



Junior High Handbook 2023/24

Every child achieving individual academic, personal, and musical excellence.

Welcome to the 2023/24 school year at Suzuki Charter School where our pride cannot be denied. This handbook provides you with important information in addition to school newsletters, website information, Google classroom communications, agenda updates and calendar information. For more specific information, please contact Tannis Klassen, Principal, or Dale Szalacsi, Assistant Principal. For class specific information, please contact your child's teacher directly.

General School Information

[Vision, Mission, Key Messages and Values](#)

[Administrative Procedures](#)

[Junior High Program Information](#)

Supporting Student Academic, Musical and Leadership Success - The Suzuki Approach

1. Support A Positive Environment to Encourage Optimal Learning

"Man is a child of his environment." - Shinichi Suzuki

"Teaching music is not my main purpose. I want to make good citizens. If children hear fine music from the day of their birth and learn to play it, they develop sensitivity, discipline and endurance. They get a beautiful heart." - Shinichi Suzuki

We believe that it is the responsibility of all students, staff, and parents to build positive, inclusive and nurturing social environments to support collaboration and communication amongst all community members including modeling problem-solving strategies, teamwork, and positive interpersonal skills, and using collaborative, problem-solving strategies. Staff are responsible for most behaviour management issues, involving the parent and principal as additional team members when circumstances warrant it. Our goal is to promote conflict prevention and management skills that help students learn many different response options to problem situations. When conflicts arise, we expect individuals to focus on the problem and not on the person and work together to resolve conflicts in a timely and respectful manner. Our goal is to build each student's capacity for leadership.

Each academic and music teacher is responsible for the behaviour of his/her class and will be the first to deal with any incidents in class as well as assisting and aiding other supervisors. The expectation is to focus on supporting student personal growth and restitution and teachers are expected to contact parents if there are serious incidents or concerns.

- [Administrative Procedure 100 – Welcoming, Safe, Caring, and Respectful Learning Environment](#)
- [Administrative Procedure 101 – Prevention of Bullying](#)
- [Administrative Procedure 102 – Discrimination and Harassment](#)

- [Administrative Procedure 103 – Sexual Orientation and Gender Identity](#)
- [Administrative Procedure 306 – Student Code of Conduct and Behavior Intervention Chart](#)
- [Administrative Procedure 307 – Suspension and Expulsion of Students](#)
- [SCS Technology Handbook](#)
- [Expectations for Student Attire](#)

2. Build Mastery and Confidence Through Regular Practise and Review

“Ability equals knowledge plus 10,000 times”. - Suzuki

“Confronted with a high mountain, you cannot reach the summit in one stride, but must climb step by step to approach your goal. There may be difficulties and hardships, but not disappointment or despair if you follow the path steadily. Do not hurry . . . Do not rest in your efforts . . . Without stopping, without haste, carefully taking a step at a time forward will surely get you there.” - Suzuki

We believe that every student can learn and our goal is to foster personal/leadership, academic and musical excellence in each student through a mastery approach to learning. We believe that larger concepts can be broken into smaller and smaller skills to be mastered. We also believe that these skills need to be practiced in a meaningful context. Staff members are diligent in allowing students to understand learning expectations, provide ongoing positive assessment immediately and assist students in self-assessment and goal-setting. Staff provide extra practice, extension and enrichment activities when needed as well as daily academic, music and personal excellence practice. Our goal is to have students master curricular objectives and build confidence in their abilities through practise and review. parents if there are serious incidents or concerns.

- [Administrative Procedure 201 – Inclusive Education](#)
- [Administrative Procedure 305 – Student Attendance](#)

3. Enhance Student Learning With Strong Home and School Partnerships

“The fate of a child is in the hands of his parents.” - Suzuki

“An unlimited amount of ability can develop when parent and child are having fun together.” - Suzuki

“Any child can be developed, it depends on how you do it.” - Suzuki

Parent involvement and collaboration are essential to student success and parents and teachers need to create the desire to learn within all children. Staff members utilize excellent interpersonal skills, communicate effectively with parents and welcome and guide their support of student academic, musical, and personal/leadership growth through daily home practise, and strong communication between home and school. Staff build positive parent partnerships including supporting daily homework practice for review and mastery. Our goal is to facilitate the Suzuki triangle of support between student, staff and parents. Parents can support a strong home and school partnership by:

- **Facilitating Weekly Individual Music Lessons** - Registration at Suzuki Charter School requires all students to take individual music lessons from a music instructor with Suzuki teacher training. By Junior High, students should be able to take responsibility for taking notes during lessons and for practising regularly.
- **Championing Daily Practise** - Daily practise and advance preparation supports retention of skills and concepts, which supports student mastery, creation of a solid foundation of understanding and confidence in their abilities. Check your child’s virtual agenda daily and support regular home practise using the resources and homework assignments provided by teachers.
- **Expecting and Supporting Regular and Punctual Student Attendance** - To optimize student learning and growth, students need to attend school regularly and punctually.
- **Actively Monitoring Student Activities** - Parents can support student success by (1) reading the weekly school newsletter for general school events, and (2) setting notifications and actively monitoring your child’s Google Classroom for assignments, due dates, communications, assessment updates.

- **Working in Partnership with Staff to Support Positive Student Behaviors** - Parents are included in all aspects of a child's education at Suzuki, including assisting school staff in dealing with inappropriate behaviours. This includes maintaining open and respectful communication, and should situations arise, teachers and/or administration will keep parents informed as to school decisions related to consequences for inappropriate behaviours.

Assessment Procedures

The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies. Teachers will use percentages to reflect student achievement. Teacher's professional judgment and rubrics will be used to assess student effort, participation, attitude and other behaviors. Every attempt will be made to encourage students to complete all work required for evaluation purposes in a reasonable and timely manner and parents will be notified. We trust our families to make school and the completion of assessments a priority. Exceptional circumstances are left to the discretion of the school administration in consultation with the teacher and the parents. Please refer to the following links for student assessment procedures:

- [Administrative Procedure 200 – Student Assessment](#)
- [Appendix 200A – Assessment Rubric Descriptors](#)

1. Support for Students With Missing or Incomplete Work

When your child has missing or incomplete work, we will:

- **Engage Students and Parents** - In order to ensure we have sufficient and accurate evidence of learning we will engage students and parents in a process to both determine why work is not complete and to support students in completing the work. This may include some or all of the following:
 - conversations with student and teacher
 - contact with the parents/guardians
 - involvement of administration
 - class time or supervised recess/lunch hour opportunities to complete the work when possible
 - academic support blocks for Junior High students from 11-12 on Mondays and Fridays.
- **Provide multiple opportunities** - When collecting assessment evidence, teachers provide students with multiple opportunities to demonstrate what they know and can do. This may include opportunities to redo an assessment after support is provided, complete an alternative assessment or replace a recorded mark with new evidence of learning a concept. In situations where students are in need of additional opportunities (absence, illness, outlier performance) arrangements will be made between the teacher and student. Parents may also be informed and involved as needed.
- **Collect evidence in a variety of forms** - In recognition of the diversity of learners in our school, teachers collect evidence in a variety of ways from students, broadly described as products, observations, conversations. The evidence from each of these areas is taken into consideration to ensure that we have reliability and validity in our judgment of student work.
- **Assign a final grade** - Teachers will use their professional judgment at the end of a course to determine how to deal with any IEA's (Insufficient Evidence Available) remaining in the marks book and ultimately assign a final grade for the student. Providing these steps have been followed, the teacher can assign the student a mark of zero for the missed summative assessment item.

2. Mid Term Exams

Please refer to the [2023/4 Mid Term Exam Link](#) for the schedule dates and times.

3. Final Exam Weighting

Provincial Achievement Exams and school-issued exams constitute a percentage of the student's final grade. Final Exam Weighting is as follows:

- Grade 7-9 Mid-Term exams are weighted 10%.
- Grade 7-9 Final exams are weighted 15%.
- As students transition from junior high to high school, it is the responsibility of students and their parents to be aware of course/program requirements as high schools have the right to accept or limit student registration based on their admission criteria and grades.
- All exams start at 9am unless otherwise noted. Once exams are completed, regular classes will resume.

The final exam draft 2024 schedule is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
May 13 Gr.9: ELA PAT - Part A @9-11	May 14	May 15	May 16	May 17 No School - PD Day
May 20 No School - Victoria Day	May 21	May 22	May 23	May 24
May 27	May 28	May 29	May 30	May 31
June 3	June 4	June 5	June 6 Musical Theatre Performance	June 7 Musical Theatre Performance
June 10	June 11	June 12	June 13	June 14 Junior High Awards Afternoon
June 17	June 18 Gr.7: ELA Final - Part B Gr.8: ELA Final - Part B Gr.9: ELA PAT - Part B @9-10:15am	June 19 National Indigenous Peoples Day - No Exams	June 20 Gr.7: Math Final - Part A Gr.8: Math Final - Part A Gr.9: Math PAT - Part A @9-9:30am	June 21 Gr.7: Math Final - Part B Gr.8: Math Final - Part B Gr.9: Math PAT - Part B @9-10:20am
June 24 Gr.7: Social Studies Final Gr.8: Social Studies Final Gr.9: Social PAT @9-10:20am	June 25 Gr.7: Science Final Gr.8: Science Final Gr.9: Science PAT @9-10:15am	June 26 Gr.9 Grad TBD	June 27 Report Cards Last Day of School	June 28 No School - PD Day