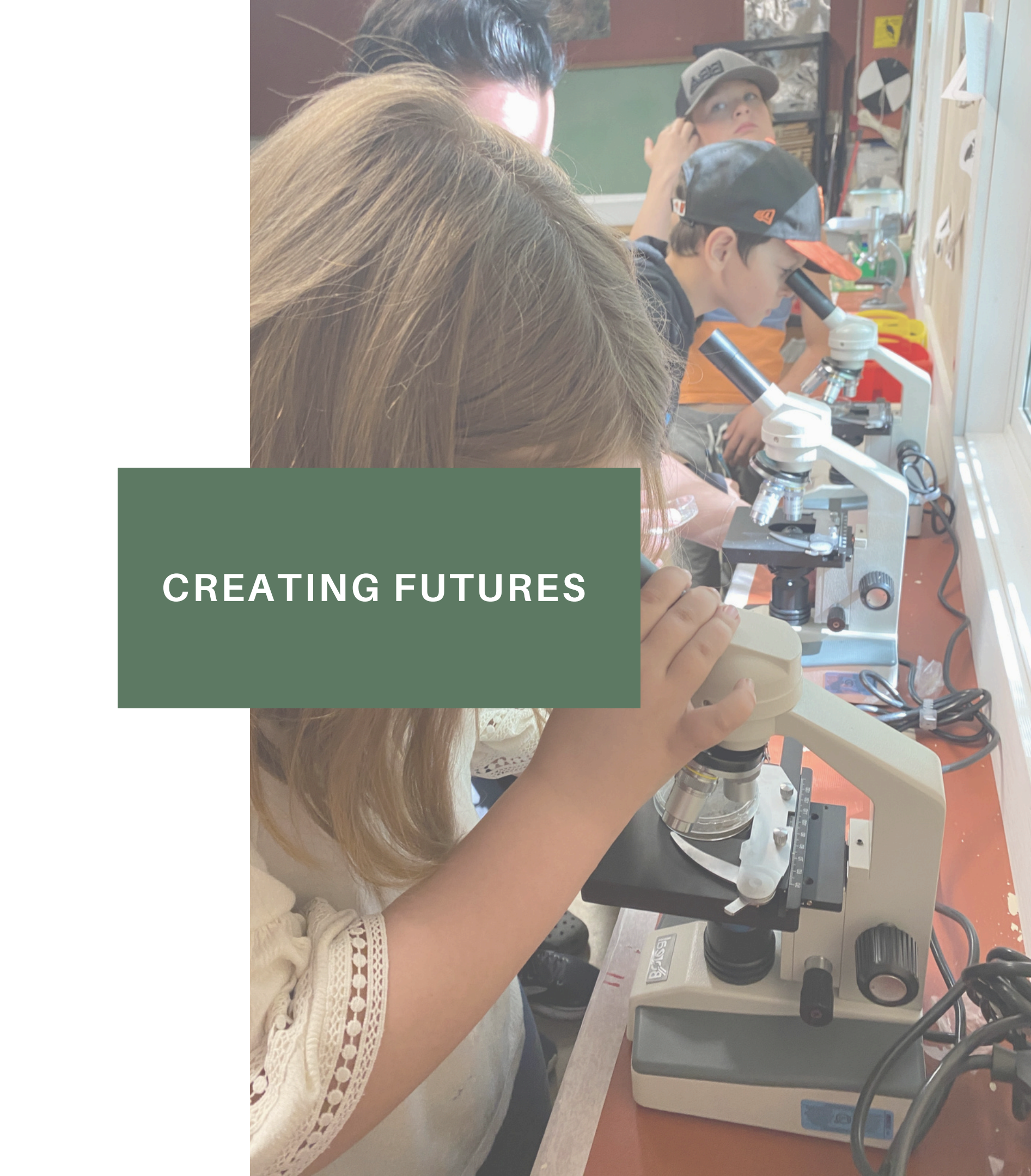


ENVIRONMENTAL EDUCATION

Encourage a healthy understanding of the environment and our relationship with nature.

Include elements of environmental learning to all activities.



A photograph of a science classroom where several students are using microscopes. In the foreground, a girl with long brown hair is focused on adjusting a microscope. Behind her, two boys wearing baseball caps are also working with microscopes. The classroom is filled with various scientific equipment and supplies, creating a hands-on learning environment.

CREATING FUTURES

SD 60 Environmental Education

Career Based
Hands-On Learning

Environmental Education

KEY COMPONENTS OBJECTIVES

EARTH SCIENCES

Experiences coincide with elementary lessons teaching earth science and foundational environmental ecology.

Build on the classroom relationship to the program

ENVIRONMENTAL MANAGEMENT

Environmental management concepts in activities, increasing depth incrementally by grade level.

Practice scientific method in data collection and research

Have students participate in related research projects

TECHNICAL APPLICATION

Expose students to environmental career types and function.

Providing a professional experience for students.

Improve the skillsets of students by teaching methods and techniques used in the field.

CAREER SUPPORT

Provide students with knowledge about the various environmental degrees and related career requirements.

Offer support for Post-Secondary education related to environmental study.





What's New

Projects and Partnerships





Facility Upgrades

Through valued partnerships, we were able to create additional features to our facility

- Shower House
- Large Covered Pavillion



Equipment Upgrades

Through valued partnerships, we were able to create additional features to our facility

- Shower House
- Large Covered Pavillion



Upcoming

Projects and Plans

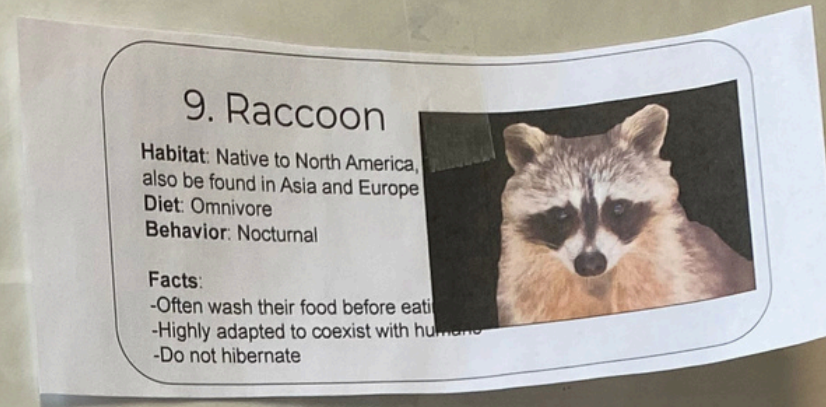


New Learning Centres

We are currently working on additional learning and information spaces to further enhance the camp experience

- Outdoor Classroom Amphitheatre
- Indoor Learning Centre
- Informational Kiosks and Signage

CONTINUING RELATIONSHIPS



Classroom Experience

Bringing
the outdoors to
the classroom setting



Beyond the Woods

SHARED RESOURCES FOR
OPTIMAL SUCCESS



**STAYING
CONNECTED**

CLASSROOM PARTNERSHIP

- Coordinate in-class learning with the activities and lessons provided by the program.
- Ensure that on-site activities are an extension of classroom environmental learning content.

LESSON AND ACTIVITY SHARING

- Curriculum and activities available on the website so that teachers may access and use the content in class.

CLASSROOM ENGAGEMENT

- Provide engaging and informative themed presentations to classrooms.
 - Provide Environmental Learning boxes on loan to classrooms that include everything needed for specific lessons or activities related to environmental learning
- 



EDUCATIONAL VALUE

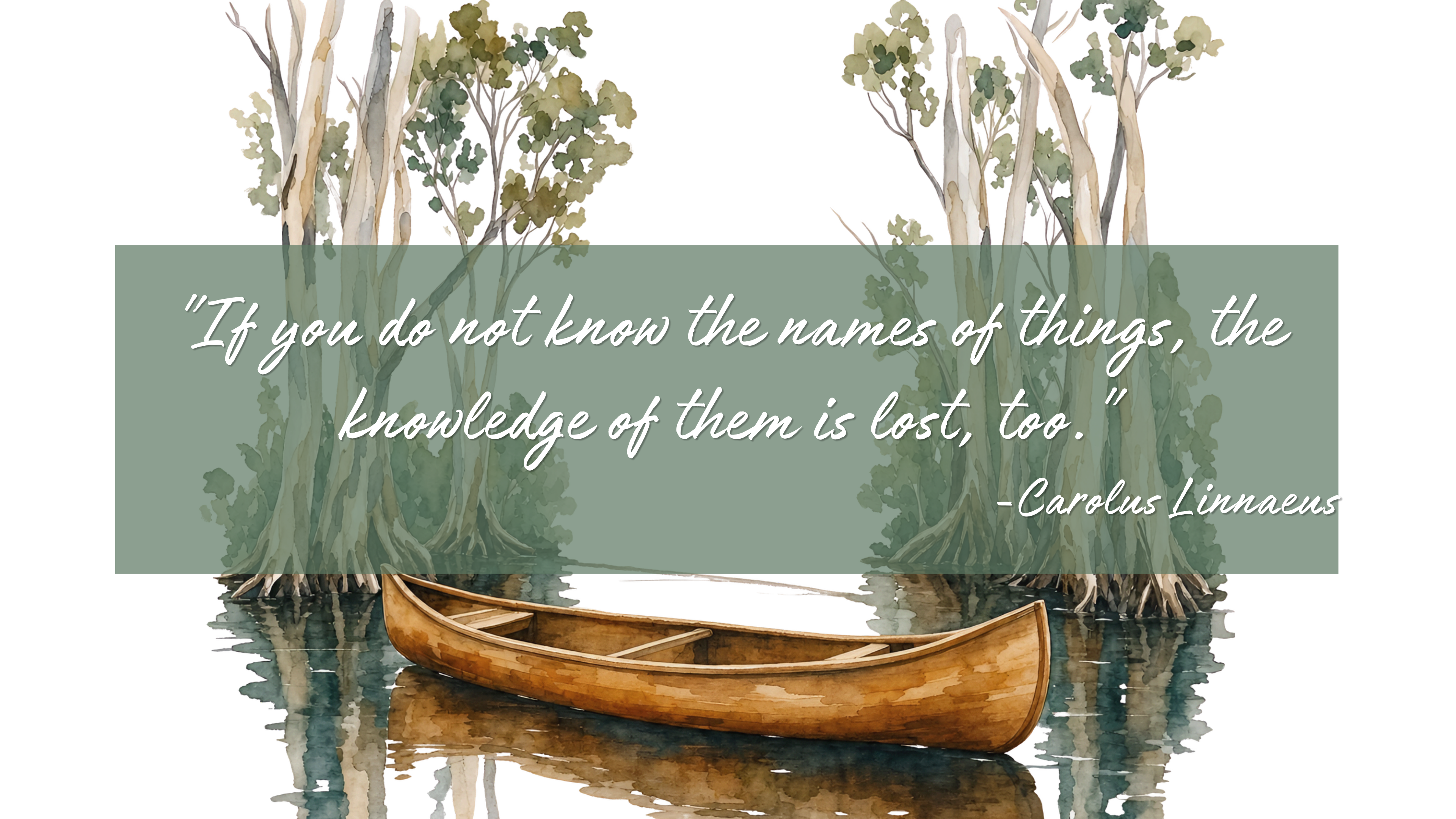
Giving students direct access to environment for study and recreation

PARTNERSHIPS WITH RESULTS

District and Community support has made key improvements possible

CREATING OPPORTUNITIES

Continued development to ensure ongoing growth and value to students.



*"If you do not know the names of things, the
knowledge of them is lost, too."*

-Carolus Linnaeus

OPERATIONS UPDATE

October 5, 2026



Facilities (Projects, Capital, Compliance, Custodial, Security)

- Central Elementary School Roof work - Still in progress; expected completion by the end of October
- Dr. Kearney Middle School Roof work - Still in progress; expected completion by the end of October
- Robert Ogilvie Elementary - Repair of broken pipe just prior to the start of school; group completed this. This was the main line into the school.
- Robert Ogilvie Elementary – Pooling water in parking lot being investigated with the City of Fort St. John
- Central Elementary School - Window replacement in final stages
- Indigenous Education Center – Installation of portable is underway
- DDC controls Integration throughout multiple schools to optimize HVAC systems

Health, Safety & Wellness

- Participated in an Emergency Response Planning Session in Hudson's Hope, focused on strengthening coordination between the school district and the broader community in the event of an emergency.
- Schools across the district have been completing their annual fire drills to support preparedness and compliance with safety requirements.
- Continued emphasis on site-level emergency procedures and readiness planning across all schools

Technology

- Data Centre, School and Departmental Firewalls were updated on a weekend in September.
- Technology is working on compiling class lists and contracts for the CWT iPad deployment next week.
- During the plumbing issue at Robert Ogilvie Elementary School, a fibre line was cut and had to be replaced by Telus/PLNET. It is back up and running.
- There was a 40x increase in internet speed at NPSS. The high usage at the site was causing a lag in internet speed. An update has corrected that issue.
- VoIP at NPSS is underway as network lines are being installed. Testing is commencing soon and the technology team is aiming for a December/January completion date.
- Duncan Cran computer lab renovation is complete, with all computers properly set up and updated.

Transportation

- School startup was busy addressing parent concerns and ensuring students were registered for their bus runs
- In rural areas that include residential subdivisions, such as Clairmont and McLeod Subdivisions, designated bus stops have been established in accordance with Policy 7002.
- In response to soaring diesel fuel costs, we are evaluating comprehensive options to mitigate financial impact, including route rationalization and strict idling controls.
- Achieved a flawless 100% compliance rating on the recent CVSE audit; additional routine fleet inspections are scheduled for October to ensure ongoing safety standards.
- Service delivery and routine maintenance continue to operate successfully despite current staffing constraints.