



Kinuso School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



About Us

Kinuso School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds.

The school serves students from Kindergarten to Grade 12 (our Kinuso Outreach school is closed for this year) and is located just south of the lake. The catchment area includes the hamlet of Kinuso itself, Faust, the rural Swan River Valley area, and the Swan River and Driftpile First Nations.

Principal's Message

Our 'small school' status is one of our strengths as well as one of our greatest challenges. We are staffed by a dedicated group of teachers and support staff who work hard to provide a safe, caring, and engaging environment for students. These people work together with parents, divisional staff and administrators to meet the diverse needs of the students, providing access to a variety of core and complimentary courses, including, Industrial Arts, Music, Foods, Digital Technologies, and Art. The school offers diverse programming in the humanities, disciplines, arts, and extracurricular and athletic activities. Student Leadership, national archery championships, poetry competitions, Cree and French language programs, and dual credit courses highlight just a few of the successes that have been achieved by the students and staff at Kinuso School in previous years.

Being the only K-12 school within High Prairie School Division, Kinuso experiences a number of unique challenges that other divisional sites may not encounter. It is worth mentioning that our staff are expected to meet divisional expectations placed on elementary and secondary schools, including:

- administering, assessing, debriefing and planning from both Fontas and Pinnell, OCA, EYE, Right to Read, and MIPI assessments,
- planning PD that meets the needs of Division I, II and III teachers – who all work in isolation (being the only teacher of their grade or subject),
- meshing an elementary, middle and secondary school schedule,

- sharing teachers across the grade levels, all while ensuring equitable prep and break times.

Kinuso School is honored and grateful to be participating in the fifth year of Land Based Learning facilitated by the Swan River Knowledge Keepers. The learning opportunities afforded support the continuation of traditional knowledge, in addition to supporting reconciliation, by developing and understanding and appreciation of the culture and perspective of the local first Nations. We are continuing to explore how we can further develop relationships with our local first Nations, learning from them as we continue our conversations. This will take creativity this year under the constraints of COVID, but we are committed.

Finding ways to be fiscally responsible while still offering students a rewarding curricular and extracurricular experience (one that would be comparable to their same age/grade peers in another HPSD school) is another challenge. It is difficult to provide as wide a range/variety of core and option courses to students with the limited number of staff. We have opted to explore the flexibility of High School Redesign and hope that this may be where we can find solutions by approaching the challenge in a new non-traditional way. Retaining staff is another challenge. Having new admin team members every year for the past six years, in addition to the new teachers in the building, strains the relationships between staff and students. As of September of 2020, five of the six new staff members are in the 7-12 side of the building. Turnover like this impacts the social capacity of our community and strains the resilience of our students.

A strength that we rely on is the stability of our support staff in the school. Many of our EAs and other support staff are long time employees at the school. Kinuso is also proud of its long history with a strong and vibrant athletics program, as students continue to represent us well at home and abroad, in volleyball, basketball, archery and track and field. The Italian Knights Supper, is the school's biggest fundraiser, and the financial pool we use to subsidize student participation in, and travel to, athletic events throughout the year. With COVID, some of these items remain yet to be determined, but we are hopeful that we will find a way forward.

Staff List

Name	Position
Linda Green	Principal
Jodi McMahon	Acting Principal, Vice Principal
Robert Owens	Acting Vice Principal
Ione Robinson	Secretary (Finance)
Cassie Seghers	Secretary (Student Records)
Tayrn Beaupre	AHL
Suzanne Greenwood	Grade K, 1
Marla Young	Grade 2
Colin Jones	Grade 3
Denelle Gale-Rowe	Grade 4
Wendy Dang	Grade 5
Leonard Oliver	Grade 6
Susan Badger	K-6 Music, LLI, Lifeskills
Stacey Churchill	K-6 Phys. Ed., LLI, Lifeskills
Judith Yaro	Grade 7, Jr/Sr CTS
Skye McDonald	Grade 8
Jennifer Churchill	9-12 ELA, AHL
Ian Bentley	9-12 Social Studies, PE
Dean Foster	Music, ADLC Humanities, AHL
Trevor Heal	Math, Sciences, AHL
Chase John	Sciences, Math, AHL
Doudou Zhang	Math, Jr CTS, AHL
John Friesen	Jr./Sr. CTS, ADLC
Karen Duffy	Learning Support Teacher
Meaghan Schnitzler	Education Assistant
Sharon Campiou	Education Assistant
Amanda Davis	Education Assistant
Andrea Chambers	Education Assistant
Holly Malanowich	Education Assistant
Ashley Reade	Education Assistant
Vicki Gladue	Education Assistant
Margaret Willier	Education Assistant
Niki Conrad	Education Assistant
Grant Ferguson	Education Assistant
Delaine Labby	Education Assistant
Trudi Wild	Education Assistant
Susan Moody	Library Technician
Carrie McGillivray	Indigenous Education Coach
Carmen Lizee	Wellness Coach
Stephanie Forgie	Wellness Coach
Lisa Gall	Career Coach
Sharleen Willier	Cleaning Technician
Domingo Bonde	Custodian

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Kinuso School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	78.0	74.0	72.8	89.4	89.0	89.2	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	70.1	54.1	58.6	82.4	82.2	82.0	Low	Improved	Acceptable
	Education Quality	82.7	75.7	74.4	90.3	90.2	90.1	Low	Improved	Acceptable
	Drop Out Rate	5.3	5.4	3.9	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	59.4	73.0	70.4	79.7	79.1	78.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	55.3	42.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	7.8	3.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	57.1	60.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	1.6	5.3	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	45.4	9.1	34.6	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	43.5	28.6	44.3	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.4	16.4	40.3	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	66.7	65.0	64.0	84.1	83.0	82.7	Very Low	Maintained	Concern
	Citizenship	57.7	58.6	53.4	83.3	82.9	83.2	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	75.8	71.7	64.1	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	72.9	79.2	59.4	81.5	81.0	80.9	Intermediate	Improved	Good

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Kinuso School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	58.3	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	67.3	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	8.3	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	28.6	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	71.7	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	3.0	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	46.2	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	0.0	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	90.9	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	0.0	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	59.6	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	13.8	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	33.3	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Kinuso School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	69.9	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	4.8	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	38.3	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	3.2	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	59.7	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	6.7	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	46.2	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	3.2	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	38.3	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	0.0	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	30.0	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	3.6	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	44.3	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	6.0	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1

Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	37.2	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	3.3	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	28.6	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	1,453	14.0

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	78.6	0.0	50.0	0.0	*	*	66.7	0.0	n/a	n/a	70.7	4
	Authority	81.7	7.3	69.9	4.9	77.5	6.3	84.7	0.9	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	100.0	0.0	*	*	91.7	16.7	42.9	0.0	n/a	n/a	46.9	5
	Authority	93.0	7.0	91.0	9.0	88.9	6.1	83.3	4.2	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	100.0	0.0	100.0	16.7	100.0	0.0	85.7	0.0	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	71.4	14.3	*	*	*	*	28.6	0.0	n/a	n/a	NA	NA
	Authority	58.1	12.2	64.7	29.4	66.7	25.0	42.4	5.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	75.0	12.5	66.7	0.0	81.8	9.1	66.7	0.0	n/a	n/a	70.7	4
	Authority	60.0	5.5	50.8	6.3	55.9	3.4	53.4	5.2	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	40.0	0.0	30.8	0.0	*	*	61.5	0.0	n/a	n/a	65.5	4
	Authority	57.8	5.2	69.8	4.7	73.9	12.5	71.6	3.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	33.3	16.7	*	*	90.9	0.0	*	*	n/a	n/a	80	20
	Authority	65.1	7.5	74.5	3.9	73.0	2.6	63.4	1.8	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	n/a	n/a	50.0	20.0	n/a	n/a	69.2	7.7	n/a	n/a	73	11
	Authority	79.8	27.0	66.7	16.0	76.9	20.0	77.4	13.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	84.6	23.1	n/a	n/a	33.3	0.0	*	*	n/a	n/a	80	20
	Authority	65.9	20.7	60.3	17.9	68.3	17.1	56.8	8.1	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	20
	Authority	69.6	17.9	82.6	34.8	88.5	30.8	45.5	13.6	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	80	20
	Authority	*	*	*	*	72.7	4.5	80.0	24.0	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	

		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	57.7	7.7	58.8	0.0	*	*	81.0	9.5	n/a	n/a	NA	NA
	Authority	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	34.6	3.8	52.9	0.0	0.0	0.0	61.9	9.5	n/a	n/a	NA	NA
	Authority	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	50.0	7.7	64.7	5.9	42.9	0.0	71.4	14.3	n/a	n/a	NA	NA
	Authority	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	46.2	7.7	52.9	0.0	19.0	0.0	66.7	9.5	n/a	n/a	NA	NA
	Authority	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	60.9	4.3	38.9	0.0	35.0	0.0	40.9	0.0	n/a	n/a	NA	NA
	Authority	67.0	5.4	67.6	8.5	66.0	4.9	59.6	5.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	*	*	*	*	*	*	*	*	n/a	n/a	NA	NA
	Authority	43.8	0.0	62.5	0.0	32.1	0.0	47.6	4.8	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	NA	NA
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	37.5	0.0	38.9	5.6	9.1	0.0	42.1	5.3	n/a	n/a	NA	NA
	Authority	52.1	6.8	59.6	13.1	51.9	8.2	44.3	6.9	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	*	*	*	*	*	*	*	*	n/a	n/a	NA	NA
	Authority	37.0	0.0	57.1	4.8	29.6	7.4	55.6	2.8	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	78.3	13.0	38.9	0.0	55.0	5.0	39.1	13.0	n/a	n/a	NA	NA
	Authority	57.8	7.5	63.0	8.2	69.5	11.5	62.9	17.4	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	*	*	*	*	*	*	*	*	n/a	n/a	NA	NA
	Authority	55.0	5.0	50.0	5.0	53.3	0.0	59.4	12.5	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	29.2	0.0	38.9	5.6	25.0	0.0	47.8	4.3	n/a	n/a	NA	NA
	Authority	42.1	3.8	54.2	12.0	55.7	8.9	49.2	7.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	*	*	*	*	28.6	0.0	*	*	n/a	n/a	NA	NA
	Authority	0.0	0.0	50.0	0.0	25.0	3.6	33.3	9.5	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	24.2	68.5	69.6	73.0	59.4	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1	79.7
4 Year Completion	48.8	32.0	76.1	74.8	77.5	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7	83.5
5 Year Completion	83.4	53.8	31.2	75.9	74.7	73.1	72.1	73.2	70.6	70.5	82.1	83.2	83.4	84.8	84.9

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.7	0.7	5.7	5.4	5.3	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	*	*	17.1	*	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7	18.2

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	30.4	16.7	49.7	47.1	24.9	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1	40.8
6 Year Rate	34.8	59.8	44.7	16.4	53.4	50.8	51.6	54.6	52.8	52.7	59.4	57.9	58.7	59.0	60.1

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	25.0	56.7	47.6	28.6	43.5	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	8	2	25.0	0	0.0	0	0.0	2	25.0
2016	30	17	56.7	15	50.0	6	20.0	17	56.7
2017	21	9	42.9	9	42.9	7	33.3	10	47.6
2018	7	1	14.3	2	28.6	1	14.3	2	28.6
2019	23	7	30.4	10	43.5	4	17.4	10	43.5

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	67.8	24.2	30.4	27.0	37.1	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	32.2	75.8	69.6	73.0	62.9	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	24.2	72.2	65.2	63.9	59.4	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	0.0	57.7	56.5	31.9	48.9	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	0.0	46.9	47.8	9.1	45.4	29.0	35.0	36.6	36.2	33.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	0.0	28.9	39.1	0.0	14.0	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	7.2	4.3	0.0	0.0	5.3	9.7	8.1	7.1	4.4	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	0.0	42.9	56.5	9.1	37.9	30.5	36.2	39.8	40.0	33.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	23.1	25.0	8.7	63.6	24.1	34.5	26.3	26.9	28.1	30.2	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	23.1	67.9	65.2	68.2	62.1	64.7	62.1	66.7	67.3	63.5	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	0.0	46.4	52.2	18.2	37.9	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	23.1	28.6	8.7	45.5	20.7	34.9	26.3	33.7	36.9	34.9	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	23.1	75.0	60.9	63.6	58.6	61.0	62.5	67.1	66.2	63.9	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	21.4	21.7	0.0	6.9	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	0.0	25.0	30.4	22.7	41.4	14.1	17.4	26.1	20.0	23.4	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	0.0	42.9	52.2	22.7	44.8	34.1	40.3	44.6	38.5	36.5	57.6	58.3	58.6	59.3	59.1
Biology 30	7.7	57.1	39.1	9.1	27.6	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	0.0	28.6	39.1	0.0	20.7	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8	35.1
Physics 30	0.0	10.7	26.1	0.0	0.0	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	3.6	0.0	13.6	13.8	0.0	0.3	2.0	9.6	8.3	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	7.7	60.7	60.9	22.7	48.3	34.9	41.3	40.6	43.1	39.7	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	3.0	3.1	3.3	3.0	2.9

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	58.4	62.8	38.8	58.6	57.7	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	74.5	74.1	50.6	76.0	60.0	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	47.7	60.0	28.3	52.0	*	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	52.9	54.4	37.4	47.7	55.3	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

Assessment

Kinuso School will 'generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.'

Support will be provided and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities

Literacy

Kinuso School will assess using the F&P, EYE, Right to Read, and the OCA benchmarks according to the divisionally set schedule.

Kinuso School will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.

Support will be provided and evidence will include:

- K-12 literacy rich environments
- Read alouds & think alouds are modelled K-12 across all subject areas
- Teachers conferencing with students about their reading and writing
- K-12 students participating in guided and shared reading and writing opportunities
- Explicit instruction of comprehension strategies & content area strategies
- A variety supports and interventions for reading and writing are available to students
- Instruction and supports are informed by student data and staff collaboration
- Literacy interventions are articulated on the school's pyramid of intervention
- Ongoing Professional development for literacy to all teachers in all subject areas
- Professional conversations around the analysis of data and instructional strategies on how to best support our students

Numeracy

Kinuso School will administer the MIPI to students in Grades 2 to 10 and demonstrate the use of data to inform instruction.

Kinuso School will identify and assess the numeracy interventions they are currently using.

Kinuso School will ensure that all staff and students understand that numeracy is foundational to all learning.

Support will be provided and evidence will include:

- MIPI is administered in all grades 2-10
- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions
- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas

Character Education

Kinuso School will develop and implement a character education plan that reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally.

Support will be provided and evidence will include:

- Positive behavior support model – continue to implement.
- Training for staff based on Trauma Informed Education and Basic Crisis Response (Prevention, Intervention, and Disengagement)
- Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, staff
- All staff can articulate core values and affirm the importance of those values to the school community
- Values are infused throughout the school by use of focused language & actions
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions)
- Students, parents and staff understand expectations, processes and language
- Character education empowers students by clarifying the discrepancy between the core values and behaviour/actions and allows them to self-correct/self-regulate
- Development of response tools that focus on the language of the matrix and safety planning and individual behaviour planning as needed

OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.9	84.1	63.5	75.7	82.7	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	93.3	88.5	74.0	82.2	79.8	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	61.1	81.1	47.9	71.7	*	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	82.2	82.7	68.8	73.1	85.6	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Leadership Development

Our administration team works collaboratively to maximize the quality of education at our school through reflection from Admin PD, Admin Association Meetings, meetings with our Learning Support Teacher, and our Wellness, Indigenous Education, and Career Coaches. Everyone is focused on student learning.

This year our administration team also involves experienced former principal Robert Owens who brings a wealth of knowledge and expertise in coaching and supervising staff to enhance their teaching.

We are developing our staff leadership potential as well with members involved in the Literacy and Numeracy Divisional Committees. We also have our admin designate taking on a role in the management of student technologies. At PD days, we are also involving our Learning Support Teacher in promoting assessment and inclusion learning and our Grade 6 teacher sharing his expertise in technology.

We are also building Student Leadership in Grade 6, 7, and highschool. These students are engaged in enhancing our school and building their skills in organization and communication.

Staffing

This year we worked very hard to hire staff with the skills and strengths to add to our elementary, math/science, and support teams. We facilitate team collaboration and sharing such as multi-grade teams, targeted grade level teamwork in 7-12, and PRTI group work through admin, LST, and our Coaches. We also encourage involvement in divisional collaboration meetings.

Professional Development

We are focusing our PD on:

- using technology to plan, deliver, and assess student learning
- analysing and responding to assessment data
- promoting mental health as a precursor to learning through being healthy ourselves, trauma informed, and trained in safety and crisis response
- revising the mission and vision for our school and aligning our practices
- modeling effective planning, teaching, and assessment strategies through our PD

Supervision and Evaluation

We are committed to striving for excellence in teaching and learning and fostering this through effective supervision, coaching, and reflection. We are working with divisional staff on this (Corinna Horseman and Treva Emter).

OUTCOME 3: HPSP STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.9	77.8	66.8	74.0	78.0	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	87.0	86.4	75.0	86.5	80.0	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	64.3	73.8	62.1	70.0	*	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	70.5	73.3	63.2	65.4	76.1	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	63.5	68.8	52.9	54.1	70.1	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	84.8	82.8	65.6	78.3	78.8	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	54.2	69.0	52.7	53.2	*	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	51.6	54.5	40.2	30.8	61.3	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	59.2	74.9	52.1	65.0	66.7	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	85.0	81.0	62.5	80.0	66.7	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	33.3	68.8	41.7	50.0	*	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	57.2	71.4	52.4	61.7	64.9	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	85.0	77.3	61.3	73.3	64.9	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	29.4	65.6	43.5	50.0	*	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

Inclusion – Pyramid of Intervention

Pyramid of Intervention:

Kinuso School will develop, refine and publish their pyramid of interventions. Support will be provided and evidence will include:

- Schools will identify and publish a pyramid of intervention that articulates universal, targeted and intensive supports available
- Schools will articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention
- Schools will display their pyramid of intervention in a designated area/online where staff have easy access.

Kinuso School LST will have daily coaching conversations with staff, regarding Differentiated Instruction and defining and implementing appropriate universal strategies.

Additional supports

- PD days with LST and administration (both structured and guided)
- Coaching times with teachers for conversations and planning time for interventions
- LST and all staff work closely together to develop and implement meaningful IPPs and ISPs, use assistive technology (AT) where required, and use universal supports and differentiation in the classroom effectively
- Scheduling of class reviews and grade level meetings as needed with administration and LST to review and discuss universal strategies that are being tried
- Differentiate learning and provide effective and timely feedback to students on a regular basis
- Student support planning to help students with differing needs (Cooperation, Teamwork, Appropriate Play, Wellness)
- Behaviour observations, consulting, and modelling self-regulating strategies/methods in classrooms through LST, OT, and counsellors
- Development and use of sensory calming room and sensory pathways, to assist students with regulation
- Flexible seating options
- PD to review NVCI strategies
- LST/EA/Teacher/Administration collaboration to develop proactive plans of effective strategies for our high-risk students

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

Kinuso School will diminish the achievement gap.

Kinuso School will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

- Indigenous Education Coach will be booked for 1 hour every PD day to provide foundational knowledge and work with teachers on infusion of FNMI perspective
- Coplanning, co-teaching, and modelling for teachers will be offered to ensure FNMI education programming

Learning Technology Policy Framework

Kinuso School will “engage in yearlong professional learning and ongoing critical reflection” to improve technology integration. (Planbook, google classroom, google add-ons, Seesaw, apps, etc.) (Alberta Education Teaching Quality Standard, 2018)

Dual Credit Programming

We will offer dual credit courses with the help of our Career Coach on a case by case basis to support student learning (ex. Play - Lakeland College), career exploration, and enhance student engagement.

Learning Support Teachers

LST will contribute to student and staff support through:

- Becoming an expert in the needs and strengths of our students in need of Tier 2 and 3 supports
- Coordinating the development and effectiveness of our PRTI and maintaining it electronically
- Coaching our staff in assessment, differentiation, and accommodations
- Communicating and collaborating proactively and responsibly with staff teams, admin, divisional consultants, specialists, and families on behalf of our students and staff to ensure that our student supports are continually enhanced
- Checking in regularly with and supporting EA in their roles, including and connecting with associated teachers as needed

Wellness Coaches

Student supports that strengthen students and help set them up to be stronger learners will be provided through the following:

- One on One Sessions: Relationship Building; Healthy vs. Unhealthy Relationships; Grief/Loss; Mental Health (Anxiety, Depression); Conflict Resolution; Family Conflict
- Universal Programming/Activities: Education of mental health, illness, strategies and community support through bulletin boards and online presence (instagram, tik tok)
- Presentations: Superflex, Problem solving, Gamefied Wellness, Size of Problem, Conflict Resolution, Prepared, Mindfulness, Nutrition- Food as fuel, Physical Activity
- Participation as a team member to help with strategy development, problem-solving, incidents, crisis response

Staff wellness will be supported for greater resilience and effective learning through:

- Attending wellness coach sessions and webinars to sharpen skills
- Providing PD on wellness to staff
- Working with LST and admin on student supports
- Collaborating with staff to enhance understanding of students and our community

Career Coaches

Student supports will be improved through:

- collaborating with our PRTI team on student success and wraparound supports (Admin, LST, & coaches)
- 1:1, small groups, or classroom planning sessions with students to help plan their education pathways and build on their strengths and interests
- 1:1 check-ins and tracking with students on academic progress
- increase students' awareness of opportunities, by providing career exploration activities and information sessions from industry experts and educational institutions.

Educational Assistant/Learning Commons Training Program

Students will be directly supported through:

- 1:1 assistance to students with Tier 3 needs, under the guidance of and in collaboration with teachers and LST
- small group or short term assistance to students with Tier 2 needs, under the guidance of and in collaboration with teachers and LST
- collaboration with teams as needed to enhance resource provision, programming, schedules, tracking, and strategies for students

OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	59.1	64.8	55.8	71.7	75.8	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	85.7	80.9	60.0	73.3	75.8	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	32.6	48.8	51.7	70.0	*	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	55.0	59.0	39.9	79.2	72.9	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	80.0	81.8	31.3	100.0	84.2	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	33.3	37.5	50.0	80.0	*	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	51.8	57.7	38.6	57.7	61.5	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

Parental Involvement

- Kinuso school will implement and use the 'unique, valuable, attractive' strategy to increase positive communications about the school and events there.
- Teachers are expected to stay in contact with families and track this in Maplewood, especially to problem solve if the student is at risk of not learning
- Teachers are expected to bring any family communication concerns to admin to assist
- Parent Teacher Interview times are scheduled later in the evening, to encourage greater parent involvement and facilitated centrally through our secretaries for easy "all in one call" booking
- Kinuso School will explore ways to increase parent participation in the annual survey.

Engaged Governance

- Trustees attend school council meetings and report to them
- Monthly School Council meetings will be held to share with and respond to families and the greater community
- Teacher representation on School Council meetings and timely involvement of coaches (wellness, career, Indigenous Education)
- Annual report to the Board and school tour

Safety Programs

- School behaviour matrix and code of conduct to promote positive behaviours and interventions
- PD on Trauma and Crisis Response, NVC
- Drafting of School Safety Plans in teams (Gr. 4-6 plan created)

CSTAG

- All staff to monitor and notice student behaviours to bring any potential threats to admin as soon as possible
- Admin, wellness, and LST trained in carrying out and documenting this process
- Process carried out with at least 2 staff members as needed
- Consultation with division as needed to help ensure safety and supporting students

COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at [HPSD Re-entry Plan](#)