

Land Acknowledgement



Boyle Street Education Centre respectfully acknowledges that we are 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.

Boyle Street Education Centre commits to honouring the Truth and Reconciliation Commission of Canada's calls to action. We strongly believe that truth must be first acknowledged in order for reconciliation to be achieved.

Together we call upon all our collective communities to build a stronger understanding of not only the first peoples, but for all who dwell on this sacred land.

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.



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Message from the Superintendent

I am thrilled to present our annual report as the new superintendent of Boyle Street Education Centre. Our youth deserve every opportunity to succeed despite their background, challenges, obstacles, and previous school experiences. At Boyle Street Education Centre, we see beyond that; instead, we see great potential in our youth.



This past year, Mavis Averill was the superintendent at Boyle Street Education Centre. Her leadership will speak to the intentional work done that will be evidenced in this report by the data, but more importantly, it will be evidenced by the story that is told. This story highlights how we engage with our youth and address their mental health needs, their physical needs, as well as their academic needs. It highlights achievements, big and small, but I believe this story mostly shares stories of the heart. It is doing what is best for our youth to ensure they feel safe and cared for. At Boyle Street Education Centre, our students walk through our doors, where they will be wrapped around with all the tools they need to become successful contributory members of society.

At Boyle Street Education Centre, it is also important for our youth to connect with who they are, and for many, it is about connecting to their Indigenous language and culture. We are proud to nurture this aspect of who they are by guiding them through ceremony, prayer, land-based teachings, and the words of our Elders. This element must never be lost, and we are very proud to incorporate it into our daily lives at Boyle Street Education Centre.

We hope to continue this work through a trauma-informed lens, ensuring we are not creating yet another obstacle for our youth. We will continue to do this work with compassion and understanding yet ensure the standards for learning are met with quality and rigour so our youth have every opportunity to reach their dreams beyond Boyle Street Education Centre.

I am pleased to present the Annual Education Results Report of Boyle Street Education Centre.

Debbie Michael
Superintendent
Boyle Street Education Centre

INTRODUCTION

This Annual Education Results Report helps 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 report also exists due to the work and dedication of the board and community partners of Boyle Street Education Centre.

The 2023-2024 school year at Boyle Street Education Centre saw both continued growth as well as continued challenges. Through the dedicated work of our staff, we were able to register 165 new and returning students for the school year. Although we started the school year with 165 students, due to our open registration policy, we worked with about 272 students throughout the school year. All year long, our school was bustling and busy and we gathered with community several times. Our land-based learning field trips and Indigenous activities and ceremonies contributed to families and students being excited to be part of our school and our learning process.

Since most students attending Boyle Street Education Centre are of Indigenous ancestry, the school continues to prioritize and celebrate Indigeneity. Boyle Street Education Centre honors the vital role that Elders play to promote the integration of languages and culture in school programming. They have valuable skills and knowledge they share with our youth.

Gender-sexuality/gay-straight alliances Gay-straight/gender-sexuality alliances (GSAs) promote welcoming, caring, respectful and safe schools for 2SLGBTQI+ students and their allies.



Boyle Street Education Centre proudly supports a GSA peer support network run by students and supported by school staff. It is grounded in the principles of promoting equity for sexual and gender minority students, providing safe, caring and inclusive spaces for all students, and offering healthy, respectful environments and relationships to prevent or eliminate bullying and discrimination. Our GSA helps 2SLGBTQI+ students overcome feelings of isolation and alienation that are a result of homophobic and transphobic bullying. Our aim is to empower students as they develop a sense of belonging in their school. We strongly support helping interested students become allies for their 2SLGBTQI+ peers and provide a safe place to help understand and learn how to offer support.

Boyle Street Education Centre continues to offer a safe, caring, and holistic education to our students and their families. We meet each challenge with confidence and integrity, and we have emerged from the 2023-2024 school year with a stronger sense of purpose and a continued belief in the strength and resilience of our staff, students, and community.

Leading a school with high needs requires collaborative work with all team members. Our Superintendent, Secretary-Treasurer, Principal, Vice Principal, and staff all offer important types of 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	Through a trauma-informed lens, learning is engaging and innovative
Learning Supports	
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.

”



HIGHLIGHTS

2023-2024



The school celebrated significant academic success and high school diploma completion.

Our school welcomed two new educational assistants through Jordan's Principle this year.

Our school attendance and registration were the highest it has been in many years.

We started a new literacy program to support student learning.



We organised a cultural outdoor education trip to Vancouver in October 2023 to meet with coastal Indigenous elders and students to learn about their territory. Visit beaches, hiking trails, lodges, and waterways. Also, to make connections, build understanding and challenge oneself to live a healthy lifestyle!



A group of educators from Singapore visited BSEC to learn about the alternative education program for students in Alberta, Canada and to share about the Singapore education system/practices in Singapore schools in May 2024.

Our school organized an art exhibition of students' art at the Rolling Tales Comic Book Shop in May 2024.



Our school participated in YMCA Youth Exchange 2024 between St. Mary Catholic and BSEC in May.



Accountability Statement



The Annual Education Results Report for Boyle Street Education Centre for the 2023-2024 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 2023-2024 was approved by the Board on November 21, 2024.

Kirstin Cardinal

Board Chair

21st November 2024

Whistleblower Statement



Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2023-2024 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 helps 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 available and which ones they are may be interested in accessing. Teachers may also meet with parents to introduce themselves and learn about student needs.

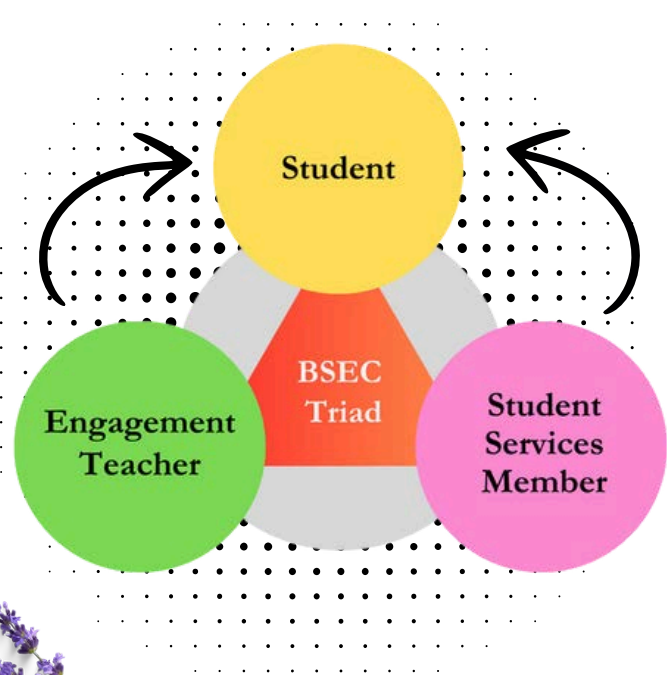
STAR assessment: All Boyle Street Education Centre students participate in assessment of their reading and math skills using STAR assessments. STAR reading guides literacy growth for K-12 students, while STAR math guides math achievement. These assessments quickly help teachers understand where their 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 who 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.



How BSEC builds relationships with students


WE LISTEN AND CARE

WE DON'T CENSOR STUDENT WORK

NO PRECONCEIVED NOTIONS

WE RESPECT THEIR STORY

WE BUILD TRUST THROUGH HONESTY




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
<ul style="list-style-type: none">• English Language Arts• Mathematics• Science• Social Studies• Physical Education• Traditional Media Art• Career and Life Management (CALM)• Knowledge and Employability	<ul style="list-style-type: none">• Communications Technology• Audio and Video Production• Cosmetology• Construction• Fashions• Work Experience/Work Readiness• Art• Foods• Braided Journeys

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:

- Drop In Physical –Education (PE)
- Success Coaching (CTS)
- Theatre Appreciation
- Animal-Assisted Group Therapy (CALM)
- Yoga (Physical Education/HPE)
- Artist in Residence (Music)
- Kickboxing
- Mountain Biking
- Improvisational Drama (CALM/ENG/IMPROV)
- Massage Therapy (PE– Wellness component)
- Braided Journeys (LDC Course)
- Indigenous cultural activities – daily smudging, pipe ceremony, sweat, and land-based learning opportunities



School staff work continue developing new locally developed courses and implementing new programs in areas such as Media Arts and 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 for our students is a constant effort to make it easy for our students to come to school:

SAFE SPACES *for* EVERYONE



- 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)

We are committed to providing a supportive and flexible environment that helps students overcome challenges and reach their full potential by graduation. Whether students need a different learning pace, individualized attention, or assistance in navigating life's challenges, we are here to help. The reviews provided by our students highlight the extraordinary circumstances and adversities they face, which they must overcome to find success at Boyle Street Education Centre.

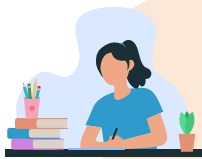
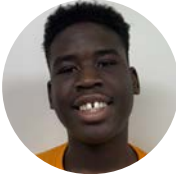
“We have multiple Indigenous speakers come to school to talk about their experiences and values and I feel that is very respected and valued here. I myself am not Indigenous but I appreciate and enjoy the culture at this school. I have learned so much and I plan to continue doing so. ‘Oree word of the day’ is a very important practice here. I have heard so many of my friends talk about how they’ve missed out on that part of their culture and I am glad we have this opportunity to be exposed to that.”



- Nima Chin Sam, BSEL Student

“It’s small and not too crowded. I like the fact that there is a Tech room where people can explore their creativity and knowledge.”

- Timmy Olaleye, BSEL Student



“I like how welcoming and nice BSEL is. I’ve accomplished a lot more than I thought I was going to in my time here so far. I’ve been able to socialize more and start taking part in some of the activities at the school. I feel less pressured than I usually do, making it a lot easier to learn. Having a good connection with the teachers make it easier to ask.”

- Anonymous BSEL Student



RECONCILIATION AND THE WAY FORWARD at BSEC

The Truth and Reconciliation Commission's Call to Action #63 calls upon the public education system to

- develop and implement curriculum,
- share best practices,
- build student capacity, and
- identify related teacher training needs.

Alberta's Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Quality Standard (SQS) focus on building foundational knowledge, creating and sustaining relationships, and career-long learning relating to Truth and Reconciliation and Indigenous Education. The goals of the Boyle Street Education Centre Board also focus on building capacity, foundational knowledge, and the TRC's Calls to Action.

In response, Boyle Street Education Centre has embedded reconciliation in all aspects of our school operations. Our curriculum, school policies, and community engagement initiatives are all designed to promote understanding and respect for Indigenous cultures and histories. Reconciliation is not just a concept we teach but a way of life at Boyle Street Education Centre.

We believe reconciliation is the responsibility of every member of Canadian society and strongly commit to reconciliation by celebrating First Nations cultures, engaging with First Nations cultures, and engaging with First Nations communities. At its heart, reconciliation is about strengthening relationships. It is creating the necessary space for us to heal.

Our commitment to this means we prioritize building authentic and trusting relationships where we can learn, and we heal and celebrate with our First Nations, Métis, and Inuit students and families. Reconciliation involves meaningful relationship-building and creating space for collective healing, but also a space where we can willingly participate and learn about the culture and language. We stand with Indigenous students, educators, and families to honor both those who survived residential schools and those who did not return home. We acknowledge that the pain from these injustices remains present in Indigenous communities today, and we commit to working towards healing and creating a hopeful future for our youth. We stand side by side with grace and humility to work together to build a better and healed future to foster a positive and inclusive environment.




RECONCILIATION AND THE WAY FORWARD at BSEC

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To further our commitment to this, at BSEC we support and offer:

Open Dialogue: We encourage staff and students to establish regular discussions and sharing circles where students and staff can discuss issues, share experiences, and express feelings in a safe space.

Cultural Awareness: BSEC proudly provides our students and staff with workshops, learning activities, and events that celebrate Indigenous culture and practices. We strive to recognize diversity and encourage understanding among different groups.

Community Building Activities: Our school organizes team-building exercises, land-based learning events, and social events supporting Indigenous culture and its values every school year. This is needed to build community, to re-engage or keep our youth connected to their culture, and to maintain strong student connections and friendships.

Support Systems: BSEC provides ongoing access to our educational psychologist, school counsellors, and youth worker. The school has intentionally chosen to have the educational psychologist on site to create meaningful relationships with students that allows us to provide safe and relationship-based assessment of our youth. Families and caregivers are involved in the assessment process and are empowered to access assessment done in a way that feels safe to them. In addition to that, cultural counselling and other mental health resources are provided to support students dealing with mental health or other challenges.

Cultural Ceremonies: At BSEC, we offer sweat ceremonies, pipe ceremonies, daily smudging, inclusive talking circles, and an opportunity to learn Cree language to both staff and students.

Honouring of National TRC Day: In observance of national TRC Day, we organise a small gathering every year to remember, honor, and respect every survivor of residential schools, their families, and their communities.

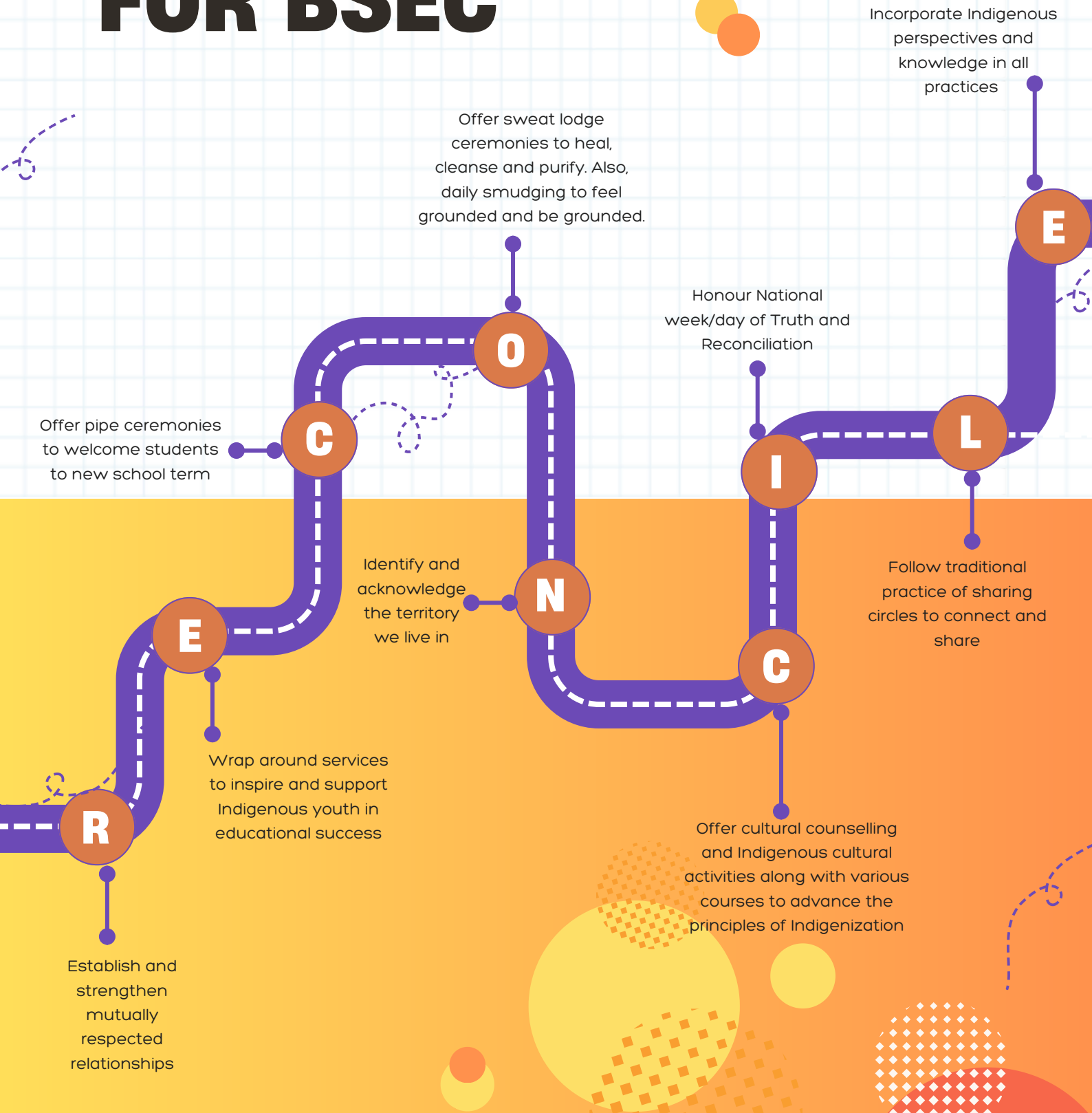
Cultural Courses: BSEC organises various land-based learning opportunities, activities, and fieldtrips over the school year to promote the principles of Indigeneity. We also offer a new course called Braided Journeys, which assists student success by cultivating a caring, welcoming, and positive place where Indigenous students see themselves, their contributions, and their culture represented, respected, and celebrated.

Indigenous-Led Reconciliation: We recognize that it is important to have Indigenous leadership and follow the lead of our Indigenous staff members in what reconciliation looks like and feels like. We strive to ensure, however, that the emotional labor of leading reconciliation is not overly taxing for our Indigenous staff while ensuring that their important voices are heard.

"Indigenous teachings and practices are incorporated into a multiple of my classes. Reading stories and hearing other students' and teachers' experiences is a big part of the environment here." - Anonymous BSEC Student

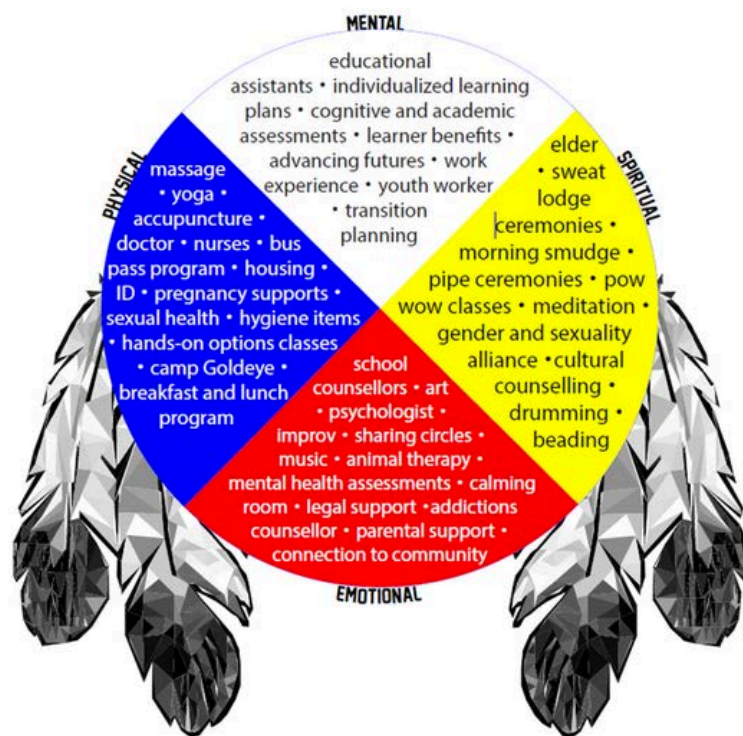


RECONCILIATION ACTION PLAN FOR BSEC



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. 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



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 neighbours as a source of

frustration (loud sounds may wake one's sleeping children) or comfort (neighbour 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).

In this vein, this study will perform qualitative semi-structured interviews with as many students as possible from Boyle Street Education Centre between September and December of 2023. I am an Assistant Professor of Sociology at MacEwan University, and have secured funding and two research assistants (undergraduate students from MacEwan) for this study. Ethics approval for the study will be attained from MacEwan's Internal Research Board during the summer of 2023. Results will be compiled in a report and provided to Boyle Street Education Centre. Findings approved by Boyle Street Education Centre and participants will be published in academic journals by myself and the student research assistants.

**"HALF OF THE STORYTELLING ABILITY IS SOUND."
– JOE HERRINGTON**

BUDGET

2023-2024



Budget 2023-2024 Overview

The 2023-2024 budget was prepared in accordance with the Funding Manual for School Authorities 2023/2024.

<https://open.alberta.ca/publications/1485-5542/resource/a0ff4c6e-5f33-4293-a98d-3939eb9680b5>

Enrollment

As of September 29, 2023, the school had 165 students enrolled, with 127 identified as Severe Needs students. Approximately 80% of the students self-identify as First Nation, Métis, and Inuit.

Audit

The audit of the 2023-2024 financial results audit was completed in November 2024. The most current financial and budget information (audited financial statements) can be found on our website. (www.bsec.ab.ca)

Strategic Priorities

The budget development focuses on the following strategic priorities, which align with the Board's mission, vision, and goals:

- **Inclusive Education:** Offering an inclusive, integrated, and accessible education program which promotes learning, healing, and self-growth for all students.
- **Safe, Welcoming and Caring Environment:** Ensuring a safe, welcoming, and caring learning environment which honors and respects diversity.
- **Balanced Budget:** Operating within a balanced budget.

- **Collaboration:** Collaborating with the wider educational community to share research and best educational practices.

Challenges and Goals

One of the goals of Alberta Education's New Funding and Assurance Model is to provide predictable funding. However, budgeting for our transient youth remains challenging. 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 support to navigate the world and to be designers of their own successes.

Budgeting Process

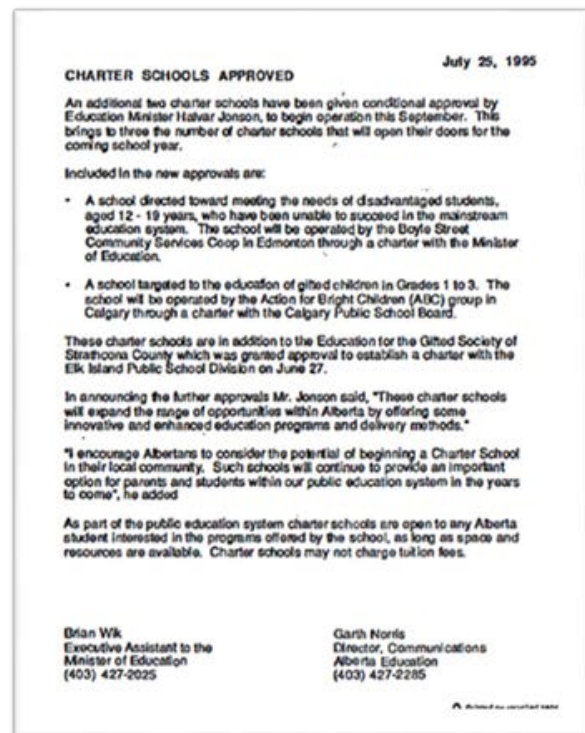
Budgeting is a process of making fundamental decisions that will shape and guide the work of the Board. The budget is educationally sound and fiscally responsible. It helps to identify the operational, financial, and other goals necessary to enable all learners of Boyle Street Education Centre to continue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

Our accounting summary shows investments in classroom experiences with qualified teachers and 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.



Boyle Street Education Centre - Charter History

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 school halls echo with the 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.




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



"Indigenous teachings and practices are incorporated into a multiple of my classes. Reading stories and hearing other students' and teachers' experiences is a big part of the environment here." - Anonymous BSTEL Student


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.

“BSTEL is a blueprint to my success. This school is like a diamond compared to copper over the past 3 years. I've gotten physically stronger thanks to the gym, more articulate in the music room thanks to the music room, and more calories to the day thanks to the free lunch. I could go on and on...”

- Anonymous BSTEL Student



"I like BSTEL because it offers a unique learning experience. The very one to one style of teaching helps me understand the topics and subject we learn, better. I enjoy that the school has a very close and friendly environment where everyone interacts with each other. I also appreciate the school's work experience course that allows students to learn and prepare for jobs."

- Anonymous BSTEL Student



RESULTS ANALYSIS OF ALBERTA EDUCATION ASSURANCE MEASURES



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 6003 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	87.2	83.0	82.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.6	79.6	78.4	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	0.0	0.0	0.0	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	15.0	6.7	12.2	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	66.7	33.3	33.3	81.5	80.3	80.3	Very Low	Improved	Issue
Teaching & Leading	Diploma: Excellence	14.3	0.0	0.0	22.6	21.2	21.2	Intermediate	Improved	Good
	Education Quality	89.9	92.7	93.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	80.8	81.9	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	99.2	94.4	95.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	92.3	84.0	84.0	79.5	79.1	78.9	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 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.
 - Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
 - Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
 - Participation in the PATs 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.
 - Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 - 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.
 - 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.

Overall, we are very pleased with our Education Assurance Measures. Although our Diploma marks in the acceptable range are very low, you can see that we have still improved in this area. Due to the nature of our school, how this test is administered, and the trauma our students carry, historically we are low in this area. Having said that, we have a renewed and continued focus on our practice to make sure our students have the best opportunity for success. Diploma results in the excellent range are intermediate. I cannot express how excited we are to see this type of growth at our school. This measure was also improved. This can be attributed to consistently collaborating with our school community. We had a strong focus on diploma exams, having over 25 diploma exams written last year. We had thirteen students write alone in June, the most ever at one sitting at our school.

Domain: Student Growth and Achievement Diploma Exam Acceptable/Excellence

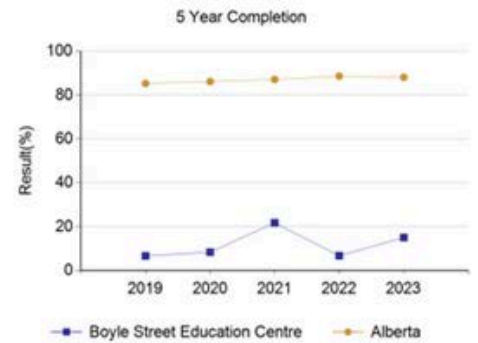
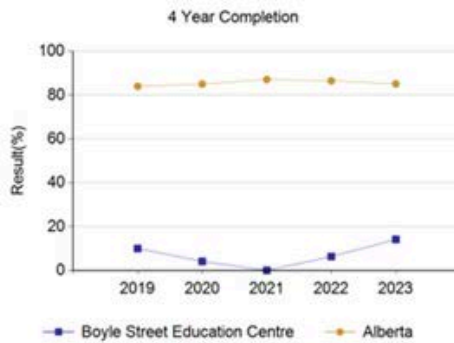
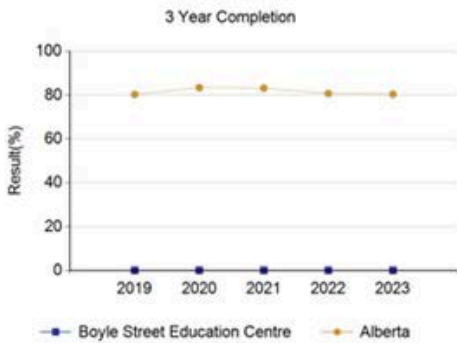
At BSEC, since there is a relatively small number of students who write the diploma exams, it takes very few substandard results to change the overall results drastically. It also remains a huge challenge for our students to prepare for and attend diploma exams being they are held only at specific times on certain days. The instability in our students lives often does not allow them to peak scholastically at these specific times. Although, our teachers work tirelessly to prepare students for success on these standardized tests. Although our numbers are smaller than other school, we were extremely proud of the focus, commitment, and work our students and staff put forth to prepare for these exams.



High School Completion Rates - Measure History

School: 6003 Boyle Street Education Centre
 Province: Alberta

	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	%
3 Year Completion	20	0.0	33	0.0	30	0.0	25	0.0	21	0.0	Very Low	Maintained	Concern	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	21	10.0	26	4.1	32	0.0	33	6.3	29	14.1	Very Low	Improved	Issue	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	31	6.6	25	8.3	30	21.7	33	6.7	35	15.0	Very Low	Maintained	Concern	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

High School Completion

One area we will always be looking for improvement is high school completion rate. 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 through the years 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: 2023-2024

Semester 1 Credits: 777

Semester 2 Credits: 1982

Total: 2759

Diplomas and Certificates

10 Diplomas, 1 Certificate of Achievement

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 10 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

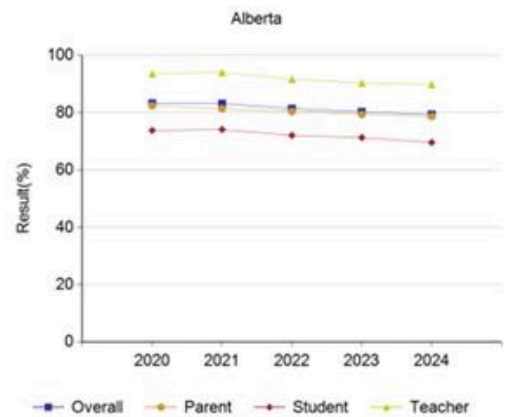
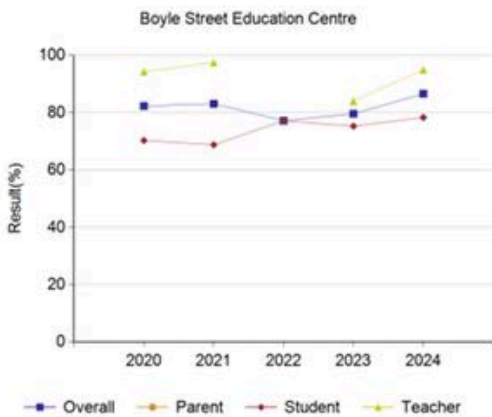
A.6 Citizenship - Measure History

School: 6003 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	53	82.3	31	83.1	28	77.2	68	79.6	49	86.6	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	2	*	3	*	2	*	2	*	4	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	42	70.3	23	68.8	28	77.2	58	75.3	41	78.3	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	11	94.3	8	97.5	n/a	n/a	10	84.0	8	95.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8



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.

Citizenship continues to be an area of strength for our school. It stayed very high with improved results from last year. 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. Furthermore, our school council continues to be pillar of strength for our school, counselling with administration and bring support and new initiatives to our school.

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 behavioral 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

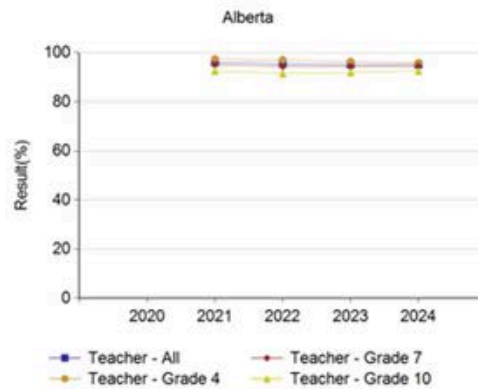
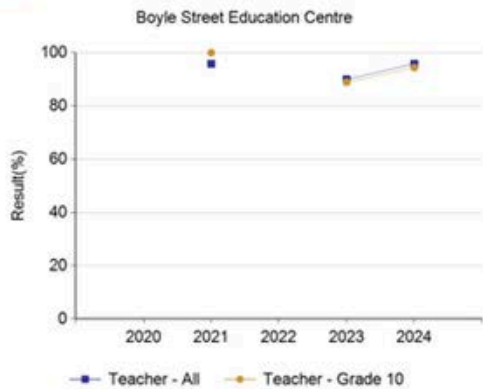
Measure History by Group - Teachers

School: 6003 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										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	8	95.8	n/a	n/a	10	90.0	8	95.8	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
Teacher - Grade 4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,535	97.4	4,729	97.1	4,787	96.4	4,826	95.9
Teacher - Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,741	95.1	6,310	94.4	6,544	94.4	6,607	94.5
Teacher - Grade 10	n/a	n/a	6	100.0	n/a	n/a	9	88.9	6	94.4	n/a	n/a	5,891	92.6	6,217	91.5	6,952	92.0	6,916	92.6



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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

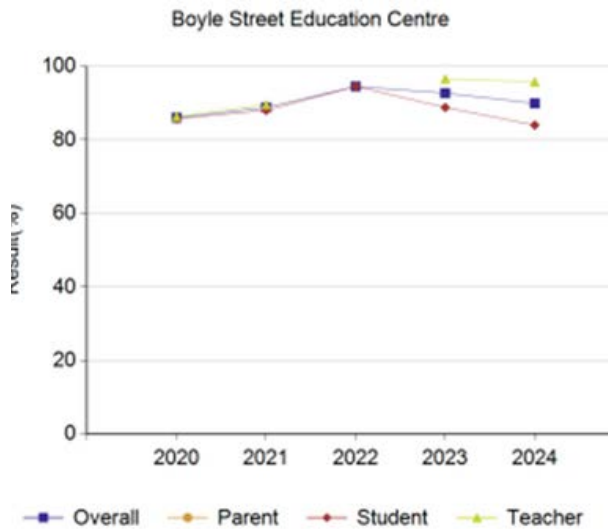
Statistically, we have little data from parental information from provincial surveys.

Ninety five percent of our teachers are very satisfied with student engagement. Our students continue to evaluate our program in a positive manner with 94% up from 87% the year before. 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.

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Credits	1475	1399	1607	1470	1174	2260	2759

We are very proud of our credit completion this year. The increase in credit completion correlates to the overall increase in our student population.

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.

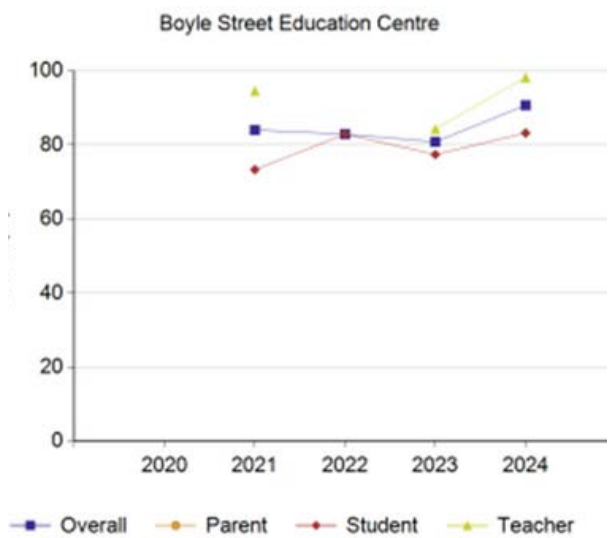
Supervision and Evaluation

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

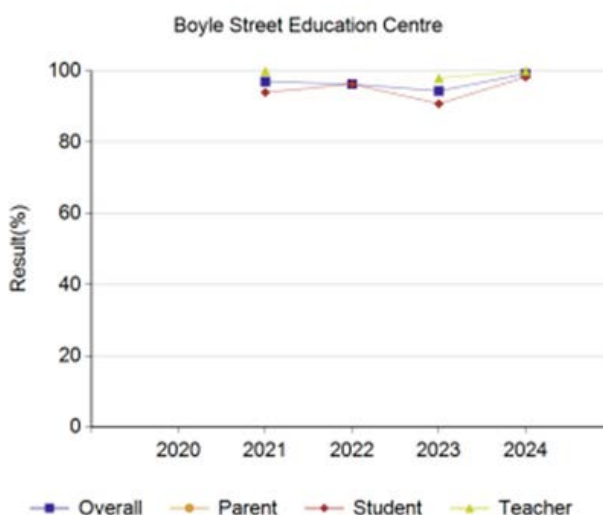


Graph of Authority Results

The graph shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. All three groups went up from last year, showing their satisfaction with our safe and caring school.

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. Again, all went up for the previous year. 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

In most years the student population at Boyle Street Education Centre is comprised of approximately 80% 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 2023-2024 school year.

Our programs, initiatives, and resources have been developed to serve this population. In the 2023-2024 school year, we had 131 out of 165 students self-identify as Indigenous. This entire document is dedicated to support the academic and behavioral success of First Nations, Métis, and Inuit students.



“This school is the embodiment of Indigenous excellence because this is where it’s funded with a multitude of resources ranging from learning crec to more in depth benefits like job positions. There’s a benefit for everybody.”
- Jeremiah Sabourin, BSEL Student





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

C.1 Parental Involvement - Measure History

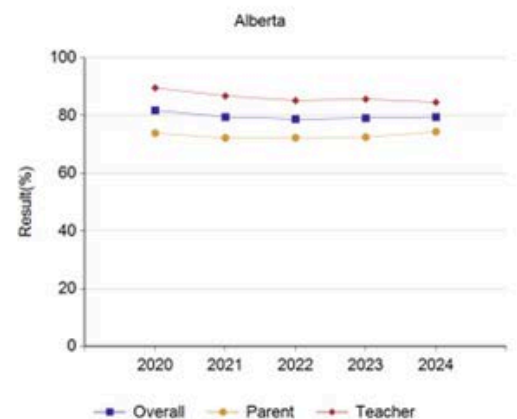
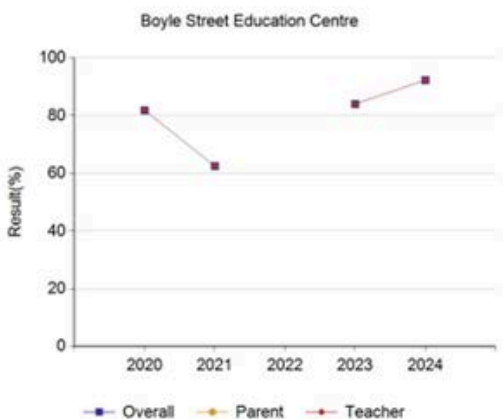
Government

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	81.8	8	62.5	n/a	n/a	10	84.0	8	92.3	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	2	*	3	*	2	*	2	*	4	*	*	*	*	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	11	81.8	8	62.5	n/a	n/a	10	84.0	8	92.3	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. We set specific dates when all staff went out and did 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



This was an area of emphasis this year. We engaged our local leaders, Elders, and school council to make sure we were on common ground and all moving towards the same goals. This year we decided to have questions ready with a QR code at all our community events, hoping to get more stakeholders engaged. 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

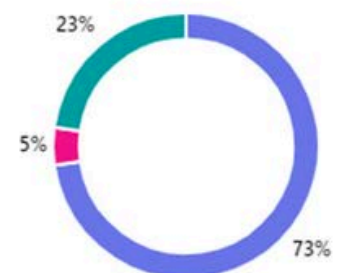
1. How are you connected to our school?

● Parent/Guardian/Caregiver	2
● Student	6
● Support Worker	1
● Other	9



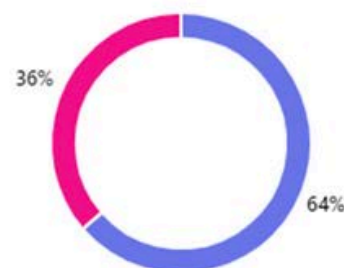
2. We welcome your input, how can we get it?

● Contact during school hours	16
● Contact after school hours	1
● Surveys sent home	5



3. How can we get to know you here at Boyle Street Education Centre?

● Community activities/events	14
● Phone calls and emails home	8
● Off campus visits to your homes	0



Student 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 uses 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.



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





Ron Davies, Principal, Boyle Street Education Centre



Charter Goals, Outcomes, and Local Performance Measures

BSEC has always looked to its 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 2023-2024, 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 customized 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 GOAL 1

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. (B.4 Safe and Caring)
- Credits achieved
- Accessing wraparound services
- Hot nutritious meals served

Key Insights on Performance Measures

Measure: *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.*

This measure indicates that BSEC continues to be a place where people feel safe and cared for. Among Parents, Students, and Teachers at BSEC those feeling this way increased an average of more than 9% over last year. We are proud of that, especially in light of a decline in this measure province wide.

Measure: *Credits Achieved*

In 2022-23 students at BSEC achieved 2260 credits. In 2023-24 they achieved a total of 2759 credits. This is an increase of over 20%. Though we do not expect this type of increase every year, we see it as an indication that our practices have helped our students to experience stability and success in their education where they may not have before.

Measure: *Accessing wraparound services*

We continue to experience high usage of our Student Support Staff. Due largely to improved attendance we saw an increase in students receiving support in many non-academic areas. Our student support staff are essential to support our student in areas such as counselling, funding, housing, justice and transportation.

Measure: *Hot nutritious meals served*

Supporting our students' nutrition has long been a priority at BSEC. This is a new measure that we would like to utilize to illustrate how BSEC supports engage students in a safe and caring path to completing high school. This is a new measure so there is not data for this year. However, the Foods Co-ordinator at the school estimates that 10,000 hot nutritious meals were served at BSEC in 2023-24.

CHARTER GOAL 2

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.

Our long time Work Experience Co-ordinator retired after the first semester, and so data for these measures are incomplete. The comments below are the observations of the current Work Experience Co-ordinator.

Measure: *Number of students showing interest in post-secondary careers including trade schools, apprenticeships, internships, and on-the-job training.*

Expanded roles of our career counsellors this year, continued to allow students to explore interest in different career paths. Most of these explorations were not specific to trade schools, apprenticeships, etc. But included academic post-secondary routes allowing students to go on to options such as counselling and social work.

Measure: *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*

In the second semester Women Building Futures continued to be a resource that students were connected with as was Careers Next Generation. Four students applied for internships with Careers Next Generation, with two receiving internships. Capacity building in this area bodes well for internships and use of work experience related community resources in this area.

Measure: *Number of students accessing school partnerships*

School partnerships continue with such businesses and organizations as Canadian Tire, BGS Career Ventures, and Careers Next Generation.

Measure: *Number of completed work experience credits and career-related courses.* - For the 2023-24 school year students enrolled in Work Experience related courses attained a total of 145 credits. They also achieved 33 work related certifications (eg. WHMIS). This provides a baseline for subsequent years.

CHARTER GOAL 3

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.

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 BSEC's 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.



"As our school and indeed the world continues to recover from the Covid pandemic, students are returning to school; however we are changed. Students are living with higher levels of anxiety and depression, and certainly all of us are living with more uncertainty. A school such as ours which attends to, and supports the whole student is more important than ever. We are determined to offer our students a safe space to continue their educational journey so that their choices in life can lead them to more positive outcomes."

Mavis Averill

Former teacher, Vice-Principal, Principal, and Superintendent



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