



# BOYLE STREET EDUCATION CENTRE

Education Plan for 2023-26

## BRIEF

This document contains Boyle Street Education Centre's Education Plan for 2023-2026. 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 2023-26*

May 31, 2023





## Acknowledgements

*Boyle Street Education Centre's Education Plan for 2023-2026.* 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 their 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 all staff, students, and community stakeholders.

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.



**“Guiding the Journey” award in recognition of outstanding contribution to Indigenous education.**

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## Accountability Statements

### Accountability Statement for the Education Plan

The Education Plan for Boyle Street Education Centre commencing August 22, 2023, 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 18<sup>th</sup> May 2023.

*Cheyenne Mihko Kihêw*

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 like 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. As staff of Boyle Street Education Centre, building student relationships is at the root of what we do.

Our students who are considered put-at-risk don't always fit the mainstream mold because of learning disabilities, behavior, or life experiences. But these are the students who need a stronger student-teacher connection than most.

### **1. [We Gather Information so that we can understand the needs of our students.](#)**

One of the most important gifts we can give to our students is allowing them to start with a clean slate. We don't ignore the information that comes with them, nor do we use it to prejudge our relationship with them. It is just additional information to add to the whole picture of who the student is. We work hard not to form ideas about how our students are going to act before we even know them.

We do ask our students for information from their prior learning experiences just so we don't make the same mistakes that led to them leaving school, or so we don't put up further barriers to their learning. Information gathered is only used to develop the best possible learning plan for a student.

We at Boyle Street Education Centre start building a relationship from our own experience with the student.

## 2. [We Listen Because We Care](#)

Our experience with the put-at-risk students taught us that they yearn for a caring and stable environment where they can be heard. Our students may or may not have this type of environment at home, so it's important for us to cultivate it at Boyle Street Education Centre.

Sometimes a student needs to rant or get something off their mind. We let them do it. It may be helpful in preventing a future altercation, but our main purpose of listening is to communicate that we care.

When a student needs any of us, we make time for these students who just need to talk. If we know a student who would benefit from a mentorship environment, we recommend them to go see our inhouse psychologist counsellor or our school counsellor at our school.

In short, listening allows us to get a feeling for what students are dealing with and is one of our most important components in building strong relationships.

## 3. [We Build Trust through Honesty](#)

Our students want to hear the truth. We at Boyle Street Education Centre understand that living on the street is dangerous for the youth. These youth are vulnerable, and many face a wide range of victimization and exploitation by peers and strangers. Some are pushed into dangerous situations just to survive. This may be the harsh reality that they are living.

Understandably, many have a high level of distrust of adults, authority, police, and social services and it may take time for them to see that they can trust the adults at our school. We understand that trust takes time to build. A student needs to know that they can trust the adults in the school and that they are safe in the environment that we have built for them. These are essential components that enable a person to learn and we are committed to ensuring these two elements in our school.

## 4. [We Build on the Skills and Experiences that a Student Brings with Them](#)

Students want to be heard, and there is no better place to share their voice than the Boyle Street Education Centre. We have intertwined curriculum with optional classes where students can turn their feelings and thoughts into a work – be it art class or fashion studies, or cosmetology or music class or shop class or kitchen.

Some of the youth who come to Boyle Street Education Centre are in self-doubt and think that they are not school appropriate. The administration team talk with such a student and work with them to take just one small step to get them started.



## Program Overview

Our school currently offers the following programs of study:

<b>Fundamental Courses</b>	<b>Optional Courses</b>
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
	Braided Journeys
	Tech Class- understanding video games, robotics, and keyboarding

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:

<b>Co-Curricular Options</b>	
Drop In Physical –Education (PE)	Success Coaching (CTR)
Theatre Appreciation	Animal-Assisted Group Therapy (CALM)
Yoga (PE/HPE)	Gender and Sexuality Alliance (GSA – CALM)
Improviseational Drama (CALM/ENG/IMPROV)	Indigenous cultural activities – daily smudging, pipe ceremony, land-based learning opportunities, sweat lodge ceremony <sup>1</sup>
Massage Therapy (PE – Wellness component)	Outdoor education Program

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: 2023-2026

This plan is informed by what we heard from our students, staff members, parents, and community members.

### Time Frame

This plan is a rolling three-year plan from the commencement of the 2023-24 school year until the conclusion of the 2025-26 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 2022 Annual Education Results Report](#), identify “concern” for the 3-year and 5-year High School Completion rate.

### 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, Francis 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 support.

- 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 to reach appropriate skill level as compared with their age level. We need the support 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 4<sup>th</sup> or 5<sup>th</sup> year of high school, 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 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 support 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 support, but many have been unable to make it into the school to receive them. From food hampers to dropping 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 Needs for:
Students	<ul style="list-style-type: none"> <li>• Surveys (provincial and local)</li> <li>• Anecdotal feedback</li> <li>• Needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Continual focus on school safety for students</li> </ul>
Staff Members	<ul style="list-style-type: none"> <li>• Surveys (local)</li> <li>• Professional development discussions and information sessions</li> <li>• Collaboration around operational calendar</li> <li>• Anecdotal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Increased time to work as a professional learning community focused on student success</li> </ul>
Parents/Guardians	<ul style="list-style-type: none"> <li>• Surveys (provincial)</li> <li>• Student success planning</li> <li>• Communication regarding student achievement</li> <li>• School council</li> <li>• Anecdotal feedback</li> <li>• Home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistent contact with school regarding decisions around their children's/wards' education and supports</li> <li>• Increased access to traditional indigenous languages and ways of knowing</li> </ul>

Board of Directors	<ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Anecdotal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student accountability for achievement</li> <li>• Increased connections with other school boards and partner agencies</li> <li>• Increased opportunities for students to celebrate positive experiences</li> </ul>
Educational Community	<ul style="list-style-type: none"> <li>• Participation in Zone 2/3 College of Alberta School Superintendents (CASS) community</li> <li>• Contribution to the Association of Alberta Public Charter Schools (TAAPCS)</li> <li>• Participation in the Association of School Business Officials of Alberta (ASBOA)</li> <li>• Special projects with University of Alberta (Aboriginal Teacher Program, Faculty of Education)</li> <li>• MacEwan University</li> <li>• Jordan's Principle</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness in the wider educational community of the reality of our students' challenges</li> <li>• Increased presence and communication with other Superintendents regarding educational challenges and opportunities for sharing best practices</li> <li>• Increased comprehension of the common challenges all schools have faced navigating COVID-19 and the next steps in the recovery process</li> </ul>
Alberta Education	<ul style="list-style-type: none"> <li>• Regular communication with Field Services regarding how to improve stakeholder engagement efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Increased representation of plan to school community (as per revised Alberta Education Assurance Framework)</li> </ul>



First year being back from Covid, Boyle Street Education Centre has been tasked with the mandate to “gather our community”. We are pleased to report that this task has been accomplished. Historically, our school’s primary stakeholders are its students. Although, this year we have been successful in starting a school council, student council, and many community events to connect with our school community. Attendance is up and our staff have worked with over 210 students this year.

In collaboration with these organizations and our staff, our three-year educational plan has been discussed, organized, and implementation is ready for the start of the 2023 school year.



## 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.

Due to the number of students attending BSEC, the involvement of school and student council, we have identified three main areas of growth to support student learning.

Resiliency is key, being resilient means building capacity to adapt to change. The message from our students and parents this year is clear: and our school is ready to make the necessary changes to support student learning.

Based on previous results, analysis, and feedback from our school community, we have decided on three outcomes for this three-year plan:

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

Our school also works hard to ensure students have access to learning and support 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)

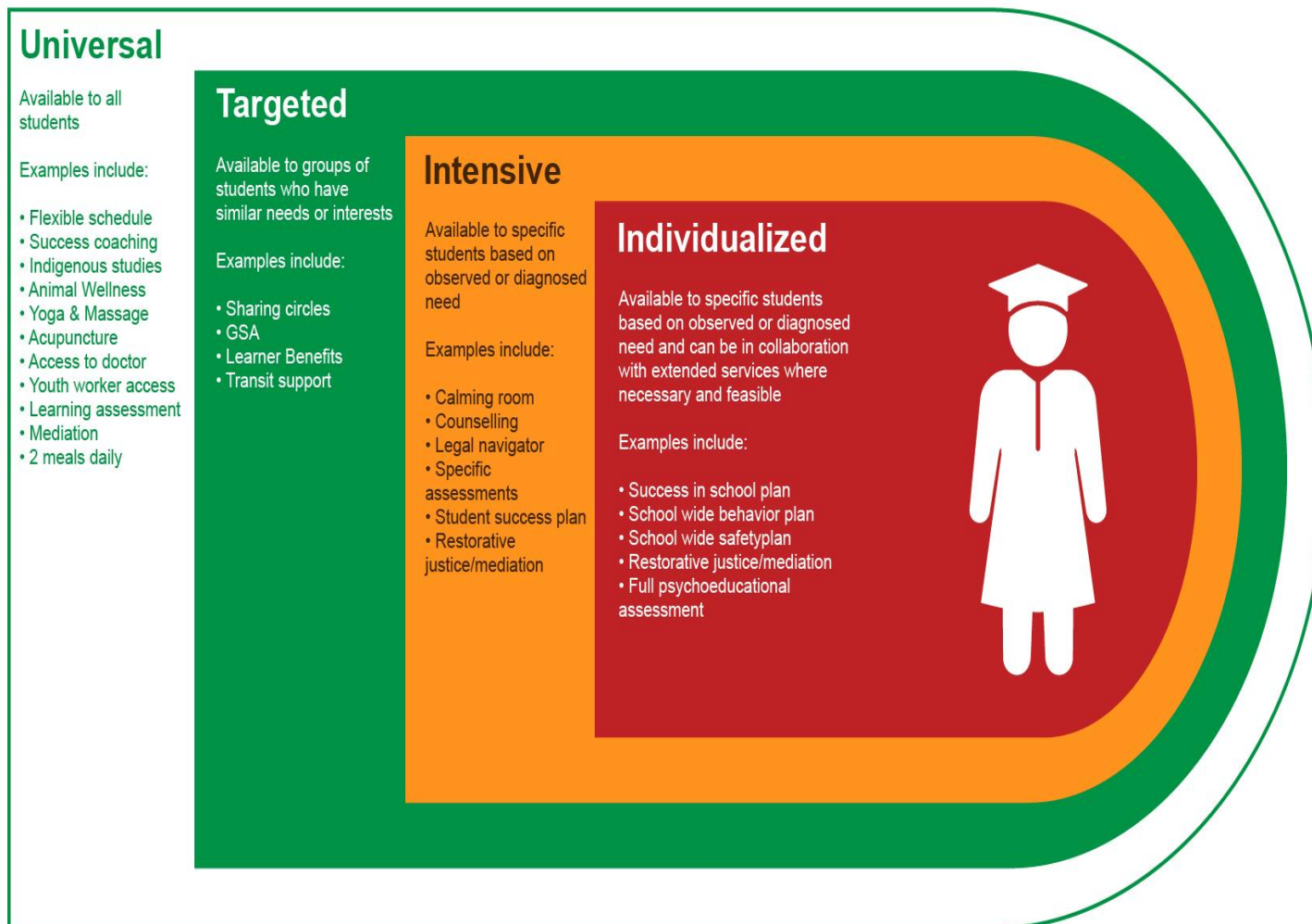


Figure 1 - Student-Centered Strategies Supporting Success

## Student-Centered Strategies Supporting Success

Multi-tiered systems of support are a framework to provide academic and behavioral supports for all students based on their individual needs. We believe that different students have different strengths and needs, and in our experience tailored levels of support are more likely help them to succeed at Boyle Street Education Centre.

### UNIVERSAL support for students –

This involves flexible schedule, success coaching, indigenous studies, animal wellness, yoga and massage, acupuncture, access to doctor, youth worker access, learning assessment, mediation and 2 meals a day.

### TARGETED support for students –

Targeted support is available to groups of students who have similar needs or interests. This involves everything from UNIVERSAL support and sharing circles, GSA (full form), learner benefits, and transport support.

### INTENSIVE support for students –

Intensive support is available to specific students on observed or diagnosed need. This involves access to calming room, counselling, legal navigator, specific assessments, student success plan, and restorative justice/mediation.

### INDIVIDUALIZED support for students –

Individualized support is available to specific students based on observed or diagnosed need and can be in collaboration with extended services where necessary and feasible. This involves success in school plan, school wide behavior plan school wide safety plan, restorative justice/mediation and full psychoeducational assessment.



## **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](mailto:maverill@bsec.ab.ca)).



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

**Measurable Outcome:** Students remain meaningfully engaged with school throughout the school year. Meaningful engagement means at least 13 blocks of engagement per week (40% of available instructional blocks, either present or school activity in or out.)...or has achieved 20 credits

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).
- Within the timetable from 11:30-12:10, all students and staff will be working on English credits to support one on one opportunities for students to have readers and scribes to help them to be successful in literacy.
- A new timetable has been created to allow 40 min blocks which should allow for natural breaks and engage learners in a shorter, but more intensified and meaningful instruction.

#### 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)
- Success plans for aging out students or graduating students will be reviewed quarterly

**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.**

**Measurable Outcome 1:** Develop and expansion of work experience programs by expanding community partnerships and employment opportunities.

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

**Strategies Expected to Support Outcome Achievement:**

Universalized:

- Work Experience teachers will get designated time to engage the community and find community partners
- Work Experience teachers will work closely with superintendent to lobby government for partnerships that will support small business to employ put-at-risk youth.
- 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:

- 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.
- Adjust student and teacher schedules to implement the high interest course during times of traditionally low attendance.
- Students that are aging out that have less than 5 credits will be expected to be a part of the work experience program

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.

Individualized:

- Where available from an agency, our school will facilitate external in-class supports for students who require them.
- RAP programs will be available for students who would like an apprenticeship.
- Half day school, half day work experience programs will be a focus for students who are preparing to enter the work force.

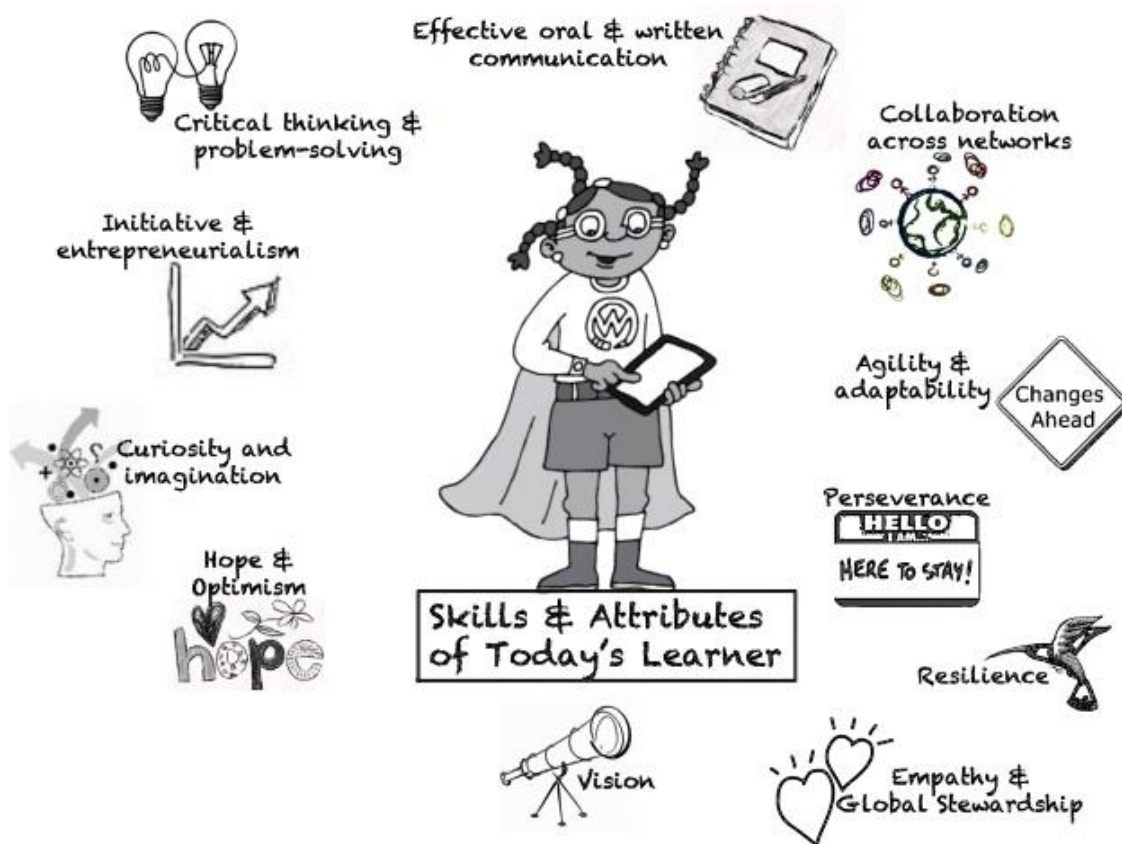


### Levers (What WE Influence):

- How many small business partners we can get
- Number of Student in Work Experience
- Number of Student in RAP program
- Partnerships with the Alberta Government
- Number of credits students receive through work experience

### Performance Measures (What happens after):

- Number of credits students receive through work experience
- Number of students who are in RAP program



**Measurable 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.**

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

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: Growing our community by building partnerships and shared experiences.**

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

**Strategies Expected to Support Outcome Achievement:**

Universalized:

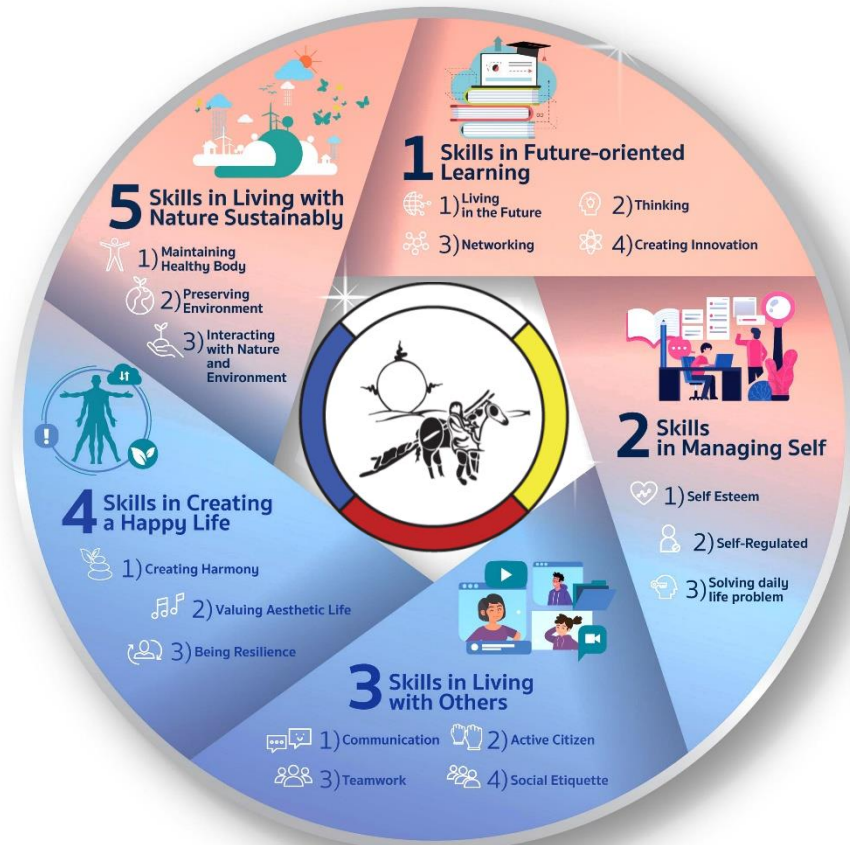
- Monthly community activities
- Monthly wellness-focused seminars.
- Whole-school and community celebrations and observations.

**Levers (What WE Influence):**

- Wellness goal setting (staff).
- Staff check-ins RE: Professional Growth planning and implementation.
- Number of extra curricular programs after school
- Number of Interagency Contacts

**Performance Measures (What happens after):**

- Number of partners we have had in the building
- **Number of extra curricular programs after school**





## 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

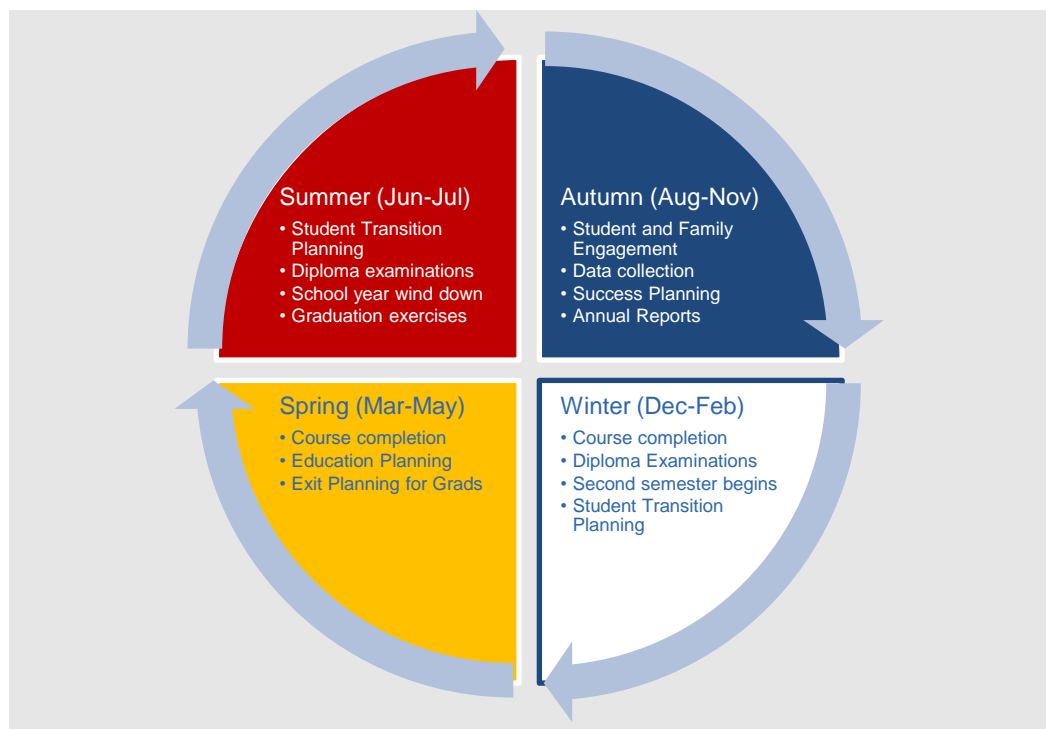


Figure 2 - General Annual Cycle of BSEC Events

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													
Calendar	Admin													
Staffing	Admin													
Training	All Staff													
Success Planning	Inclusive Ed and Teachers													
Applying Strategies	All Staff													
Evaluating STO and Academic Achievement	Teachers/IE													
Transition Planning	All Staff													

## **Research Project**

All Charter schools are responsible for continued research to support student learning. As we wind down our last project, ([www.bsec.ab.ca/documents](http://www.bsec.ab.ca/documents)) next year will be a time for exploration and development for our next project. All stakeholders, including students, staff, community, and board members will be consulted. We are hoping to have discussions and round table talks in the first semester and then start implementation of the plan in the second semester.

## **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 2023-2024 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 focused 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 continuous support and innovative strategies to keep them engaged despite their frequent involvement with put-at-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 11 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 2023-2024 projected budget is comprised of \$3,681,815 as revenue and \$3,681,815 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 a 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 2023-2024 Board approved Budget Report is available at <https://www.bsec.ab.ca/documents>

