Boyle Street Education Centre
Annual Report

November 30, 2022

This document contains:

- The *Annual Education Results Report (AERR)* for the 2021-22 School Year

Acknowledgements

This document is available to help tell the story about our school. Each person who learns and works here has an impact on its development and we wish to acknowledge that everyone's work contributes to the story.

This document exists due to the work and dedication of the staff and students of Boyle Street Education Centre.

Contents

Accountability Statements

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Boyle Street Education Centre for the 2021/2022 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021/2022 was approved by the Board on November 17, 2022.

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Cheyenne Mihko Kihêw

Board Chair

17th November 2022

Annual Education Results Report: 2021-2022

The context for 2021-2022 School Year at BSEC

The 2021-2022 school year at BSEC saw continued growth and continued challenges. Through the dedicated work of our staff, we were able to register 116 returning and new students for the school year. This was a lower number than is usual for our school, but good in the face of the revolving and ever-changing pandemic. The reality of the forecast of these numbers resulted in a smaller staff going into the 21-22 school year with less people carrying on the work of the school. This was a necessary move but created some tension in the school. As well there was a new and smaller school administration team with a new Principal and an added position of curriculum coordinator. The new Principal instituted learning opportunities for staff around the reality of working with students impacted by trauma which added to the wealth of understanding and experience already present in our staff.

COVID-19 continued to impact both staff and students' levels of anxiety and mental health. In October, due to COVID affecting many of our staff members, the Board had to close the school for a period of 10 days as too many people were ill with the virus. It took the school, staff and students much of the year to recover following this shut down. Teachers and staff once again, worked extremely hard to keep students engaged so students could access both an in-person and if necessary, a virtual learning and behavioural supports environment.

We made many changes during the school year. We employed a new IT company, lost our school IT manager, worked on developing a new website, and continually adjusted to staff changes both prior and during the school year. Our new Principal decided to retire from education and left our school following the March break. Senior admin then tasked a senior teacher with taking on the role of acting principal through to the end of the school year. We advertised again for the Principal position and were successful in attaining a school principal for the 22-23 school year. We were also able to plan for a 0.5 VP position once again for our school. Throughout all of these significant changes, COVID continued to impact our students and staff and we have yet to understand the full significance of this impact.

Even as we adjusted to change, our staff continued to develop our land-based instructional and learning opportunities. We saw the culmination of two research projects which we report on later in this document. Our school continued to grow our student population and found ways to foster a healthier environment for our staff.

Through this challenging time, our school was able to continue to offer a safe, caring and holistic education to our students and their families. We met each challenge with confidence and integrity, and we have emerged from the year with a stronger sense of purpose and a continued belief in the strength and resilience of our staff, students and community.

Foundation Statements

Mission Statement

The purpose of the Boyle Street Education Centre is to inspire and support the educational success and social development of youth who have previously experienced interruptions in their formal learning.

Vision Statement

BSEC believes that all students have the capacity to learn. Our vision is to provide an integrated educational program that enables students to be their best selves.

Principles

Our instructional practices and student support services are rooted in the belief that both wellbeing and learning are necessary components of a healthy student. We are committed to offering an inclusive and accessible educational space promoting education, healing and self-growth for all students.

- Instructional practices and student services are trauma informed.
- Students develop and drive their educational goals within a circle of guidance, information and support from school staff.
- BSEC students are active in their own learning and have a sense of how to exercise their voices.
- Students will gain the knowledge, skills and attitudes to be dedicated, self-reliant and responsible people who are integral members of our communities.
- Students will be educated to know who they are, where they came from and how they belong in order that they create a strong path forward following their graduation – a sense of self-actualization and self-determination.
- All components of our educational centre are accountable and work in collaboration for the benefit of our students

A Profile of the Boyle Street Education Centre (BSEC)

BSEC is open to young people who are not experiencing success in conventional learning environments. Every student between the ages of 14 and 19 years may attend if the school is able to support their educational needs. Our student population is comprised of approximately 90% of FNMI students.

Our students historically do not arrive at BSEC "school ready." As survivors of intergenerational oppression, they experience barriers to wellbeing that include racism, abuse, and extended periods of unstable housing. In many cases, our students have lived for long periods without positive adult role models, adequate financial resources, or good mental health. As well, despite teachers' best attempts, our students have often been left behind in their learning. For a multitude of reasons, which are not a part of this report but which significantly impact learning, our students live with realities which often have led to their inability to attend school on a regular basis. Thus, their academic levels suffer as they are left further and further behind their classmates. The pressure of having to manage so many challenges often results in them choosing to drop out of school when challenged or to demonstrate below-average academic performance relative to age.

To counter the effects of these barriers, BSEC offers many qualities similar to a family. The school accepts students wherever they are in their journey and offers a program that is flexible and diverse enough to respond to changing circumstances. This welcoming, caring, respectful and safe learning environment can help our students develop a sense of hope that they may thrive in their lives after high school. The ability to imagine a better future is a luxury often not enjoyed by many of our students before they attend but one often reported by those who have been part of our program.

Program Overview

Our school currently offers the following programs of study:

Fundamental Courses	Optional Courses
English Language Arts	Communications Technology
Mathematics	Audio and Video Production
Science	Cosmetology
Social Studies	Construction
Physical Education	Fashions
Traditional Media Art	Work Experience/Work Readiness
Career and Life Management	Art
Knowledge and Employability	~~Foods~~ (Not offered during COVID)

In addition to the main program of studies, our school offers a variety of options that students may choose to attend. These classes offer students alternative pathways to completing their high-school diplomas. The options include:

Co-Curricular Options	
Drop In Physical –Education (PE)	Success Coaching (CTR)
Theatre Appreciation	Animal-Assisted Group Therapy (CALM) (Not offered during COVID)
Yoga (PE/HPE)	Artist in Residence (Music)
Improvisational Drama (CALM/ENG/IMPROV)	Indigenous cultural activities – daily smudging, pipe ceremony, land-based learning opportunities
Massage Therapy (PE – Wellness component)	

School staff worked on developing new LDC courses over the 21-22 school year and will be implementing new programs in Learning Strategies and in Indigenous Ways of Knowing in the 22-23 school year.

Finally, our school has services and supports in place to help students in crisis find a way into learning. The following services or affiliated services to our students in a constant effort to make it easy for our students to come to school:

Student Services	
Psychoeducational Assessment	Doctor services – bi-weekly
Emotional and Behavioral counseling	Student Funding Supports
Access to Alberta Health Services through the Indigenous Wellness Clinic	Boy's and Girl's Sharing Circles (CALM)
Youth Support Worker (for assistance with "outside of school" issues)	

Spring 2022 *Required Alberta Education Assurance Measures - Overall Summary*

Assurance Domain	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.4	88.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.2	83.1	80.1	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	0.0	0.0	0.0	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	21.7	8.3	10.8	87.1	86.2	85.6	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	57.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	5.3	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.5	88.8	88.6	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.3	97.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	62.5	74.2	78.8	79.5	81.5	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Results Analysis of Provincial Assurance Measures

Domain: Local and Societal Context

*** Our teachers did not take part in the gathering of provincial data during the 21-22 school year as they were not given access to the survey. Due to this oversight, we are unable to access or report on provincial data in the usual manner. We will focus for this report on the provincial data collected from students and information from our local data. ***

Issues

Provincial Measures

Provincial measures suggest overall program stability and maturity. Our 3-year high school completion rate will always be an area of concern, however the 5-year completion rate increased last year despite all of the challenges we faced.

High School Completion Rate (3 Yrs.):

The average BSEC student has difficulty completing school in three years. We consider the following facts when interpreting these data:

- Due to our policy of continuous enrolment, establishing a meaningful trend line for our school from these data is challenging.
- Students who complete their High School programs at BSEC after receiving credit elsewhere may not be included in the cohort used to measure performance in this area.
- The transience of our students and their families greatly affects their ability to be successful within the three-year time span.

High School Completion Rate (5 Yrs.):

Many of our students can complete high school within 4-5 years when they access necessary supports. There was a steep increase in data for students completing their high school program in 5 years during the 21-22 school year from 8.3% in the previous year to 21.7%

- Our students take longer to complete high school because prior to registering with us, they have often been absent from school and therefore instruction. Even after registering with our school, it can take up to a year to establish the levels of trust and relaxation needed to achieve the ability to attend to learning.
- The average skill level that our students have when they come to us is at the Grade five level. They have many years of needed learning in order to reach appropriate skill level as compared with their age level. We need the supports and resources to assist them in this very large task if we want our students to be successful and to carry on once they have completed our program.

Some of the approaches we take in support of high school completion include:

- Quarterly and continuous intake,
- Personalized Intake and Inclusive Education/Student Success Planning,
- Ongoing outreach to students whose attendance patterns suggest disengagement with dedicated engagement teachers (phone calls, social media connections, home visits),
- Applying appropriate skill-level material to meet the student where they are at in their learning and programs to scaffold the student to higher levels of learning,
- Barrier-free access to support services,
- No-cost access to school supplies for all students,
- Barrier-free access to co-curricular learning opportunities
- Literacy instruction as a component in all of our classes,
- Alternative stress management techniques offered to students writing exams (meditation, yoga, and animal-assisted therapy).

Future Challenges

Rebuilding and Recovery

The mental health challenges posed by living inside a pandemic may take some time to address. We are seeing an increased level of anxiety and depression among our students and some reticence to engage back into a school environment. It remains impossible to foresee how long our school may be impacted by these issues which have compounded other realities in an already vulnerable population of students.

Our most pressing and current challenge would be to find methods and strategies to support our students and their families to address the extreme levels of anxiety that they are experiencing. It will take some time and concerted effort to understand and rebuild our school student population and to address the results of isolation, mental health and impacts to learning that have resulted from this time.

New Administration

With our third principal in as many years, school staff and community will need to continue to adapt to changes. Each of these changes have given our staff new experiences and the opportunity to grow with new ideas, albeit alongside significant challenges. We are hoping that the 22-23 school year will usher in a time of needed stability for both our student population and our staff in order to coalesce as a team.

Stakeholder Communication

Our school's primary stakeholders are its students. As much as possible, keeping everyone's safety in mind, it is important that we offer face to face, and in-person learning and supports for our students. Although we can all exist now, and learn, in a virtual environment, this is not the optimal learning space for our students.

We are able to reach our stakeholders both by being available for in-person consults and information as well as through the many virtual avenues that we have developed. These include our Microsoft Teams platforms, our social media outfacing, our website and always having a friendly voice at the other end of a telephone call.

Organizational Challenges

The school faced and problem-solved many challenges last year. The most pressing were:

- Retaining a safe environment for staff and students regarding COVID-19. We continued with heightened awareness and financial supports for increased cleaning, increased PPE, increased staff supervision of people entering our building, ongoing contact tracing procedures, etc. The school initiated a relationship with our local pharmacy to support timely vaccinations for all staff and/or students wishing to participate. We distributed many COVID testing kits for both staff and students and encouraged continued dialogue around good health practices

- Addressing staffing changes - our principal chose to retire from education following the March spring break and so we requested that a senior teacher take over as acting principal for the remainder of the school year. We then were successful in attaining a new principal for September 2022 and developed a .5 VP position.

- Acknowledging the many internal and external changes, plus the impact of COVID and the degree of isolation that resulted, senior School Administration know that there will need to be a period of recovery for our school.

Stakeholder Engagement

Engagement during the pandemic remained an issue. It continued to be unsafe to gather together in any numbers as our community of students, staff and guardians remained impacted with heightened anxiety regarding COVID. As well, our community of learners and supporters are not well served in the virtual environment. Gathering information or seeking input is much more successful in an in-person situation. We are hoping to return to in-person engagement in the 22-23 school year.

Key Message

With the focus on engaging youth through inclusive and holistic educational opportunities, the key message at the centre of all of the school's outward communication continued to be:

Students who have experienced trauma can learn and, with the correct supporting services and relationships, can positively connect with and contribute to the world around them. In the presence of the novel coronavirus COVID-19, we are committed to accommodating students' access learning and supports seamlessly from wherever they are.

Stakeholder Communication

Our school communicates with its stakeholder community in a number of ways. This continues to be our practice.

- The school shares documents, calendar and news through the website (http://www.bsec.ab.ca). The school dedicated much time, thought and energy into launching a new website which would be more engaging to our students and stakeholders. This will come into effect in the 22-23 school year.

- The school also used phone calls, text messages, emails, social media messaging, online surveys and home visits to connect with students, parents and community members.

- Paper versions of system assurance surveys go by mail to registered families.

- Students and their families can access information about their children's performance through our web-based student information system or in our secure online collaboration/learning management platform (Microsoft Teams).

- Where staff members do not offer certain services or supports within their own scope of work, our school administration leads partnership development with service providers and organizations that can support our students and their families in the community. Some examples include:
  - Physician access on-site
  - Partnership with a food distribution organization, Khair, for food delivery support.
  - Addictions and mental health supports referrals.

Table 1 - BSEC Stakeholders and Engagement Strategies

Stakeholder	Strategies
Students	• Phone calls, text messages, emails, social media messaging • Lead teacher engagement • Home visits when required • Community events (Online and Blended) • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey • Engaging student council
Parents and Guardians	• Phone calls, text messages, emails, social media messaging • Community events (Online and Blended) • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey. • Regular parent/guardian contact by school. • Attempts to establish a school parent/guardian council. • Home visits when required
Educational Community	• Research partnership with the University of Alberta supporting success for students. • Presentations to pre-service teachers (U of A), conferences and teacher's conventions. • Distribution of BSEC-produced scholarship. • Inter-Authority consultation around student engagement.
Alberta Education	• Meeting with Field Services RE: Annual Reports and Education Plans. • Indigenous committee regarding best practices • Alberta Research Network

Annual Cycle of Action and Communication

Summer (Jun-Jul)
- Diploma examinations
- School year wind down
- Graduation exercises

Autumn (Aug-Nov)
- Student and Family Engagement
- Student Success Plans
- Data collection
- Documentation of observable student needs
- School authority documentation finalization and publication (Budget, Annual Reports, etc.)
- Online community event
- September student count

Spring (Mar-May)
- Community event
- Course completion
- Next year's school calendar design
- Diploma exam writing (April if possible) and preparation for June Diplomas

Winter (Dec-Feb)
- Course completion
- Community gathering
- Diploma Exam Preparation
- Second semester begins
- Local surveys
- Alberta provincial survey events
- Student Exit Planning

Figure 1 - General Annual Cycle of BSEC Events

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include an annual report of disclosures here.

There have been no disclosures in the last year. The most current is available at http://www.bsec.ab.ca/documents

Domain: Governance

Required Provincial Measures: Parental Involvement

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	74.0	12	66.7	11	81.8	8	62.5	n/a	n/a	n/a	n/a	n/a	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	3	*	2	*	2	*	3	*	2	*	*	*	*	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	10	74.0	12	66.7	11	81.8	8	62.5	n/a	n/a	n/a	n/a	n/a	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2
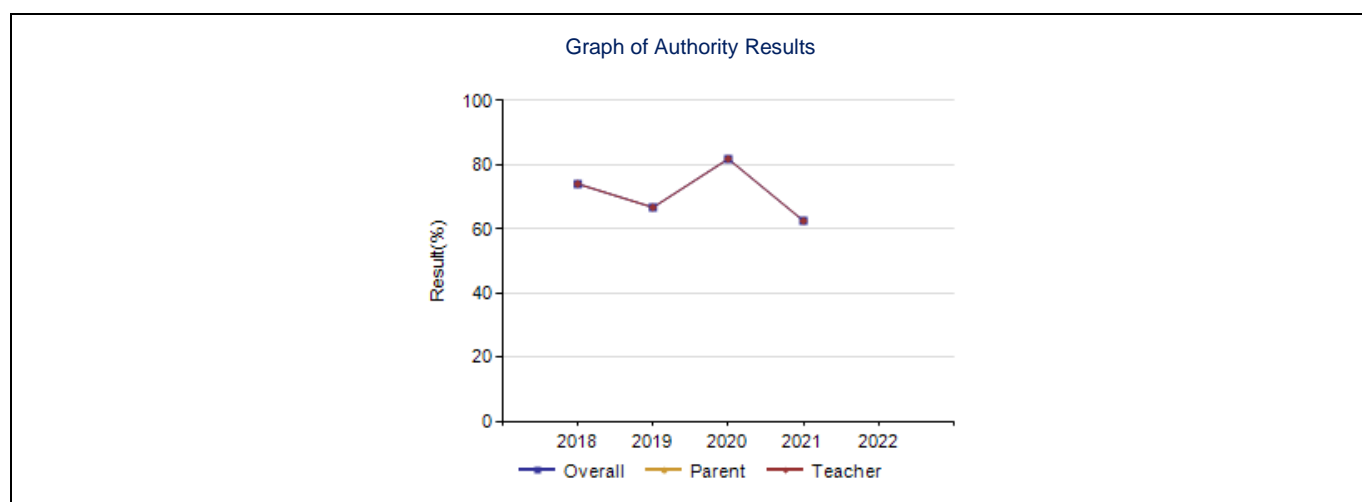
Graph of Authority Results

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Provincial Results

Parental Involvement

Even though we mail out hard copies of the parent surveys, there is little response from our parents to the provincial surveys. This does not mean that our school does not engage with our parents and guardians. This indicates that the way that the information is measured doesn't work well for our parent group.

Although provincial data taken from surveys indicates very little engagement with parents/guardians, our local data indicates a strong outreach effort for the 21-22 school year with our students' families/guardians. Each of our students was paired with an engagement teacher and there were daily attempted contacts made with each of our families.

There was a concerted and sustained effort from staff to reach students where they were. This meant many home visits in order to support students in the registration process. As you will note, our local data indicates a strong outreach component between the school and our parents/guardians which is never captured in the provincial data collection.

Parent Involvement Efforts

The following items are examples of ways our school connects with the families of our students:

- Our school has traditionally invited parents and guardians to significant community events where we celebrate student achievements throughout the year. Unfortunately, due to the pandemic we held only one in-person community event which was a year-end barbeque attended and enjoyed by many. We look forward to the 22-23 school year when we will be able to gather more frequently as a community of support for our students.

- Parents and guardians are key members of inclusive educational planning. We invite parents and guardians to discuss any diagnoses that their children have received regarding their behavioral or emotional ability to engage in their academic goals. Parents are an integral part of the process where Student Success Plans (SSPs) are developed and their knowledge, information, and support are necessary for the continued success of their child in our school. We were able to reach parents by providing a safe environment to conduct in-school parent consults as well as offering consults through phone calls and virtual meetings if they had access to the technology.

- Our school was able to continue with home visits.

- Our school follows the *School Council Regulation* each year in efforts to invite parents and/or guardians of students to establish a school council. Although parents were invited to participate in a special Parent/Guardian council online in our secure online learning and collaboration platform, it wasn't as successful as in the previous year.

- In the absence of a school council, our student council provides insight and direction to our school community.

Guiding Principles

The Boyle Street Education Centre Board is committed to fiscal responsibility and transparent accountability. The learning needs of the student population are first and foremost when planning the budget.

Even though we have had more than two decades of successfully engaging our youth "put at risk," we continue to search for new ideas and strategies to support them in understanding and guiding their learning to become contributing citizens of the society. We also seek to share what we have learned with our wider education community both at home and internationally. The pandemic certainly has curtailed work in this area, but we were able to share our knowledge of working with students impacted by trauma by virtual workshops with Northlands school division.

Budget to Actual Comparison

2021-22 Budget Projections

The 2021-2022 budget was prepared according to the *Funding Manual for School Authorities 2021/2022.*
(https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjnv-_ggsD7AhWEMjQIHc4JCh4QFnoECBMQAQ&url=https%3A%2F%2Fopen.alberta.ca%2Fdataset%2F8f3b4972-4c47-4009-a090-5b470e68d633%2Fresource%2Ff788868f-5f44-47b8-b071-1c6f56ef8cbc%2Fdownload%2Fedc-funding-manual-2021-2022-school-year-september-2021.pdf&usg=AOvVaw3xyuxsYDRExgkqkrVdhoYK

The 2021-2022 was comprised of $3,943,504 as revenue and $3,748,886 as expenditures.

In 2021/2022, the Board spent about 63% of its operating expenditures on salaries and benefits for both certificated and non-certificated staff. Decisions regarding staff are based on the severe high needs of our trauma-impacted student group. Salaries and benefits continue to be the single largest expenditure of the school.

Provincial roll up of AFS information: https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector

Comment on Budget to Actual Comparison

2021-22 Budget Overview

The 2021-2022 budget follows the Funding Manual for School Authorities 2021/2022 School Year provided by Alberta Education.
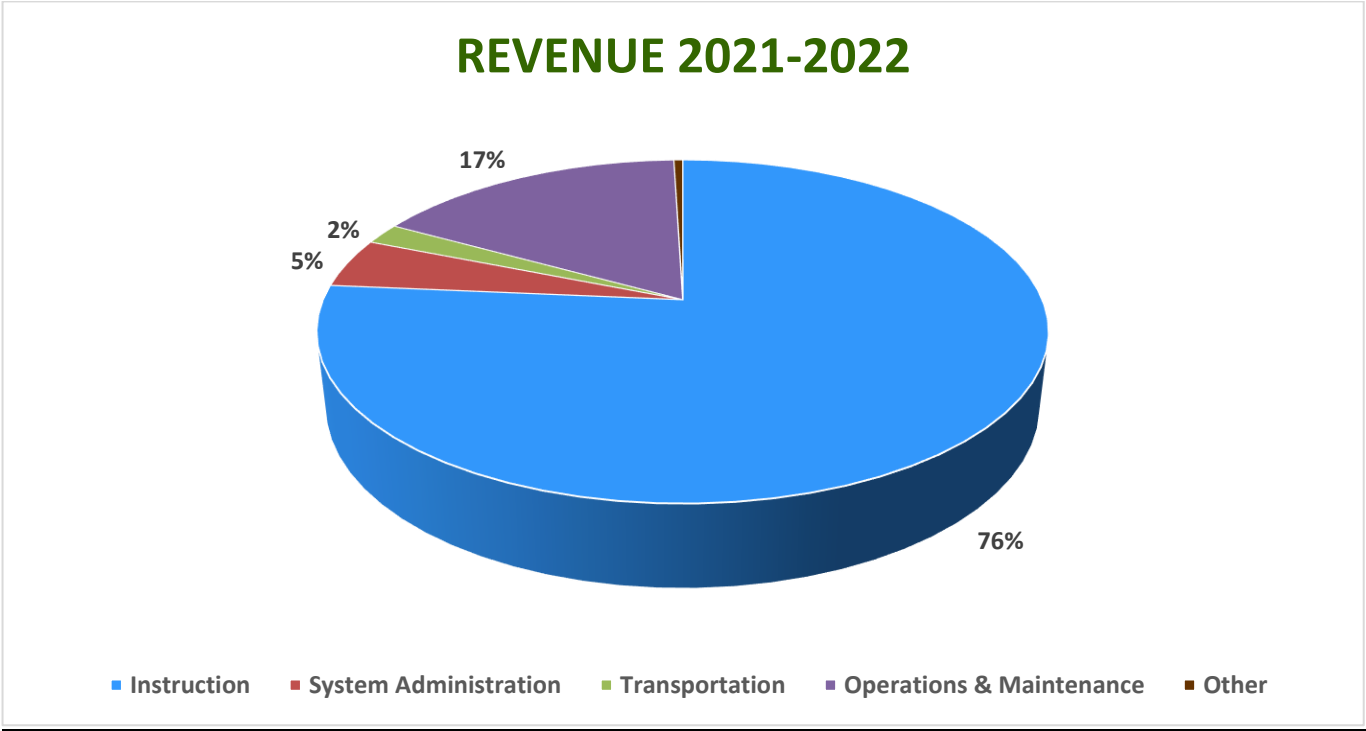
Budget development is a measured approach that focuses on the following strategic priorities which are initiatives that address the Board priorities in support of mission, vision, and goals of the charter. The Board operates in a fiscally responsible manner. The Board set the following strategic priorities:
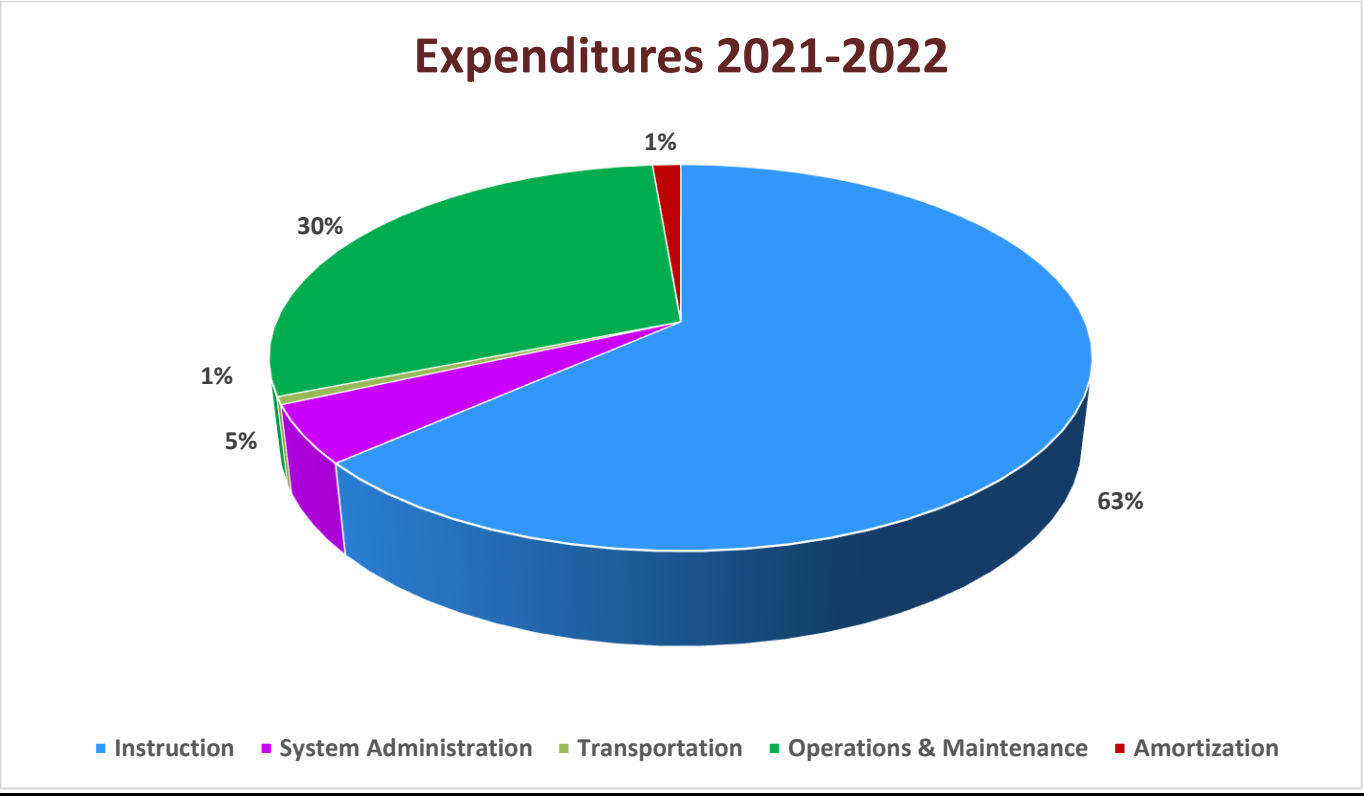
1. To offer an inclusive, integrated, and accessible education program which promotes learning, healing, and self-growth for all students.

2. To ensure a safe, welcoming, and caring learning environment which honours and respects diversity.

3. To operate within a balanced budget.

4. To collaborate and cooperate with others in the wider educational community to share in research and best educational practices.

One of the goals of Alberta Education's New Funding and Assurance Model is to provide predictable funding. It continues to be a challenge to prepare a budget for transient youth. This places challenging demands on the school to assess students' specific learning needs and capabilities and then to identify learning styles, interests, goals and required support services. There are also demands on the school to raise youth achievement while providing refuge from some of the risks outside of the school. We focus not only on supporting learning but as indicated in our charter outcomes, providing supports to navigate the world and to be designers of their own successes.

Budgeting is a process of making fundamental decisions that will shape and guide the work of the Board. The budget is educationally sound and fiscally responsible. It helps to identify the operational, financial, and other goals necessary to enable all learners of Boyle Street Education Centre to continue our pursuit of educational excellence in all areas.

Our accounting summary shows investments in classroom experiences with qualified teachers and on supportive student service programs to re-engage those who struggle to attend school. Our students can be flexible and adaptable, but they need the continuous support and innovative strategies to keep them engaged despite their frequent involvement with high-risk activities such as gangs, violence, and substance abuse.

REVENUE 2021-2022

17%

2%

5%

76%

- Instruction
- System Administration
- Transportation
- Operations & Maintenance
- Other

Expenditures 2021-2022

- Instruction
- System Administration
- Transportation
- Operations & Maintenance
- Amortization

Required Local Measures: 2021-22 Summary of Financial Results

The audit of the 2021-22 financial results concluded in November of 2022. The following is the summary of financial results for that school year end. The most current financial and budget information (audited financial statements) can be found at our website (www.bsec.ab.ca)

Charter

Our current charter term commenced on 1 September 2021. The charter term concludes on 31 August 2035. Our student body is primarily self-identified as First Nations, Métis, and Inuit.

Due to the transient nature of our students, we work with over 200 youth every year. We are becoming more and more successful with retaining our students. With the support from our wrap around services and funding from Alberta Education we continuously work to provide services to address the needs of youth and assist youth to reach their educational goals.

Enrolments

Student enrolment is the primary driver of funding for our school division. The new weighted calculation uses three years of enrolment data to determine funding rates. This gives us valuable information in forecasting and planning for the upcoming school year.

Despite Covid-19, we managed to reach our target goal in our student enrolment numbers. We forecast a student population of 116 and were able to register 116 students. Although this was a lower number than was usual for our school we were completely on target with our forecast. This was in great part due to the work of our Secretary Treasurer. Students were engaged as the result of extensive outreach and encouragement by our staff.

For the 2021-22 school year 87.1% of our student population self-identified as First Nations, Métis, and Inuit. Our budget serves to address our goal of ensuring First Nations, Métis, and Inuit student success within a learning environment that respects and values the history, culture, and contributions of our Indigenous peoples.

In the 2021-22 school year 89% of our students were identified as students with high needs along with 9% identifying as needing moderate supports. Through our assessments it was found that our students were living with inordinate levels of anxiety and depression. The staff worked with each one of these students and their families to develop their student success plans. All of our students have had interruptions in their educational journey.

Staffing

Along with the part-time Superintendent, we had 11 FTE teaching staff and 10 FTE support staff (including 1 intern from University of Alberta).

Our staff provide significant supports for all students. Our budget continues to support teaching staff and support staff in their professional learning and collaborative work to build capacity, engage youth, and create paths for the student success. Many of our students require extraordinary support throughout their years with us and our staff provides the needed supports and services for students with exceptional learning needs in the least restrictive and most inclusive educational environment.

Facility and Capital Plans

The current location 10312 – 105 Street, Edmonton is meeting the required environmental standards and is an Environmentally Responsible building. The building has received *BOMA BEST** certification/GO GREEN certification.

Boyle Street Education Centre understands that the path to reconciliation is through greater understanding of Indigenous ways of knowing and ways of being. We celebrate the Indigenous culture through Indigenous ceremonies and gatherings. Boyle Street Education Centre is committed to reconciliation through education.

We have been donated a site by Mr. Dan Sheehan on an acreage west of Morinville, to host spiritual ceremonies, sweat lodges, cultural camps and talking circles; and facilitate intergenerational learning in an appropriately designed outdoor learning space. This arrangement was developed through our school Elder and has been in effect for many years. The school maintains the site with staff and student volunteers who work throughout the year to make sure the site is well cared for. We are thankful to Dan and his family for this donation of land to our school community and to our staff and students for their ongoing commitment to support these programs for our students.

Lease

Our lease with Kootenay Holdings Ltd. is supported by Alberta Education to operate Boyle Street Education Centre in its current facility for a five-year term from 1 September 2021 until 31 August 2026. The lease is approved by the Education Minister on year-to-year basis.

Domain: Student Growth and Achievement

Required Provincial Measures: Student Learning, High School Completion, and Citizenship

Student Learning Engagement – Measure Details

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	31	88.1	28	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	23	80.5	28	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	95.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5
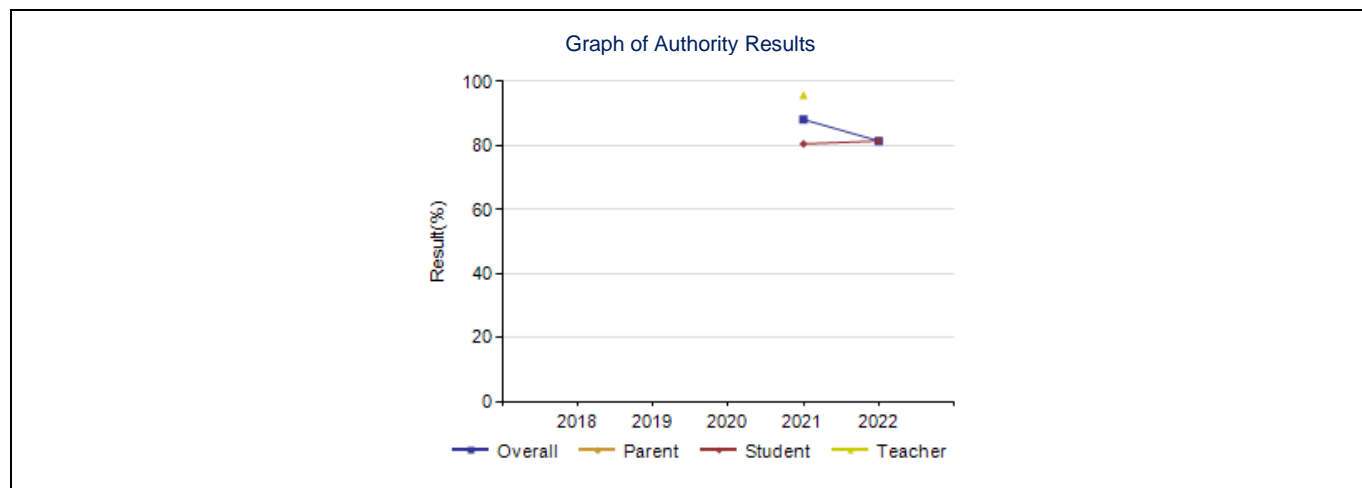
Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student Learning

Statistically, we have little data from parental information from provincial surveys and for the 21-22 school year no information from teachers. Even though it was a very challenging year in many aspects, students continue to evaluate our program in a positive manner.

School Year	Credits Earned (Total)
2017-18	1475
2018-19	1399
2019-2020	1607
2020-2021	1470
2021-2022	**1174**

The decrease in credit completion correlates to the overall decrease in our student population numbers. Student enrollment for the previous year was 133 students whereas enrollment for 21-22 was 116 students.

High School Completion

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.																								
	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	0.0	22	0.0	20	0.0	33	0.0	30	0.0	Very Low	Maintained	Concern	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	17	6.2	31	0.0	21	10.0	26	4.1	32	0.0	Very Low	Declined	Concern	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	27	7.8	18	17.5	31	6.6	25	8.3	30	21.7	Very Low	Improved	Issue	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1
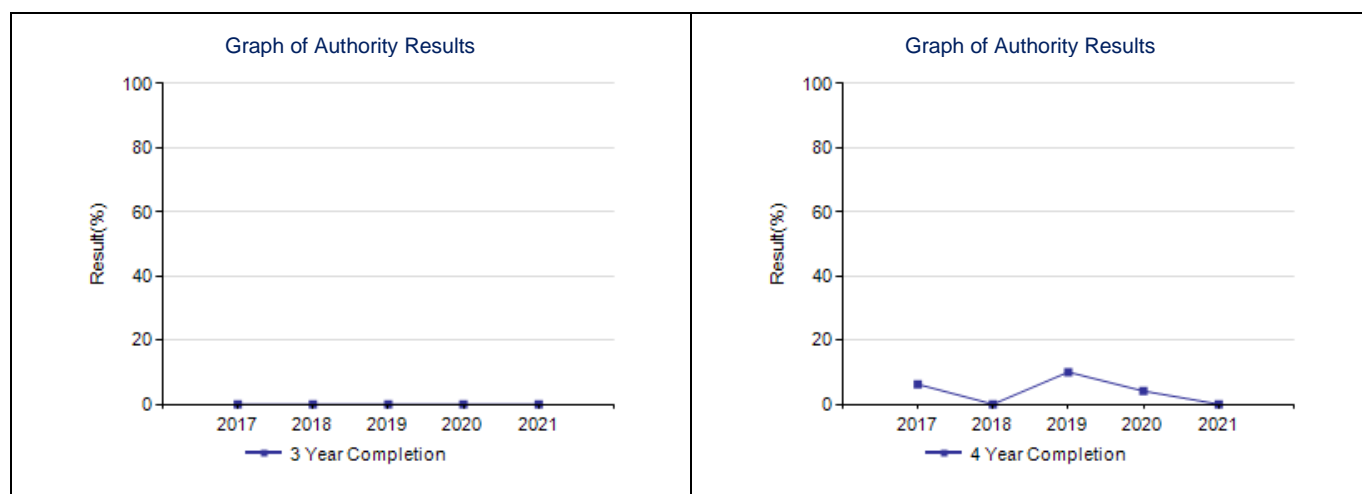
Graph of Authority Results — 3 Year Completion

Graph of Authority Results — 4 Year Completion

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

As described before, graduating within a three-year period is not possible for students who have had their lives impacted by trauma. As well, it is worth mentioning again, that basing the data on a Grade 10 cohort and attributing success to the school where our students began their high school, doesn't serve as a useful metric for the success of the work that we do. Our work with students often doesn't begin until they are in their third, fourth or fifth year of attempting to complete high school and often follows one or many years of being completely disengaged from any type of schooling.

High School Completion Rate – Measure Details – 5 Year Completion rate

Graph of Authority Results
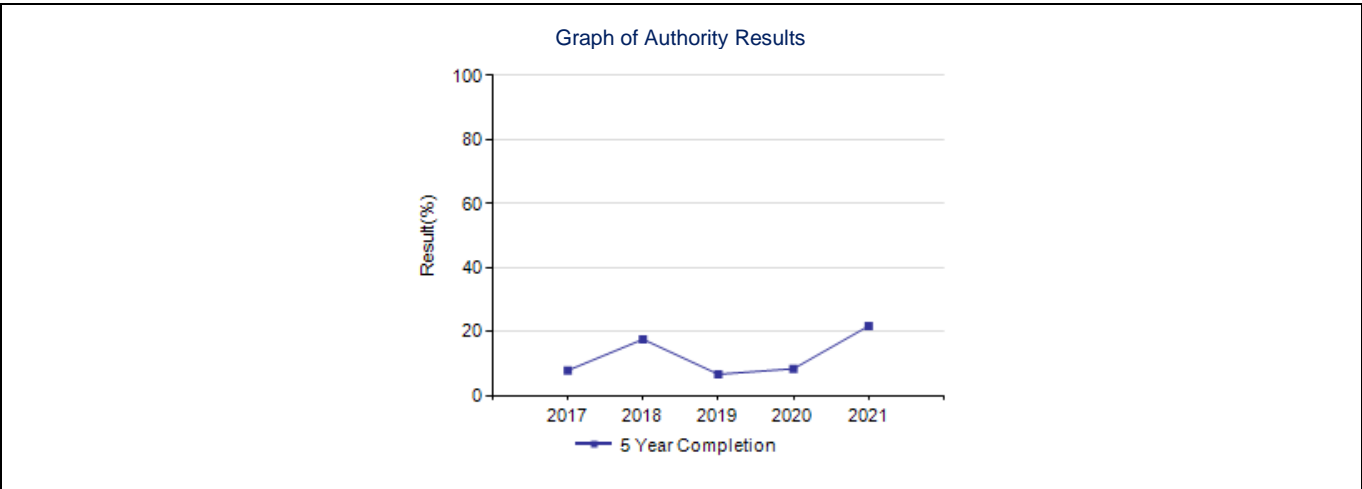
The provincial data shows that although the 3- and 4-year completion rate declined, there was a steep increase in students who graduated in their fifth year following when they entered at Grade ten. It is additional data which proves that the work our school is engaged in is essential for positive outcomes for our students, their families and those coming behind them.

Completing their high school program is very important for our students and this is shown by their repeated attempts to be successful and the extensive work that our staff engages in to support that desire.

We are deeply appreciative that Alberta Education recognizes the immense importance in supporting success for students completing their high school in their 4th or 5th year of high school. The stories that our students relate regarding their journeys back to school and their dedication to high school completion is humbling and what makes the work of our school so rewarding and fulfilling for staff.

We were able to hold our graduation ceremony once again at City Hall with students, staff and families sharing in the success of the young people. We celebrated with 27 students who had completed their programming at our school. Of those, 9 students graduated from our school with their High School Diploma and two graduated with a Certificate of Completion. Each one of these successful graduates is a story of immense resilience, support and dedication from every member of our staff and indeed from their families. Some of these families have a multi-generational story of relationship with our school.

Citizenship

Citizenship – Measure Details

	Authority															Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	73	80.6	90	77.8	53	82.3	31	83.1	28	77.2	Intermediate	Maintained	Acceptable	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4		
Parent	3	*	2	*	2	*	3	*	2	*	*	*	*	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4		
Student	63	71.3	78	65.8	42	70.3	23	68.8	28	77.2	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1		
Teacher	10	90.0	12	89.8	11	94.3	8	97.5	n/a	n/a	n/a	n/a	n/a	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7		
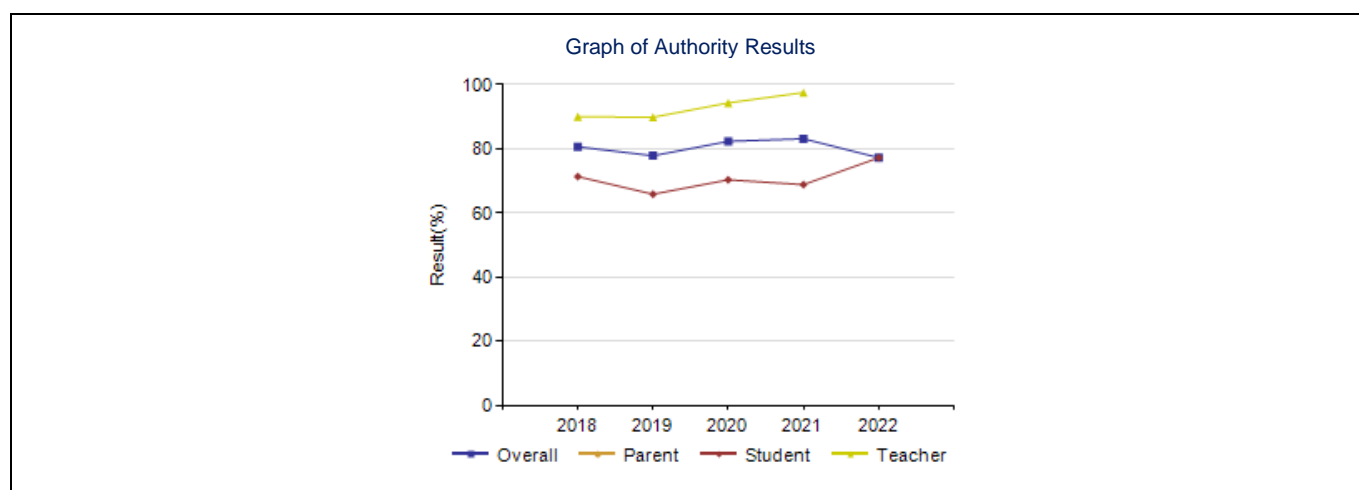
Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

Our school's results in this measure have remained consistent over the years. Even though last year was quite challenging, student satisfaction increased by nearly 10%.

Some community and citizenship events that were still able to exist last year were:

*   Sweat site clean-up and rebuilding
*   Grieving and support ceremonies – fall "letting go" ceremony and Christmas candlelight vigil
*   Holiday meal deliveries for families unable to attend the school meal
*   Land-based learning opportunities – river valley walks, drying meat

In addition to these methods, we continue to offer:

- Staff modeling of respectful and conscientious speech and behaviour
- A respectful, counseling-informed approach to conflict management; staff are able to access school counsellor for supports for behavioural concerns in the classroom prior to administration being involved.
- Staff models a mediated approach to conflict resolution to address conflicts between all members of our school committee
- Invitations for student input into decisions that will affect them or the learning space they use.
- Opportunities for students to demonstrate leadership and agency in their learning plans.
- Opportunities for all students to explore their indigenous traditions and to join in activities that root them in a cultural context.

Domain: Teaching and Leading

Required Provincial Measure: Education Quality

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	73	94.7	90	91.1	53	86.0	31	88.8	28	94.5	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	3	*	2	*	2	*	3	*	2	*	*	*	*	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	63	89.4	78	85.0	42	85.7	23	88.0	28	94.5	Very High	Improved	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	10	100.0	12	97.2	11	86.4	8	89.6	n/a	n/a	n/a	n/a	n/a	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0
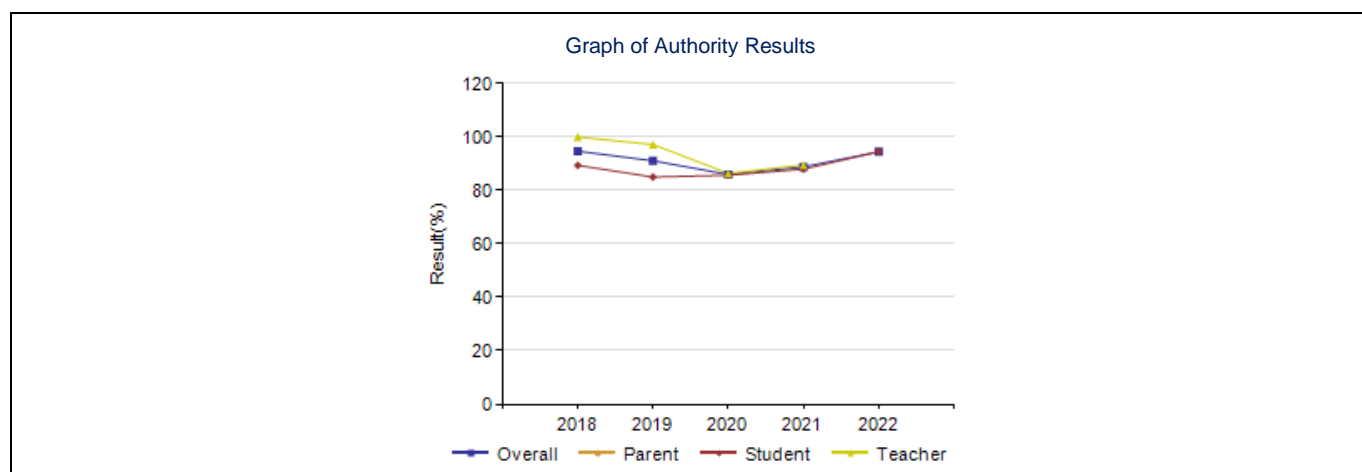
Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Education Quality:

The data reflects student evaluation of our school programs and shows an increase in satisfaction with the quality of education that they experience through their school classes and school-based learning experiences.

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.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	73	94.0	90	93.2	53	92.1	29	96.6	28	98.2	Very High	Improved	Excellent	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	3	*	2	*	2	*	2	*	2	*	*	*	*	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	63	88.1	78	86.5	42	84.1	22	93.2	28	98.2	Very High	Improved	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	10	100.0	12	100.0	11	100.0	7	100.0	n/a	n/a	n/a	n/a	n/a	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3
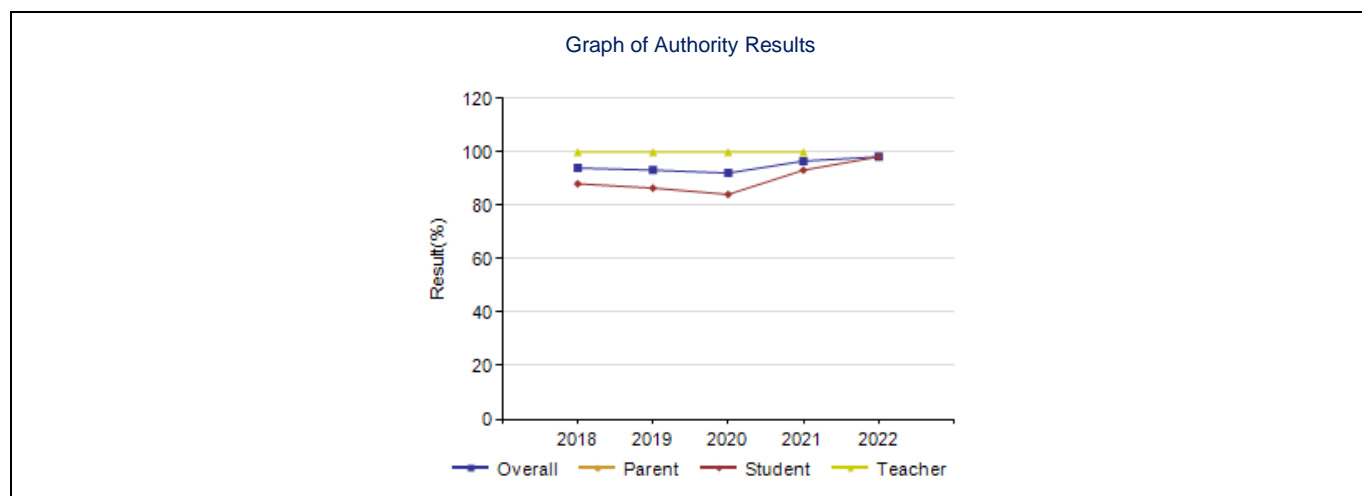
Graph of Authority Results

Notes:

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School Improvement:

For the last two years even though we have been all living through the impact of a global pandemic, students have rated our school as improving. We have had a smaller number of students attending, but those who have been able to come to school have enjoyed a more positive experience This is due to the dedication of our staff and deserves to be mentioned. Even though we had a smaller number of students last year, their learning experiences and behavioural supports were valued and appreciated.

Domain: Learning Supports

Required Provincial Measure: Welcome, Caring, Respectful and Safe Learning Environment

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																									
	Authority										Measure Evaluation			Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	31	84.0	28	82.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	23	73.3	28	82.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	94.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Graph of Authority Results

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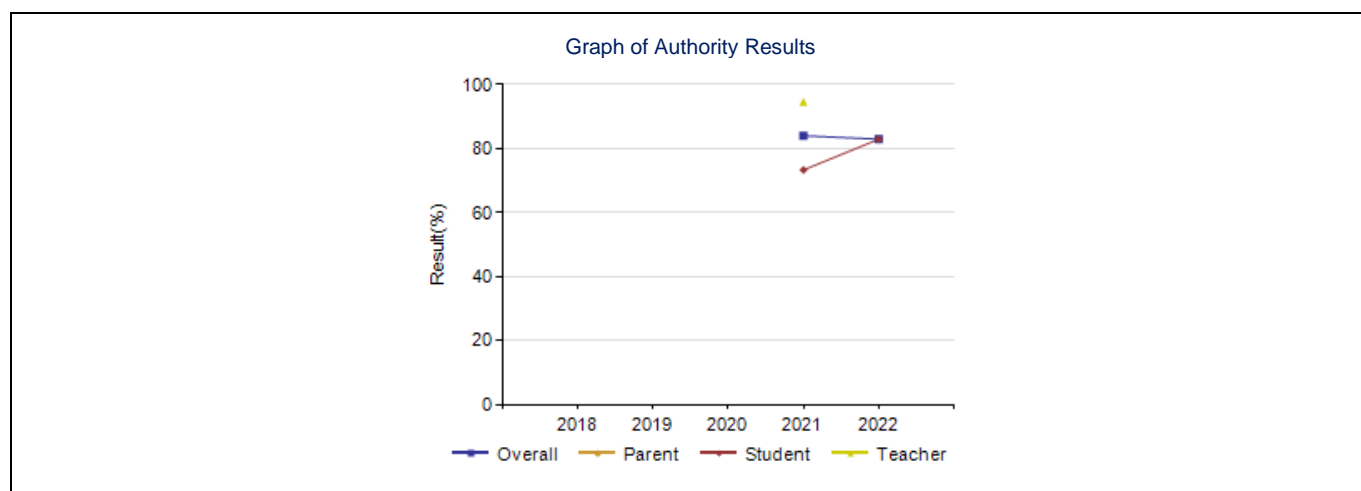
Comment on Provincial Results

Welcome, Caring, Respectful and Safe Learning Environments

This measure also increased although it has traditionally been very high for our school. Our students feel welcomed and respected as individuals with unique learning and behavioural needs which are met by corresponding unique learning plans. They bring their talents and strengths along with their difficult histories. Our staff strive daily to reach our students through their dedicated outreach and in-school programming. Our school is proud that this measure remains high. As we continued to be impacted by the COVID-19 pandemic, we remained committed to being flexible, compassionate and understanding in our effort to approach excellence in this measure.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																									
	Authority										Measure Evaluation			Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	31	97.0	28	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	23	94.0	28	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		
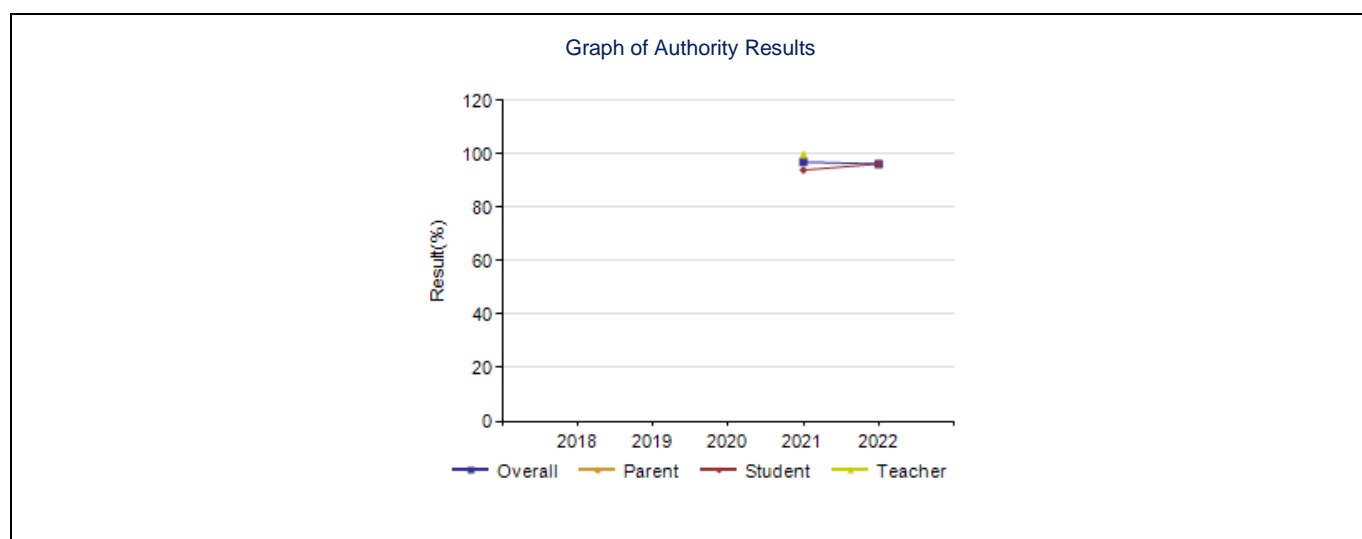
Graph of Authority Results

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports and Services

- Our students have a great deal of access to a continuum of supports and services. Our Student Services team works with teachers, parents/guardians, and the students themselves to identify services and supports that align with observed learning needs and recommendations based on known diagnoses. These services and supports help our students maintain engagement and to manage their symptoms so that they are able to learn.

- Our teachers work on an engagement and dedicated teacher model. The engagement teacher has a cohort of students who they follow and track. They encourage attendance, student learning programs, identify the students who may need home visits and transfer valuable knowledge about the well-being of students to our student services team.

- The more we are able to supply access to services in our school, the more often our students will access these services as they are reluctant to travel elsewhere for supports.

Required Local Measures: Professional Learning, Supervision and Evaluation Processes

Information:

All teachers completed professional development plans. Due to the unexpected retirement of the principal, the data from staff professional development from the 21-22 school year is not available. The following information has been gathered as a snapshot of the types of PD teachers engaged with.

- School staff attended weekly informational sessions facilitated by the principal which were designed to increase staff knowledge of how trauma exists within our student population, the impact of that trauma and ways to mitigate the detrimental effect of trauma. It is a sad reality that much of this trauma impacts the Indigenous students who find their way to our programs. These weekly training sessions were two hours in length and included information regarding teaching and learning for and with Indigenous students.

- All staff training on literacy needs of students "put at risk".

- Continued emphasis on building knowledge and experiences on Indigenous ways of knowing.

Actions Taken

- As mentioned, weekly training workshops for staff regarding updated information on trauma-informed teaching as well as Indigenous education.

- Administrative procedures for instructional, support, and administrative staff were completed.

- The superintendent designed and conducted the beginning of a principal evaluation process which then was unfinished as the principal chose to retire from education.

Required Local Component: Indigenous Student Success, Professional Learning about Indigenous Perspectives and Experiences, and Programs/Services/Strategies for Students

Indigenous Student Success:

The vast majority of our students are Indigenous youth. These are some of the strategies we use to maintain their engagement in school while also acknowledging that their heritages and cultures are significant sources or strength and meaning:

- Our school has committed to measure improvements to student and staff access to knowledge about Canada's Indigenous peoples.

- Our school offers cultural programs including options to smudge daily, participate in pipe ceremonies, sweat lodge ceremonies, grief and loss ceremonies, boy's and girl's sharing circles, Truth and Reconciliation events, Orange Shirt Day, and conversations with our school's Elder.

- Our school conducts distributed grouped learning seminars that bring attention to issues affecting Indigenous peoples in Canada. Some topics include the history of the Residential schools, the 60's scoop, the treatment of First Nation's war veterans, murdered and missing Indigenous women and girls (MMIWG Commission). We also speak about the positive change that is happening in Canada such as First Nation's people beginning to seek municipal, provincial and federal offices.

Professional Learning: Indigenous Perspectives:

Boyle Street Education Centre continues in our commitment to provide learning to our staff and students and communities regarding First Nations, Inuit and Metis ways of knowing, historical and current information, support for cultural practices and respect for the world view of Indigenous peoples. To this end we continued with the following:

- Our school's indigenous studies committee developed a calendar of events meant to support recommended actions outlined in the Truth and Reconciliation Commission of Canada's *Calls to Action*.

- Student council plans activities throughout the year. As these are student-led, students develop a sense of pride and a respectful attitude towards taking part. Student council also works to raise awareness around societal issues.

- Principal led staff in weekly awareness sessions regarding historical oppression, impacts of historical and current trauma for Indigenous peoples, and implications for engagement and learning for students. All staff took part in these sessions, and they continued for the school year, up to the March spring break.

- Due to the unexpected closure of our school for two weeks due to a COVID outbreak and then the retirement of the principal, our school does not have data regarding staff professional learning for the 21-22 school year.

- School staff visited Indigenous education centres/schools in Vancouver, BC, over a two-day period in an effort to learn about how Indigenous ways of knowing can be incorporated into BSEC programming. What was found is the importance of providing land-based hands-on learning opportunities for students as a means of engagement that infuses Indigenous cultures, such as an outdoor west coast carving classroom and community garden. Staff also learned about similarities in challenges experienced by BSEC and sites visited regarding student retention, attendance, and best practices.

- BSEC continues to be committed to supporting its Indigenous student population in new and innovative ways through the infusion of Indigenous culture and traditions in all areas. Learning from other Indigenous education centres and schools is important toward achieving this.

- School Admin and senior admin engaged in virtual training sessions with staff from Northlands School division regarding working with Indigenous students impacted by trauma.

Results Analysis of Boyle Street Education Centre 3-Year Education Plan (2020-2023)

The 2021-22 school year was the first year of our school's new 15-year charter term. During the charter renewal process, BSEC set new charter goals designed for the long term as well as new outcomes and performance metrics to support the medium-term planning process.

There are two important notes about the structure of the 3-Year Education Plan:

1. This plan includes an outcome to *apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.* It is the belief of the school community that such a goal will support alignment with updated professional practice standards and, most importantly, provide relevant and meaningful cultural learning opportunities for our students.

2. The addition of "Lead Measures." Performance measures inform the degree of success attained with respect to a goal, but they lag behind any work done. Lead measures, on the other hand, are measurable actions that staff members can take that may predict performance any given area. We continue to document our lead measures in this and our purpose for doing so is to improve the ability to observe how the efforts of staff members influence the performance measures. When staff members are aware of where their efforts can have the biggest influence, it helps to focus finite capacity for action in key areas. The intention is to examine the counts over the next three years to determine what impact they have on the performance measures they appear to influence.

Structure: Charter Goals, Outcomes and Performance Measures

Charter Goal 1: Engage students in a safe and caring path to completing high school.
Outcome: Students will demonstrate improved ability to manage the effects of trauma experiences so that they are able to achieve their learning goals.
Performance Measures: • Parental Involvement (provincial measure). • School contact with parents/guardians (local measure). • Percentage of students who achieve the acceptable standard on diploma examinations (provincial measure, overall results). • Annual individual student achievement on learning plan (local measure).

Charter Goal 2: Foster knowledge, skills, and values necessary for a young person to thrive in society after completing high school.
Outcome: Students will improve their skill attainment and their ability to positively transition from our program to thriving livelihood.
Performance Measures: • Percentage local supports and services accessed by students (local measure). • 6-Year Transition Rate (provincial measure). • Engagement with Work Experience (local measure). • Post-Departure information about people who have left the program. (Potential Local Measure).

Charter Goal 3: Build capacity for intercultural understanding, empathy, and mutual respect.
Outcome: BSEC will apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.
Performance Measures: • Percent of students who engage with resources and activities that accurately reflect the history, strength, and diversity of indigenous peoples (local measure). • Percent of staff members who engage with resources and activities that accurately reflect the history, strength, and diversity of indigenous peoples (local measure).

Charter Goal 1: Engage students in a safe and caring path to completing high school.

Outcome: Students will demonstrate improved ability to manage the effects of trauma experiences so that they are able to achieve their learning goals.

Lead Measures (Levers)	2017-18	2018-19	2019-2020	2020-21	2021-2022	Performance Measures	2019-20	2020-21	2021-22
Number of Parent/Guardian Contact notes	561	660	1073	635	**727**	Parental Involvement (provincial measure)	82	62.5	**n/a**
Effective application of instructional strategies and classroom accommodations (Number of – Academic Notes)	235	226	877	1216	**1097**	5-Year high school completion (Provincial measure)	n/a	8.3	**21.7**
						Percentage of students who achieved the acceptable standard on diploma examinations	58	n/a	**n/a[1]**
Number of Student Support Counseling notes.	937	634	1454	1066	**1289**	Percentage of students achieving SSP outcomes.	41	33.8	**39.2**
Number of Student Contact Attempts	296	324	1427	1074	**954**	Number of students achieving a high school diploma and/or certificate of achievement.	n/a	11	**11**
Number of Actual Student Contacts	365	364	2232	1924	**1693**	Student Learning Engagement (provincial measure)	n/a	88.1	**81.4**
Number of Student Debriefs	7	30	39	31	**51**				
Number of Home Visits	13	31	134	97	**280***				
Number of Interagency Contacts	977	555	734	720	**830**	School contact with parents/guardians (local data)	1073	635	**727**

*Data collected indicates 130 home visits, but this did not include 150 food and/or PPE delivery to students and families. We have added these home visits to the overall number.

[1] Diploma exams information is incorrect due to an issue with marks being submitted to PASI – this has since been corrected. Actual information is included below in the comments.

Comment on Results

As previously mentioned, our student numbers for the 21-22 school year were lower than previous years due to issues from the pandemic. Our local data shows that there continued to be extensive outreach by our staff with students and their families.

- *Parental involvement*: Provincial data shows n/a as there were not enough parents/guardians who responded on the survey to include their results, whereas our local data shows 727 contacts between the school and parents/guardians in the school year following many years of high involvement between the school and the home.

- *5-year school completion:* Completion rate indicates a large increase in the number of students who successfully complete their high school program in their fifth year of high school. This points to important information as supporting these students through to their high school completion is the steppingstone to a more positive future. These students may very well only spend three years in actual attendance in high school but due to the many traumas they face, their attendance has been sporadic, and they must fill in many gaps once they commit to completing their programs.

- *Acceptable measure on Diploma exams*: Due to an issue with submitting our diploma exam results to PASI last school year there is no documented data reflecting diploma exam writing at our school. **In reality we had 30 students who wrote diplomas and 66% achieved the acceptable standard.**

- *SSP goals*: Data shows an increase in successful completion of the Student Success plans.

- *High school completion*: We continued to have a high number of students who completed their high school program with the school.

- *Student Learning Engagement*: Since this measure is often higher due to teacher evaluation, student evaluation shows a very good result.

Local Data: Student achievement is consistently strong or improving.

School Year	Credits Earned (Total)
2017-18	1475
2018-19	1399
2019-2020	1607
2020-21	1470
2021-22	**1174**

Table 2 - Annual Credits Earned by Students at BSEC 2017-2022

Charter Goal 2: Foster knowledge, skills and values necessary for a young person to thrive in society after completing high school.

Outcome: Students will improve their skill attainment and their ability to positively transition from our program to thriving livelihood.

Lead Measures (Levers)	2017-18	2018-19	2019-20	2020-21	2021-22	Performance Measures	2019-20	2020-21	2021-22
Number of Supports and Services referred.	830	739	939	843	623	Percentage of available supports and services accessed by students.	77	54	60
Number of Student Finance notes.	708	530	753	720	421	6-Year Transition Rate (Provincial Measure).	6	3.3	0
Number of Student Contacted notes.	365	364	2232	1924	1693				
Number of Interagency Contact notes.	977	555	734	720	830				
Number of Students in Work Experience annually	51	50	55	10	60	Number of Successful Employment Credentials Earned by Students	46	73	190

Comment on Results

- *Number of Supports and Services accessed*: A higher percentage of students accessing supports reflects a higher student engagement with supports than the previous year, even given lower student numbers.

- *6-Year transition rate:* I was not able to discern how this measure was calculated. If it depends on survey information from our community, then this measure may be an inaccurate accounting of the successful transition rate of our students.

- *Number of successful employment credentials:* A much increased number of employment credentials successfully completed by our students indicates that students were once again able to be engaged with work experience opportunities. This bodes well for further employment opportunities and positive work experience skills that our students were able to obtain over the school year.

Wrap Around Services for Students -
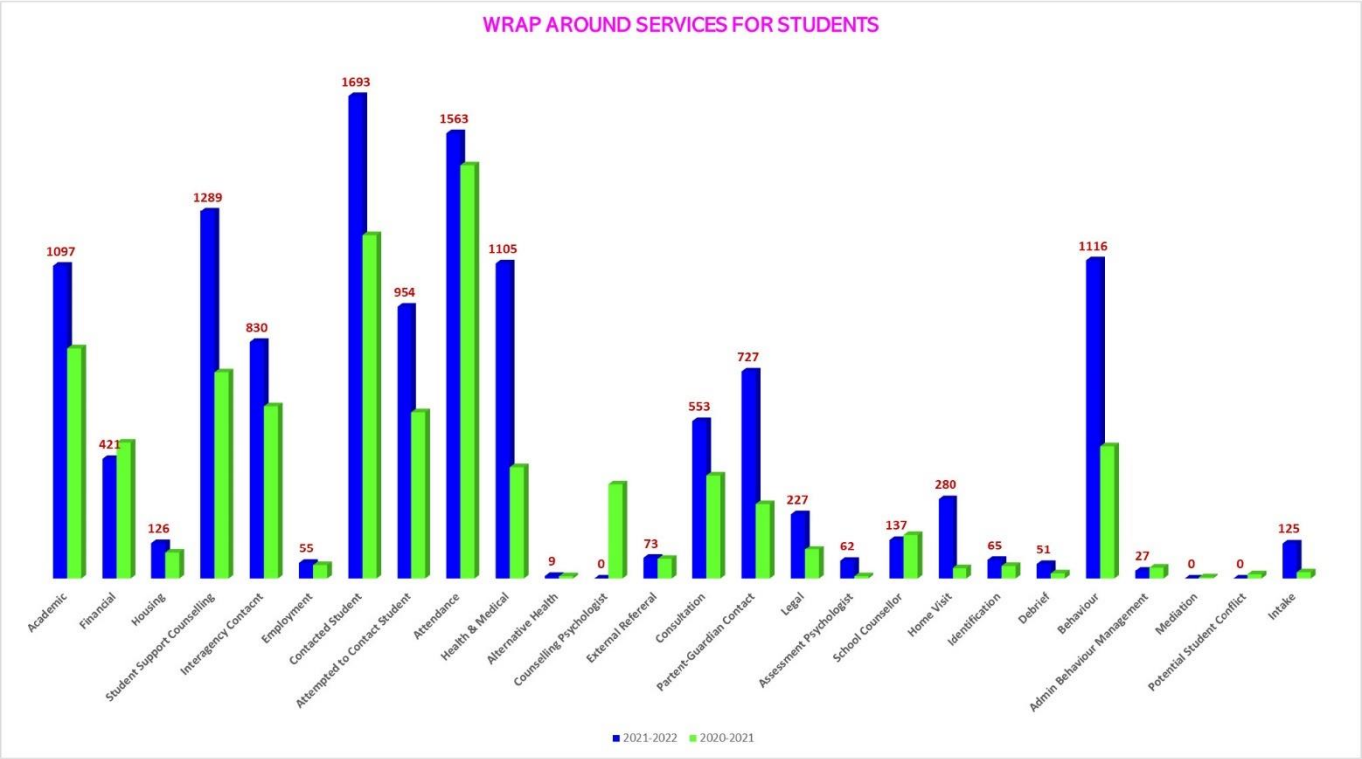
We have included a table measuring the support services that our students were able to engage with over the school year. While some supports were less available, most show an increase over the previous year's school data. This is a positive measure where we see that students are willing to engage with supports that would aid in their recovery and response to the pandemic and perhaps their ability to live and adapt to this reality.

Charter Goal 3: Build capacity for intercultural understanding, empathy and mutual respect.

Outcome: BSEC will apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Lead Measures (Levers)	2020-21	2021-22	Performance Measures	2019-20	2020-21	2021-22
The number of **learning opportunities the school makes available to students** that support this goal.	110	87	Number of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	63	40	40
The number of **learning opportunities accessed by staff members** in support of this goal.	40	n/a	Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	72	100	100

Comment on Results

Number of Students engaging in Indigenous activities: The school offered 87 Indigenous Ways of Knowing learning opportunities, of which 40 students attended, often multiple times throughout the year.

New courses started to be developed by school staff in order to give Indigenous course credits to students for this learning. These courses will begin in the 22-23 school year.

Percent of staff members engaging with Indigenous ways of knowing: As this is a requirement now in our professional development, staff continue to address this through both their professional and personal learning.

The school has since our inception, based many of our structures on Indigenous knowledge and principles such as our ways of supporting students through circles, our mediation practices, our grief and loss ceremonies, our cultural practices as taught by our Elder, our commitment to attaining Indigenous staff and our belief in land-based learning.

- For the 21-22 school year, In-house, BSEC staff were continued to be offered learning opportunities to gain foundational knowledge about North American's Indigenous peoples.
  - o Activities which we commit to on a yearly basis included: Pipe ceremonies, Land-based learning events, Indigenous memorials, Residential school related events, and National Indigenous Peoples Day.
  - o As mentioned earlier, each staff member attended awareness sessions designed by our Principal to raise awareness about the learning and engagement needs of our students who have been impacted by generational and historical oppression and trauma.

Culmination of Research Projects

The 21-22 school year saw the culmination of two research projects at the school.

1.) Action research regarding BSEC's students experience of collaborating with staff to develop their student success plans (SSP) completed by a BSEC teacher.

Three themes emerged from the exploration into students' experiences of engaging in a Student Success Plan:

  - o Student Comes First,
  - o Sense of Belonging,
  - o Things Always Change.

The findings from the data suggest that a student-centered approach to education deeply impacts students' view on their success in schools. Students need to feel safe and part of a community before they can be motivated to complete courses in school. For a feeling of safety and community, strong relationships with staff and administration must be developed and students need to know that they are in control of their education and are being heard. Finally, students acknowledge that circumstances in their lives change, which impact their ability to be successful in school. These changes need to be constantly addressed by the school. Students' experiences of being engaged in a Student Success Plan were incredibly linked to their autonomy, relationships with all staff members at the school, and their ability to acknowledge changes in their lives by vocalizing how those changes affect their schooling.

These findings have been shared with school staff and will support the work that we are doing in designing SSP's with and for students. We are working towards more engagement from

students in the designing and then the working through their goals towards a positive outcome to their school year.

2.) Exploring the social-emotional strengths of students put at risk – collaboration with U of A – the purpose of this research was to develop a culturally sensitive tool for measuring strengths found in students who were assessed as being "put at risk". The researchers did develop a draft tool which is currently unavailable to be shared as there may be further changes to final iteration.

The second research project is one which has been on-going since the 2019 school year. It was greatly impacted by COVID as this affected the gathering of data from students. However, the culmination of the project is something to be celebrated and learned from. There are ideas for continued research in this area between BSEC staff and U of A and this has yet to be determined. I would like to make special mention of our staff who took part in this research, especially our Youth worker who was instrumental in the gathering, processing and understanding the data.

The following information was taken directly from the final report of the project and is included to provide a snapshot of the research findings.

"Clearly, the strengths and successes of youth put at risk exist on a wide spectrum. However, our findings highlight that experiences of trauma and marginalization do bind students together in unique ways and, out of coping, survival mechanisms, and/or necessity, may result in an emphasis on the development of certain skills that can create a unique profile of strengths and successes.

In considering our findings, we take the position that the way schools go about understanding and fostering the strengths and successes of youth put at risk should be prioritized. In this way, findings from the current study serve as a reminder that assessment practices are rooted in colonial perspectives and practices. Even where assessment tools are explicitly described as strength-based, they continue to perpetuate comparisons and benchmarking which may have limited relevance for youth put at risk. The Canadian Psychological Association and Psychology Foundation of Canada (2018) have acknowledged that psychological assessments, including those used in schools, have been misused to further colonial agendas, have failed to address history and colonial legacies, and have failed to address the social determinants of health. A corresponding call has been advanced for culturally appropriate assessment approaches that focus less on diagnosis and more on strengths, and that emphasize lived experience, empowerment, practitioner humility, and alternative approaches to viewing the whole person in relation (Canadian Psychological Association & Psychology Foundation of Canada, 2018).

These are precisely the aims that we have started to address through the creation of our tool. This tool is intended to serve as a starting point for teachers and other professionals to consider their own practices as well as those being implemented on a schoolwide scale; have honest conversations about the ways that youth put at risk are engaged; consider reframing the

challenges of youth put at risk in terms of contextual factors and resilience; and apply a lens of informed curiosity to proactively reflect on the structures that need to be in place to help youth put at risk reach their full potential.

All students can benefit from support to develop their social-emotional skills. For youth put at risk, many of whom have experienced significant trauma, opportunities to safely develop their social-emotional skills are particularly important, along with mechanisms for facilitating understanding of their strengths. Findings indicate that a wide variety of constructs are measured by current social-emotional screening and assessment tools; that there are unaddressed limitations of current tools with respect to reflecting the strengths of youth put at risk; that community partners, including youth put at risk, have remarkable knowledge with respect to strategies for fostering youth success in effective and culturally safe ways; and that it is necessary to transcend the boundaries of conventional screening and assessment tools in order to contribute to transformative outcomes for young people with complex needs.

Researchers and practitioners alike have much to learn from the practical wisdom of school staff, such as those from BSEC, who have dedicated extensive time on honing their practices and leaning into their ability to help youth put at risk thrive. In short, findings from the current study serve as a reminder that, in seeking to understand youth put at risk and help them access their strengths, it is incumbent upon the adults in their lives to ask different questions *and* to ask questions differently."