

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



Tan'si kakiyaw,

With gratitude and respect, I present the Boyle Street Education Centre (BSEC) Annual Education Results Report for 2024–2025. Each year, we renew our promise to create a learning space where our *oskâyak* (youth) are recognized, supported, and loved through *wâhkôhtowin* (connection). Our path forward remains one of heart, healing, and hope, grounded in the understanding that our *oskâyak* have stories to be told and gifts to be shared.

At Boyle Street Education Centre, we understand that learning extends far beyond the classroom walls. It begins with *wâhkôhtowin* — with self, with others, and with the land that extends beyond the traditional methods of learning and growing. Our approach remains grounded in Indigenous ways of knowing, being, and doing. Through ceremony, land-based learning, *Kehteyak* (Elders) teachings, and opportunities to reconnect with language and culture, we nurture belonging and identity. These practices remind us that education is not only about achievement, but also about balance: mind, body, spirit, and heart working together in harmony.

Our new Principal, Lenore Ouellette, will continue to pursue our vision and mission. She will lead our school with respect, shared vision, and love. She will ensure that all our *oskâyak* feel they belong and can pursue educational goals that will strengthen their confidence and identify. Together, we will continue to honour the Indigenous perspective, improve literacy and numeracy skills and knowledge, maintain inclusive learning environments, and wraparound supports that all come from a wholistic perspective. Our partnerships with families, community agencies, and *Kehteyak* deepen

our collective responsibility to ensure our *oskâyak* remain the focus and priority in all the decisions we make.

Our *oskâyak* (youth) arrive with diverse life experiences, and many carry stories of challenge and resilience. We will continue to encourage them to not give up and keep trying - *ahkameyimok!* Guided by trauma-informed practice, our staff come from a place of compassion, patience, and consistency that allow our *oskâyak* to feel safe and find comfort while at school. The Triad of Support — engagement teacher, student services, and the student — remains at the heart of our work, ensuring every learner is surrounded by care and understanding as they navigate a healthy pathway to reach their goals.

I am deeply grateful to our dedicated staff, Board of Directors, Alberta Education, and community partners for their continued belief in our mission. Together, we walk this path guided by respect, reciprocity, and the shared purpose of helping our *oskâyak* discover their strength and greatest potential.

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 2024-2025 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 173 new and returning students for 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 honours 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 (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 2024-2025 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 a complex and diverse student population requires close collaboration with all members of our team. 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 2024-2025



The school organised its 3rd annual service fair for our oskayak with over 17 local vendors from Edmonton.

Our school organised a schoolwide fieldtrip to raise a tipi at the school sweat site in April 2025.



Our Improv Drama team won the Nosebowl Champions Trophy 2025 at the Wildfire Festival organised by Rapid Fire Theatre, Edmonton Alberta. Two of our students not only won the Improv Drama trophy, but went on to be hired by the company, turning their talent, teamwork, and creativity into real employment opportunities.



Our school was invited to attend the First Nations Veterans Day ceremony at the Legislature Building in November 2025.

Our dual-credit students went on a field trip to Metis Crossing with Norquest College. This experience was a great opportunity for our oskayak to explore the cultural practices and history of the area.

We organised a 4-day cultural outdoor education trip to Banff in October 2024 to meet with Indigenous elders and educators, learning about the area's history, alliances, and how people are shaped by the land, making connections to those lands.



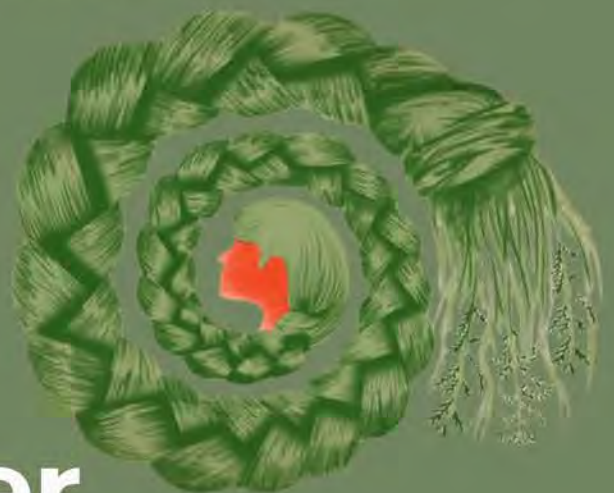
Accountability Statement

The Annual Education Results Report for Boyle Street Education Centre for the 2024-2025 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 2024-2025 was approved by the Board on November 27, 2025.

Kirstin Cardinal

Board Chair

27th November 2025



Whistleblower Statement

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2024-2025 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 BOYLE STREET EDUCATION CENTRE



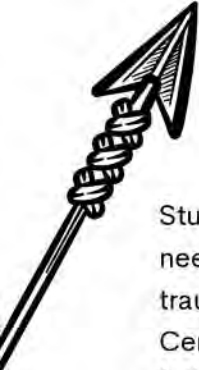
Boyle Street Education Centre is open to young people who are not experiencing success in conventional learning environments. Our student population is comprised of predominantly First Nation, Métis, and Inuit (FNMI) students.

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.

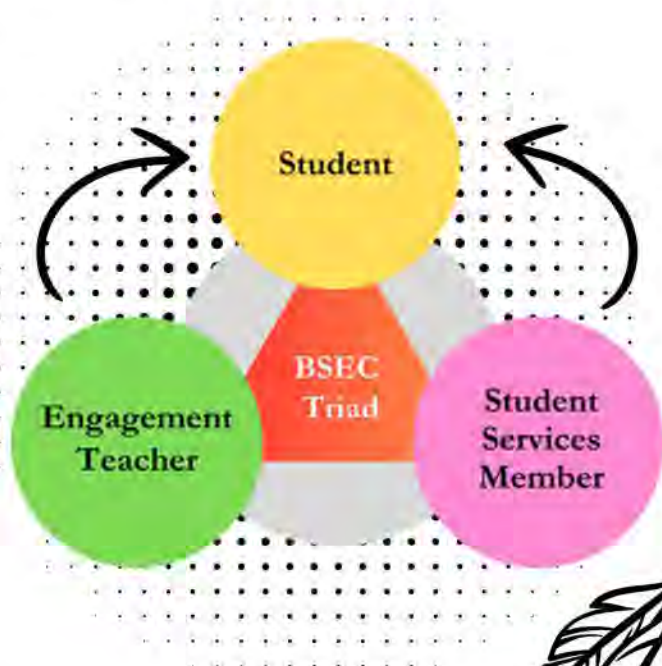
STAR Assessment: All Boyle Street Education Centre students participate in assessment of their reading and math skills using STAR assessments. These assessments provide our teachers with data to evaluate student strengths and weaknesses, monitor growth over time, and inform instructional decisions. These quick assessments give teachers meaningful, early data without overwhelming students with lengthy diagnostic testing.

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

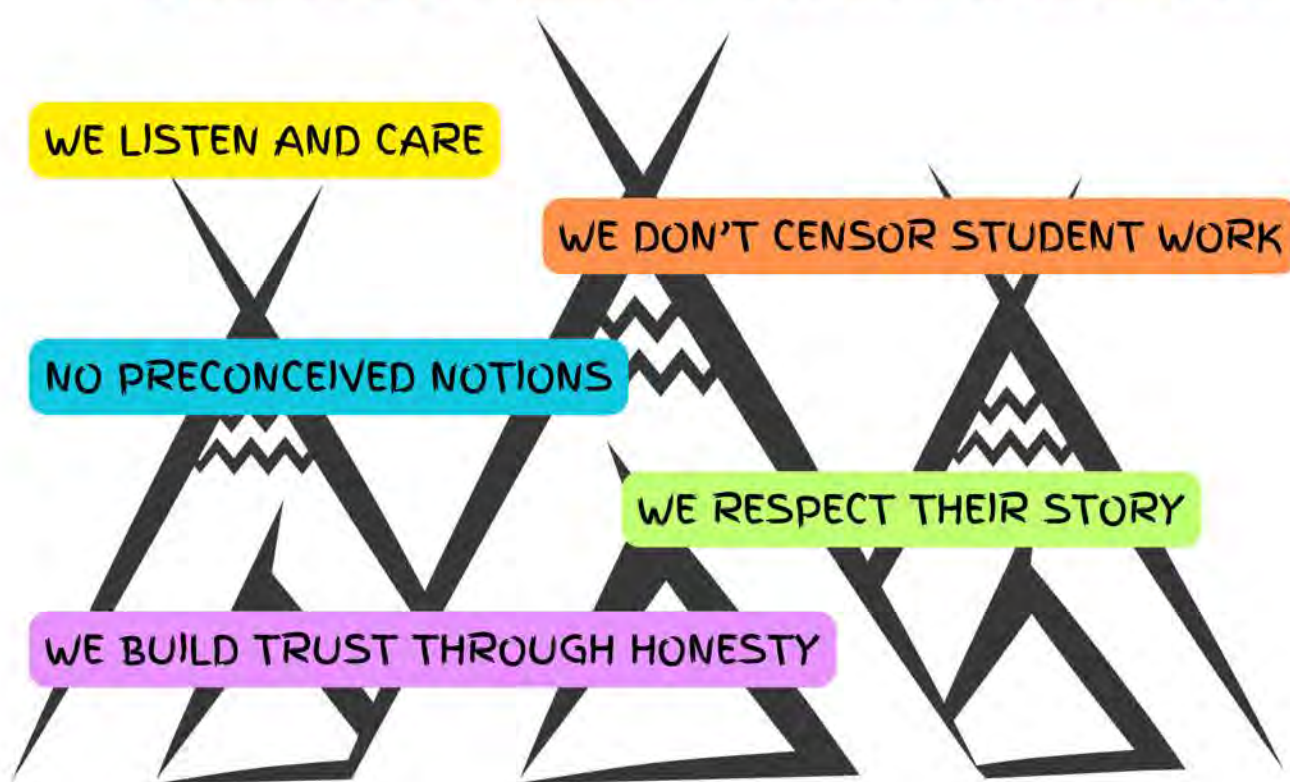
interest. They return to do a second individualized course plan when the second semester starts, but staff is flexible with students, and they can change courses as needed and if appropriate.

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



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

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Traditional Media Art
- Career and Life Management (CALM)
- Knowledge and Employability

Optional Courses

- 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, school-wide nêhiyawêwin (Cree word of the Day) 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:

Psychoeducational Assessment

Doctor services

Emotional and Behavioral counseling

Student Funding Supports

Access to Alberta Health Services through the Indigenous Wellness Clinic

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 support, or assistance in navigating life's challenges, we are here to help. The stories and information our students share highlight the extraordinary circumstances and adversities they face, and we work alongside them to overcome these challenges so they can find success at Boyle Street Education Centre.

"I would recommend BSEC to students because of school's understanding in vulnerability, free breakfast and lunch, gym equipment as well as the services that can get you on your feet for the corporate world. When BSEC shows the care that they do, it's enough to change a life."

- Jeremiah Sabourin, BSEC Student

"They have been very accommodating to my learning disabilities, even when I get to dealing with too much."

- Anonymous BSEC Student



"I feel supported and cared for by BSEC due to the flexibility and understanding towards students. BSEC made a difference in my life through its consistent support to students that you can't get in other schools."

- Anonymous BSEC 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

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools,
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history,
- Building student capacity for intercultural understanding, empathy, and mutual respect; and
- Identifying teacher-training needs relating to the above.

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 a relationship, a responsibility and a way of walking together at Boyle Street Education Centre. BSEC remains committed to providing intercultural understanding opportunities for students and staff, as well as providing meaningful professional development in these areas as well.

We understand reconciliation as a shared responsibility, carried by all of us. We walk toward reconciliation by honouring and learning from First Nations cultures, listening deeply, and building relationships with First Nations communities. At its heart, reconciliation is about restoring balance and strengthening our connections. It is creating space for truth, healing, and walking together in a good way.

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 honour 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.



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, honour, 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 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.

Schoolwide Cree Word of the Day: BSEC has included schoolwide Nehiyawatsiwin (Cree Language) learning and cultural connection for all students and staff and, also recognises participation in schoolwide assembly.

"An indigenous experience that has meant the most to me is going to the sweats and sweetgrass picking because it feels very healing and calming to me and my spirituality."

- Ambrielle Delorme-Aulotte



PATHWAY TO RECONCILIATION

Establish and strengthen mutually respected relationships

Wrap around services to inspire and support Indigenous youth in educational success

Offer:

- Sweat lodge ceremonies to heal, cleanse and purify.
- Daily smudging to feel grounded and to start each day in a good way

Identify and acknowledge the traditional territory we live on

Follow traditional practice of sharing circles to connect, share, learn and heal

Offer pipe ceremonies to pray, seek guidance and connect spiritually

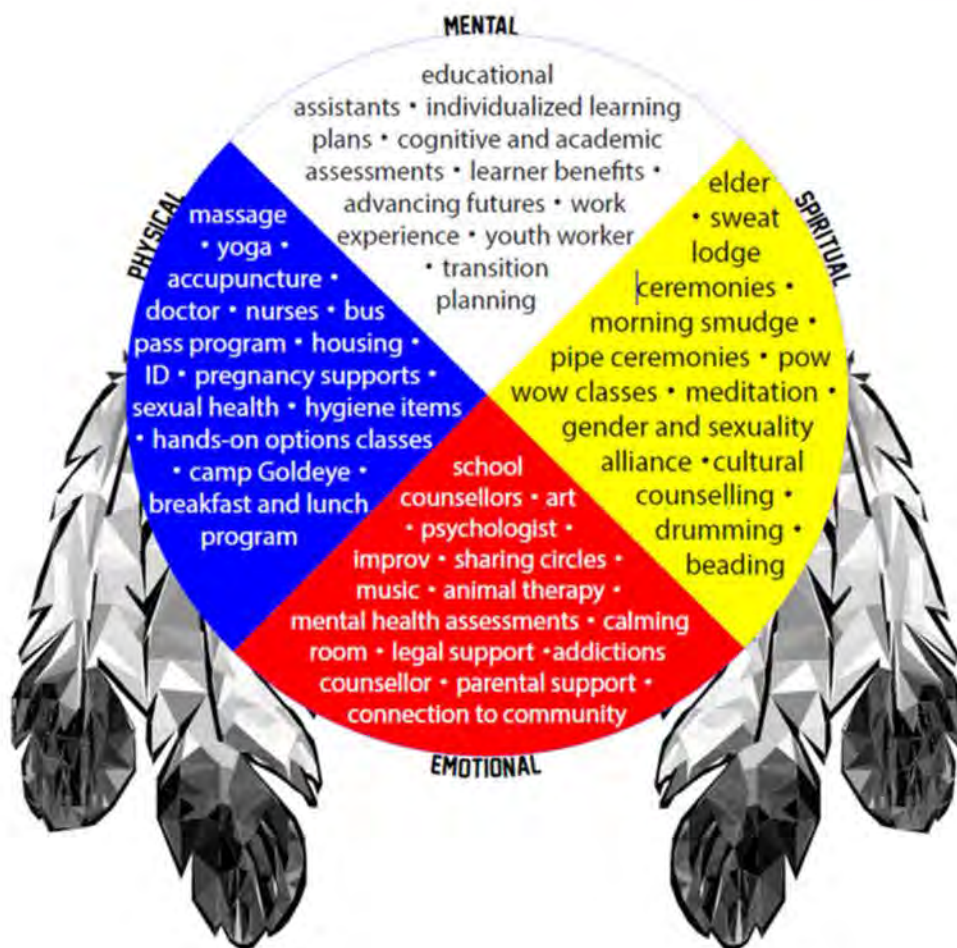
Honour National week/day of Truth and Reconciliation

Incorporate Indigenous perspectives and knowledge in all practices

Offer cultural counselling, traditional practices, language and programming to advance the principles of Indigenization

The Medicine Wheel

- A way of life at BSEC



Each part of the medicine wheel is connected and reflects the holistic educational philosophy that guides our work. From the moment a student enters our school to the moment they leave, we intentionally weave Indigenous teachings and cultural practices into their learning journey. These teachings remind us to support the whole student, spiritually, emotionally, mentally, and physically, and to honour the strengths and experiences they carry.

Grounding our practice in Indigenous worldviews creates a school environment where all students feel seen, respected, and valued, and where all students deepen their understanding of the cultures and knowledge systems rooted in this land. This approach strengthens relationships, supports well-being, and upholds our responsibility to provide inclusive, culturally responsive education that affirms every learner.



Research Project

Project Synopsis:

Experiences of Soundscapes by Students Attending Boyle Street Education Centre

In Alberta, all charter schools are required to engage in ongoing research to support the continuous improvement of education. At Boyle Street Education Centre, we approach this responsibility with care and respect. We select research projects that truly meet the learning needs, strengths, and lived experiences of our students. We look forward to sharing the findings and learnings from the Experiences of Soundscapes by Students Attending BSEC research project with our school community.

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.

BUDGET

2024-2025

Budget 2024-2025 Overview

The 2024-2025 budget was prepared in accordance with the Funding Manual for School Authorities 2024-2025.

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

Enrollment

As of September 29, 2024, the school had 173 students enrolled, with 137 identified as students with severe needs. Approximately 79% of our student population self-identifies as First Nation, Métis, and Inuit.

Audit

The audit of the 2024-2025 financial results audit was completed in November 2025. 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.



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 elders, board members, students, staff, and our community. Grounded in Indigenous ways of knowing, our school listens to and honours the stories shared by our Elders, students, and their families. We strive to hold a safe, welcoming, and caring space where everyone can learn and grow together.

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. Our Charter was successfully renewed in 2001, 2006, 2011, and 2016. A 15-year charter renewal was granted in 2021.

Our existence is a testament to the unyielding spirit and resilience of oskayak (youth) who have persevered despite many challenges in their lives. It's also a testament to the board, school staff and community who remain committed to honour and guide students mentally, spiritually, emotionally and physically.

Facility and Capital Plans

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

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

We have been donated a site by Mr. Dan Sheehan on an acreage west of Morinville, to host spiritual ceremonies, Sweat lodges, cultural camps and talking circles; and facilitate intergenerational learning in an appropriately designed outdoor learning

space. 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.

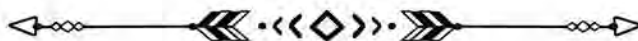
Lease

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.



"BSEC has made it possible for me to graduate by having patience and providing direct one-on-one help with my work. The teachers always ensure that all the work I am assigned gets completed. Braided Journeys class with Tim was a very enjoyable and a really good experience."

- Anonymous BSEC Student



RESULTS ANALYSIS OF ALBERTA EDUCATION ASSURANCE MEASURES



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

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	84.0	87.2	83.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.6	86.6	81.2	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	5.6	0.0	0.0	81.4	80.4	81.4	Very Low	Improved	Issue
	5-year High School Completion	16.6	15.0	14.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	71.4	66.7	50.0	82.0	81.5	80.9	Very Low	Improved	Issue
	Diploma: Excellence	9.5	14.3	7.1	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	88.5	89.9	92.4	87.7	87.8	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	90.7	84.8	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	90.8	99.2	96.6	80.1	79.9	80.7	Very High	Declined	Good
Governance	Parental Involvement	78.0	92.3	88.2	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

The Assurance Measures offer us guidance on where our students are growing and where we, as a school, can deepen our support. Some indicators reflect the complex realities our learners face, and they help us identify opportunities to strengthen both wellbeing and academic success. Grounded in Indigenous ways of knowing, we honour that learning is relational and non-linear, while also recognizing our responsibility as a high school to support strong academic outcomes. We continue to expand best practices, targeted instructional, enhance culturally responsive teaching, and build pathways that help students move confidently toward completion. These results encourage us to keep improving, strengthening our wraparound supports, and removing barriers so every student has the opportunity to achieve their academic goals and thrive in a safe and culturally grounded environment.



Student Growth and Achievement

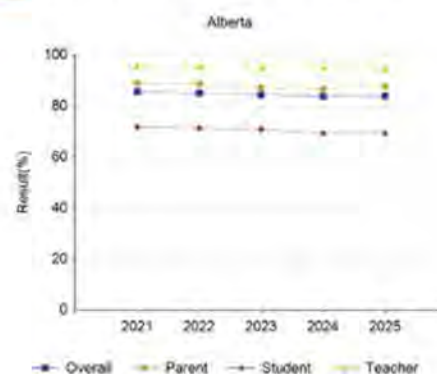
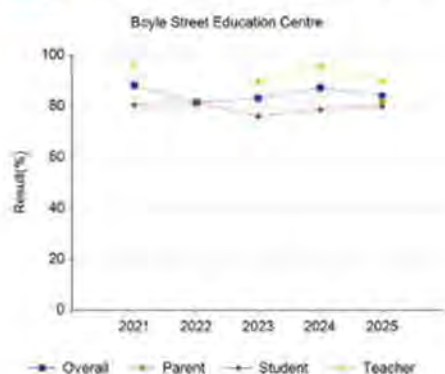
S.1 Student Learning Engagement - Measure History

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									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	88.1	28	81.4	55	83.0	49	87.2	121	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	3	-	2	-	2	-	4	-	36	82.1	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	23	80.5	28	81.4	38	76.0	41	79.6	75	79.9	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	8	95.8	n/a	n/a	10	90.0	8	95.8	10	90.0	30,173	96.0	30,944	95.5	32,323	95.1	32,847	95.1	33,543	96.0
											Measure Evaluation									
											Achievement	Improvement	Overall							
											Intermediate	Maintained	Acceptable							
											Low	n/a	n/a							
											Very high	Maintained	Excellent							
											Very Low	Maintained	Concern							



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.

Domain: Student Learning Engagement - Measure History

BSEC 84%

AB 83.9%

Our Diploma Exam results, both in the Acceptable and Excellence categories, must be viewed through the unique context of our school and the very small number of students who are eligible and able to participate. Many BSEC students face significant barriers in their daily lives, including housing instability, unmet basic needs, trauma, and ongoing wellness concerns. These realities can affect their ability to prepare for and attend high-stakes provincial assessments.

Despite these challenges, our data continues to show encouraging growth over time. This progress reflects the dedication of our staff, who work closely with students to build academic confidence, strengthen course completion, and provide the individualized support needed for Diploma readiness. Each student who reaches the point of writing a Diploma Exam represents a significant milestone in their educational journey, and the upward trends demonstrate that our approach, grounded in relationship-building, flexible pathways, and responsive teaching, is creating meaningful impact.

Student Learning Engagement

Boyle Street students arrive with disrupted school histories, trauma, and inconsistent attendance due to homelessness or unstable living conditions. Despite this, BSEC shows stronger levels of learning engagement. Guided by Indigenous ways of knowing, we create learning experiences that honour students' voices, strengths, and lived realities. By building relationships, supporting the whole oskayak, and weaving cultural teachings into everyday practice, we help them stay connected, motivated, and supported in their learning journey.

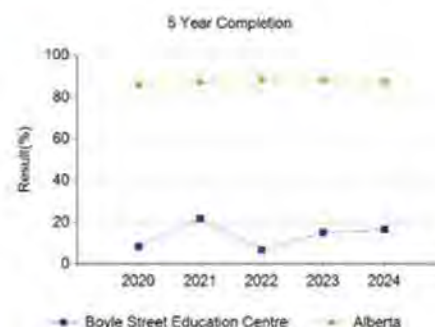
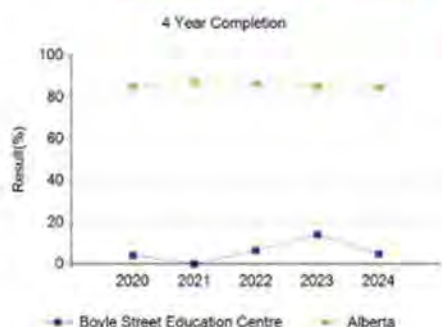
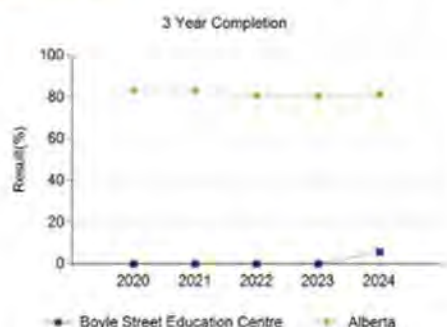
Student Growth and Achievement

High School Completion Rates - Measure History

School: 6003 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	33	0.0	30	0.0	25	0.0	21	0.0	18	5.6	Very Low	Improved	Issue	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	26	4.1	32	0.0	33	6.3	29	14.1	21	4.8	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	25	8.3	30	21.7	33	6.7	35	15.0	31	16.6	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



Notes:

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

Domain: High School Completion Rates - Measure History

BSEC 5.6%

AB 81.4%

High School Completion

Our oskayak come to BSEC because they were not always successful in other provincial school settings, often due to complex life circumstances that interrupted their learning. BSEC serves a high proportion of oskayak with diverse learning profiles and strengths, including many who are neurodiverse or have formally identified learning needs that require individualized supports. Our small school size allows us to meet these needs through wrap-around services and a student-first approach grounded in relationships and well-being. Even with this strong foundation, the diverse and complex needs of our oskayak

population mean that high school completion will always be an area requiring ongoing, thoughtful attention. We remain committed to walking alongside each learner, celebrating every step of progress, and continuing to strengthen the pathways that help our oskayak reach this important milestone.

High School Completion Rate (3 Yrs.)

Across Alberta, the three-year average completion rate is 80.7%, compared to Boyle Street's 14.6%. This gap exists because the provincial calculation assumes stable enrollment and continuous schooling. Oskayak at BSEC often re-engage with education much later, move frequently, or return after being out of school for years. Many students need more than three years to make up lost learning.

High School Completion Rate (5 Yrs.):

Many oskayak at BSEC require five years to complete high school, which is understandable given their learning journeys. Many of our oskayak arrive with significant gaps in their schooling experiences, often the result of disrupted attendance, instability, or past school environments that did not meet their needs. These gaps translate into areas of unfinished learning that take time, patience, and the right supports to rebuild.

To support high school completion, we provide a range of relational, wrap-around, and culturally grounded approaches, including:

- A deeply relational approach grounded in wâhkôhtowin and connection as a priority
- Intake meetings that guide us to understand the needs of each oskayak and help on their educational journey
- Access to support services for all oskayak
- Access to school supplies
- Nutritious breakfast and lunch available daily
- An oskayak-first approach that allows learners to progress at a pace that honours their unique learning needs, strengths, and lived experiences

With time, trust, and consistent support, our oskayak make meaningful progress on their educational journey, each following a path that reflects their realities and celebrates their resilience.



BSEC Class of 2025



DOMAIN: CITIZENSHIP



Student Growth and Achievement

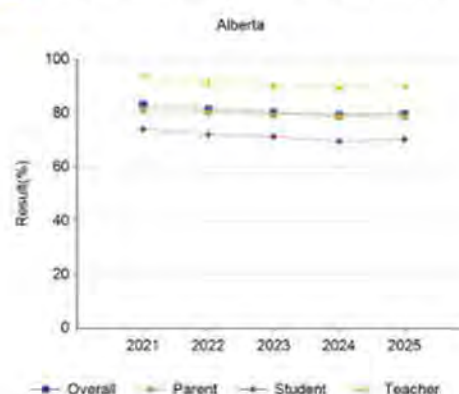
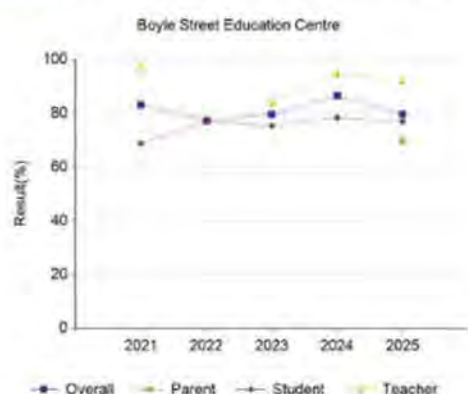
A.6 Citizenship - Measure History

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	31	83.1	28	77.2	68	79.6	49	86.6	121	79.6	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	3	*	2	*	2	*	4	*	36	69.9	Intermediate	N/A	N/A	30,905	81.4	31,659	80.4	31,869	79.4	33,217	76.7	34,441	76.6
Student	23	68.8	28	77.2	58	75.3	41	78.3	75	76.9	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	8	97.5	N/A	N/A	10	84.0	8	95.0	10	92.0	Intermediate	Maintained	Acceptable	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



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.

Domain: Citizenship - Measure History

BSEC 79.6%

AB 79.8%

Citizenship continues to remain a strong area for BSEC, with high levels of satisfaction among teachers, parents, and students that our oskayak model the characteristics of active citizenship. This result is especially notable given the significant increase in overall survey participation, from 49 responses in 2024 to 121 in 2025. Of these, 75 responses came directly from our main stakeholders, the students themselves. Their voices give us the clearest picture of how our school culture feels to those who experience it every day. We also continue to receive meaningful input from our Student Council, who actively share their perspectives and participate in planning school activities. Their involvement reflects a growing sense of belonging, wâhkôhtowin, responsibility, and leadership within our student body.

DOMAIN: TEACHING AND LEADING EDUCATION QUALITY

Teaching & Leading

A.4 Education Quality - Measure History

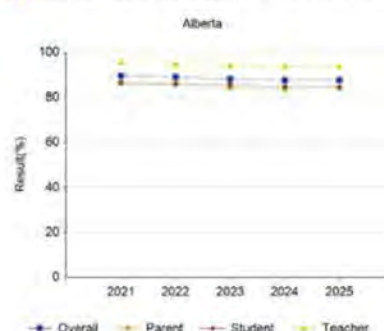
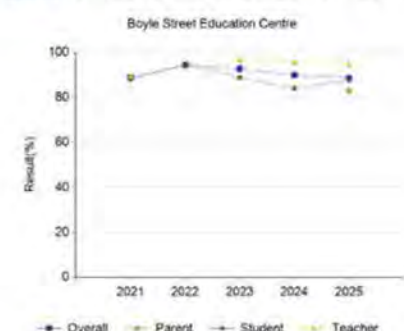
School: 6003 Boyle Street Education Centre

Province: Alberta



Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Boyle Street Education Centre										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	88.0	26	94.5	66	92.7	48	89.8	121	88.5	230,814	89.6	249,532	89.0	257,564	88.1	265,643	87.6	269,550	87.7
Parent	3	*	2	*	2	*	4	*	36	82.8	31,024	66.7	31,728	66.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	23	88.0	26	94.5	56	88.8	41	84.0	75	87.7	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	8	89.6	n/a	n/a	10	96.6	8	86.8	10	95.0	30,201	95.7	30,870	95.0	32,351	94.4	32,071	93.9	33,570	93.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. 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.

Domain: Education Quality - Measure History

BSEC 88.5%

AB 87.7%

The provincial rating for Education Quality is 87.7%, while Boyle Street's rating is 88.5%, a result that is slightly higher and genuinely noteworthy given the complexity of our student population. Despite many students facing challenges far beyond what is typically seen in Alberta schools, BSEC continues to uphold strong relationships, responsive teaching practices, and trauma-informed approaches that students recognize as meaningful and high-quality support. Our commitment to meeting students where they are, honouring their lived experiences, and adapting instruction to their needs is clearly reflected in this strong result.



Learning Supports

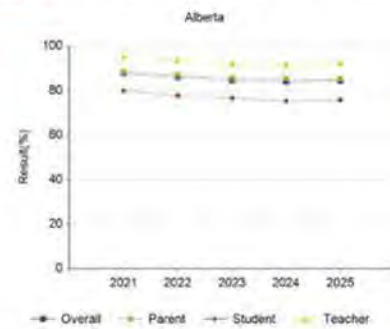
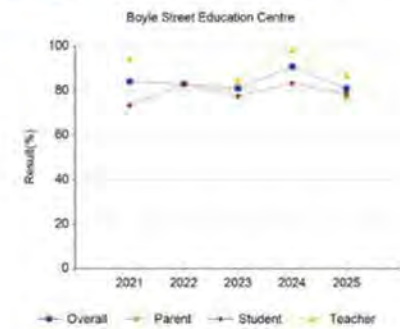
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 6003 Boyle Street Education Centre

Province: Alberta

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

Student	Boyle Street Education Centre										Alberta																											
	2021					2022					2023					2024					2025					Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	31	84.0	28	82.9	68	80.8	49	90.7	121	85.8	Low	Maintained	Stable	231,091	87.8	249,841	86.1	257,391	84.7	265,321	84.0	269,282	84.4															
Parent	3	*	2	*	2	*	4	*	36	77.1	Very Low	N/A	N/A	30,980	86.2	21,719	86.9	31,885	85.6	33,232	85.3	34,452	85.2															
Student	23	73.3	28	82.9	58	77.4	41	83.2	75	78.6	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7															
Teacher	8	94.6	N/A	N/A	10	84.3	8	88.2	10	88.8	Very Low	Maintained	Concern	30,211	95.3	30,968	93.8	32,350	92.0	32,069	91.6	33,562	92.3															



Notes:

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

Domain: Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) - Measure History

BSEC: 80.8%

AB: 84.4%

Provincially, the Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure sits at 84.4%, while Boyle Street is at 80.8%. Although this reflects a decline from the previous year, the context is important: our number of survey responses has increased dramatically over time, from 31 in 2021 to 28 in 2022, 68 in 2023, 49 in 2024, and 121 in 2025. This significant growth in participation shows that we were more successful in connecting with parents, students, and staff to gather meaningful feedback. BSEC will continue to be intentional in the areas that matter most for students. Our work is grounded in Indigenous ways of knowing and being, relationship, respect, connection, and belonging. The feedback we receive reinforces our belief that students feel safe, valued, and welcomed at BSEC.



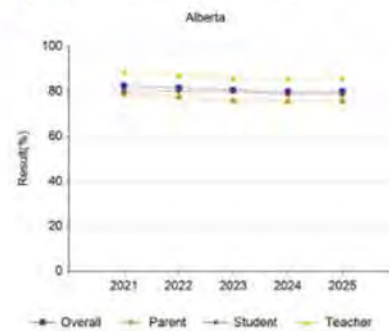
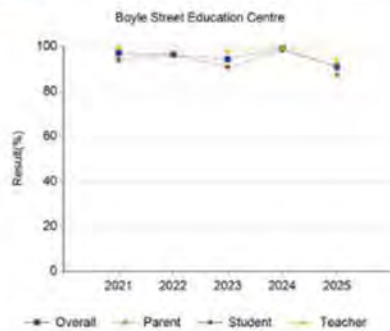
Learning Supports

H.1 Access to Supports and Services - Measure History

School: 6003 Boyle Street Education Centre
Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Boyle Street Education Centre										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	31	97.0	28	96.3	68	94.4	48	99.2	120	90.8	Very High	Optimized	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	3	*	2	*	2	*	4	*	35	87.4	Very High	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	23	94.0	28	96.3	58	90.8	40	98.3	75	91.1	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	79.7	200,841	79.7
Teacher	8	100.0	n/a	n/a	10	95.0	8	100.0	10	94.0	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. 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.

Domain: Access to Supports & Services - Measure History

BSEC: 90.8%

AB: 80.1%

Provincially, 80.1% of teachers, parents, and students agreed that students have access to the supports and services they need. At BSEC, that number was considerably higher at 90.8%. This strong result reflects our commitment to providing wraparound supports—nutritious meals, mental-health services, cultural programming, transportation, and consistent attention to the mental, spiritual, emotional, and physical wellbeing of our oskayak. Our work continues to deepen as we honour Indigenous teachings and walk alongside our students in a holistic and meaningful way.





FIRST NATIONS, MÉTIS, AND INUIT STUDENT MEASURES

Over 79% of our oskayak self indentify as FNMI.

In the 2024–2025 school year, we had 137 out of 173 students self-identify as FNMI. Guided by Indigenous ways of knowing, our programs honour and support FNMI youth and remain open and inclusive to every student in our school community. We continue to strengthen our programming, honour culture, and provide the wraparound care our youth deserve. With humility and hope, we move forward, guided by our Elders, Board, students, staff and community.

“

“BSEC has a lot of resources and tools to help students with learning/schoolwork. There are a lot of opportunities and chances that I feel other schools don't offer. BSEC has a lot of people/connections to help students in every way.”



– Norman Worme, BSEC Student

”

“One of the indigenous experiences and activities that have meant the most to me was the school coming together in unity and fellowship for Truth and Reconciliation. The attention of all students on this day was unlike any other.”

– Jeremiah Sabourin, BSEC Student



PARENTAL INVOLVEMENT



Governance

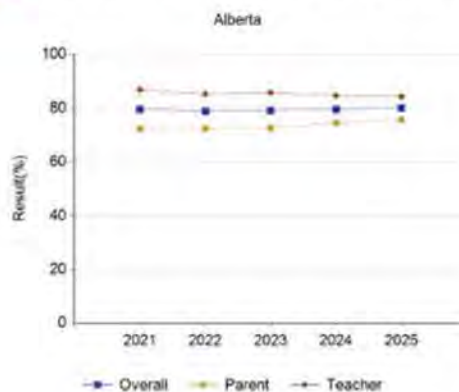
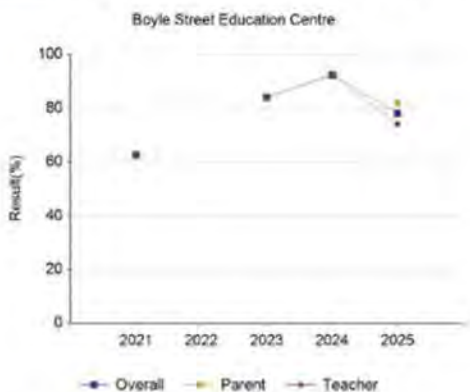
C.1 Parental Involvement - Measure History

School: 6003 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										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	62.5	n/a	n/a	10	84.0	8	92.3	44	78.0	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	3	*	2	*	2	*	4	*	34	82.0	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	8	62.5	n/a	n/a	10	84.0	8	92.3	10	74.0	30,033	66.8	30,814	65.2	32,215	65.7	31,879	64.6	33,353	64.3



Notes:

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

Domain: Parent Involvement - Measure History

BSEC 78%

AB 80%



Parental involvement at BSEC is grounded in relationships and Indigenous ways of knowing. We honour the wisdom, stories, and strengths that families carry, and we welcome their voices as part of each student's circle of care. For many of our oskayak, family looks different, and we respect all forms of kinship and support. We walk alongside families in a good way, listening, connecting, and working together to help students feel supported on their learning journey. By building trust and creating safe, culturally grounded spaces, we invite families to share in their child's growth, wellness, and success.

STAKEHOLDER ENGAGEMENT



This was an area of emphasis this year. We engaged our school community, Elders, students 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 our community events to get more stakeholders engaged. These are our findings:

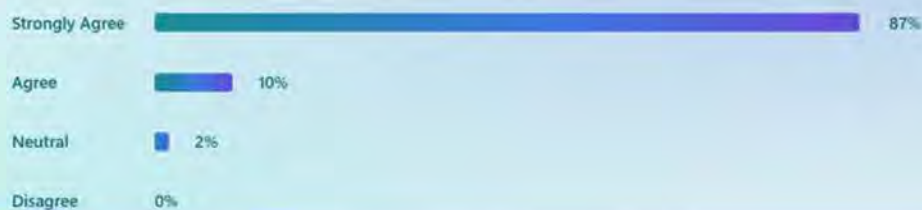
Community Results

Local Measures

Boyle Street Education Centre incorporates Indigenous perspectives and knowledge in all practices.



Boyle Street Education Centre provides with resource, opportunities and activities that accurately reflect the history, strength and diversity of Indigenous peoples.





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	• Phone calls, text messages, emails, social media messaging • Lead teacher engagement • Home visits when required. • Community events • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction • Survey Engaging student council
Parents and Guardians	• Phone calls, text messages, emails, social media messaging • Community events • 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	• Research partnership with the University of Alberta supporting success for students. • Presentations to pre-service teachers (U of A), conferences and teacher's conventions. • Inter-Authority consultation around student engagement. • Post-Secondary partners • Conferences and professional learning
Alberta Education	• Meeting with Field Services RE: Annual Reports and Education Plans. • Indigenous committee regarding best practices • Provincial surveys • Committee collaboration • On-going communication

Key Message

Oskayak can learn, thrive, and contribute in powerful ways when they are surrounded by safety, belonging, encouragement, and consistent relationships. Our commitment is to honour their experiences, remove barriers, and ensure they have seamless access to learning and supports, so they can continue moving forward in their educational journey.



CHARTER GOALS, OUTCOMES & 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.



Again in 2024-2025, 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 while providing powerful insights into student performance and behavior.

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

CHARTER 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.

The combined percentage of teachers, parents, and students who reported feeling safe, cared for, treated fairly, and having a sense of belonging increased by 9% this year. This growth reflects the Heart Work happening across our school, the daily conversations, ongoing outreach, healing circles, ceremonies, steady staff presence, and consistent classroom routines. These intentional practices and relationships help our youth feel grounded, welcomed, and genuinely seen.

Measure: Credits Achieved

In 2023–24, students at BSEC earned 2,759 credits, compared to 2,065 credits in 2024–25. At Boyle Street Education Centre, our student-centred approach supports young people who often face complex needs, trauma, housing instability, and high mobility, factors that can interrupt learning and impact overall credit totals. This year, students honoured their learning journey by earning 2,065 credits, but credits are only one part of a much bigger story. Many students focused on rebuilding their relationship with school: completing assessments, re-establishing trust with adults, and finding greater consistency in attendance. These relational and emotional steps are the essential foundation that allows students to meet Alberta's Programs of Study, demonstrate clear evidence of learning, and ultimately achieve long-term academic and life success.

Measure: Accessing wraparound services

More students actively engaged in supports, including counselling, cultural programming, health services, and academic intervention. This increased participation signifies that students feel welcomed, trust the adults in the school, and recognize BSEC as a safe and caring place where they can access the holistic support they need and deserve.

Measure: Hot nutritious meals served

Supporting student nutrition has always been a priority at BSEC, and we see it as an important indicator of how we create a safe, caring, and engaging pathway for students to complete high school. Our Foods Coordinator estimates that 14,578 hot, nutritious meals were served in 2024–25, a 31.4% increase from the previous year. Sharing a hot meal is more than nourishment; it is an act of connection, and community building. Each meal offers students a predictable moment of care, brings them together, and strengthens their sense of belonging. This significant increase suggests that more youth are attending consistently, engaging with the school, and, most importantly, finding hope and reconnection in our community.

Overall Summary

Charter Goal 1 demonstrates strong, relational movement toward wellness, belonging, and connection. The growing sense of safety, increased engagement with supports, and deeper participation in daily school life establish the stable foundation students require to move forward academically, socially, emotionally, and culturally. These gains reflect the heart of our mission: to walk alongside our youth with compassion, consistency, and profound respect.

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 institutions, job fairs, Careers Next Generation
- Number of students accessing school partnerships
- Number of completed work experience credits and career-related courses.

Key Insights on Performance Measures

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

This year intentionally focused on foundation-building for life and career learning—one that acknowledges the realities of many of our youth who may have experienced disruption and uncertainty about their future pathways.

We began by sparking imagination, rebuilding trust, and creating exposure, including:

- Visits to post-secondary campuses.
- Trade fairs and career symposiums.
- Information sessions exploring counselling, social work, trades, and academic routes.

This year has laid the essential groundwork for a renewed and strengthened career program. Formal measurement of student interest will begin in 2025–2026 as this foundation continues to grow

Measure: Number of students accessing work-related field trips: GETT, Skills Canada, Women in Building Futures-Try a trade, going to post-secondary institutions, job fairs, Careers Next Generation

In the second semester, Women Building Futures and Careers Next Generation continued to be strong partners in supporting our students' career exploration. Students participated in post-secondary visits, career fairs, and employment events, and five students demonstrated significant courage and readiness by applying for internships through Careers Next Generation. Although no placements were secured this year, the willingness to apply reflects growing confidence, re-engagement, and hope for their future. BSEC will continue to build the skills and readiness students need to become strong, competitive candidates for future workforce opportunities.

Measure: Number of students accessing school partnerships

We strengthened our relationships with key community partners, including BGS Career Ventures and Careers Next Generation. BGS Career Ventures deepened their commitment by having two managers visit the school regularly. These consistent mentorship visits offered students guidance and a window into future possibilities. Relationship-based partnership building remains paramount, forming the basis for long-term, meaningful opportunities.

Measure: Number of completed work experience credits and career-related courses. – Students earned:

- 93 work experience credits, and
- 7 workplace certifications (including WHMIS).

While certification numbers saw a shift, participation remained strong. Access challenges with some online learning modules slowed the pace of completion. Rather than viewing this as an obstacle, it allowed staff and students to deepen in-person work readiness learning and explore alternative career preparation pathways. This year establishes a strong baseline for future growth as we continue expanding on-site and culturally relevant land-based career learning opportunities.

Overall Summary

Charter Goal 2 was a year of foundation-building, reconnection, and re-imagining career pathways for youth who are often transient, seeking to rebuild trust in education and explore future possibilities. Key partnerships strengthened, student interest and visioning grew, and exposure to future pathways expanded. These steps form a powerful base for next year's work and long-term student success.

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

Student engagement continued to grow deeply through:

- Courses grounded in culture (Braided Journeys, Smudge Chronicles).
- Monthly land-based learning led by the Indigenous Studies Committee.
- Use of the Sweat site for ceremony, reflection, and hands-on learning.
- Nêhiyawêwin (Cree Word of the Day) – a daily, school-wide practice that strengthens language, fosters identity, and builds community.

These practices nurture deep connection, build pride in identity, and reinforce a powerful sense of belonging for many youth

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

Staff continued to grow their understanding and practice of cultural humility through:

- A dedicated learning calendar created by the Indigenous Studies Committee.
- Student-led cultural events and activities (a source of reciprocal learning).
- Learning circles during staff meetings for shared reflection.
- Professional learning goals aligned with foundational Indigenous knowledge.
- Continued reciprocal relationship with the University of Alberta's Aboriginal Teacher Education Program.

These experiences empower staff to co-create learning environments grounded in respect, deep relationship, and cultural safety.

Overall Summary

Charter Goal 3 remains a pillar of strength and identity. Daily language learning, land-based activities, cultural programming, and shared experiences create a school territory where students and staff learn together in respectful and relational ways. These practices honour the cultures and identities of all students and build a strong, connected, and resilient school community.

Closing Statement

Across all three Charter Goals, 2024–2025 was a year of relationship-building and renewed hope. Students engaged more deeply with supports, strengthened their sense of belonging, explored future possibilities, and actively participated in cultural and academic learning. These foundational gains position BSEC for continuous growth, resilience, and student success.





Boyle Street Education Centre is unlike any school I have ever been part of. It exists for oskayak who have not always found success in traditional school settings and offers an open door to students who need a fresh start, a different approach, and a place where they can genuinely belong. The strength of BSEC lies in the comprehensive, trauma-informed, wraparound supports we are able to offer, supports that honour the whole student and meets them where they are.

We know that learning cannot happen without emotional and physical safety, so relationships become the heart of our work. When students feel seen, cared for, and understood, they begin to trust. And with trust comes the willingness to take academic risks, try again, reconnect with their learning, and move forward in ways that feel possible and hopeful.

Every part of our school is relational. We weave wâhkôhtowin, the understanding that we are all related and responsible to one another, into our daily practice. This shapes how we connect with students, how we hold boundaries with compassion, and how we walk alongside each learner on their own path. Once students feel anchored in safety and connection, their confidence grows, and with it, the belief that they can succeed.

I am grateful to be part of this journey—ninanâskomon.

Lenore Ouellette
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