



BOYLE STREET EDUCATION CENTRE

Education Plan for 2022-25

BRIEF

This document contains Boyle Street Education Centre's Education Plan for 2022-2025. This plan is based on what we heard from our students, staff members, and those who support them. Additional evidence was taken from the trends and issues data identified in the Annual Education Results Report.

Boyle Street Education Centre

Education Plan for 2022-25

May 31, 2022

Acknowledgements

Boyle Street Education Centre's Education Plan for 2021-2024. This plan is informed by what we heard from our students, staff members, and those who support them.

Additional evidence was taken from the trends and issues data identified in the Annual Education Results Report.

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, though it contains largely quantitative information, we want to acknowledge that everyone's work contributes to the story.

This document would not exist without the advice and dedication of:

- Mavis Averill, Superintendent
- Sharanpal Sandhu, Secretary-Treasurer
- Ken Smale, Acting Principal

The students and staff members of Boyle Street Education Centre respectfully acknowledge the school is situated on Treaty 6 territory, traditional lands of First Nations and Métis. We also acknowledge the Inuit, and other diverse Indigenous peoples whose ancestors have inhabited this territory for time immemorial.

Thanks to all for their dedication and hard work.

Contents

- Acknowledgements 3
- Accountability Statements 5
- Introduction to Boyle Street Education Centre 6
 - Foundation Statements..... 6
 - A Profile of Boyle Street Education Centre (BSEC) 7
 - Program Overview 7
- Education Plan: 2022-2025 9
 - Time Frame 9
 - Results Analysis 9
 - Stakeholder Engagement 12
 - Plan Details 16
 - Structure: Charter Goals, Outcomes, Strategies and Performance Measures 18
 - Charter Goal 1: Engage students in a safe and caring path to completing high school..... 19
 - Charter Goal 2: Foster knowledge, skills and values necessary for a young person to thrive in society after completing high school. 21
 - Charter Goal 3: Build capacity for intercultural understanding, empathy and mutual respect. 24
- Implementation Plan 26
 - Key Messages..... 29
- Budget 30
 - Guiding Principles **Error! Bookmark not defined.**
 - Budget Overview **Error! Bookmark not defined.**
 - Projections **Error! Bookmark not defined.**

Accountability Statements

Accountability Statement for the Education Plan

The Education Plan for Boyle Street Education Centre commencing August 23, 2022, 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.

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 three years on 18th May 2022.

Cheyenne Mihko Kihew

Cheyenne Mihko Kihêw,
Board Chair

Introduction to Boyle Street Education Centre

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 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% 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. The pressure of having to manage so many challenges often result 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 (Streaming)
Science	Cosmetology
Social Studies	Construction
Physical Education	Fashions
Career and Life Management	Work Experience/Work Readiness
Knowledge and Employability Courses	Art
	Foods

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-Assited Group Therapy (CALM)
Yoga (PE/HPE)	Gender and Sexuality Alliance (GSA – CALM)
Improvisational Drama (CALM/ENG/IMPROV)	Indigenous cultural activities – daily smudging, pipe ceremony, land-based learning opportunities, sweat lodge ceremony ¹
Massage Therapy (PE – Wellness component)	

Finally, our school has services and supports in place to help students in crisis find a way into learning. The school offers 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	Student Success Coaching
Emotional and Behavioral counseling	Student Funding Supports
Access to Alberta Health Services through the Indigenous Wellness Clinic	Sharing Circles (CALM)
Youth Support Worker (for student engagement, housing navigation and legal matters)	

Education Plan: 2022-2025

This plan is informed by what we heard from our students, staff members, and those who support them. Given the uncertainty of the effects of the continuing COVID pandemic and the introduction of new school leadership for 2022-23, it should be noted that this plan is a current forecast and certainly could be amended in the future.

Time Frame

This plan is a rolling three-year plan from the commencement of the 2022-23 school year until the conclusion of the 2024-25 school year. Regular reviews are scheduled in October and May of each year of the plan.

Results Analysis of Required Assurance Measures

The results of this plan are shared publicly by November 30 each year. The results shared include information from our key stakeholders as well as analysis of local and provincial performance measures of success for all outcomes.

The most recent measure results and analysis, as reflected in the [November 2021 Annual Education Results Report](#), identify “concern” for the 3-year and 5-year High School Completion rate.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 6017 Boyle Street Education Centre



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	88.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.1	82.3	80.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	0.0	0.0	0.0	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	8.3	6.6	10.7	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	71.8	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	2.6	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	88.8	86.0	90.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	97.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	62.5	81.8	74.2	79.5	81.8	81.4	n/a	n/a	n/a

Our 3-year and 5-year High School Completion rate have always been a concern. However, because of societal factors they are a difficult measure to target. We do believe that our existing outcomes and strategies will provide improvement in this area. Our November 2021 Annual Education Results Report provides a good explanation of our perspective. It is copied on the following page.

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.
- Since students have tended to move from one authority to another during High School, the record goes to the school authority where they received the most credit. 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.

- 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.
- Our students often come to us long after they have originally entered Grade 10 and usually our school is not the first school of choice for them. Therefore, even though we are often successful in supporting our students to a high school diploma in their 4th or 5th year of highschool, this metric is not applied to our school but to their original school where they attended their Grade 10 year.

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

- Quarterly and continuous intake,
- Personalized Intake and Inclusive Education Planning,
- Ongoing outreach to students whose attendance patterns suggest disengagement (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 (in accordance with the prevailing health and safety measures to minimize the risk of COVID transmission),
- 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 – all with updated health and safety procedures to minimize COVID transmission risks).

Stakeholder Engagement

Our school engaged key stakeholders to inform this plan.

Due to the pandemic, we had to develop different ways of engaging our stakeholders. This included the use of technology to a greater degree (MS TEAMS, Zoom, etc.) and involved spreading the task of communicating with students and their supports to a much larger group of people and to more frequent use of home visits.

Classroom teachers took on a larger engagement role than in previous years as each student was assigned an “engagement teacher” for the year. Engagement teachers became the primary contact with students and the home. For example, they were the first person students would check in with in the morning either online or in person, the first person the students would go to to help navigate the many supports offered by the school, and the first person who would contact students when they were not in school.

Home visits also became a much more common method of engaging stakeholders. Students and their support people continue to seek supports, but many have been unable to make it in to the school to receive them. From food hampers to dropped off homework, home visits have become essential to connecting and communicating with stakeholders.

We intend to continue the extensive use of these methods

Following is a summary of who we engaged with and the results of the engagement:

Stakeholder	Methods of Engagement	Identified
Students	<ul style="list-style-type: none"> • Surveys (provincial) • Anecdotal feedback • Needs assessment 	<ul style="list-style-type: none"> • Unable to assess information for the current year.
Staff Members	<ul style="list-style-type: none"> • Surveys (local) • Professional development discussions and information sessions • Collaboration around operational calendar • Anecdotal feedback 	<ul style="list-style-type: none"> • Increased time to work with learning community for success
Parents/Guardians	<ul style="list-style-type: none"> • Surveys (provincial) • Student success planning • Communication regarding student achievement • School council • Anecdotal feedback 	<ul style="list-style-type: none"> • Greater consistent communication regarding decisions regarding children's/wards' education • Increased access to resources in languages and ways

<p>Board of Directors</p>	<ul style="list-style-type: none"> • Monthly meetings • Anecdotal feedback 	<ul style="list-style-type: none"> • Increased student achievement • Increased connections with boards and partners • Increased opportunities to celebrate positive events
<p>Educational Community</p>	<ul style="list-style-type: none"> • Participation in Zone 2/3 College of Alberta School Superintendents (CASS) community • Contribution to the Association of Alberta Public Charter Schools (TAAPCS) • Participation in the Association of School Business Officials of Alberta (ASBOA) • Special projects with University of Alberta (Aboriginal Teacher Program, Faculty of Education) 	<ul style="list-style-type: none"> • Increased awareness of the challenges of the educational community • Increased presence at other Superintendent meetings to discuss challenges and opportunities and share best practices • Increased comprehension of challenges all schools face including COVID-19 and the recovery process
<p>Alberta Education</p>	<ul style="list-style-type: none"> • Regular communication with Field Services regarding how to improve stakeholder engagement efforts 	<ul style="list-style-type: none"> • Increased representation in the educational community (as per the Assurance Framework)

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 outfacings, our website and always having a friendly voice at the other end of a telephone call. We were on a good trajectory of reaching more of our parental and guardian stakeholders; however, during the pandemic we have lost some of those connections and so they will need to be reestablished.

As mentioned previously, the major change which has occurred as a result of the pandemic's effect on our attendance has been the mobilization of classroom teachers as the primary agents of contact with our students and their supports. In previous years, this responsibility was primarily concentrated in a few staff. By allocating the responsibility for student engagement amongst the whole staff, we have been able to reach out to many more students and offer supports and services which would not have been possible previously. It has allowed us to greater understand the challenges facing our students and to adapt our practices. Additionally, maintaining a connection with non-engaged students and their supports allows them to more easily return to school when they are ready.

Plan Details

Our students succeed when they engage regularly with the school. This engagement ensures barrier-free access to the stabilizing supports that our school offers.

Our September 2021 student enrollment was down approximately 23% from the previous year. The continuing COVID-19 pandemic interrupted social systems (like schooling) everywhere in the world, but because our students and their families have tended to depend heavily on access to social support services, we believe the reduction in engagement can be tied directly to fear and disruption caused by the pandemic. We believe we will be able to rebuild our school community by demonstrating resilience and maintaining our program breadth throughout this public health crisis.

Being resilient means building capacity to adapt to change. The message from our students and parents since March 2020 is clear: our students and staff members are more likely to experience success when they can engage in-person. To the degree it was safe and feasible, our school has established uninterrupted in-person offerings alongside support for at-home learning when necessary (or desired) by our students and their families.

Based on previous results analysis and feedback from our school community, we have decided to carry over the outcomes for this three-year plan to focus on three areas:

1. Student engagement
2. Student achievement
3. Indigenous perspectives

Our school also works hard to ensure students have access to learning and supports according to their known needs. To show how we take a student-centered approach to achieving the outcomes in this plan, we have classified each of our strategies as:

- Universal Strategies (available to all students)
- Targeted Strategies (available to groups of students who have similar needs or interests)
- Intensive Strategies (available to specific students based on observed or diagnosed need)
- Individualized Strategies (available to specific students based on diagnosed need and in collaboration with extended services where necessary and available)

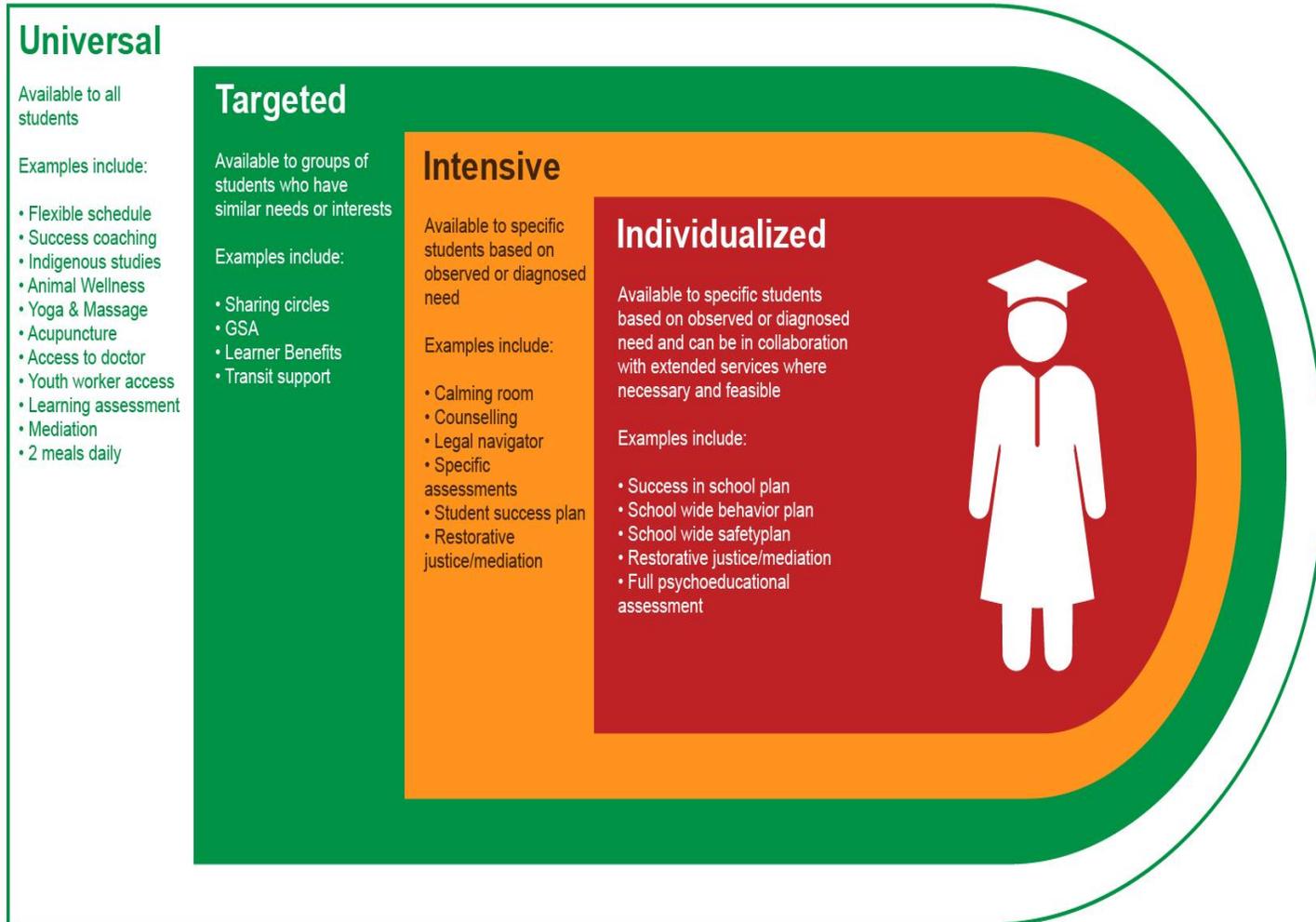


Figure 1 - Student-Centered Strategies Supporting Success

Structure: Charter Goals, Outcomes, Strategies and Performance Measures

Our school's current charter term began in August of 2021 and continues until June of 2035. The high-level goals of our charter were established through extensive engagement with all stakeholders beginning in 2018 during the last independent evaluation of the school. Our school community is committed to these goals and will use the process of continuous improvement as outlined in the Alberta Education Assurance Framework to review the specific outcomes, strategies, and success measures annually to ensure support for the overarching goals of the charter.

Questions or comments related to any of these goals (or other aspects of the plan) should be directed to the Superintendent of Schools, Mavis Averill (maverill@bsec.ab.ca).

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

Outcome: Students remain meaningfully engaged¹ with school throughout the year.

Alberta Education Assurance Domains: Learning Supports, Local and Societal Context

Strategies Expected to Support Outcome Achievement:

Universal:

- Weekly student services team meetings to coordinate the range of ongoing supports and services we offer to the students. This increases efficiency and timely contacts with youth and their families. Teacher representation will be ensured at meetings to provide perspective, retain context and encourage communication.
- Each student will be assigned an “engagement teacher” when they register with the school. Their engagement teacher will be their primary contact and connection to the school.
- For students under the age of 18, parents and guardians will be engaged in the intake process and will be communicated with regularly via phone, and home visits.
- Reach out to professionals in the community connected to our students’ lives.
- Provide alternative approaches to managing anxiety and depression.
- Provide evidence-informed methods of self-regulation.
- Provide dedicated time for collaboration between engagement teachers and student services personnel.
- Create a student orientation course/journal/module to be used as an introduction to BSEC. This course will engage students in personal reflection about their hopes for the future moving towards a self-motivated action plan for change (Learning Strategies).

Targeted:

- Support students to address “outside of school” situations that influence their ability to engage with their school plan (e.g., legal issues, housing and childcare instability, and persistent health and mental health problems).
- Test a student orientation course/journal/module to be used as an introduction to BSEC. This course will engage students in personal reflection about their hopes for the future moving towards a (self-motivated) action plan for change. (Learning Strategies)

¹ “Meaningfully engaged” is defined as at least 12 blocks of engagement per week (approximately 50% of available instructional blocks, either Present or School Activity Out or In).

Intensive:

- Help students to navigate external systems they need to have stable living and health.
- Help students identify their personal goals and roadblocks to change.

Individualized:

- Interagency partnerships that support our students' successes beyond the school.
- Create tentative Student Success Plans after the students have completed their personal reflection and action plan for change.

Levers (What WE Influence):

- Number of Supports and Services referred.
- Number of Parent/Guardian Contact notes
- Number of Student Debriefs
- Number of Home Visits
- Number of Interagency Contacts

Performance Measures (What happens after):

- Parental Involvement (provincial measure).
- Percentage local supports and services accessed by students (local measure).
- Average student engagement per semester.
- Percentage of eligible returners enrolled by September 30th annually.

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

Outcome 1: Students will demonstrate acceptable levels² of learning and behavior outcome achievement as per personalized success plans.

Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Leading

Strategies Expected to Support Outcome Achievement:

Universalized:

- Establishment of a Student Success Plan (SSP) that outlines all strengths, needs, accessed supports and short-term objectives that pertain to each student.
- Availability of services and supports that help students learn how to self-regulate in times of stress (including animal support group, yoga and meditation techniques where we can establish COVID-19 safety controls for safe access).
- Support students to challenge or move ahead in classes if they demonstrate the skill to do so.
- In- and out-of-school work experience programs for students to learn about getting and keeping a job.
- Instruction in work-readiness, world issues and awareness of issues that influence our students' lives.

Targeted:

- Provide extra educational support in areas of greatest student volume and need.
- Teach students at their skill level and not their age/grade level.
- In-depth exit planning meetings that connect students to one person from the student services team as a support for their future planning.
- Adopt, create, implement and evaluate new high interest courses that help the students address the knowledge gap and their reading and math abilities. – *under consideration*
- Adjust student and teacher schedules to implement the high interest course during times of traditionally low attendance. – *under consideration*
-

Intensive:

- Offer specific accommodations based on student needs (diagnosed or observed in the classroom) as per their SSP.
- Evaluate and adapt courses designed to bridge the knowledge gap (reading, math and general knowledge)
- Test and retest students math and reading levels to focus on results for reading and math.

² An “acceptable level” of achievement is defined as successful achievement of at least 40% of short term objectives as detailed in the Student Success Plan.

Individualized:

- Where available from an agency, our school will facilitate external in-class supports for students who require them.

Levers (What WE Influence):

- Effective application of instructional strategies and classroom accommodations (Number of Academic Notes).
- Number of Student Finance notes.
- Number of Student Contacted notes.
- Number of Student Support Counseling notes.
- Number of Student Behavior Notes.
- Number of Students in Work Experience annually.
- Number of parent contacts (local count).

Performance Measures (What happens after):

- Number of students demonstrating an “Acceptable” level of achievement with relation to their SSP short-term objectives.
- Number of employment credentials earned in Work Experience (local measure).
- 6-Year Transition (provincial measure)

Outcome 2: An increase in the number of students making a full year’s academic progress in a year (~20 credits per academic year).

Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Leading, Governance

Strategies Expected to Support Outcome Achievement:

Universalized:

- Establishment of a Student Success Plan (SSP) that outlines all strengths, needs, accessed supports and short-term objectives that pertain to each student.
- Availability of services and supports that help students learn how to self-regulate in times of stress (including animal support group, yoga and meditation techniques where we can establish COVID-19 safety controls for safe access).
- Support students to challenge or move ahead in classes if they demonstrate the skill to do so.

Targeted:

- Provide extra educational support in areas of greatest student volume and need.
- Teach students at their skill level and not their age/grade level.

Intensive:

- Offer specific accommodations based on student needs (diagnosed or observed in the classroom) as per their SSP.

Individualized:

- Where available from an agency, our school will facilitate external in-class supports for students who require them.

Levers (What WE Influence):

- Effective application of instructional strategies and classroom accommodations (Number of Academic Notes).
- Number of Student Contacted notes.
- Number of Student Support Counseling notes.

Performance Measures (What happens after):

- Average number of credits completed by students each year.
- Percentage of students who demonstrate “Acceptable” performance on diploma exams (provincial measure).

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

Outcome 1: BSEC shares foundational knowledge about North America’s Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Alberta Education Assurance Domains: Local and Societal Context, Learning Supports, Student Growth and Achievement, Teaching and Leading, Governance

Strategies Expected to Support Outcome Achievement:

Universalized (all strategies in support of this outcome are available to all students):

- Support student achievement by integrating Indigenous education and cultural practices into school wide collaborative approaches.
- Use all programs of study to provide opportunities for students to develop some knowledge, understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.
- Incorporate an LDC course that addresses Indigenous culture and values in a Social Emotional Learning program.
- Support the learning experiences of all students by using resources that accurately reflect and demonstrate the history, strength, and diversity of Indigenous peoples (particularly in land-based learning).
- Enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.
- Pursue opportunities and engage in practices to facilitate reconciliation within the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).
- Pursue opportunities and engage in practices to facilitate reconciliation beyond the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).
- Develop a Boyle Street Education Centre Reconciliation Plan

Levers (What WE Influence):

- The number of learning opportunities the school makes available to students that support this goal.
- The number of learning opportunities accessed by staff members in support of this goal.

Performance Measures (What happens after):

- 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).

Outcome 2: Student behavior reflects a welcoming, caring, respectful and safe staff culture.

Alberta Education Assurance Domains: Local and Societal Context, Student Growth and Achievement, Governance

Strategies Expected to Support Outcome Achievement:

Universalized:

- Occupational Health and Safety committee management of safety and wellness standards.
- Monthly wellness-focused seminars.
- Whole-school celebrations and observations.
- Student evaluations of course experiences at completion.

Targeted:

- Staff coaching about how to manage traumas related to severe student behavior:
 - Mental health first aid
 - Trauma-informed teaching strategies
- Grief management teaching (Letting go ceremonies).

Intensive:

- Counselling is available to students and staff in times of crisis.
- Restorative justice-informed approaches to conflict management.
- Staff members are well informed about workplace procedures and board-supplied benefits packages available to them.

Levers (What WE Influence):

- Wellness goal setting (staff).
- Staff check-ins RE: Professional Growth planning and implementation.
- Staff training regarding administrative procedures and available employer-provided benefits.

Performance Measures (What happens after):

- Percentage of staff Professional Growth Plan goals achieved every year.
- Course evaluations from students.

Implementation Plan

Each year, our school initiates a new cycle of identifying student needs, setting individual success plans with them, and applying strategies to support their success. This cycle has approximately four phases:

1. Autumn: Engagement, data collection, success planning
2. Winter: Plan implementation, accommodation and strategy application, evaluation, reporting
3. Spring: Success maintenance, evaluation, exit planning
4. Summer: Exiting, closure, reporting

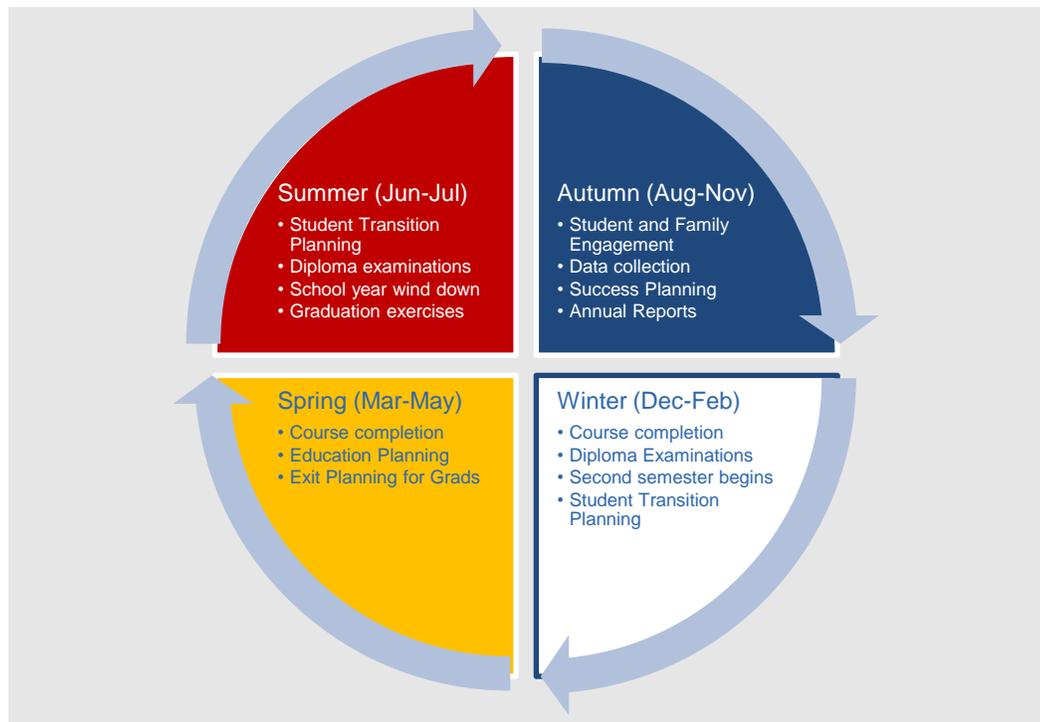


Figure 2 - General Annual Cycle of BSEC Events

To successfully implement the 2022-25 education plan within this rough annual cycle, our school must:

- Share understanding of the student needs, outcomes, strategies and measures of the plan,
- Adopt some new processes and tools to support implementation, and
- Collaborate to ensure students have what they need to achieve their Short-Term Objectives (STOs) for success.

The Figure below details the high-level implementation schedule for the coming school year:

1. Administration will develop procedures and schedules that support outcome achievement. This includes processes for Student Success Planning, Achievement Tracking and Reporting.
2. The operational calendar and daily school schedule will be designed to reflect the need for dedicated instructional time as well as time dedicated to activities that support excellent instruction for our students.
3. The staffing plan for the school will reflect student need to achieve graduation requirements as outlined in legislation and as indicated by students and their guardians.
4. Staff members will work as a team to identify needs and strategies/accommodations to support student learning with respect to those needs.
 - a. Teachers will have the primary responsibility for applying strategies and accommodations with students and then for representing how well these work for each student (Student Success Planning, Tracking and Reporting).
 - b. Teachers will work with Student Services team members to contextualize Short Term Objective achievement and planning for student transitions between grade levels or schools.
5. BSEC is dedicated to supporting staff members in their annual professional development activities as outlined in employment agreements. In addition, the school will dedicate a portion of operational time to school-directed full-staff training or in-servicing to ensure all staff members are conversant with all knowledge and skills necessary to support students to achieve the outcomes of this plan.

This is the high-level implementation schedule for the coming school year:

Task	Resp	May 21	Jun 21	Jul 21	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22
Process Creation	Admin	Yellow	Light Blue	Light Blue	Light Blue	Light Blue	Yellow	Light Blue	Light Blue	Light Blue	Light Blue	Yellow	Light Blue	Light Blue
Calendar	Admin	Yellow	Light Blue											
Staffing	Admin	Light Blue	Yellow	Yellow	Yellow	Light Blue								
Training	All Staff	Light Blue	Light Blue	Light Blue	Yellow	Light Blue	Yellow	Light Blue	Light Blue	Yellow	Light Blue	Yellow	Light Blue	Yellow
Success Planning	Inclusive Ed and Teachers	Yellow	Yellow	Light Blue	Yellow	Yellow	Yellow	Yellow	Light Blue	Light Blue	Light Blue	Yellow	Yellow	Yellow
Applying Strategies	All Staff	Light Blue	Light Blue	Light Blue	Light Blue	Yellow								
Evaluating STO and Academic Achievement	Teachers/IE	Light Blue	Yellow	Light Blue	Light Blue	Light Blue	Light Blue	Yellow	Light Blue	Light Blue	Yellow	Light Blue	Light Blue	Yellow
Transition Planning	All Staff	Light Blue	Yellow	Light Blue	Light Blue									

Key Messages

Boyle Street Education Centre (BSEC) believes that all students can learn when they have the correct support for their needs. BSEC is a public charter school that supports young people who have not yet found success in the mainstream education system. We work hard to be the most inclusive charter high school in Edmonton and this is how we work:

Regarding Student Engagement:

- BSEC ensures students have seamless access to learning and supports from wherever they are.
- No matter what has happened to you or where you have been, if you want support and are ready to learn, there is a place for you in this school.
- Our school will meet you where you are in your learning and together, we will build a success plan based on your strengths.

Regarding Student Achievement:

- All our students can learn when they have the right support.
- Not all strategies work for all students. We apply a range of strategies for each student based on what we know about their needs.
- Instruction at BSEC is engaging, differentiated and creative.

Regarding Indigenous Perspectives:

- Indigenous knowledge is part of every classroom.
- BSEC students can engage with indigenous community members and elders at school, at community events and through land-based learning programs.

Budget Highlights

The 2022-2023 budget has been developed within the guidelines of the Funding Manual for School Authorities 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:

PRIORITY ONE

To offer an inclusive, integrated, and accessible education program which promotes learning, healing, and self-growth for all students.

PRIORITY TWO

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

PRIORITY THREE

To operate within a balanced budget.

PRIORITY FOUR

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

The budget 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.

In the planning of our budget the focus is to seek out strategies which support students to understand and guide their learning. We've focussed our spending where it makes the most difference for students in the classroom and on programs that engage students in learning. 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.

Guiding Principle

The Boyle Street Education Centre Board endeavors to be fiscally responsible and accountable. The learning needs of the student population are first and foremost when planning the budget. Effective 1 September 2021 we began our first year of 15-year charter which is renewed till 31 August 2035.

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.

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 will help us to plan in advance. Despite Covid-19, we managed to reach closer to our target goals in our student enrolment numbers. This school year (2021-22) 95% 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. Over 97% of our students are identified as students with high needs. All our students have had interruptions in their educational journey.

Staffing

We have 10 FTE teaching staff and 9 FTE support staff (including 1 intern from University of Alberta). Our staff are dedicated to providing 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.

Revenue & Expenditure

At Boyle Street Education Centre, the beginning of new school year is a time for all of us to reflect on progress and priorities. It is also time to translate lessons learned and data-driven plans into an operating budget.

The 2022-2023 projected budget is comprised of \$3,519,699 as revenue and \$3,519,699 as expenditures.

Lease

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

Charter

We received charter renewal from the Education Ministry for 15 years starting 1 September 2021 and till 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. We continue to make efforts to address the unacceptable levels of violence and abuse in our larger community. We were honoured with Crime Prevention Award in 2013 for keeping the youth engaged at school.

Summary of 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.

At Boyle Street Education Centre, we have the opportunity to nurture our youth's curiosity and desire to explore the world. We also have the responsibility to prepare the youth for the world of tomorrow. Although we cannot see that world, we can help the youth ask relevant questions; develop processes for thinking and searching for answers; and

communicate, work, and live cooperatively. This is an exciting and important task. As we teach youth basic academic skills, we also incorporate learning processes that will help them be informed, knowledgeable, responsible citizens. That is what we do by incorporating youth exchange opportunities for the youth at Boyle Street Education Centre.

By experiencing first-hand the lifestyles of a community away from home, the students gain life-long social awareness, gaining respect and understanding of cultural diversity, languages, and socio-economic situations. With every exchange the participants learn to appreciate the shared and unique aspects of life in Canada. We have observed that the exchange participants experience a boost in their self-confidence and an overall improvement of their communication skills. A large majority of exchange students gave us the feedback that their participation offered them an opportunity to reflect on future life choices, including academic and career goals.

The 2022-2023 Board approved Budget Report is available at <https://www.bsec.ab.ca/documents>