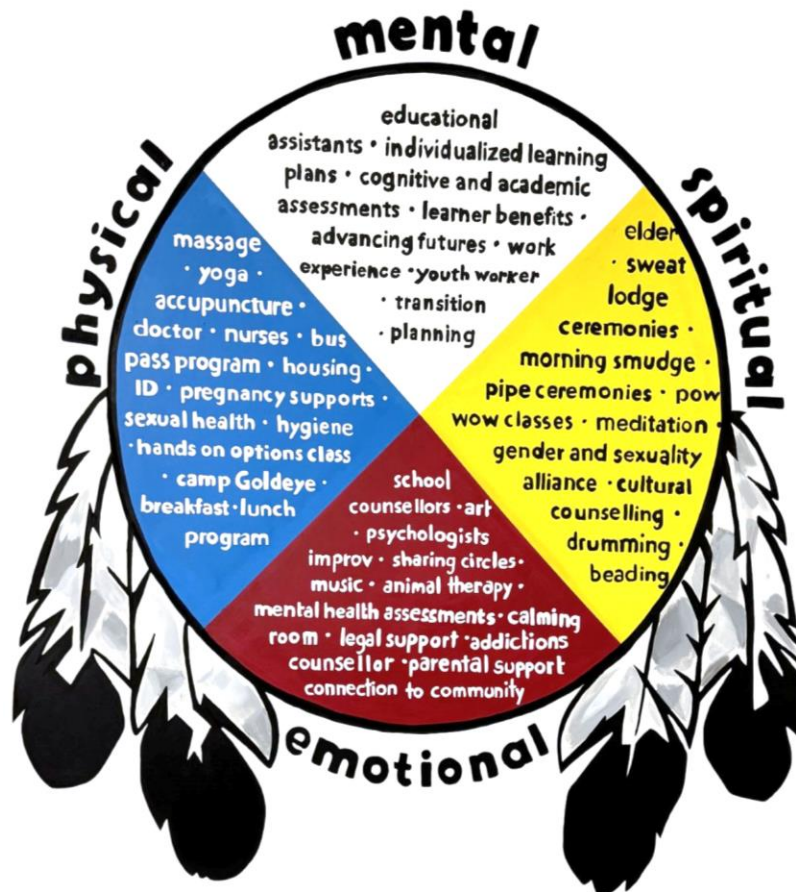


# BOYLE STREET EDUCATION CENTRE

## *Education Plan for 2024-27*



*This document contains Boyle Street Education Centre's Education Plan for 2024-2027. 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.*

## Acknowledgements

*Boyle Street Education Centre's Education Plan for 2024-27.* 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 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.



*“Education is one thing no one can take away from you.” – Elin Nordegren*

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## Accountability Statements

### Accountability Statement for the Education Plan

The Education Plan for Boyle Street Education Centre commencing August 22, 2024, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Sustainable Fiscal Planning and Reporting Act (p233 Funding Manual)*.

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 16<sup>th</sup> May 2024.

*Kirstin Cardinal*

Kirstin Cardinal,  
Board Chair



*"Education's purpose is to replace an empty mind with an open one." – Malcolm Forbes*

# 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

Boyle Street Education Centre (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 so that they create a strong path forward after graduation – a sense of self-actualization and self-determination.
- All components of our educational Centre are accountable and work together to benefit 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 14 and 19 may attend if the school can 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 do not 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.



*“Life is a succession of lessons which must be lived to be understood.” – Helen Keller*

## 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 do not ignore the information that comes with them, nor do we use it to prejudge our relationship with them. It becomes 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, so we do not make the same mistakes that led to them leaving school, or so we do not put-up further barriers to their learning. Information gathered is 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.

## 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 is 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 to talk, we are available. If we know a student would benefit from a mentorship environment, we recommend them to 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.

## We Build Trust through Honesty

Our students want to hear the truth. We at Boyle Street Education Centre understand that being homeless 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 an elevated 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.



### **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 and/or our counselling team talk with students and work with them to take just one small step to get them started.



*“The beautiful thing about learning is that no one can take it away from you.” – B.B King*



## 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

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- 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

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- 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

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- 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.



*“The value of achievement lies in the achieving.” Albert Einstein*

## **Program Overview**

Our school currently offers the following programs of study:

### **Fundamental Courses**

English Language Arts  
Mathematics  
Science  
Social Studies  
Physical Education  
Career and Life Management  
Knowledge and Employability Courses

### **Optional Courses**

Communications Technology  
Audio/Video Production (Streaming)  
Cosmetology  
Construction  
Fashions  
Work Experience/Work Readiness  
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:

### **Co-Curricular Options**

Drop In Physical –Education (PE)  
Theatre Appreciation  
Yoga (PE/HPE)  
Improvisational Drama  
(CALM/ENG/IMPROV)  
Massage Therapy (PE – Wellness component)  
Success Coaching (CTR)  
Animal-Assisted Group Therapy  
(CALM)

Gender and Sexuality Alliance (GSA – CALM)  
Indigenous cultural activities – daily smudging, pipe ceremony, land-based learning opportunities, sweat lodge ceremony.  
Outdoor education Program  
Mountain Biking  
Kickboxing  
Violin Lessons

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

Emotional and Behavioral counseling

Access to Alberta Health Services through the Indigenous Wellness Clinic

Youth Support Worker (for student engagement, housing navigation and legal matters)

Student Success Coaching

Student Funding Supports

Sharing Circles (CALM)



*“education breeds confidence. Confidence breeds hope. Hope breeds peace.”- Confucius*

## Education Plan: 2024-27

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 2024-24 school year until the conclusion of the 2025-27 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 fall 2023 AERR identify “concern” for the 3-year and 5-year High School Completion rate.



*“Education is the movement from darkness to light.” - Allan Bloom*

## Fall 2023 Required Alberta Education Assurance Measures - Overall Summary



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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 believe that our existing outcomes and strategies provided below will improve this area.

### 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 between Grade two to five. 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 help them in this large task if we want our students to be successful and 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.
- Literacy instruction block where all staff and students work on English Language Arts. Students are broken into small groups and then all staff support learning by working with students one-on-one.
- Alternative stress management techniques offered to students writing exams (meditation, yoga, and animal-assisted therapy).

Citizenship and parent involvement remain high due to our school council and student council's initiatives. We are also pleased to report that Education quality is above the provincial average.



*"Learning never exhausts the mind." - Leonardo da Vinci*

## School Community Engagement

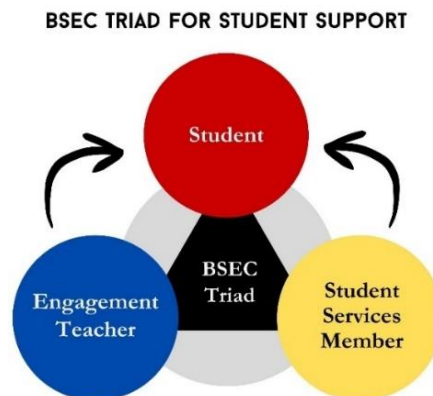
At Boyle Street Education Centre, we are committed to provide a welcoming, inclusive, safe, and healthy learning and working environment for our students. We actively engage with our stakeholders to understand their needs, concerns, and expectations better. By involving them in the decision-making process, we create a shared vision, aligning everyone toward the same educational goals.

At BSEC, we utilize our school council and community events to inform and engage our stakeholders. This year we had an active school council where information was exchanged, council was given, and our stakeholders were informed. We also conducted a community survey at our annual community Christmas dinner, looking for feedback from our community.

Engagement teachers are 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 for help navigating the many supports offered by the school, and the first person who would contact students when they were not in school.

Home visits are also an important 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. This year we designated three dates where all our staff participated in home visits to support home learners. Administration conduct home visits throughout the year when needed.

Finally, we add the student services into our engagement model. We call this the triad of student support.



At BSEC, we follow a ‘triad’ model for student support. When students enroll at the school, they get assigned to an engagement teacher who becomes their ‘point of contact’ and primary teacher support at the school. Along with being assigned an engagement teacher, students are also assigned a student services member to support the student when an engagement teacher needs support reaching out to student or in ways that a teacher may not be able to support students during teaching hours.



## School Community Engagement .....contd.

### Students

Surveys (provincial and local) | Phone calls, text messages, emails, social media messaging | Anecdotal feedback | Needs assessment | Student success planning | Meetings with engagement teacher | Student Council | Open house events | Website and media presence

### Staff Members

Surveys (provincial and local) | Professional development discussions and information sessions | Collaboration around school-based decision making | Anecdotal feedback | Student success planning | Weekly staff meetings

### Parent/Guardians

Surveys (provincial and local) | Student success planning | Communication regarding student achievement | School council | Anecdotal feedback | Home visits | Open house events | Website and media presence

### Board of Directors

Monthly meetings | Anecdotal feedback

### Educational Community

Participation in Zone 2/3 College of Alberta School Superintendents (CASS) community | Participation in the Association of School Business Officials of Alberta (ASBOA) | Special projects with University of Alberta (Aboriginal Teacher Program, Faculty of Education) | MacEwan University | Jordan's Principle | Norquest College | Rapid-Fire Theatre | Advanced Education – Foundational Learning assistance | Careers Next-Gen | Indigenous Wellness Clinic | BSEC presentation at conferences etc.

### Alberta Education

Regular communication with Field Services | Sitting on stakeholder committees (e.g. High School Redesign External Committees, PASI provincial attendance standards workgroup) in support of Alberta Education initiatives.

Third year being back from Covid, Boyle Street Education Centre is pleased to report that we are busy and booming with helping students achieve their academic goals. Our school has worked with over 274 students this year, supporting them in their academic pursuits. 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 2024 school year.

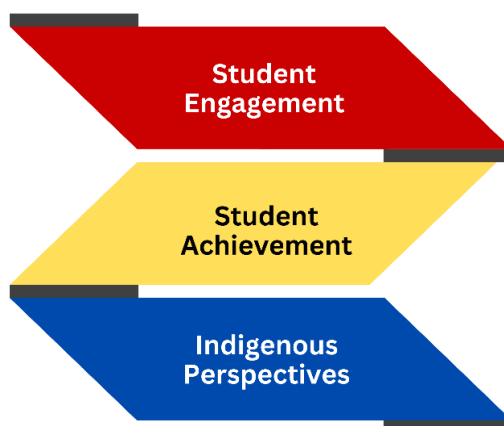
## Plan Details

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 the 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. These three outcomes are:



*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."—Dr. Seuss*

## 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)).



*“Education is an ornament in prosperity and a refuge in adversity.” - Aristotle*

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

**Outcome:** Students will demonstrate meaningful educational progress by maintaining their attendance, achievement, and/or accessing wraparound services.

### Performance Measures:

- Percentage of teacher, parent, and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- Credits achieved.
- Accessing wraparound services
- Hot nutritious meals served.



*“Every artist was at first an amateur.” – Ralph W. Emerson*

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

**Outcome:** Development and expansion of work experience program by expanding community partnerships and employment opportunities.

### Performance Measures:

- Number of students showing interest in post-secondary careers including trade schools, apprenticeships, internships, and on-the-job training.
- Number of students accessing work-related field trips: GETT, Skills Canada, Women in Building Futures-Try a trade, going to post-secondary instructions, job fairs, Careers Next Generation
- Number of students accessing school partnerships
- Number of completed work experience credits and career-related courses.



*"Learning through the arts reinforces critical academic skills in reading, language arts and math and provides students with the skills to creatively solve problems."*

*Michelle Obama*

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

**Outcome:** Students will learn, experience, and affirm foundational knowledge about North America's Indigenous peoples, and particularly Canada's Indigenous peoples.

**Performance Measures:**

- Percent of students who engage with resources and activities that accurately reflect the history, strength, and diversity of Indigenous peoples.
- Percent of staff members who engage with resources and activities that accurately reflect the history, strength, and diversity of Indigenous peoples.
- The number of opportunities students must engage in activities that accurately reflect the history, strength, and diversity of Indigenous peoples.

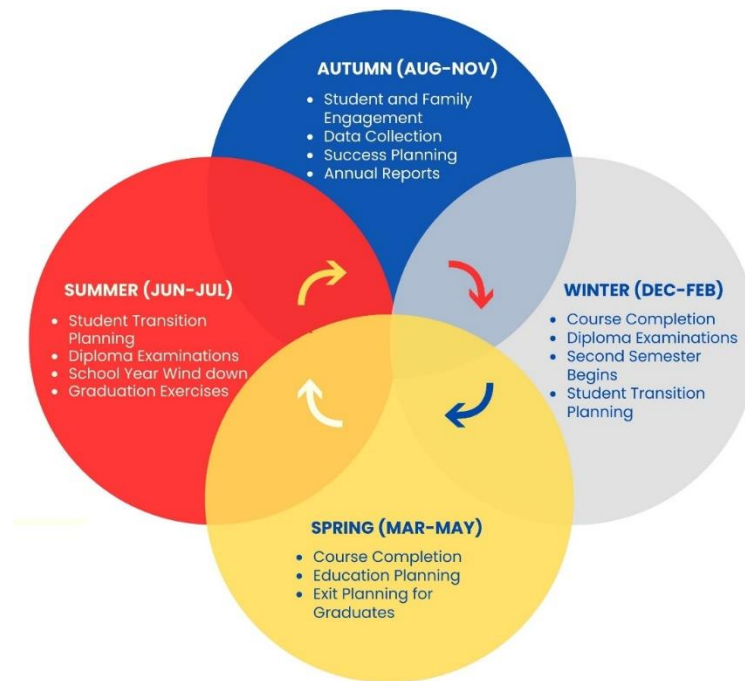


*"Nine-tenths of education is encouragement." - Anatole France*

## 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:

- **Autumn:** Engagement, data collection, success planning
- **Winter:** Plan implementation, accommodation and strategy application, evaluation, reporting
- **Spring:** Success maintenance, evaluation, exit planning
- **Summer:** Exiting, closure, reporting



General Annual Cycle of BSEC Events

For the 2024-2027 Three-Year Education Plan, Boyle Street Education Centre will continue with the four outcomes set by Alberta Education in the Assurance Measures. Those four outcomes are:

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

Boyle Street Education Centre adopts and keeps reviewing and updating the following strategies to ensure the success of our students.

- **A whole-child approach:** At Boyle Street Education Centre, we serve a diverse student population with a range of abilities and lived experiences. To fully support all our students' needs in their educational experiences, we start with understanding their needs, assessing their abilities, and examining the vital non-academic factors that contribute to students' long-term success, such as physical and mental health.
- **Serving all students:** At Boyle Street Education Centre, a "one-size-fits-all" approach to education does not work. Our approach is a more student-centered, personalized approach to both academic and non-academic services that respects and supports Indigenous and other cultural backgrounds, as well as diverse educational backgrounds and levels of academic proficiency.
- **Multiple pathways to success:** At Boyle Street Education Centre, we include a variety of practices that promote opportunities for students to become aware of multiple pathways to secondary education and careers, along with measures that indicate whether individuals are prepared to succeed regardless of the pathway they choose as they move through and beyond high school.



For Boyle Street Education Centre, student success is reflected not only in their academic achievement but also in their social proficiency, their mental health and wellness, and their general life skills. Professional development opportunities are provided to staff that equip them with comprehensive insight into students' needs and encourage refocusing of energy and resources toward factors outside of teaching that contribute to students' long-term success. This may include focusing on student needs such as physical and mental health, safety, relationships with the community, and good citizenship.

At Boyle Street Education Centre, we use a wraparound services model of support which is a necessary component for us to effectively serve our student population. This is based on the



teachings of the medicine wheel and encourages comprehensive physical, spiritual, emotional, and mental well-being. We begin with a meaningful intake interview that helps staff to identify and prioritize student needs.

The intake process also includes student-centered STAR literacy and numeracy assessments. We utilize many data sources to corroborate findings from these forms of assessments, including records of classroom performance, teacher observations of student behavior, and interactions with other students. Once student needs are identified, BSEC offers an integrated set of intensive interventions that can meet students where they are at, and it allows our experienced trauma-informed staff to track and analyze the impact of interventions to continuously improve the support they offer to the students.

Within the classroom, teachers often have flexibility to shape both formative and summative assessments that guide and measure student understanding on an individualized basis. It is always challenging for us to design assessments that capture accurate, actionable information about each student due to their unique skills and transient nature. However, through flexible and customizable teaching methods, assessments, and curriculum materials, Boyle Street Education Centre gives every student the opportunity to demonstrate their knowledge. Students are encouraged to evaluate their own skills and their own learning and behavior. Giving students a voice in how their learning is critical to student success.



*"If someone is going down the wrong road, he doesn't need motivation to speed him up. What he needs is education to turn him around." Jim Rohn*

## Research Project

All Charter schools are responsible for continued research to support student learning. Here is a synopsis of our project for next year.

### Project Synopsis:

Experiences of Soundscapes by Students Attending Boyle Street Education Centre

This project will perform semi-structured interviews with students at Boyle Street Education Centre to examine how they perceive soundscapes in places where they seek rest (group homes, etc.). Because sound may contribute to one's sense of security, or a lack thereof, this study will analyze how students interpret soundscapes in places of reprieve, and how this impacts their feelings of safety (Goodman, 2012). Additionally, it will examine how soundscapes impact these students' ability to seek rest and sleep, as a precursor to doing well in their academic studies.

Sounds are not interpreted the same by everyone. For example, individuals in low-income housing may interpret sounds made by neighbors as a source of frustration (loud sounds may wake one's sleeping children) or comfort (neighbor sounds may make an individual feel less alone) (Thompson, 2017). Individual interpretations of sound must therefore be examined in addition to an analysis of sound as an important determinant of health. Therefore, students will be asked to describe what it sounds like in places where they seek rest, and how they feel about this. Additionally, they will be asked if they feel these sounds have any impact on them (positive or negative), and if they would like to see any changes in their sonic environments. Sound is a commonly overlooked aspect of calm environments where one may feel safe; this project will give students the opportunity to share their thoughts on this understudied area (Voegelin, 2021).

This is a link of our last project, ([www.bsec.ab.ca/documents](http://www.bsec.ab.ca/documents))



*"I did then what I knew how to do. Now that I know better, I do better." Maya Angelou*

## Budget Highlights

The 2024-2025 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.



*“Intelligence plus character—that is the goal of true education.”— Martin Luther King jr*

### **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. This school year (2023-24) 92% 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 8 FTE support staff (including 1 intern from University of Alberta and, 2 educational assistants from Jordan’s Principle). Our dedicated staff provides significant support 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.

## 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, 2027. The lease is approved by the education minister on a year-to-year basis.

## Revenue & Expenditure

Our journey of resilience and hope started in 1996 when Boyle Street Education Centre was granted a charter. Our charter school journey is marked by the wisdom of our elders, our board members, our students, our staff, and our community. 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.

At Boyle Street Education Centre, the beginning of each academic year serves as a fresh canvas for our staff and students offering numerous possibilities for growth, exploration, and 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 2024-2025 projected budget is comprised of \$4,225,175.00 as revenue and \$4,225,175.00 as expenditures. This includes funding requested through Jordan's Principle.

Alberta Education has been a positive and contributing factor in the success that we have been able to experience for and with our students.

Jordan's Principle is a child first principle named in memory of Jordan River Anderson. Jordan was a First Nations child from Norway House Cree Nation in Manitoba. Born with complex medical needs, Jordan spent more than two years unnecessarily in hospital while the province of Manitoba and the federal government argued over who should pay for him at home care. Jordan died in the hospital at the age of five years old, never having spent a day in a family home.

## 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.

Our school was presented with **Guiding the Journey – Indigenous Educator Awards** by Indspire in recognition of outstanding contribution to Indigenous Education.

We were honored with the **Crime Prevention Award** in 2013 for keeping youth engaged at school.

Darcy Torpe, a teacher at our school was presented the **Janet Hughes Award** in 2023 in recognition for his contribution to lessening food insecurity in Edmonton. Darcy won this award for his charitable work within the community and helping the needy.

### **Summary of Facility and Capital Plans**

The current location 10312 – 105 Street, Edmonton meets 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 in their communication skills. A large majority of exchange students gave us feedback that their participation offered them an opportunity to reflect on future life choices, including academic and career goals. The 2024-2025 Board approved Budget Report is available at <https://bsec.ab.ca/our-school/administrative-documents>.

