



Suzuki Charter School 3 Year Education Plan 2021-2024



Music

Strengthen and grow the junior high instrument music program with a focus on demonstration of cognitive music skills, instrument-playing skills, ensemble skills, and personal excellence skills that support music studies.



Wellness

Develop and implement student and staff research-based wellness strategies to support community mental and physical health and a positive teaching and learning environment.



Literacy

Utilize assessment, early intervention, program adjustments, and mastery learning to support student literacy.



Research

Support the research needs of Alberta's education system in a collaborative manner to collect, access, utilize, and share research within our school and beyond to support education innovation through multimedia initiatives.



Numeracy

Advance assessment, early intervention, program adjustments, and mastery learning to support student numeracy.

Academic,
Personal,
Musical
Excellence



10720-54 Street, Edmonton, AB T6A 2H9 | Phone: 780.468.2598 | Fax: 780.463.8630 | suzukischool.ca

weblink: Education Plan 2021/24 -

<https://docs.google.com/document/d/1vQYOub7iq4FLWfYIGcAfvvnkZHhrffhfoO7EXMWiSr8/>

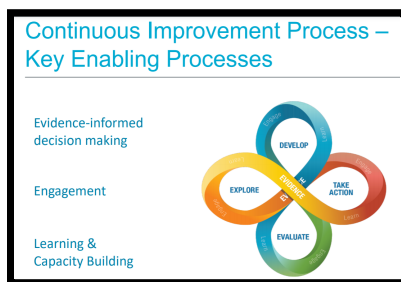
ACCOUNTABILITY STATEMENT

The Education Plan for Suzuki Charter School commencing September 1, 2021 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act and the Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021/24 on May 20, 2021.

Dr. Lynne Paradis
Superintendent
Suzuki Charter School Society

Nicole Palmer
Chairperson
Suzuki Charter School Society

ASSURANCE FRAMEWORK FOR EDUCATIONAL PLANNING

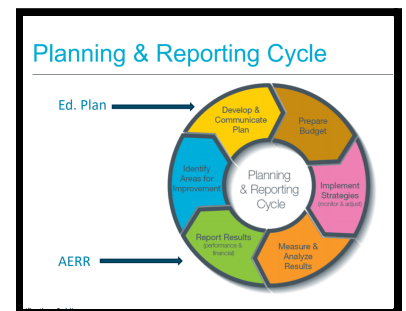


The Suzuki Charter School (SCS) Assurance Framework for educational planning aligns with the Ministry of Education’s business plan, and highlights key goals and priorities as an extension of the Suzuki Charter School 3-Year Education Plan.

As a jurisdiction comprised of one school, our education plan reflects the mission, vision and values of our school to support every child achieving

individual academic, personal and musical excellence, through enacting the Suzuki Approach, where students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

Reinforcing our commitment to a robust planning and reporting cycle, we engage with stakeholders to guide the development of priorities and plans. The SCS Assurance Framework then shares these clear goals, outcomes, and strategies to support stakeholder awareness, engagement, and confidence.



SUZUKI CHARTER SCHOOL

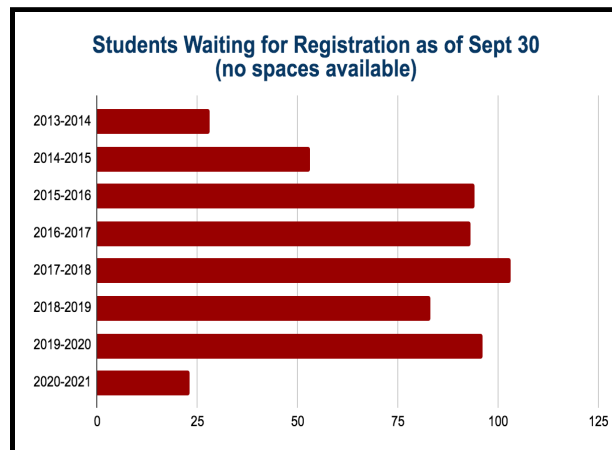
Suzuki Charter School is a **public school** with the added value of intensive music education where program instruction is designed to reflect the Suzuki Approach to music instruction.

The principles of the Suzuki Approach, **Mastery, Environment, and Partnerships by Design**, provide the framework for action to support our vision of every child achieving academic, personal and musical excellence. Continuous improvement strategies focus on maximizing the impact of the Suzuki Approach aligned with our mission that, based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

Current registration for the 2021/22 school year encompasses 371 K-8 students including 30 students enrolling in our expanded junior high program including enriched music instrument instruction and French language learning. This reflects a steady increase in the number of students and parent demands to enrol.

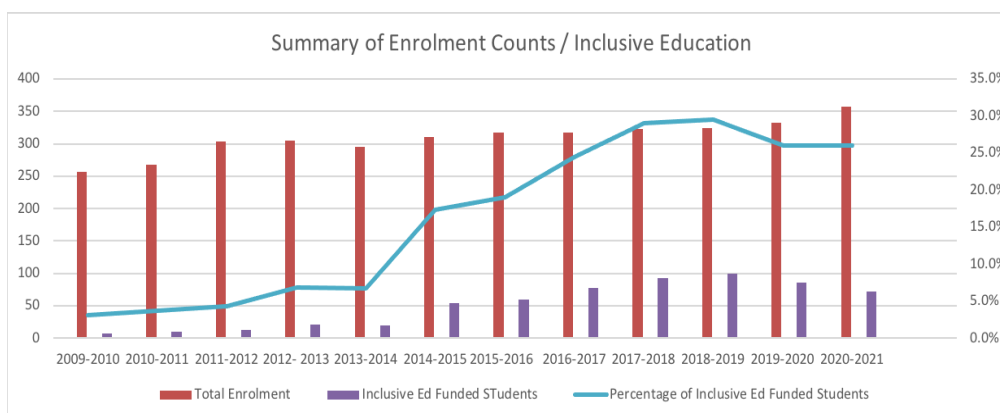


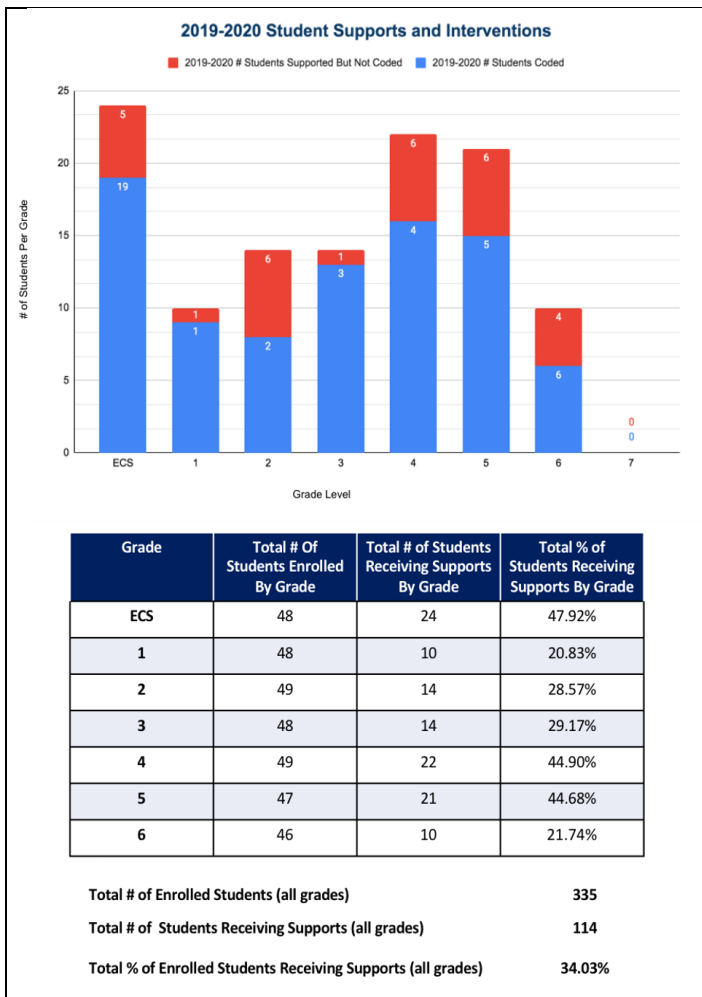
| Year to Year Spaces Available vs Demand | | |
|---|---------------------------|--|
| Year | Sept 30 Student Enrolment | Names Remaining in Lottery as of Sept 30 |
| 2013-2014 | 296 | 28 |
| 2014-2015 | 309 | 53 |
| 2015-2016 | 316 | 94 |
| 2016-2017 | 317 | 93 |
| 2017-2018 | 323 | 103 |
| 2018-2019 | 324 | 83 |
| 2019-2020 | 335 | 96 |
| 2020-2021 | 358 | 23 |



In the 2020/21 school year, data based on Alberta Education’s Funding Event System, indicates that 26% of our 358 students were coded within the categories of FNMI, ESL, Severe, and ECS Gifted and ECS Mild/Moderate and provided with individual program plans (IPPs) to meet their learning needs. Although coded, not all of these students received funding from Alberta Education.

| Suzuki Charter School | | | |
|---|-----------------|--------------|----------------------------|
| Summary of Enrolment Counts /Inclusive Education | | | |
| Data based on Alberta Education's Funding Event System (FES) - Enrolment Counts | | | |
| Year | Total Enrolment | Inclusive Ed | Percentage of Inclusive Ed |
| 2009-2010 | 257 | 8 | 3.1% |
| 2010-2011 | 268 | 10 | 3.7% |
| 2011-2012 | 303 | 13 | 4.3% |
| 2012- 2013 | 305 | 21 | 6.8% |
| 2013-2014 | 296 | 20 | 6.8% |
| 2014-2015 | 310 | 54 | 17.4% |
| 2015-2016 | 317 | 60 | 19.0% |
| 2016-2017 | 317 | 78 | 24.5% |
| 2017-2018 | 323 | 93 | 29.0% |
| 2018-2019 | 324 | 99 | 29.5% |
| 2019-2020 | 332 | 86 | 26.0% |
| 2020-2021 | 358 | 72 | 26.0% |





The above data includes students in the 2019-2020 and the 2020-2021 school year that were identified as requiring additional intervention or supports, regardless of coding or funding received from Alberta Education.

- Charter Schools are treated differently with the new budget framework. There seems to be an incorrect assumption that students attending Suzuki Charter School would need less educational support than students in other schools. A lottery system is used to determine new students (beyond children living in the area or siblings of students) and this random selection does not eliminate students who may present with learning difficulties.
- The graphs above share data collected during the 2019/20 and 2020/21 school year, and demonstrate the need for equitable funding for inclusive education learning supports to meet the diverse learning needs of our students with timely assessment, support, and targeted interventions. In particular, students who are having academic difficulty need early intervention which is provided through additional resources (eg. Educational assistant time, participation in remedial programs for both gifted students and students who have fallen behind their peers). They are essential to help all students succeed. With the new funding framework Suzuki Charter School will receive only 26% of what other public and francophone schools receive. This amounts to a loss of over \$350,000.00 annually. That is a considerable loss to program support.
- The school offers a variety of early intervention programs beginning with entry level assessments at kindergarten. Every child who is experiencing difficulty is provided with an individual program plan that outlines program adjustments to optimize student achievement. Many of these specialized services are provided as extensions of what is happening in the home classroom. The school has a very diverse population with many students who are English second language learners, who have emotional/behavioural challenges, have various learning disabilities, or who are gifted. The inclusive education funding is utilized to provide services and support to these children. 125 students out of 335 students enrolled in the 2020/21 school year, including 7 students identified with severe learning disabilities benefit directly from these programs and there are school wide benefits for all students.



Vision

Every child achieving individual academic, personal and musical excellence.

Mission

Based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

* Please refer to our website www.suzukischool.ca for more detailed information on Suzuki philosophy and principles.

Key Messages

At Suzuki Charter School WE VALUE:

- The belief that every child can learn.
- A safe, caring and welcoming environment.
- Academic, musical and personal progress for each child.
- Staff working together to optimize quality education for each child.
- Working collaboratively with parents to inform teaching strategies that accelerate student learning.
- Empathy, equity and fairness.
- Staff sharing responsibility to ensure positive learning experiences for all students.
- Evolving and refining practices to align with the current educational context.
- Innovation and research to support new approaches to teaching and learning.

CHARTER GOALS

Charter Goal One: Students demonstrate musical excellence

To enrich and integrate the approved Alberta Program of Studies with the Suzuki Method of music learning, Suzuki Charter School unites a community of musicians in the common goal of developing a love of music, performance, and the discipline and mastery of skill and ability. Charter goals include students developing strong cognitive music skills, instrument playing skills, ensemble skills and personal excellence skills that support music studies.

Cognitive Music Skill Achievement Results (NA indicates that Results of performance measures were not available due to Scenario 3 at-home learning environment.)

| Performance Measures | Results (in percentages) | | | | |
|---|--------------------------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percentage of students who achieved excellent standards in cognitive music skills. | 41 | 92 | 87 | 94 | NA |
| Percentage of students who achieved acceptable standards in cognitive music skills. | 98 | 99 | 100 | 100 | NA |
| Percentage of Gr.6 students achieving acceptable standards in music theory. | 86 | 86 | 96 | 97 | NA |

Instrument Playing Skill Achievement Results

| Performance Measures | Results (in percentages) | | | | |
|--|--------------------------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percentage of students who achieved excellent standards in instrument-playing skills. | 48 | 90 | 86 | 93 | NA |
| Percentage of students who achieved acceptable standards in instrument-playing skills. | 99 | 100 | 100 | 100 | NA |

Ensemble Skill Achievement Results



| Performance Measures | Results (in percentages) | | | | |
|--|--------------------------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percentage of students who achieved excellent standards in ensemble skills. | 66 | 95 | 93 | 99 | NA |
| Percentage of students who achieved acceptable standards in ensemble skills. | 98 | 100 | 100 | 100 | NA |

Personal Excellence Achievement Results

| Performance Measures | Results (in percentages) | | | | |
|--|--------------------------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percentage of students who achieved excellent standards in personal excellence. | 62 | 92 | 89 | 99 | NA |
| Percentage of students who achieved acceptable standards in personal excellence. | 94 | 99 | 100 | 100 | NA |

All in-class and at-home learning junior high students shared feedback regarding the strengths of the expanded junior high program, areas for growth, and their ideas for future consideration. Feedback from the student focus group highlighted their enjoyment of the ability to collaborate with different students, the opportunity to try playing additional instruments including electric drums, digital piano, and electric guitar, and the ability to choose their own repertoire. As this was our first year implementing the junior high program, it was also important to listen to student perspectives regarding areas for growth or future consideration. Junior high students shared that they would like to re-establish and extend their current options within a post-covid environment to be able to showcase and share their music with parents and within the community, and increase their opportunities to musically mentor younger students to inspire their learning.

Based on the strength of our program, stakeholder feedback, and parent requests to extend our K-6 program to include junior high, and the support of Alberta Education, the current music priority outcome and strategies support the strengthening and growth of the junior high instrument music program.

Music Priority Outcome and Strategies: Strengthen and grow the junior high instrument music program with a focus on demonstration of cognitive music skills, instrument-playing skills, ensemble skills, and personal excellence skills that support music studies.

- Monitor and enrich faculty professional development for the Gr.7-9 music program.
- Provide professional development on research regarding music learning and the brain.
- Review and refine junior high instrument group class standards Gr.7-9.
- Plan and initiate Gr.7-9 student music and outdoor education retreat.
- Coordinate performance opportunities including a Musical Masterminds showcase, Suzukifest outdoor performance, and in-person and virtual community performances.
- Develop and implement Artist in Residence collaboration activities to support musical mastery, and explore leadership opportunities for Gr.7-9 students to musically mentor K-6 students.
- Collaborate with all staff to develop fine arts cross-curricular integration to support understanding and engagement with school-wide music themes i.e., jazz, rock, baroque, classical, folk.
- Participate in CBC National Music Class Challenge.

| Performance Measures |
|---|
| Percentage of students who achieved excellent standards in cognitive music skills. |
| Percentage of students who achieved acceptable standards in cognitive music skills. |
| Percentage of Gr.6 students achieving acceptable standards in music theory. |
| Percentage of students who achieved excellent standards in instrument-playing skills. |

| |
|---|
| Percentage of students who achieved acceptable standards in instrument-playing skills. |
| Percentage of students who achieved excellent standards in ensemble skills. |
| Percentage of students who achieved acceptable standards in ensemble skills. |
| Percentage of students who achieved excellent standards in personal excellence. |
| Percentage of students who achieved acceptable standards in personal excellence. |
| Music Priority Dashboard Data i.e., video links, written documentation, and testimonials. |

Charter Goal Two: Participate in authentic research and innovation

Suzuki Charter School engages in authentic research-practise partnerships with university researchers to support teaching and learning innovation, including providing basic education in a different or enhanced way. Based on Suzuki Charter School’s support of Alberta Education’s vision for charter schools to improve the education system as a whole and enhance education research and innovation, we have established the following Research priority outcome, strategies and measures:

Research Priority Outcome and Strategies: Support the research needs of Alberta’s education system in a collaborative manner to collect, access, utilize, and share research within our school and beyond to support educational innovation through multimedia initiatives.

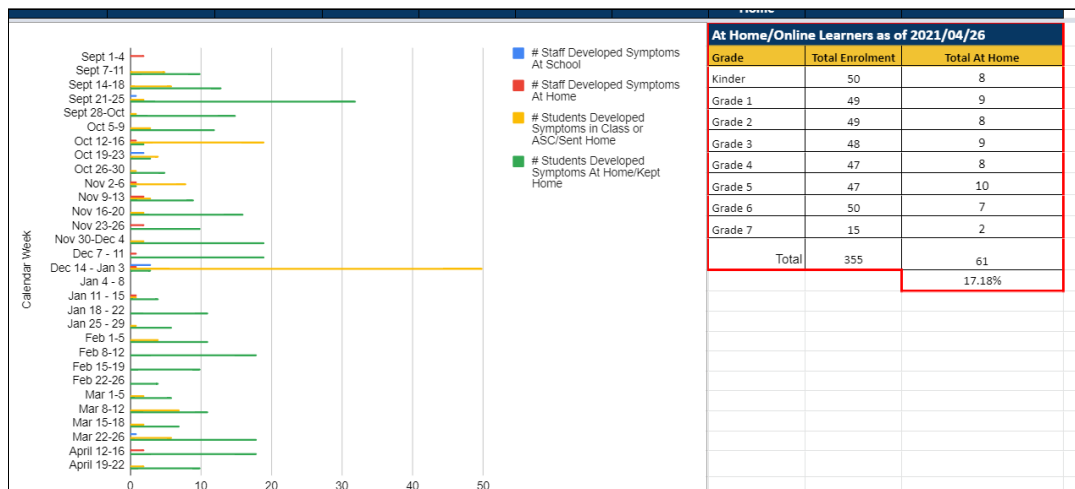
- Expand research-practise partnership amongst University of Alberta researchers, Suzuki, and Calgary Arts Academy.
- Expand relationship with Alberta Research Network.
- Seek potential funding to support University of Alberta partnership.
- Engage all staff in research activities.
- Collaborate with University of Alberta researchers.
- Communicate to parents and stakeholders school involvement in authentic research and innovation.
- Consolidate research on Suzuki Charter School effectiveness and communicate with stakeholders through multimedia platforms.

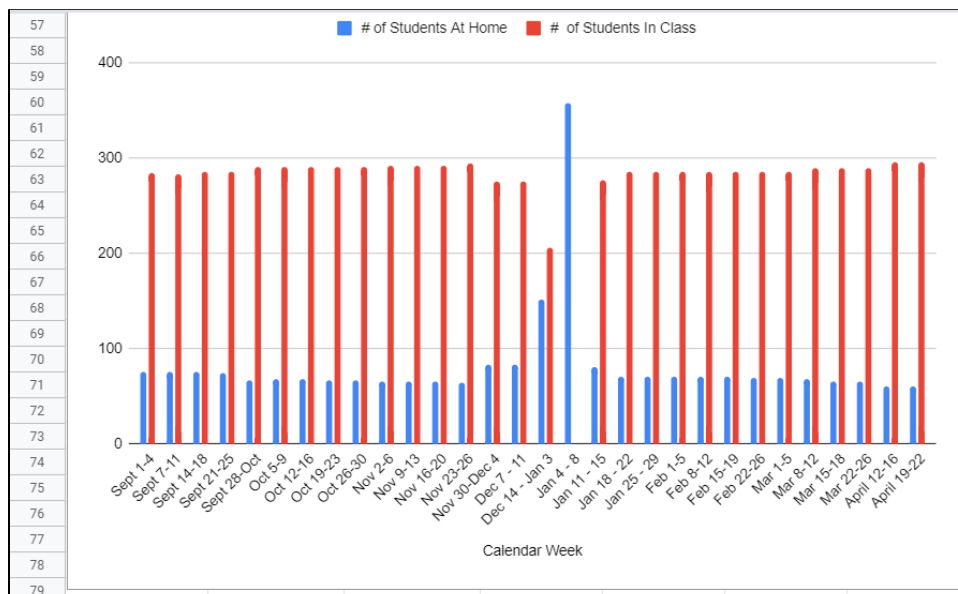
| |
|---|
| Performance Measures |
| Research Dashboard data i.e., video, and written documentation. |

PROVINCIAL ASSURANCE DOMAINS

Provincial Assurance Domain One: Student Growth and Achievement

During the 2020/21 school year, the percentage of at-home learners hovered between 17-25% with families able to request a transition to in-class instruction or at-home learning flexibly as needed throughout the year.





After a year of hybrid teaching and learning with students in-class and at-home learning, we want to evaluate where our students are at, meet them at their level and build on these skills to support all students in attaining success at their grade level or beyond in the foundational areas of literacy and numeracy.

In addition, to support First Nations, Metis and Inuit student success, and the provincial goal that all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools, we continue to maintain our First Nation, Metis and Inuit priority outcome, strategies and measures.

Literacy Priority Outcome and Strategies: Utilize assessment, early intervention, program adjustments, and mastery learning to support student literacy.

- Attend to the effect of post-COVID to bridge the gaps created from absence at school due to COVID implications utilizing standardized tests to support literacy assessment including but not limited to Test of Early Reading Ability - 5 (TERA5) for Kindergarten reading readiness, STAR360 Reading Assessment for Gr.1-5, Provincial Achievement Tests (PAT) for Gr.6, and Canadian Cognitive Abilities Tests (CCAT) for Gr.7-8.
- Develop an assessment dashboard to manage and monitor annual literacy assessment data.
- Continue to collaborate with the Sick Kids Hospital research team to share data and receive professional development to support the use of the Empower intensive reading intervention program for Gr.2-5.
- Collaborate with Alberta Education and University of Alberta researcher, Dr. George Georgiou, to share student data for K-3 Castles and Coltheart Test (CC3) and Letter Name-Sound Test (LeNS) literacy assessment tools to help develop Alberta-wide norms.
- Administer the Alberta Education Student Learning Assessments (SLA) in Gr.3 to assess outcomes related to literacy to improve student learning and identify student strengths and areas for growth.
- Review programming designed to support mastery learning in the area of literacy i.e., foundational reading and writing skills.
- Collaborate with Edmonton Public School Board to share student data to support the refinement of the Highest Level of Achievement Test (HLAT) writing assessment tool.
- Utilizing assessment data, provide students with timely interventions to support literacy learning.
- Optimize home support by providing virtual opportunities for parents to be engaged as partners in their child’s learning in literacy including planning and implementing a virtual story writing event to share across grade levels.

Numeracy Priority Outcome and Strategies: Advance assessment, early intervention, program adjustments, and mastery learning to support student numeracy.

- Assess the impact of post-COVID to bridge the gaps created from absence at school due to COVID implications by utilizing the Math Intervention/Programming Instrument (MIPI) math diagnostic assessment tool for Gr.2-8.
- Continue to set high expectations for basic math facts mastery to maintain our high level of math achievement on provincial achievement tests, and test for basic facts mastery in Gr.1-8.
- Develop an assessment dashboard to manage and monitor annual numeracy assessment data.
- Administer the Alberta Education Student Learning Assessments in Gr.3 to assess outcomes related to numeracy to improve student learning and identify student strengths and areas for growth.
- Collaborate with Edmonton Public School Board to share staff feedback re: MIPI math diagnostic assessment tool for Gr.1-8.
- Utilize CCAT testing for Gr.7-8 numeracy.
- Review programming designed to support mastery learning in the area of numeracy i.e., basic facts, algorithms, and problem solving skills.
- Utilizing assessment data, provide students with timely interventions to support numeracy learning.
- Optimize home support by providing virtual opportunities for parents to be engaged as partners in their child’s learning in numeracy and mathematics, and providing online information for parents to help them increase their understanding of numeracy and mathematics.

First Nations, Metis and Inuit Priority Outcome and Strategies:

- Seek opportunities to expand understanding and appreciation for FNMI cultures and perspectives including Division 2 participation in Edmonton’s Indigenous Peoples Day.
- Collaborate with Mother Earth’s Children’s Charter School staff and students to further develop relationships.
- Support the learning experiences of all students by using library resources, visual displays, and integrated fine arts projects displayed throughout the school that celebrate and demonstrate the strength and diversity of Indigenous Peoples.
- Seek opportunities to develop relationships with Elders to support student learning initiatives.
- Seek opportunities to collaborate with the McNally High School Braided Journey Indigenous student leadership program.
- Advocate Orange Shirt Day, Indigenous Peoples Day, learning commons themes to support instruction and incorporate indigenous peoples, and Read-In week Indigenous storytelling tradition for all K-8 students.

| Performance Measures |
|---|
| Overall percentage of students in Grades 6 who achieved the acceptable standard on PATs (overall cohort results). |
| Overall percentage of students in Grades 6 who achieved the standard of excellence on PATs (overall cohort results). |
| Percentage of students achieving the acceptable standard on locally developed standards for French Language Learning. |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |
| Survey measures of academic engagement. |
| Literacy and Numeracy Dashboard data i.e., grade level and school-wide assessment information. |
| First Nations, Metis and Inuit Dashboard data i.e., video and newsletter information. |

Provincial Assurance Domain Two: Teaching and Leading

Teacher feedback gathered in a focus group discussion format led by the principal during a virtual staff meeting, shared the importance of dedicated professional learning community time as teachers were able to collaborate to share resources, plan and implement programming to manage the hybrid in-class and at-home learning environment throughout the 2020/21 school year.

As teachers are the key to supporting strong programming, providing responsive and timely professional development to meet their needs is important to the implementation of our education plan. Through robust professional development, and embedded time for collaboration with colleagues, teachers will be provided with opportunities to plan and create purposeful learning opportunities aligned with school priorities.

Based on feedback from staff regarding the need to focus on health and wellness as we rebuild community and connections following the pandemic, and to best support implementation of our Education Plan priority goals, we have established the following Professional Development priority outcome, strategies and measures:

Professional Development Priority Outcome and Strategies: Support professional development in the areas of wellness, new curriculum updates, First Nations, Metis and Inuit knowledge and perspectives, and music, utilizing research-based evidence and practises.

- Utilizing stakeholder feedback, facilitate staff wellness through available resources (eg. faculty meetings, professional development and direction to specialists) utilizing the College of School Superintendents (CASS) resources on Workplace Wellness.
- Provide regular updates to staff regarding curriculum development and implementation.
- Monitor, and review professional development and program plans for Gr.7-9 music program.
- Provide professional development on research regarding music learning and the brain.
- Introduce and implement resources developed and recommended by the lead teacher to support knowledge regarding indigenous perspectives for all staff K-8 students.

| Performance Measures |
|---|
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |
| Processes, strategies, local measures/data to demonstrate that support for teaching and leadership quality through professional learning, supervision and evaluation processes. |

Provincial Assurance Domain Three: Learning Supports

Our school mission is to create a nurturing environment that supports student learning. Through the lens of inclusive education, this includes identifying student needs, and implementing plans to provide learning supports. Throughout the pandemic, staff and students have struggled with anxiety and other forms of mental distress, and will continue to need support and guidance to increase awareness and provide strategies for self-care. Student feedback indicated that 23% of students expressed moderate anxiety about returning to school in the fall given their worries about the pandemic. In addition, students who have been at-home learners also struggle with disconnection from the school, classmates and teachers. Student perspectives gathered through focus group discussions with teachers highlighted the importance of prioritizing student mental health as they shared their appreciation of teachers and staff who go above and beyond to help them learn and grow, but shared comments that reflect a focus on pandemic worries:

“With the pandemic, it’s been hard to contact online friends.”

“I like how teachers try hard to make you feel comfortable and make you feel much better especially with mental health. Like talking, or just asking questions. How they try to support you.”

“We want a big party after Covid with everyone to join and celebrate our school.”

“In the future, you could have mental health days with a little bit of work and people could come in to talk if you feel like talking.”

Parents and staff shared their appreciation of staff efforts to support student mental health, as well as challenges related to community disconnection as parents have not been able to enter the building or share in community celebrations:

“I think the most important strength I have witnessed is the collective resilience exhibited by the teachers and staff. I can’t tell you how deeply moving and appreciated it is to see you all maintain a smile and some level of normalcy. It has made all the difference in the world for my kids’ mental well-being.”

“This year is difficult because we are not in the school seeing or hearing the buzz from the kids in the hall.”

These concerns and student mental health needs will need to be purposefully addressed as we return to in-class learning in the fall and teacher, parent, and student feedback provide us with important considerations to best meet these needs through strategies to connect students, staff and families within our community around celebrations and events focused on music, physical activity, outdoor pursuits, and academics.

Based on feedback from our staff and parents, we have established the following Wellness priority outcome, strategies and measures:

Wellness Priority Outcome: Develop and implement student and staff research-based wellness strategies to support community mental and physical health and a positive teaching and learning environment.

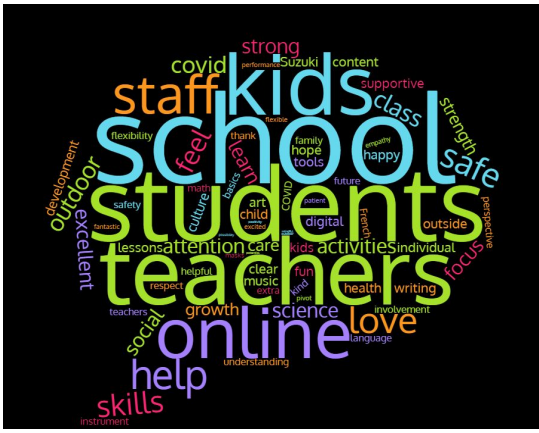
- In the fall of 2021, conduct a school environmental scan to assess the impact of COVID on students and faculty.
- Analyze data and develop supportive interventions to optimize wellness of faculty and students.
- Review existing COVID school re-entry plan and develop a post-COVID school re-entry plan to align with pandemic context within Alberta in August and November as needed.
- Participate in professional development to support a greater understanding of research-based practises and effective strategies to support community wellness, including Learning and the Brain conferences, and the Alberta Research Network.
- Using Maslow’s Hierarchy of Needs as a framework, explore strategies to support physiological needs, safety, belonging, esteem, self-actualization, and transcendence.
- Develop and implement strategies to support student goal-setting, celebrating strengths and focusing on areas for growth. Using the work of Dr. Scott Kaufman, students will focus on breaking down goals into concrete striving.
- Examine strategies to return to post-COVID practices to support student and staff wellness i.e., hand hygiene, respiratory etiquette, recess cohorting, visitors in the building, designated entrance and exit procedures.
- Explore activities to support healthy relationship building, reintegration into social activities.

- Given that belonging is vital to school success, strengthen connections within our community to help all peers to success and be their best selves in a respectful community i.e., Suzuki Pride environment where students and staff support each other to success, and be their best selves.
- Using the work of Dr. Ron Berger, (1) strengthen belonging and community messaging i.e., students and staff support each other to succeed, “We are the Suzuki Pride; Together we Succeed”, (2) strengthen acts of service to others, and (3) create safe spaces to discuss challenges and celebrate strengths.
- To support resilience, increase practise and awareness of the importance of self-care strategies for students and staff wellness through available resources i.e., faculty meetings, professional development and collaboration with specialists utilizing the College of School Superintendents (CASS) resources on Workplace Wellness and the work of Dr. Tina Boogren to support staff self-compassion and care.
- Plan and implement school-wide activities to support student mental health, and share resources and access information with parents and staff i.e., self-regulation strategies, developing clear class norms for respectful and supportive behaviors to conscientiously create a nurturing environment for learning.
- Celebrate student and staff actions to support a positive culture and climate at the school i.e., Harmonizer stories and awards.
- Increase communication regarding how students can access support at school.
- Provide parents with information and virtual workshops and resources to support student mental health.

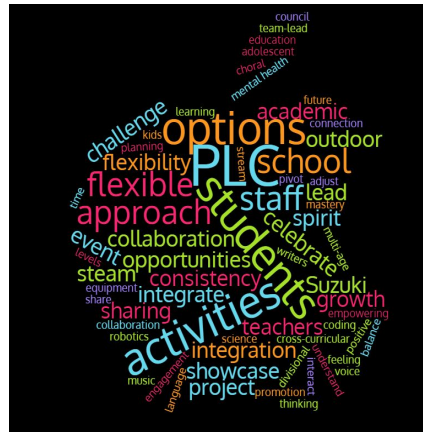
| Performance Measures |
|---|
| Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. |
| Survey measure of Student Inclusion. |
| Survey measure of Access to Supports and Services. |
| Programs, services and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. |
| Summary of Enrolment Counts/Inclusive Education Funding. |
| Percentage of Inclusive Education Funded Students. |
| Wellness Dashboard data including video and written documentation. |

Provincial Assurance Domain Four: Governance

The Assurance Framework places an emphasis on stakeholder engagement to establish locally developed priorities and to share progress and results related to those priorities. Aligning with Section 12 of the School Councils’ Regulation, our School Council has been actively involved in providing feedback to inform the Suzuki Charter School Education Plan 2021/24, including consultation during regular meetings regarding development of AERR and 3YEP in 2020/21, and final review of draft documents in a virtual meeting format, May 2021. Goal-setting at the November 2020 School Council meeting, supported the school improvement planning consultation processes, parent communication and increased engagement. Review and consultation with staff during regular meetings May 2021, and sharing updates with parents and students within the weekly school newsletters continue to support stakeholder involvement in the continuous improvement cycle as we evaluate data, explore possibilities, develop plans, and take action to meet our goals. Reviewing our Accountability Pillar Overall Summary (APORI) May 2020, results indicate that stakeholders are very satisfied with school improvement initiatives at 84.5%; although this reflects very high achievement in this area, there was a significant decline in stakeholder perception from the previous years results. Aligned with Alberta



Parent Feedback



Academic Staff Feedback



Music Staff Feedback

Audiences

- Suzuki Charter School stakeholders - students, parents and staff.
- External current and potential collaborative partners within the broader education community.

Action Plan

- Seek stakeholder feedback to inform continuous school improvement initiatives including:
 - Student Representative Council meeting in October.
 - School Council meetings in November and June.
 - Board meeting in October.
 - Admin meetings throughout the year.
 - Staff and Professional Learning Community meetings throughout the year including August, September, October, November, and June.
- Present audited financial statements in November and at the annual general meeting of the Suzuki Charter School Society in May.
- Provide monthly financial updates with reports at public board meetings.
- Administer stakeholder surveys and/or feedback focus groups annually and review results in May to inform 3 Year Education Plans including:
 - Stakeholder feedback focus group sessions with students and staff
 - Parent feedback surveys
 - Accountability Pillar surveys
- Share current events and innovative practices and related research via weekly digital school newsletter emailed to parents, posted on our website, and distributed using Google Suite.
- Web-based articles and links
- Articles in Capilano community newsletter, the SouthEast Voice
- Examine the impact of online engagements as an extension of other engagement activities.
- Share educational resources for students, parents and teachers via the library and stakeholder tabs on our website.
- Provide tailored parent communication regarding individual formative and summative student assessment in the areas of music, academic and personal excellence as well as calendar and other online learning opportunities and homework reminders.

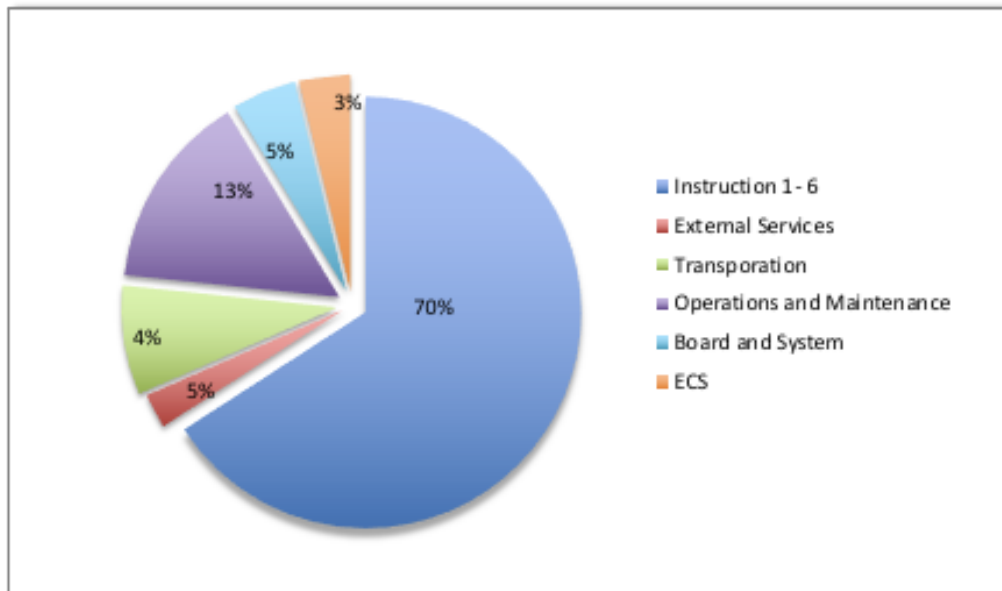
- Host annual Open House, Registration, and Parent Information evenings.
- Welcome stakeholders and community members to attend:
- Board Meetings as scheduled
- School Council Meetings as scheduled
- Monthly assemblies featuring student music and academic presentations
- Community concerts
- Parent and Volunteer events throughout the year
- Student performances
- Encourage relationships with local media personnel and submit press releases to promote greater advocacy and community awareness of Suzuki Charter School and charter schools generally.
- Develop and present informative workshop sessions at educational conferences as opportunities arise.
- Share 3YEP Summary information with parents beginning in June, and AERR Summary information beginning in November.
- Post and update school website information regarding current research initiatives and innovative practise.
- Attend and present current research through a variety of networks including within Alberta Education meetings, at The Alberta Association for Public Charter Schools conference and meetings, the College of Alberta School Superintendents meetings, and at the Alberta Research Network meetings.
- Through our partnership with the University of Alberta, share articles and documents as appropriate through published paper and digital journals.

Summary of Financial Results:

Suzuki Charter School Society Expenses for year ending August 31, 2020

Data based on Audited Financial Statement for year ending August 31, 2020

Submitted by Heather Christison, Secretary/Treasurer Suzuki Charter School Society



| Expense By Program | | |
|----------------------------------|-----------------------|-----|
| ECS | \$129,440.00 | 3% |
| Instruction Grades 1-6 | \$2,387,233.00 | 70% |
| Plant Operations and Maintenance | \$422,648.00 | 13% |
| Transportation | \$124,755.00 | 4% |
| Board and System | \$167,159.00 | 5% |
| External Services | \$157,875.00 | 5% |
| Total | \$3,389,110.00 | |

Suzuki Charter School faced many funding obstacles during the 2019-2020 school year. Beginning with the elimination of three critical grants in the fall of 2019, and then with the closure of school and the move to at-home learning for students. SCSS Board responded to these significant changes by prioritizing the students' needs in all decision making.

SCSS ended the 2020 fiscal year with a small operating surplus of \$30,692.00. The audited financial statements can be found on the school website at <https://www.suzukischool.ca/download/314407>.

School Generated Funds:

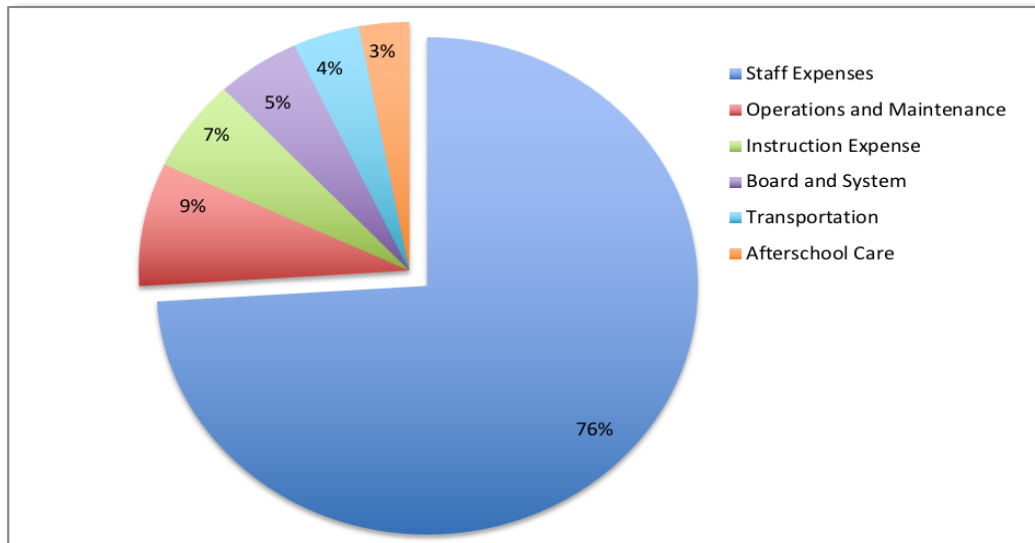
Fundraising activities are determined by the School Principal in consultation with the School Council and staff. Ten percent of all fundraising dollars are allocated to a bursary to help offset the cost of Suzuki private music lessons for families who may require financial assistance to pay the cost of private music lessons.

Please contact Heather Christison, Secretary-Treasurer, with any questions phone at (780) 468-2598 extension 222

or by email at christison@suzukischool.ca

External Services:

We also operate out of school care programming including a Kindercare program and After School Care program. We depend on this revenue to support school operations.



Budget Summary: (Hyperlink to be added following submission.)

Suzuki Charter School Society Budget for the year ending August 31, 2022.

Approved by SCSS Board May 20, 2021.

| Expense By Program | | |
|----------------------------|-----------------------|-----|
| Staff Expenses | \$2,826,008.00 | 76% |
| Operations and Maintenance | \$320,038.00 | 9% |
| Instruction Expense | \$336,065.00 | 7% |
| Board and System | \$182,996.00 | 5% |
| Transportation | \$138,549.00 | 4% |
| AfterSchool Care | \$98,050.00 | 3% |
| Total | \$3,703,104.00 | |

As we move into the second year of the new funding framework set out by Alberta Education, the lack of equitable funding in Student Learning Supports (SLS) continues to be significant as compared to other Alberta Public schools.

If Suzuki Charter School was provided SLS funding using the same formulas as other public schools, SCS would receive \$500,283.00 for SLS funding. As a charter school, SCS will receive \$124,801.00 in SLS funding. A difference of **\$375,481.00**. With level funding SCS would be able to maintain a balanced budget and sustain present programming.

We are quickly depleting our accumulated operating surplus and increasing our dependency on school

generated fees for service programs, such as SCS Out of School Care program and casino revenues.

Summary of Facility and Capital Needs:

[Suzuki Charter School Facility and Capital Plans 2020-2023](#)