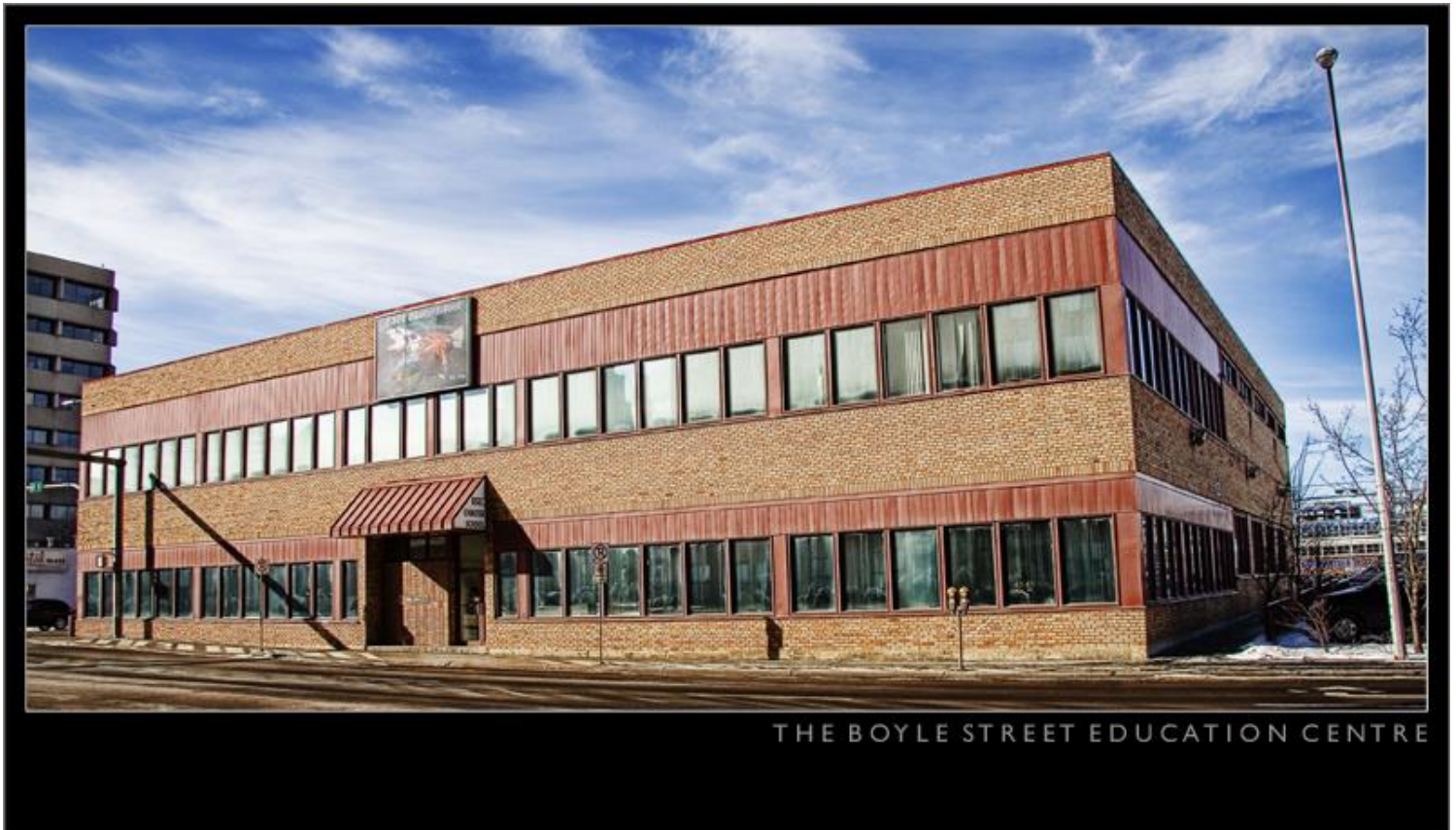




BSEC
Boyle Street Education Centre
Established 1996

ANNUAL EDUCATION RESULTS REPORT

2022-2023



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

Boyle Street Education Centre 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.
- Boyle Street Education Centre 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.

CONTENTS

MESSAGE FROM THE SUPERINTENDENT OF SCHOOL4

INTRODUCTION.....5

HIGHLIGHTS OF ACCOMPLISHMENTS7

ACCOUNTABILITY STATEMENT8

WHISTLEBLOWER STATEMENT8

A PROFILE OF THE BOYLE STREET EDUCATION CENTRE9

BUDGET 2022-2023 18

RESULTS ANALYSIS OF ALBERTA EDUCATION ASSURANCE MEASURES 22

FIRST NATIONS, MÉTIS AND INUIT STUDENT MEASURES.....32

PARENTAL INVOLVEMENT33

STAKEHOLDER ENGAGEMENT.....35

CHARTER GOALS AND LOCAL PERFORMANCE MEASURES40

MESSAGE FROM THE SUPERINTENDENT OF SCHOOL

Mavis Averill

The superintendent is responsible for meeting the expectations of the Board that are set out in the Board’s Results and Operational Expectations policies.

Ms. Averill leads all aspects of the Boyle Street Education Centre and is responsible for the overall operation and performance of the school. The Superintendent collaborates closely with the Secretary Treasurer and the School Administration to ensure that the Board priority of student success continues to be the focus of our work. Student success may look differently in our school as it is measured not only by academic achievement, but also by the well-being of our students and staff. We appreciate the on-going support of Alberta Education and our local school board for their guidance throughout the year.

Effective leadership is about creating a shared vision and purpose and working collaboratively with team members to achieve it. It requires communication, empathy, decision-making, adaptability, integrity, delegation, and continuous learning. Ms. Averill seeks to balance the needs of her team and Boyle Street Education Centre while inspiring and motivating everyone to achieve their full potential.

We are pleased and grateful to our staff for the improvements, innovations and dedication described in this report. It is through their work and determined beliefs in our students that we continue to celebrate our many successes.

Board Members of Boyle Street Education Centre



INTRODUCTION

This Annual Education Results Report is available to help tell the story about Boyle Street Education Centre. Each person who learns and works here has an impact on its development and we wish to acknowledge that everyone's work contributes to the story.

This Annual Education Results Report exists due to the work and dedication of the board, staff, students, and community partners of Boyle Street Education Centre.

The 2022-2023 school year at Boyle Street Education Centre saw continued growth and continued challenges. Through the dedicated work of our staff, we were able to register 134 returning and new students for the school year. We started the school year with 134 but due to our open registration policy, we worked with about 224 students throughout the year. We had a goal to gather our community after the pandemic and we are happy to report that our school was bustling and busy. With the return of our land-based learning field trips along with Indigenous activities and ceremonies, families and students flocked to our school to be a part of our learning process.

2022-2023 was a year of healing and understanding. Our staff was in flux in previous years, due to the pandemic and constant change. As new administration, we made it a point to establish relationships first and to instill trust in our team, our school, our students, and our vision.

We lost our dear Elder Dave LaSwisse, who had been with our school since its inception. This loss has been very difficult for staff and students alike as he was a beloved leader of our school. Finding a replacement has proven difficult as we are currently still in the process, a year later, to find another Elder.

Our last challenge was around our student attendance and anxiety. Although our students have always dealt with anxiety, it seemed higher and more of an issue coming out of the pandemic. Students were cautiously returning to school but needed extra support and a quiet place to study and learn on their own.

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

As a new principal last year at Boyle Street Education Centre, and leading a school with high needs, it was wonderful to come to work collaboratively with our Superintendent, Secretary-Treasurer Vice Principal, and staff for guidance and support. We had a very successful year which would not have been possible without the support of our school team!

Alberta Education and Boyle Street Education Centre have similar priorities. Outlined in this document you will find:

ALBERTA EDUCATION DOMAINS	BOYLE STREET EDUCATION CENTRE GOALS
Student Growth and Achievement	Learners are successful and have a safe and caring environment to attend school
Teaching and Leading Learning Supports	Through a trauma-informed lens, learning is engaging and innovative
Governance	Community is nurtured and celebrated
Local and Societal Context	Reconciliation and the TRC's calls to action are embedded in all that we do!

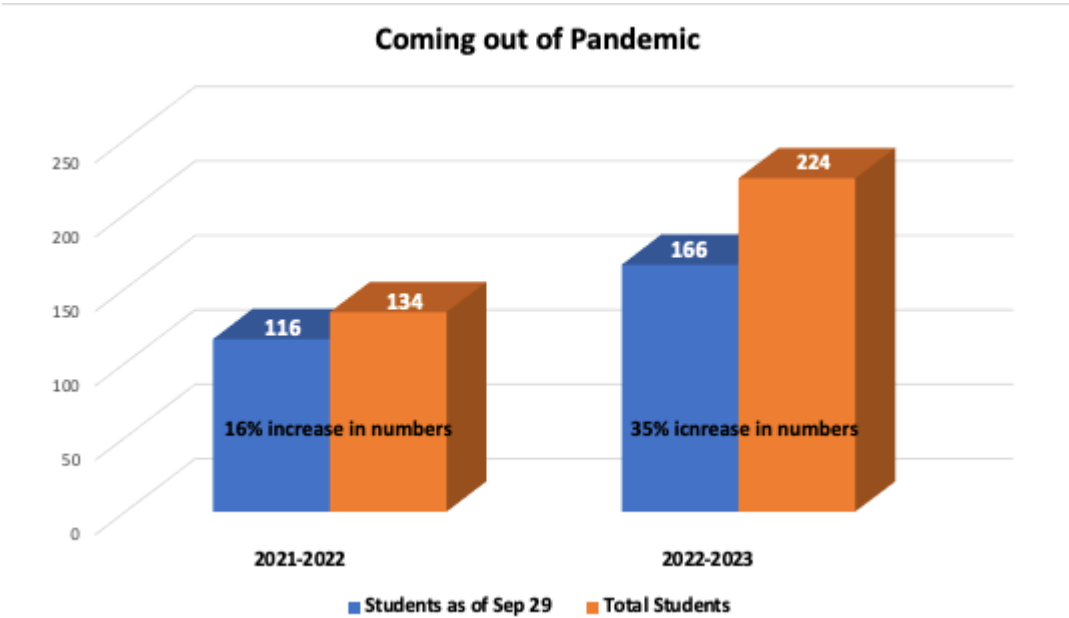
Boyle Street Education Centre is committed to sharing its successes and learning from its challenges.

Charter schools were never intended to supplant public education but to supplement it through choices for responsive and innovative programs. Their mandates, explicitly defined in their charter, help to define the choices available to parents. In the eyes of policymakers, the successful programs and practices developed at charter schools would eventually be adopted by other public schools to benefit all children. (Bosetti, Foulkes, O'Reilly, and Sande 2000, 160).



HIGHLIGHTS OF ACCOMPLISHMENTS

- 1. Our school won the prestigious Indspire award. The Indspire Awards are annual awards presented by Indspire in Canada to **celebrate and encourage excellence in the Indigenous community**. As stated by the Indspire website “the awards recognize Indigenous professionals and youth who demonstrate outstanding career achievement on a national level in a variety of fields, including the arts, business & commerce, culture, heritage & spirituality, education, health, law & justice, public service, sports, and lifetime achievement. The awards represent the highest honour the Indigenous community bestows upon its own people.
- 2. Darcy Torpe, a teacher at our school won the Janet Hughes award. This award is presented in recognition of a person who has contributed to lessening food insecurity in Edmonton. Darcy won this award for his charitable work within the community and helping the needy.
- 3. The organization of our first school council and student council in a few years was successful.
- 4. With many losses and the recovery from the pandemic, this year was focused on healing and understanding. We are pleased to report that our school culture, teaching and learning, and inclusivity are in good standing.
- 5. The school celebrated significant academic success and high school diploma completion.



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Boyle Street Education Centre for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by the Board on November 23, 2023.

Kirstin Cardinal

Board Chair
23rd November 2023

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.

The Superintendent of Schools is the **Chief Officer**, as per the Act, with overall responsibility for procedures related to the Act.

A PROFILE OF THE BOYLE STREET EDUCATION CENTRE

Boyle Street Education Centre is open to young people who are not experiencing success in conventional learning environments. Our student population is comprised of predominantly First Nation Métis and Inuit (FNMI) students.

Our students historically do not arrive at Boyle Street Education Centre “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 extended periods without positive adult role models, adequate financial resources, or good mental health. Also, despite teachers’ best attempts, our students have often been left behind in their learning.

For many reasons, which are not a part of this report but significantly impact learning, our students live with harsh realities that often have led to their inability to attend school regularly. Thus, their academic levels suffer as they are left further and further behind their classmates. The pressure of having to manage so many challenges often result in them choosing to drop out of school when challenged or to demonstrate below-average academic performance relative to age.

To counter these barriers, Boyle Street Education Centre 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 help our students to 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.

Students who attend Boyle Street Education Centre usually have moderate to severe learning needs as well as significant emotional and behavioral needs, often related to their experiences of trauma. They require intensive support to be optimally successful. As such, Boyle Street Education Centre students are supported in multiple ways from the moment they step foot in the school as follows:

Registration: Upon registration, students and their parents/guardians meet one-on-one with Boyle Street Education Centre staff. During the registration process, they get support filling out registration forms as well as support applying for identification if needed. When signing the registration form, students or parents/guardians also sign consent to participate in an educational, cognitive, and or psychological assessment that helps to gauge their needs.

Meetings with parents/guardians: The assessment psychologist meets with students and parents/guardians to explain what types of assessments are available and which ones they may be interested in accessing. Teachers may also meet with parents to introduce themselves and learn about student needs.

STAR assessment: All Boyle Street Education Centre students participate in assessment of their reading and math skills using STAR assessments. STAR reading guides literacy growth for K-12 students, while STAR Math guides math achievement. These assessments quickly help teachers understand where their students are performing as they enter their classrooms and help inform instructional decisions without overwhelming the students.

Course planning: All students meet individually with the inclusive education coordinator to plan their courses for the first semester of the school year. Course plans are customized based on student need and interest. They return to do a second individualized course plan when the second semester starts, but staff is flexible with students, and they can change courses as needed and if appropriate.

Engagement teacher and triad of support:

Once placed into courses, all students are assigned two staff members that are meant to be their primary individual supports throughout the school year. This is called the triad of support. One staff is an engagement teacher, and one is a student services member. The engagement teacher is responsible for engaging with and connecting with the student when they are away from school. The student services member supports the engagement teacher as needed. It is anticipated that the student, their engagement teacher, and the student services member have close contact and a close working relationship throughout the year to meet student needs.



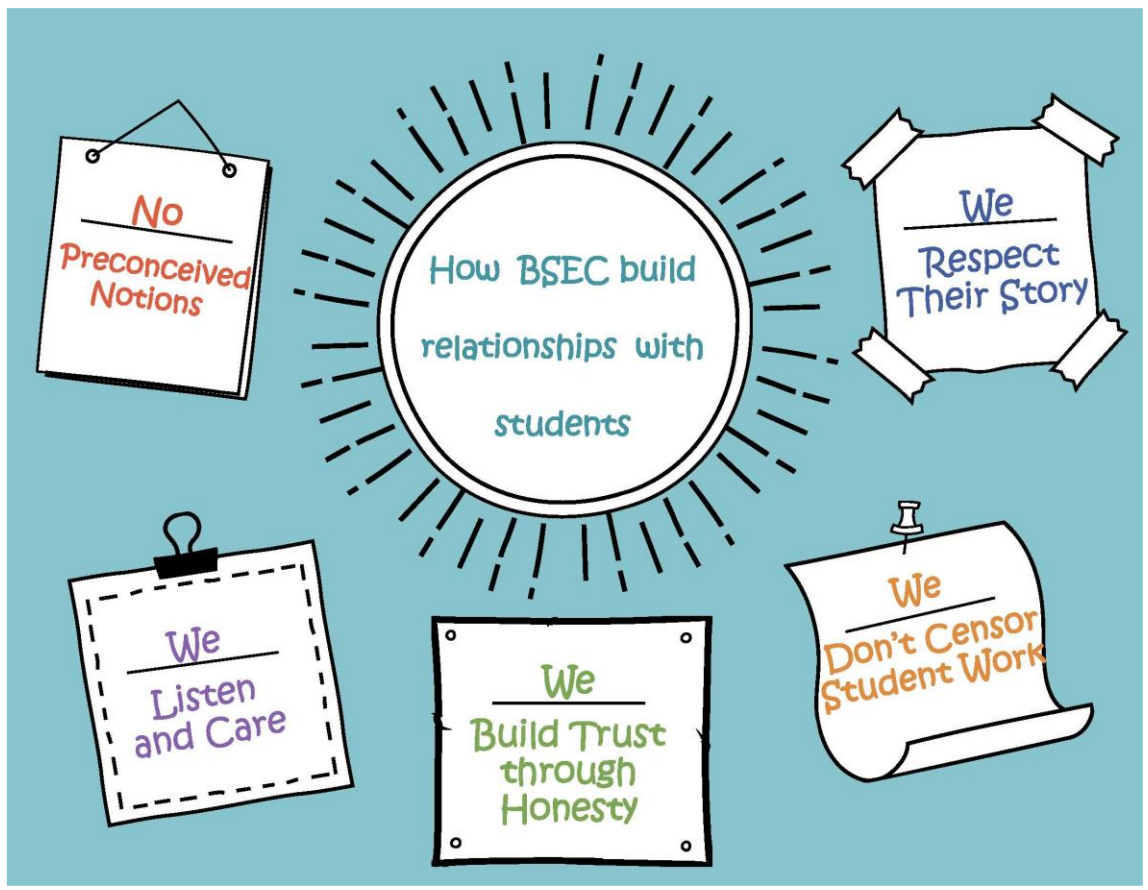
Learning strategies course: All students begin the year by enrollment in a learning strategies course that is meant to orient them to school expectations, goal setting, and the different learning paths they can take at the school. This takes about a week to complete.

Learning preferences interview: Students meet individually with their engagement teachers in the first week of school to complete a learning preferences interview. This is a chance for teachers to learn about and understand the way a student learns and the academic supports that they feel they need.

Intake interview: Students can present with learning needs, mental health needs, behavioral needs, cultural needs, and any combination thereof. Upon enrolment, all students complete

individual intake interviews, which are a critical component of helping staff quickly identify students and what their primary needs are, what supports they might need in place, and what staff needs to follow up on.

Student support referrals: During the intake interview, students decide what school supports they would like to access. At the end of that interview, the intaker alerts support staff members which supports a student wants to access. Individual support staff members then approach the student when they are available to meet to provide support.



Program Overview

Our school currently offers the following programs of study:

Fundamental Courses	Optional Courses
English Language Arts	Communications Technology
Mathematics	Audio and Video Production
Science	Cosmetology
Social Studies	Construction
Physical Education	Fashions
Traditional Media Art	Work Experience/Work Readiness
Career and Life Management	Art
Knowledge and Employability	Foods

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

Co-Curricular Options	
Drop In Physical –Education (PE)	Success Coaching (CTR)
Theatre Appreciation	Animal-Assisted Group Therapy (CALM)
Yoga (PE/HPE)	Artist in Residence (Music)
Improvistional Drama (CALM/ENG/IMPROV)	Indigenous cultural activities – daily smudging, pipe ceremony, land-based learning opportunities
Massage Therapy (PE – Wellness component)	

School staff worked on developing new LDC courses and implemented new programs in Learning Strategies and in Indigenous Ways of Knowing.

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

Student Services	
Psychoeducational Assessment	Doctor services – Weekly
Emotional and Behavioral counseling	Student Funding Supports
Access to Alberta Health Services through the Indigenous Wellness Clinic	Boys and Girls Sharing Circles (CALM)
Youth Support Worker (for assistance with “outside of school” issues)	

To understand the complexities and barriers our students must overcome, we have one case study from a student who was successful in getting their diploma last year. This example highlights the extraordinary circumstances and adversity our students must conquer to find academic success at Boyle Street Education Centre.



Case Study: Kayda LaRose

The life of a Boyle Street student is unique compared to your average student. This case study will illustrate the unusual circumstances and difficult path our students walk to find success, happiness, and peace.

Kayda enrolled at Boyle Street Education Centre in August 2022 as a 19-year-old single mom. At the time of enrollment, Kayda had only received 36 high school credits. Through hard work, determination, challenging courses and completing courses already underway, Kayda earned her High School Diploma without neglecting her family responsibilities. In her own words, this is what she shares about her journey.

Tansi! My name is Kayda, I'm a graduate from Boyle Street Education Centre! I'd like to tell you a little bit of my story from school and the hardships I had to get by and cope with the school year. I'd also like to tell you a little bit of the staff that works there. Late August 2022, beginning of September 2022 I had a plan to graduate, it was a huge accomplishment I wanted to have done the year before, but I was a single mom of one and had some complications while pregnant, so I was very scared to leave my baby. I was told about Boyle Street Education Centre and registered right away. Leaving my five-month-old was a tough decision but I thought to myself that I needed my education. I need my diploma if I want anything for me and my son's future. So as hard as it was to leave my son every day to go to school, I did it. I love my mom for what she did for me, it was a huge hardship. She would get up every morning, take care of my son, and wait for me to return from school. Leaving my son was not the only obstacle I had to receiving my diploma. I had to face my anxiety and I was dealing with depression, I had to force myself out of bed every day to go to school. During this year, I lost a lot of family members and went to a lot of funerals, but I continued to tell myself, "I got this, I can do it." It was a lot of work and sometimes I had breakdowns in school, but I always felt safe. I always had a safe place to calm down and talk to someone about my problems. The staff at Boyle Street made it so much easier than other schools. They were always so worried and thoughtful, even asking me if I needed some time. I loved working with every single one of the staff. They have pushed me to be better in life and succeed. I remember being the shy one in the corner in the beginning of the school year, but the teachers always made me feel like family. I loved every staff member that I worked with in the building. They felt like family to me and seeing them every day made it so much easier to get my work done and to get to school. The environment was so calming, friendly, and most importantly welcoming. I never once dealt with racism or discrimination. I was



always talked to with respect. It felt like a home away from home. It was the best decision I made to go to that school and get my diploma.

From the school perspective, Kayda was a joy and pleasure to have at our school. She joined the student council and was a leader in our school. Her attendance was relatively good, but life was difficult with lots of trauma. It seemed she lost a family member every month in a tragic manner; some as young as 13 yrs. old. She also was searching for stability in her personal life. At one point, she got engaged at Christmas and decided she was not going to come back to school. This engagement only lasted a month and a half. She was missing from school from all of March and half of April. When she came back, we had all hands-on deck to help her graduate. The teachers worked overtime to help prepare her for diploma exams and she received her diploma. This demonstrates both the hard work our staff puts into every student's education and also the grit of Kayda.

These are just some of the barriers our students have to work through in order to be successful. Homelessness, mental health, death, and addiction are a regular part of student life at Boyle Street Education Centre. This is a by-product of intergenerational trauma. We are so proud of Kayda and her strength to fight through the crisis in her life and move forward to better her future for herself and her son.



Reconciliation at BSEC

Reconciliation and the TRC's calls to action are embedded in all that we do at our school. Reconciliation is a way of life at Boyle Street Education Centre. At its heart, reconciliation is about strengthening relationships. It is creating the necessary space for us to heal.

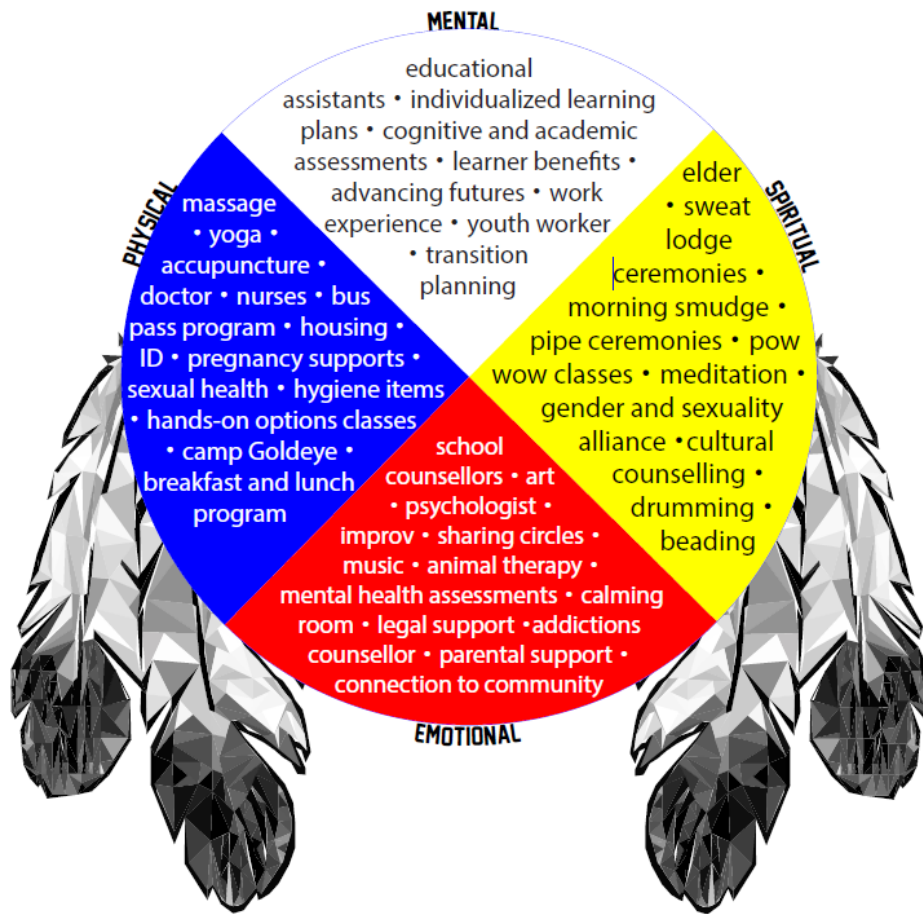
As we strive to acknowledge the horrors of the past and the suffering inflicted on Indigenous peoples, we stand side-by-side with grace and humility to work together to build a better future.



The Medicine Wheel- A way of life at BSEC

Each component of the medicine wheel is interrelated and contains all aspects of the holistic educational philosophy that is the foundation of our work.

◦ THE MEDICINE WHEEL ◦ A WAY OF LIFE AT BSEC ◦



From the moment a student step into our school until the time they leave, we seek to encompass Indigenous teachings within our school structure.

First steps:

- Registration
- Star Assessment
- Course Planning
- Engaging learners
- Learning strategy course
- Learning preferences interview
- Intake interview
- Student support referrals

BUDGET 2022-2023

The 2022-2023 budget was prepared according to the *Funding Manual for School Authorities 2022/2023*.

<https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/e7865589-6774-4ba8-89b5-a61ca2f36843/download/edc-funding-manual-2022-2023-school-year.pdf>

2022-2023 was comprised of \$3,927,725 as revenue and \$3,875,565 as expenditures.

We had an enrolment of 134 students as of 29 September 2022, out of which 109 were Severe Needs students. About 80% of the students **choose to self-identify as First Nation, Métis, and Inuit on school registration forms**.

The audit of the 2022-2023 financial results concluded in November of 2023. The most current financial and budget information (audited financial statements) can be found at our website (www.bsec.ab.ca).

2022-2023 Budget Overview

The 2022-2023 budget follows the Funding Manual for School Authorities 2022/2023 School Year provided by Alberta Education.

Budget development is a measured approach that focuses on the following strategic priorities which are initiatives that address the Board priorities in support of mission, vision, and goals of the charter. The Board operates in a fiscally responsible manner. The Board set the following strategic priorities:

1. To offer an inclusive, integrated, and accessible education program which promotes learning, healing, and self-growth for all students.
2. To ensure a safe, welcoming, and caring learning environment which honours and respects diversity.
3. To operate within a balanced budget.
4. To collaborate and cooperate with others in the wider educational community to share in research and best educational practices.

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

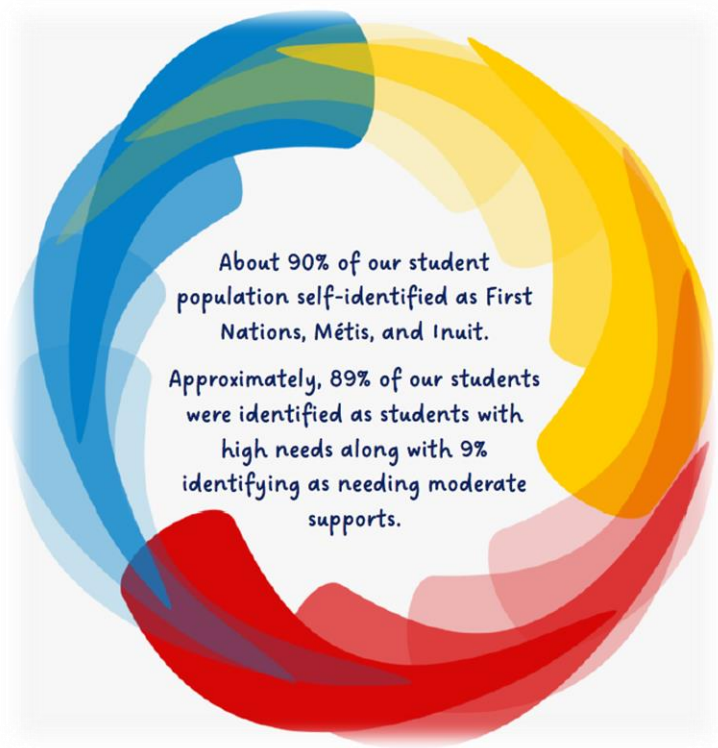
indicated in our charter outcomes, providing supports to navigate the world and to be designers of their own successes.

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

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

Charter

Our current charter term commenced on 1 September 2021. The charter term concludes on 31 August 2035. Our staff provide significant supports for all students. Our budget continues to support teaching staff and support staff in their professional learning and collaborative work to build capacity, engage youth, and create paths for the student success. Many of our students require extraordinary support throughout their years with us and our staff provides the needed supports and services for students with exceptional learning needs in the least restrictive and most inclusive educational environment.



Facility and Capital Plans

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

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

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

Lease

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

Boyle Street Education Centre - Charter History

Our journey of resilience and hope started in 1996 when Boyle Street Education Centre was granted charter. Our charter school journey is marked by the wisdom of our elders, our board members, our students, our staff, and our community. Our school halls echo with stories of our elder, our students, and their families in a welcoming, safe, and caring learning environment.

The original school location was the basement of Boyle Street Co-Op Society. In 2004, Boyle Street Education Centre moved to its current location 10312 105 Street in Edmonton. The building is leased from Kootenay Holdings. Our Charter was successfully renewed in 2001, 2006, 2011, and 2016. A 15-year charter renewal was granted in 2021.

Our existence is a celebration of Indigenous heritage and is a testament to the unyielding spirit and resilience of adolescents and young adults who have had many disruptions in their learning due to challenges in their lives. We strive to honor Indigenous traditions, inspire hope in every youth who walks through our doors, and move students toward individual and collective wellness, balance, and harmony.

July 25, 1995

CHARTER SCHOOLS APPROVED

An additional two charter schools have been given conditional approval by Education Minister Halvar Jonson, to begin operation this September. This brings to three the number of charter schools that will open their doors for the coming school year.

Included in the new approvals are:

- A school directed toward meeting the needs of disadvantaged students, aged 12 - 19 years, who have been unable to succeed in the mainstream education system. The school will be operated by the Boyle Street Community Services Coop in Edmonton through a charter with the Minister of Education.
- A school targeted to the education of gifted children in Grades 1 to 3. The school will be operated by the Action for Bright Children (ABC) group in Calgary through a charter with the Calgary Public School Board.

These charter schools are in addition to the Education for the Gifted Society of Strathcona County which was granted approval to establish a charter with the Elk Island Public School Division on June 27.


In announcing the further approvals Mr. Jonson said, "These charter schools will expand the range of opportunities within Alberta by offering some innovative and enhanced education programs and delivery methods."

"I encourage Albertans to consider the potential of beginning a Charter School in their local community. Such schools will continue to provide an important option for parents and students within our public education system in the years to come", he added

As part of the public education system charter schools are open to any Alberta student interested in the programs offered by the school, as long as space and resources are available. Charter schools may not charge tuition fees.

Brian Wik
Executive Assistant to the
Minister of Education
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RESULTS ANALYSIS OF ALBERTA EDUCATION ASSURANCE MEASURES



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	83.0	81.4	81.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.6	77.2	79.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	0.0	0.0	0.0	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	6.7	21.7	12.2	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	33.3	55.0	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	92.7	94.5	90.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	82.9	82.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	94.4	96.3	96.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.0	n/a	81.8	79.1	78.8	80.3	Very High	Maintained	Excellent

Overall, we are very pleased with our Education Assurance Measures. This can be attributed to consistently collaborating with our school community.

Domain: Student Growth and Achievement

Diploma Exam Acceptable/Excellence

The percentage of students who achieved the acceptable standard on diploma examinations decreased from 55.0% to 33.3%. At BSEC, since there is a relatively small number of students who write the diploma exams, it takes very few substandard results to change the overall results drastically. It also remains a huge challenge for our students to prepare for and attend diploma exams being they are held only at specific times on certain days. The instability in our students lives often does not allow them to peak scholastically at these specific times.

Student Growth and Achievement

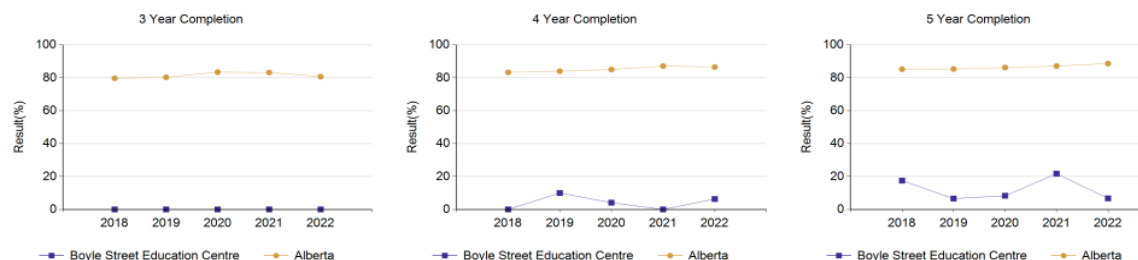


High School Completion Rates - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	22	0.0	20	0.0	33	0.0	30	0.0	25	0.0	Very Low	Maintained	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	31	0.0	21	10.0	26	4.1	32	0.0	33	6.3	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	18	17.5	31	6.6	25	8.3	30	21.7	33	6.7	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



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 to 2021/22 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.

High School Completion

One area we will always be looking for improvement is high school completion rate. Although we graduated more students in 2022-23 than in previous year, our small school will always fall behind the provincial average due to the complexities of our students. We are extremely proud of our graduation record last year and very proud of what these young people have overcome to find academic success.

High School Completion Rate (3 Yrs.):

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

- Due to our policy of continuous enrolment, establishing a meaningful trend line for our school from these data is challenging.
- Students who complete their High School programs at Boyle Street Education Centre 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 employ needed supports and resources to assist them in this very large task so that our students can be successful and are able to carry on once they have completed our program.

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

- Quarterly and continuous intake.
- Personalized Intake and Inclusive Education/Student Success Planning.
- Ongoing outreach to students whose attendance patterns suggest disengagement with dedicated engagement teachers (phone calls, social media connections, home visits).
- Applying appropriate skill-level material to meet the student where they are at in their learning and programs to scaffold the student to higher levels of learning.

- Barrier-free access to support services.
- No-cost access to school supplies for all students.
- Barrier-free access to co-curricular learning opportunities.
- Literacy instruction as a component in all of our classes.

Alternative stress management techniques offered to students writing exams (meditation, yoga, and animal-assisted therapy).

Although the measures collected through the provincial surveys show that our diploma results have declined, our local data shows that our diploma results improved. For our school, it appears that provincial data does not always reflect the actual successful work of our students and staff.

Full Year Stats: 2022-2023

Semester 1 Credits: 173 (term 1) + 582 (term 2) = 755

Semester 2 Credits: 550 (term 3) + 955 (term 4) = 1505

Total: 2260

Diplomas and Certificates

Semester 1: 4 Diplomas

Semester 2: 9 Diplomas, 1 Certificate of Achievement

Total: 13 Diplomas and 1 Certificate

We are proud of our academic success with our students. The total amount of credits earned at our school was significantly higher than last year along with handing out 13 diplomas and 1 certificate. These students truly climbed that proverbial mountain to achieve this success.

We are deeply grateful to Alberta Education, Advanced Education, and all our community partners who believe in our mission, vision, and values for their guidance and support in our journey. We are appreciative that Alberta Education recognizes the immense importance in supporting success for students completing their high school in their 4th or 5th year of high school. The foundational learning assistance program, supported by Advanced Education, is integral to the success of our graduating students. Eighty six percent of our graduates accessed this support. The stories that our students relate regarding their journeys back to school and their dedication to high school completion is humbling and what makes the work of our school so rewarding and fulfilling for staff.

Citizenship

Student Growth and Achievement

A.6 Citizenship - Measure History

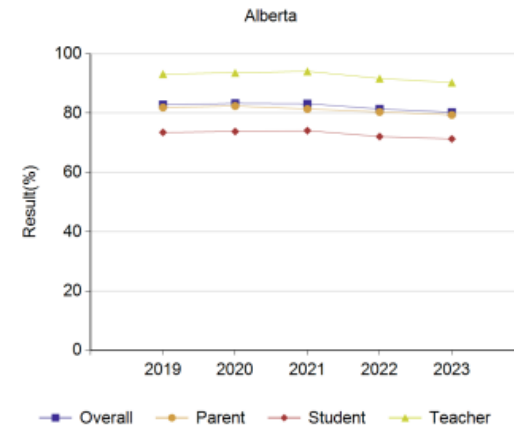
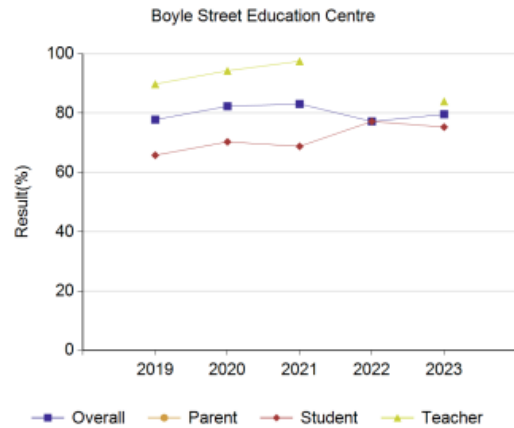
Authority: 6017 Boyle Street Education Centre

Province: Alberta



Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Boyle Street Education Centre										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	90	77.8	53	82.3	31	83.1	28	77.2	68	79.6	High	Maintained	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	2	*	2	*	3	*	2	*	2	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	78	65.8	42	70.3	23	68.8	28	77.2	58	75.3	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	12	89.8	11	94.3	8	97.5	n/a	n/a	10	84.0	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

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

The first area of improvement was citizenship. It went from intermediate to high. One main factor that supported this change was our student council. Our student council was comprised of a group of students and dedicated staff who lead our school. They planned Halloween activities, after-school activities, theme days, and student vs teacher competitions. This was the first year we had a student council for many years, and it was a wonderful addition to our school.

Overall, our citizenship measures at high. We are very proud of the growth in this area with our newly formed school council and student council.

Some community and citizenship events we had last year were:

- Sweat site clean-up and rebuilding.
- Grieving and support ceremonies – fall “letting go” ceremony and Christmas candlelight vigil.
- Land-based learning opportunities – river valley walks, drying meat.

In addition to these methods, we continue to offer:

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

Student Growth and Achievement

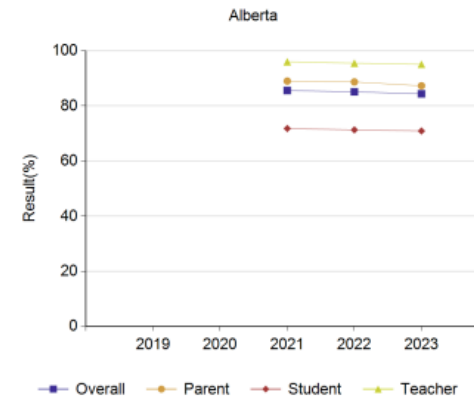
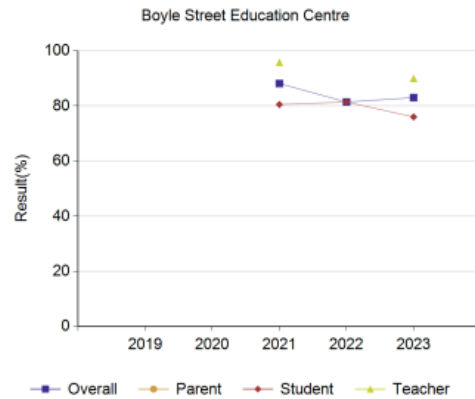
S.1 Student Learning Engagement - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Boyle Street Education Centre										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	31	88.1	28	81.4	68	83.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	3	*	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	23	80.5	28	81.4	58	76.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	8	95.8	n/a	n/a	10	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

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

Student Learning Engagement

Statistically, we have little data from parental information from provincial surveys.

Ninety percent of our teachers are very satisfied with student engagement. Our students continue to evaluate our program in a positive manner. Our results are 6% higher than the provincial average. This is a direct result of our staff establishing relationships and doing everything we can to support student learning.

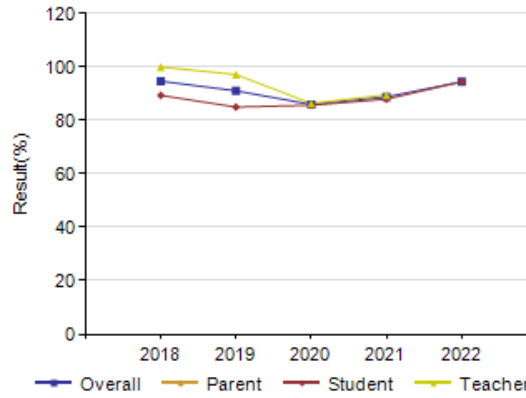
2017-2018	1475
2018-2019	1399
2019-2020	1607
2020-2021	1470
2021-2022	1174
2022-2023	2260

We are very proud of our credit completion this year. The increase in credit completion correlates to the overall increase in our student population, and the student population. Post-pandemic recovery has also likely been a factor in this increase.

Domain: Teaching and Leading

Education Quality

Graph of Authority Results



The graph illustrates the percentage of teachers, parents and students satisfied with the overall quality of basic education at BSEC. This measure has remained consistent at BSEC over the years. We take pride in the fact that students and parents who could have become disillusioned with the education system continue to have confidence in the quality of education BSEC provides.

Professional Learning, Supervision and Evaluation (Required Local Component).

Professional Learning

In our school, 100% of all staff are required to hand in growth plans whether they are a teacher, an educational assistant, youth worker, or support staff. Two interviews are required with the administration, one in the fall to discuss goals and one to follow up in the spring to discuss progress.

In their growth plans, professional learning is discussed, and all staff are required to support their practice with learning opportunities. Some examples of conferences attended were, CTS, Ulead, Critical Perspectives Criminology and Social Justice, Indigenous Studies: Debunking Stereotypes, and Native American Indigenous Studies Association.

Supervision and Evaluation

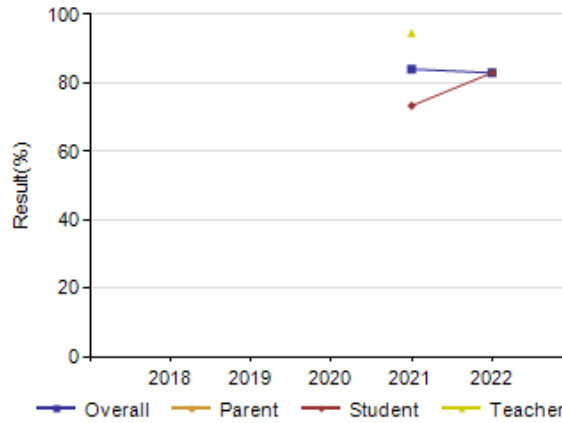
Teachers are supervised daily at Boyle Street Education Centre. With Boyle Street being a small school, most of administrations day is spent with students and teachers. As new administration to the school, establishing relationships with both staff and students was essential and there was no better way to do this than immersion in the learning process.

The principal evaluation was conducted by the superintendent.

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment

Graph of Authority Results

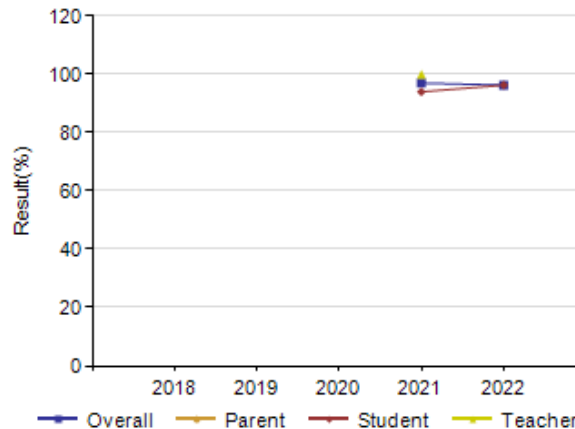


The graph shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

This measure also increased although it has traditionally been very high for our school. Our students feel welcomed and respected as individuals with unique learning and behavioral needs which are met by corresponding unique learning plans. They bring their talents and strengths along with their difficult histories. Our staff strive daily to reach our students through their dedicated outreach and in-school programming. Our school is proud that this measure remains high.

Access to Support and Services

Graph of Authority Results



The graph shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. It is not surprising that parents, students and staff are satisfied with access to support and services at BSEC. There are many services provided on-site as well as help to accessing services outside of the school.

Access to a Continuum of Supports and Services (Required Local Component)

At BSEC it has taken us years to establish the educational and wrap-around services we currently provide. We have learned along the way that it is essential that we help our students deal effectively with intergenerational trauma if they are to be successful academically. To these ends:

- Our students have a great deal of access to a continuum of supports and services. Our Student Services team works with teachers, parents/guardians, and the students themselves to identify services and supports that align with observed learning needs and recommendations based on known diagnoses. These services and supports help our students maintain engagement and to manage their symptoms so that they are able to learn.
- Our teachers work on an engagement and dedicated teacher model. The engagement teacher has a cohort of students who they follow and track. They encourage attendance, student learning programs, identify the students who may need home visits and transfer valuable knowledge about the well-being of students to our student services team.
- We supply access to services in our school because our students are reluctant to travel elsewhere for supports.

FIRST NATIONS, MÉTIS, AND INUIT STUDENT MEASURES

(Required Local Component)

In most years the student population at Boyle Street Education Centre is comprised of 88%-90% Indigenous students. The majority of our students identify as First Nations Status, and a small proportion identify as First Nations Non-Status. A very small proportion of the students identify as Métis, and we had no one identifying as Inuit in 2022-2023 school year.

Our programs, initiatives, and resources have been developed to serve this population. In the 2022-2023 school year, we had 105 out of 134 students self-identify as Indigenous. This entire document is dedicated to support the academic and behavioral success of First Nations, Métis, and Inuit students.

PARENTAL INVOLVEMENT

Another area of improvement for our school was Parental Involvement. We had no results for parental involvement last year but we are happy to report that we are 5 points higher than the provincial average this year. This is due to the formation of our school council. This group met quarterly and is made up of parents, teachers, care givers, and community members. They counselled with the principal, helped with fundraising, and sponsored our community Christmas dinner. Along with our student council, this group brought wonderful ideas and a fresh perspective to our school community.

Domain: Governance

Governance

C.1 Parental Involvement - Measure History

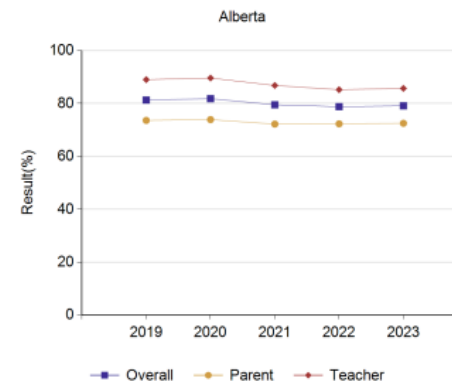
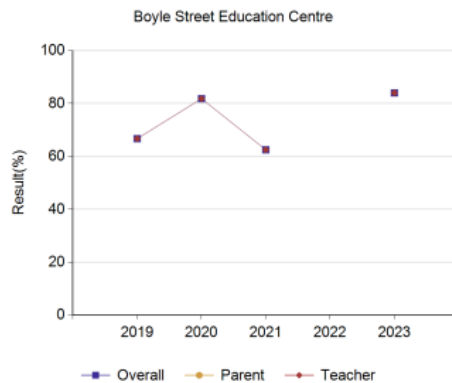
Authority: 6017 Boyle Street Education Centre

Province: Alberta



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

	Boyle Street Education Centre										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	12	66.7	11	81.8	8	62.5	n/a	n/a	10	84.0	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	2	*	2	*	3	*	2	*	2	*	*	*	*	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	12	66.7	11	81.8	8	62.5	n/a	n/a	10	84.0	Low	Maintained	Issue	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

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

Parent Involvement Efforts

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

- Our school has traditionally invited parents and guardians to significant community events where we celebrate student achievements throughout the year. This practice continued this year with student of the month assemblies, Christmas dinner, community bingo, BBQs, and open houses. Our school council meets quarterly and counsels with the school principal and school community.
- Parents and guardians are key members of inclusive educational planning. We invite parents and guardians to discuss any diagnoses that their children have received regarding their behavioral or emotional ability to engage in their academic goals. Parents are an integral part of the process where Student Success Plans (SSPs) are developed and their knowledge, information, and support are necessary for the continued success of their child in our school. We were able to reach parents by providing a safe environment to conduct in-school parent consults as well as offering consults through phone calls and virtual meetings if they had access to the technology.
- Our school was able to continue with home visits.
- Our school follows the *School Council Regulation* each year in efforts to invite parents and/or guardians of students to establish a school council. This was established and was successful.

STAKEHOLDER ENGAGEMENT

(Required Local Component)

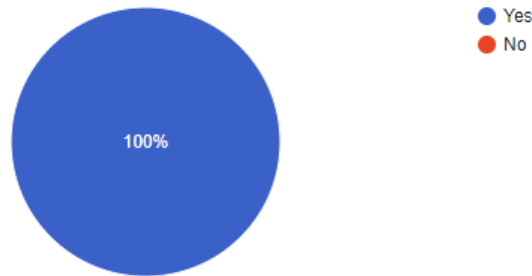
This was an area for emphasis this year. Our first task was to organize our school council and student council. Once that was done, we engaged our local leaders to make sure we were on common ground and all moving towards the same goals. We achieved this by conducting local and provincial surveys with both groups. We had 5 parents, 10 teachers, and 43 students all participate in these surveys. Last year we had no participation. At times it can be difficult to get our school community to participate in provincial surveys, so we made sure to develop our own local surveys to support the provincial results. These are our findings:

Community Results

Local Measures

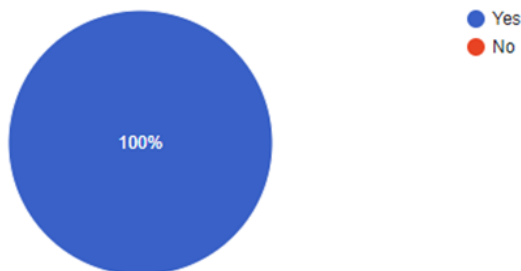
Are you satisfied with the quality of teaching at Boyle Street Education Centre?

5 responses



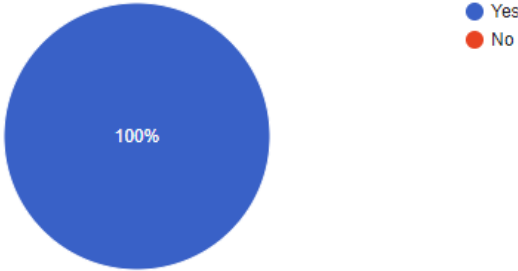
Is your child safe when they come to school?

5 responses



Is there a welcoming and inviting feel when you walk into Boyle Street Education Centre?

5 responses

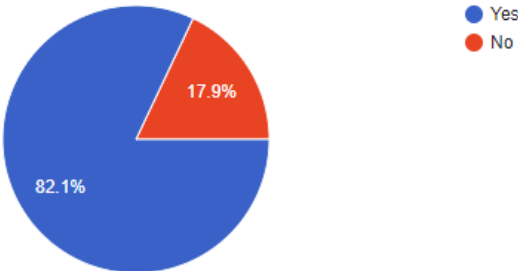


Although we only had 5 responses, that is 5 more than last year and this is something to build upon for next year.

Student Responses

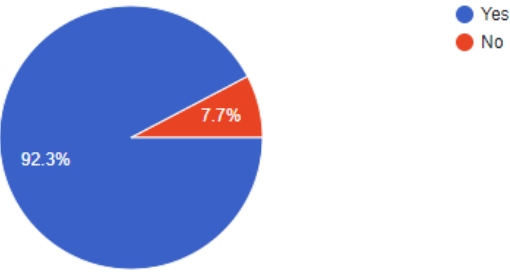
Are you satisfied with the quality of teaching at your school?

39 responses



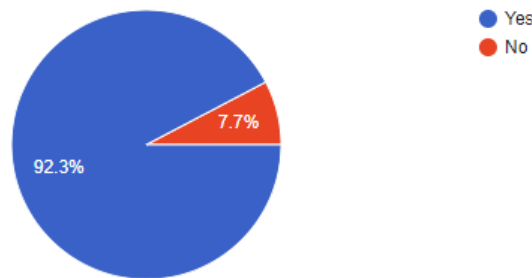
Do you feel welcomed while at school?

39 responses



Do staff show genuine care for you?

39 responses



These local surveys and results allowed for meaningful engagement between the school, school community, and students. It allowed us to celebrate our successes and set goals to support student learning.

Key Message

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

Students who have experienced trauma can learn and, with the correct supporting services and relationships, can positively connect with and contribute to the world around them. We are committed to accommodating students' access learning and supports seamlessly from wherever they are.

Stakeholder Communication

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

- The school shares documents, school calendar, and news through the website (<http://www.bsec.ab.ca>). The school dedicated much time, thought and energy into the new website which is more engaging to our students and stakeholders.
- The school also use phone calls, team messages, text messages, emails, social media messaging, online surveys and home visits to connect with students, parents and community members.
- Paper versions of system assurance surveys go by mail to registered families.

- Students and their families can access information about school activities and supports through our web-based student information system or in our secure online collaboration/learning management platform (Microsoft Teams).
- Where staff members do not offer certain services or supports within their own scope of work, our school administration leads partnership development with service providers and organizations that can support our students and their families in the community. Some examples include:
 - Physician access on-site
 - Addictions and mental health support referrals.

Table 1 - Boyle Street Education Centre Stakeholders and Engagement Strategies

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> • Phone calls, text messages, emails, social media messaging • Lead teacher engagement • Home visits when required. • Community events (Online and Blended) • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey • Engaging student council
Parents and Guardians	<ul style="list-style-type: none"> • Phone calls, text messages, emails, social media messaging • Community events (Online and Blended) • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey. • Regular parent/guardian contact by school. • Attempts to establish a school parent/guardian council. • Home visits when required

Educational Community	<ul style="list-style-type: none"> • Research partnership with the University of Alberta supporting success for students. • Presentations to pre-service teachers (U of A), conferences and teacher’s conventions. • Distribution of Boyle Street Education Centre-produced scholarship. • Inter-Authority consultation around student engagement.
Alberta Education	<ul style="list-style-type: none"> • Meeting with Field Services RE: Annual Reports and Education Plans. • Indigenous committee regarding best practices • Engaged with various Ministries regarding advocacy work

Charter Goals, Outcomes, and Measures

BSEC has always looked to it’s Charter goals to provide a basis for the locally developed performance measures. This year was no different. However, the performance indicators that measure outcomes from the three charter goals were previously measured using various indicators from the school's custom behavior and note tracking system.

In 2022-2023, due to reported software issues (support was ending for the database program) administration looked to find an alternative that would work with the already existing student information system (PowerSchool). Marcia Brenner Associates (MBA) was contracted to create a simpler, streamlined system that would save valuable time and yet provide powerful insights about student performance and behavior.

Unfortunately, after phasing out the custom behavior and note tracking system and spending several months working with MBA system on a new one, it was found that they would be unable to be customize a plugin to PowerSchool for us. We then had to return to our incomplete existing behavior/notes system. This resulted in our data being skewed and we are therefore unable to use it for this reporting period. We are currently searching for another system to meet our needs that will allow us to measure the outcomes of the school’s charter goals more meaningfully.

CHARTER GOALS AND LOCAL PERFORMANCE MEASURES

Charter Goal 1

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

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

Key Insights on Performance Measures

Measure: *Parental involvement (Provincial measure)*

This was an area of improvement in the school. Please see Parental Involvement in results analysis key insights.

Measure: *School contact with parent/guardians*

Continuing with the “engagement teacher and triad of support model” developed during the pandemic, BSEC was able to reach out to the community more than ever. The ability to utilize more staff members than in the past, and the diminished risk of covid transmission allowed BSEC to contact and welcome to the school more parents and guardians than in past years. Additionally, in-person relationships with networks of students’ social and support workers maintained digitally during the pandemic became possible and allowed us to expand our collaborations to outside agencies. Working more closely with students’ supports allows us to better manage the effects of students’ trauma.

Measure: *Percentage of students who achieved the acceptable standard on diploma examinations (Provincial measure)*

This measure decreased from 55.0% to 33.3%. Please see *Diploma Exam Acceptable/Excellence* in the results analysis for key insights.

Measure: *Annual individual student achievement on learning plan (Local measure)*

Measuring success and student achievement on learning plans changed in 2021-22 with the adoption of our new students’ success plans. We changed from sequential and dated goals to goals that are adapted as needed without dates attached. As of yet, we have not devised a way to chart this as a value. We do feel with the new goals it is easier to see improvement as goals are scaffolded and not just achieved or no achieved as they used to be.

Charter Goal 2

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

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

Key Insights on Performance Measures

Measure: *Percentage of local supports and services accessed by students (local measure)*

Given the increase in students attending the school in person, and the increased demand felt in student services, we assume that utilization of those supports increased again this year. The increased demand required the addition of a .5FTE vice principal position.

Measure: *6-Year Transition Rate (provincial measure)*

This measure has decreased this year to zero, from 3 and 6.6 the previous two years. We do not fully understand this measure, so will find another performance measure that better fits this charter goal for us.

Measure: *Engagement with Work Experience (local measure)*

Despite staff and program changes in work experience each of the last three years, BSEC continued to experience an increase in the number of employment credentials successfully completed by our students in 2022-23. This indicates that student's engagement with work experience opportunities increased. This bodes well for further employment opportunities and positive work experience skills that our students were able to obtain over the school year.

Charter Goal 3

Build capacity for intercultural understanding, empathy, and mutual respect.

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

Key Insights on Performance Measures

Measure: *Percentage of students who engage with resources and activities that accurately reflect the history, strength, and diversity of Indigenous peoples*

We have seen improvement in this area, largely due to:

- New courses focused on sharing foundational knowledge were introduced at BSEC, Braided Journeys and Smudge chronicles.
- implementation of and commitment to regularly scheduled Land-based learning events which were held at least monthly, each led by a member of BSECs Indigenous studies committee.
- Increased utilization of a property known as the “Sweat site” for impromptu outings, ceremonies, and land-based learning events.

Measure: *Percent of staff members who engage with resources and activities that accurately reflect the history, strength, and diversity of Indigenous peoples.*

Boyle Street Education Centre continues in our commitment to provide learning to our staff and students and communities regarding First Nations, Inuit and Métis ways of knowing, view of Indigenous peoples. To this end we continued with the following:

- Our school’s Indigenous studies committee developed a calendar of events meant to support recommended actions outlined in the Truth and Reconciliation Commission of Canada’s Calls to Action. This committee is made up of primarily Indigenous staff. BSEC leans heavily on its Indigenous staff for direction on how to best to promote reconciliation in the school.
- Student council plans activities throughout the year. As these are student-led, students develop a sense of pride and a respectful attitude towards taking part. Student council also works to raise awareness around societal issues.
- Staff meetings provide frequent opportunities for staff to share reflections and discussions on historical oppression, impacts of historical and current trauma for Indigenous peoples, and implications for engagement and learning for students.
- Staff are required to focus at least one of three professional learning objectives on Applying Foundational Knowledge about First Nations, Métis and Inuit (TQS 5 and LQS 5). This has led to an increase in attending, participating, and sharing of professional development opportunities focused on Indigenous content and issues.
- The school continued to nurture relationship with the Aboriginal Teachers Education Program at the University of Alberta. This allowed us to expand our Indigenous Studies program and local expertise.

