



BOYLE STREET EDUCATION CENTRE

EDUCATION PLAN 2026 - 2029

This document contains Boyle Street Education Centre's Education Plan for 2026-2029.

This plan is based on what we heard from our students, staff, board members, Alberta Education, and those who support them.

Additional evidence was taken from the trends and issues data identified in the Annual Education Results Report.



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TRADITIONAL LAND ACKNOWLEDGEMENT

Boyle Street Education Centre respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Metis. 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 of all who dwell on this sacred land.



SUMMARY

Education Report 2026–2029

This Education Plan reflects what we are hearing from students, families, staff, community partners, the Board, School Council, and Alberta Education. It is also shaped by what we are seeing through the Annual Education Results Report, Alberta Education assurance measures, local measures, attendance patterns, credit attainment, student engagement, and re-engagement in learning.

At Boyle Street Education Centre, learning is not always linear. Students return, reconnect, and continue forward in ways that reflect their lives. Progress is seen through persistence, growth, trust, participation, credit attainment, and sustained connection to learning over time. Re-engagement is a meaningful indicator of success.

Across engagement, a consistent message emerges. Students are most successful when relationships are strong, learning is flexible, and supports are immediate and accessible. Education and support are not separate parts of the school. They work side by side. Both carry equal importance. Learning helps students move forward academically and supports create the conditions for learning to happen.

This plan builds on those understandings. It focuses on strengthening student engagement, supporting growth in learning, and expanding pathways to completion. It is grounded in Indigenous ways of knowing, being, and doing, and in a commitment to meeting students where they are.

The 2024 - 2025 Annual Education Results Report shows continued strength in student engagement, education quality, access to supports, and safe and caring learning conditions. It also points to the need to keep strengthening pathways that support students in moving steadily toward high school completion. This plan responds to those insights through three connected areas of work: strengthening engagement, supporting growth in learning, and expanding pathways to completion.

This Education Plan follows Boyle Street Education Centre's Charter Goals. It brings together the Charter, the AERR, stakeholder engagement, Alberta Education priorities, Board priorities, and local knowledge into one planning document for the 2026 - 2029 cycle.

ACCOUNTABILITY STATEMENT

Under the direction of the Board of Directors, the Education Plan for Boyle Street Education Centre commencing September 1, 2026 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the approaches and strategies contained within this plan to improve student learning and results.

The Charter Board reviewed and approved the 2026 - 2029 Education Plan on May 28, 2026.

Kirstin Cardinal

Kirstin Cardinal
Board Chair

MISSION

The purpose of 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

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 well-being and learning are necessary components of a healthy student. We are committed to offering an inclusive and accessible educational space that promotes education, healing, and personal growth for all students.

- Instructional practices and student services are trauma-informed.
- Students develop and drive their educational goals within a circle of guidance, information, and support from school staff.
- BSEC students are active in their own learning and have a sense of how to exercise their voices.
- Students will gain the knowledge, skills, and attitudes to be dedicated, self-reliant, and responsible people who are integral members of our communities.
- Students will be educated to know who they are, where they came from, and how they belong, so that they can create a strong path forward after graduation with a sense of self-actualization and self-determination.
- All components of Boyle Street Education Centre are accountable and work together to benefit students.

A PROFILE OF BOYLE STREET EDUCATION CENTRE



Boyle Street Education Centre is a public charter high school for young people building their path in education in their own way. Students come to us between the ages of 14 and 19. Many are First Nations, Métis, or Inuit. Some are beginning again after Grade 9. Others are close to completing high school and need the right conditions, relationships, and supports to finish.

with the student in front of us. We take the time to understand the person, not just the file, the transcript, or their past school experience.

Students arrive with experience, resilience, knowledge, and stories that shape how they learn. At BSEC, we begin

Everything starts with relationships. Before credits, programs, or expectations can matter, trust must be built. We listen closely. Sometimes a student wants to talk; sometimes they need space. Sometimes they simply need someone steady beside them. We make room for all of that.

Learning looks different here because students' pathways are different. Some students begin with one class, one hour, one credit, one connection, or one successful day. That step matters. We build on what students already carry, including their skills, experiences, cultures, voice, and strengths. Whether learning happens in the classroom, the shop, the kitchen, music, art, land-based learning, work experience, or through conversation, it counts.

Sometimes it is difficult to fully explain what we do, how we do it, and what we accomplish. This is a relationship-based model where education and supports move together, not separately. Learning and support stand side by side, each carrying equal importance and strengthening the other. This balance allows students to engage, return, and continue forward.

At the heart of BSEC is a commitment to meet the youth where they are, with respect, patience, and care. Indigenous ways of knowing, being, and doing shape how the school operates each day. The Medicine Wheel guides how Boyle Street Education Centre commits to advancing the Truth and Reconciliation Commission Calls to Action that are within the scope of our work as a school. This includes strengthening student success, honouring Indigenous knowledge systems, supporting language and culture, and carrying out education for reconciliation in meaningful everyday practice.

Indigenous ways of knowing, being, and doing are not an addition to the work of the school. They shape how we build relationships, how we support students, how we think about balance, and how we understand learning. This plan continues that responsibility.

Boyle Street Education Centre commits to advancing the Truth and Reconciliation Commission Calls to Action that are within the scope of our work as a school. This includes strengthening student success, honouring Indigenous knowledge systems, supporting language and culture, and carrying out education for reconciliation in meaningful everyday practice.

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PROGRAM OVERVIEW

Boyle Street Education Centre provides flexible programming that supports students in working toward high school completion while also building life skills, confidence, cultural connection, and future pathways.

The school offers core academic courses, including English Language Arts, Mathematics, Science, Social Studies, Physical Education, Career and Life Management, and Knowledge and Employability courses. The school also offers Dual Credit courses, allowing students to earn both high school and post-secondary credit while exploring future pathways.

Students also have access to optional and complementary programming that supports different pathways into learning. These include Communications Technology, Audio and Video Production, Cosmetology, Construction, Fashion, Work Experience, Work Readiness, Art, Foods, Braided Journeys, technology-based learning, outdoor learning, and other locally responsive programming.

Co-curricular and experiential opportunities support student engagement and connection. These include physical education activities, yoga, theatre, improvisational drama, massage therapy and wellness activities, animal-assisted group therapy, music and instrument opportunities, Gender and Sexuality Alliance, Indigenous cultural activities, land-based learning, daily smudging, pipe ceremony, sweat lodge ceremony, outdoor education, and other opportunities that connect learning to student interests and experience.

Student services are integrated into daily school life. Supports include counselling, access to health services, psychoeducational assessment where appropriate, youth support work, student funding supports, sharing circles, food access, housing navigation, legal navigation, assistance with obtaining government identification, and connection to community services. These supports help students remain connected to school and learning.

The program is designed so that education and support are not separated. Students are supported as whole people, and learning is planned with attention to academic, mental, emotional, physical, spiritual, and social well-being.

EDUCATION PLAN DEVELOPMENT

This Education Plan was developed through reflection on results, engagement with stakeholders, review of provincial direction, and ongoing dialogue within the school community.

At Boyle Street Education Centre, reflection is a shared practice rooted in relationship, respect, and responsibility. It begins with each person considering their own role in supporting students and contributing to the learning environment. Staff, students, community partners, stakeholders, the Board, School Council, and Alberta Education all contribute to shaping how the school moves forward.

As part of this process, the school engages in ongoing self-reflection to strengthen practice within our own realm of responsibility. This reflection is guided by questions that help keep the work focused and intentional:

What is working well and should continue?

How can we strengthen our practice to better support students?

What are we noticing in student engagement and learning?

What can we do to support students in continuing forward?

These questions support thoughtful reflection and ongoing growth in practice. They help staff remain grounded in their relationships with students and in their responsibility to create conditions where learning can take place.

Through this ongoing reflection, Boyle Street Education Centre identifies strengths, opportunities for growth, and priorities for the next cycle of work. This approach ensures that planning remains connected to student experience, grounded in Indigenous ways of knowing, being, and doing, and aligned with the school's Charter Goals.

Alignment with Alberta Education and Childcare Business Plan

Boyle Street Education Centre has reviewed and considered the Alberta Education and Childcare Business Plan in the development of this Education Plan. This ensures that local priorities remain aligned with provincial direction while continuing to reflect the strengths, needs, and realities of the students and community we serve.

The Business Plan supports strategic planning by reinforcing the importance of student learning, literacy and numeracy development, classroom complexity, access to supports,

responsible use of resources, and continuous improvement. These areas align closely with the priorities identified in this Education Plan.

For BSEC, alignment with provincial direction does not mean using a single approach for all students. It means taking provincial priorities seriously and applying them in ways that fit our Charter, our students, and our community.

Time Frame

This Education Plan spans three years, beginning in the 2026 - 2027 school year and continuing through the end of the 2028 - 2029 school year. The plan is a living document and will be updated on an ongoing basis to reflect emerging priorities, student needs, and evidence of progress.

The plan is designed as a continuum of improvement, with each year building on the learning, results, and priorities identified in the previous year. Formal reviews will occur in October and May of each school year. In addition, the principal will monitor progress regularly and provide monthly updates to the superintendent.

The Education Plan will be reviewed and revised annually to ensure responsiveness to student needs, stakeholder engagement, local priorities, and analysis of both local and provincial measures of student learning and well-being.



Required Alberta Education and Childcare Assurance Measures - Overall Summary Spring 2026

Authority: 6017 Boyle Street Education Centre

Assurance Domain	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.3	84.0	84.8	84.2	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	83.8	79.6	82.0	81.2	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	10.0	5.6	1.9	82.1	81.4	80.8	Very Low	Improved	Issue
	5-year High School Completion	14.9	16.6	12.7	86.7	87.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	71.4	57.1	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	9.5	7.9	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.4	88.5	90.4	87.8	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	80.8	84.1	85.8	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	91.7	90.8	94.8	79.5	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	72.3	78.0	84.8	79.9	80.0	79.5	Low	Maintained	Issue

Results Analysis of Required Assurance Measures

The 2025 – 2026 Assurance Measures reflect continued strength and improvement across several key areas of student experience and school performance. Results demonstrate notable gains in student engagement, citizenship, and access to supports and services, reinforcing the impact of relationship-based practice, flexible programming, and integrated supports in supporting student success at Boyle Street Education Centre (BSEC).

Results from Alberta Education Assurance Measures, including Student Learning Engagement, Education Quality, Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE), and Access to Supports and Services, continue to inform this education plan and ongoing school improvement efforts.

The 2025 – 2026 Annual Education Results Report demonstrates significant improvement in Student Learning Engagement and Citizenship, both of which achieved an “Excellent” provincial evaluation. Access to Supports and Services also remained exceptionally strong and improved further from the previous year. These results reflect the importance of creating learning environments where students feel connected, respected, supported, and are able to return to learning despite significant personal, social, and systemic barriers.

Education Quality remained strong and stable, reflecting continued staff commitment to responsive instruction, individualized support, culturally responsive practice, and meaningful relationships with students. Student responses continue to demonstrate that students value the care, flexibility, and support they receive at BSEC.

High school completion measures continue to identify an area requiring focused attention. While the 3-year high school completion rate improved from the previous year, the 5-year completion rate declined slightly and remains below provincial averages. These results reflect the complexity and mobility of the BSEC student population, including interrupted schooling, housing instability, mental health challenges, justice involvement, addictions, and students re-entering education after extended absences from school. Many students require longer timelines, flexible programming, and intensive supports to persist and progress toward completion. Although provincial completion measures do not fully capture student growth, reconnection to learning, credit attainment, cultural engagement, or personal stabilization, they continue to provide important direction for ongoing school improvement efforts.

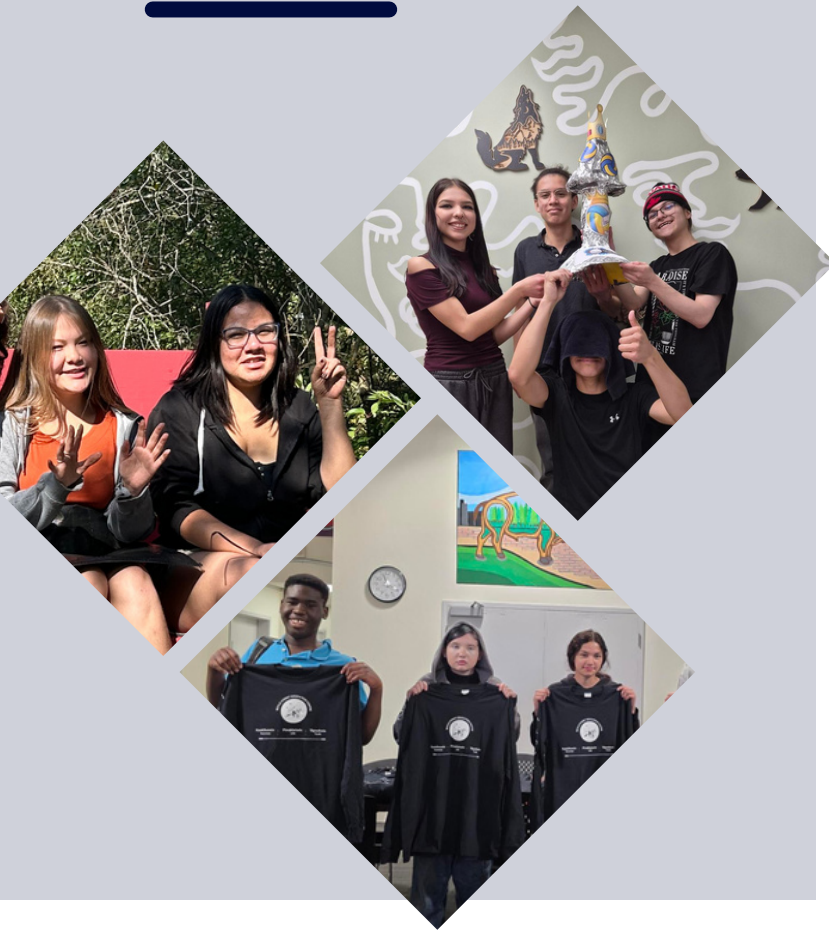
The WCRSLE measure showed modest improvement but continues to remain an area for growth. Student experiences continue to reinforce the importance of strengthening students' sense of safety, consistency, belonging, and connection to school and community. BSEC will continue to prioritize trauma-informed, relationship-based, and culturally responsive practices that support student well-being and engagement.

The Parent Involvement measure declined and remained an area requiring continued attention. These results reflect the complex realities facing many families and caregivers connected to BSEC students, including mobility, crisis response, intergenerational trauma, family disruption, and non-traditional caregiving arrangements. In many cases, students may not have consistent parental or caregiver involvement due to housing instability or involvement with external support systems. We will continue to strengthen communication, relationship-building, and opportunities for meaningful family and caregiver connections wherever possible.

Based on these results, the school will continue to strengthen literacy and numeracy development, expand flexible and individualized pathways to completion, increase student engagement strategies, and deepen culturally responsive and relationship-based approaches that support student belonging, persistence, and success in learning. Progress will continue to be monitored through provincial assurance measures and local indicators, including attendance patterns, credit attainment, course completion, student re-engagement, access to supports, participation in cultural learning opportunities, work experience participation, student voice, and pathways toward transition and graduation.



SCHOOL COMMUNITY ENGAGEMENT



Boyle Street Education Centre engages students, families, staff, community partners, the Board, School Council, and Alberta Education through ongoing, relationship-based approaches.

Engagement is not limited to formal meetings. It happens through daily interaction, outreach, school events, home visits, student conversations, staff reflection, community partnerships, and ongoing communication.

Students are engaged through classroom conversations, student success planning, student council, surveys, check-ins with engagement teachers, participation in school activities, and informal feedback. Students tell us what helps them feel connected, what creates barriers, and what supports them in continuing with learning.

Families and support people are engaged through phone calls, texts, emails, home visits, school events, student planning conversations, surveys, and school council. For many students, support people are part of a wider circle of care, and BSEC works to stay connected to that circle where appropriate.

Staff is engaged through weekly meetings, professional learning discussions, student success planning, collaboration around school-based decisions, and ongoing reflection on what students need. Staff input is central because they see daily patterns in engagement, learning, attendance, and support needs.

Community partners are engaged through shared programming, student services, cultural learning, health supports, work experience, post-secondary pathways, research partnerships, and community events. These partnerships help BSEC respond to student needs in ways that extend beyond the classroom.

Alberta Education is engaged through regular communication, reporting, planning conversations, and support from field services, financial services, capital planning, and other teams. This relationship helps the school remain aligned with provincial expectations while sustaining the local model that supports students.

Feedback gathered through engagement has directly shaped this Education Plan. A consistent message emerged: students are most successful when relationships are strong, learning is flexible, and supports are immediate and accessible. As a result, this plan focuses on strengthening sustained engagement and re-engagement, supporting student growth through responsive literacy and numeracy approaches, expanding flexible pathways, and deepening identity, belonging, and connection through Indigenous ways of knowing, being, and doing.

These priorities will guide planning over the 2026 - 2029 cycle and will continue to be revisited annually through ongoing engagement with students, families, staff, the board, school council, community partners, stakeholders and Alberta Education.

School Council Input

The Charter Board provided the school council with the opportunity to offer advice on the development of this Education Plan in accordance with Section 12 of the School Councils Regulation. Input from the school council helps identify local priorities and will continue to guide the school's ongoing direction.



EDUCATION PLAN: GOALS, OUTCOMES, MEASURES AND APPROACH STRATEGIES

This Education Plan is guided by the Charter Goals of Boyle Street Education Centre and informed by insights from the Annual Education Results Report, Alberta Education Assurance Measures, and ongoing engagement with the school community. Together, these guide the direction, priorities, and strategies for the 2026 - 2029 cycle.

The approaches and strategies below describe how BSEC will work toward these goals over the 2026 - 2029 planning cycle.

Charter Goal 1

Engage students in a safe and caring path to completing high school.

Education Plan Goal:

To design individualized student success plans which support student learning achievements.

Outcome

The school will support meaningful student progress by ensuring access to learning, consistent relationships, and wraparound services.

Focus

The focus of this goal is to strengthen student engagement, re-engagement, literacy, numeracy, credit attainment, access to supports, and progress toward high school completion.

BSEC recognizes that students make progress in different ways and over different timelines. For some students, progress begins with returning to school, rebuilding trust, attending consistently, completing one course, accessing support, or staying connected long enough to continue forward. These are meaningful indicators of growth.

Approach (Strategies)

Over the 2026 - 2029 cycle, Boyle Street Education Centre will strengthen early and ongoing outreach to students whose attendance patterns indicate a need for connection or support.

The school will continue to use personalized intake and student success planning to understand each student's strengths, goals, learning needs, and support needs.

BSEC will expand literacy and numeracy supports through small group instruction, one to one support, assessment for learning, and flexible instructional approaches.

Teachers will continue to use responsive and differentiated instruction so that students can access learning at an appropriate level and demonstrate growth in meaningful ways.

The school will ensure continued access to daily supports such as meals, basic supplies, counselling, cultural connection, health related supports, and other wraparound services that help students remain connected to learning.

Staff will continue to work together through a relationship-based model where education and supports move side by side.

Provincial Measures	Local Measures
• Student Learning Engagement • Education Quality • Safe and Caring • Access to Supports and Services • High School Completion	• Attendance patterns • Credit attainment • Dual Credit participation • Course completion • Re-engagement after absence • Access to wraparound supports • Meals served • Student success planning • Access to transportation support

Monitoring

Progress will be monitored monthly through attendance review, credit tracking, course completion data, student support data, and engagement team review. Formal review will occur in October and May each year.

Charter Goal 2

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

Education Plan Goal:

Design pathways to sustainable skills development so that students feel confident about transitioning into independence.

Outcome

The school will support student pathways beyond high school by providing access to work experience, community partnerships, and transition planning.

Focus

The focus of this goal is to strengthen pathways beyond high school through work experience, career exploration, community partnerships, post secondary exposure, life skills, and transition planning.

Students need opportunities to see possible futures and to build confidence in the steps that can take them there. Graduation matters, but what comes after graduation also matters. This goal supports students in developing the knowledge, skills, relationships, and experience needed to move forward in ways that reflect their strengths and interests.

Approach (Strategies)

Over the 2026 - 2029 cycle, Boyle Street Education Centre will expand work experience opportunities through strengthened relationships with community partners, employers, training programs, and post secondary institutions.

The school will increase student access to career exploration, field trips, guest speakers, job fairs, trades awareness, apprenticeships, dual credit opportunities where available, and other experiences that help students understand different pathways.

BSEC will support students in identifying interests, strengths, and goals through student success planning, engagement teacher conversations, and transition planning.

The school will continue to connect learning to real life through flexible programming, work readiness, practical learning, and community based opportunities.

Staff will support students in developing responsibility, confidence, communication, decision making, and citizenship through daily school life and pathway planning.

Provincial Measures	Local Measures
• Citizenship • Student Learning Engagement • Education Quality	• Work experience participation • Work experience credits completed • Career related course completion • Participation in career field trips, service fair and pathway events (s • Number of active community partnerships • Student interest in post secondary, trades, training, apprenticeships, and employment • Student transition planning

Monitoring

Progress will be monitored through work experience records, credit data, partnership tracking, student planning conversations, participation data, and annual review of pathway opportunities.

Charter Goal 3

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

Education Plan Goal:

Strengthen intercultural understanding, belonging, and respect through Indigenous ways of knowing, relationship building, and community engagement.

Outcome

The school will strengthen intercultural understanding, empathy, and mutual respect by providing ongoing opportunities for students to learn, experience, and affirm Indigenous knowledge, identity, cultures, and ways of being.

Focus

The focus of this goal is to strengthen identity, belonging, cultural connection, respect, and understanding through Indigenous ways of knowing, being, and doing.

At BSEC, Indigenous education is not treated as a single event or isolated lesson. It is embedded in the daily life of the school. Many students identify as First Nations, Métis, or Inuit, and the school has a responsibility to create learning spaces where identity, culture, language, ceremony, story, land, relationships, and community are honoured respected.

Approach (Strategies)

Over the 2026 - 2029 cycle, Boyle Street Education Centre will continue to embed Indigenous ways of knowing, being, and doing across daily practice.

The school will strengthen access to cultural learning, land based learning, ceremony, smudging, pipe ceremony, sweat lodge ceremony, Elder guidance, Knowledge Keeper involvement, and teachings connected to the Medicine Wheel.

Staff will continue to engage in professional learning that deepens understanding of Truth and Reconciliation, culturally grounded practice, and the role of relationship in learning.

BSEC will create space for students to build identity, belonging, and connection through lived cultural experiences.

The school will continue to support education for reconciliation in ways that are meaningful, respectful, and connected to daily practice.

Provincial Measures	Local Measures
• First Nations, Métis and Inuit Student Success • Safe and Caring • Student Learning Engagement • Education Quality • Citizenship	• Student sense of belonging • Staff participation in Indigenous learning • Elder and Knowledge Keeper involvement • Participation in cultural learning opportunities • Land based learning participation • Student voice and feedback

Monitoring

Progress will be monitored through participation data, student feedback, staff reflection, engagement measures, and annual review of cultural programming and Indigenous education practices.



IMPLEMENTATION PLAN

This implementation plan outlines how Boyle Street Education Centre will carry forward its priorities over the 2026 - 2029 cycle.

Each year, the school engages in a continuous cycle of identifying student needs, co creating individual success plans, applying responsive strategies, and monitoring progress. Adjustments are made in real time based on patterns in engagement, attendance, credit attainment, and student support needs.

The plan is reviewed and refined annually to remain responsive to student experience, stakeholder engagement, and analysis of provincial and local measures.

Annual Planning Cycle

In the fall, the school will focus on student and family engagement, intake, data collection, student success planning, and review of prior year results.

In the winter, the school will focus on course completion, diploma examinations where applicable, second semester planning, outreach, and student transition planning.

In the spring, the school will focus on course completion, education planning, exit planning for graduates, review of progress, and preparation for the next school year.

In the summer, the school will focus on student transition planning, diploma examinations where applicable, graduation, year end review, and preparation for the next intake cycle.

Classroom Environment and Complexity

Over the 2026 - 2029 cycle, Boyle Street Education Centre will continue to strengthen classroom conditions to better respond to the complexity of student needs. This includes increasing direct classroom supports, improving physical learning spaces, and upgrading technology infrastructure so classrooms remain flexible, calm, responsive, and supportive for both students and staff.

Many BSEC students require consistent relational support throughout the school day. To help meet these needs, the school will continue to strengthen classroom and school-wide supports through a coordinated wraparound support team. These supports help students remain connected, regulated, and engaged in learning while assisting staff in responding to complex academic, social, emotional, and behavioural needs.

Planned improvements include upgrading information technology infrastructure to improve connectivity and access across the school, updating staff desktops and laptops, improving Wi-Fi access, and ensuring classrooms have the technology needed to support flexible and student-centered instruction. Classroom spaces will continue to be reconfigured to create calmer and more usable learning environments, including adjustments to lighting, workspace organization, and spaces that better support individual and small-group learning.

Staff work areas will also be improved to support collaboration, communication, and timely response to student needs. At Boyle Street Education Centre, addressing classroom complexity involves more than programming alone. It includes relationships, staffing, learning environments, cultural connection, and the ability to respond to students in real time.

These improvements are intended to reduce pressure within classrooms, support student regulation and attendance, and strengthen continuity of learning for students whose school participation is often inconsistent due to complex life circumstances. The goal is to create spaces where students continue to feel connected to school, even during difficult periods in their lives.

Professional Learning

Over the 2026 - 2029 cycle, professional learning will focus on strengthening staff capacity in trauma-informed practice, Indigenous ways of knowing, being, and doing, literacy and numeracy intervention, inclusive education, flexible assessment, responsive teaching, and de-escalation practices that support student regulation and relationship building.

Professional learning will remain ongoing, collaborative, and connected to the realities staff face each day at BSEC. Learning will be grounded in reflection, staff dialogue, student needs, community knowledge, and the school's Charter Goals. Staff learning will support classroom practice, cultural understanding, student well-being, and the ability to respond with care, flexibility, and consistency to changing student needs.

The school will continue to create opportunities for staff to learn from community partners, Elders, support professionals, and one another. Building staff capacity is directly connected to improving outcomes for students.

Monitoring and Adjustment

BSEC will monitor progress through both provincial and local measures. This includes Alberta Education Assurance Measures, attendance data, credit attainment, course completion, re engagement data, student access to supports, participation in work experience, cultural learning participation, student voice, staff reflection, and stakeholder feedback.

The principal will monitor progress monthly and report updates to the superintendent. Formal plan reviews will occur in October and May each year. The Board will receive updates through regular reporting, and the plan will be adjusted annually based on results and engagement.

RESEARCH PROJECT

Boyle Street Education Centre continues to engage in research that supports student learning and well being, with a focus on understanding student experience in ways that can inform practice.

Our current research project, *Experiences of Soundscapes by Students Attending Boyle Street Education Centre*, is being conducted in partnership with MacEwan University. The project explores how sound and environmental conditions influence student engagement, regulation, and ability to learn.

For many students, sound is not simply background. It shapes how they move through the day. Sound can affect focus, stress levels, comfort, and readiness to engage in learning. At the same time, students often use sound intentionally as a way to regulate, manage their environment, settle, and maintain a sense of control. This project allows the school to better understand that balance and how it shapes student experience.

Data collection for this project has been completed, and the school is now in the process of analysis and reflection. Early insights highlight that sound can both disrupt and support learning, depending on how it is experienced. Students have described using music, routine, and controlled environments as ways to support their own learning and regulation.

Over the next year, the focus will be on completing the analysis and working with staff, student services, and community partners to apply the findings in meaningful ways. This includes exploring adjustments to classroom environments, programming, and daily practices that support student regulation and engagement.

This research connects directly to the school's broader work on classroom environment and complexity. It will inform decisions about classroom setup, lighting, sound, technology, space, and student supports. The goal is not simply to complete a research project, but to learn from students and apply that learning in ways that improve daily practice.

Research is not separate from the work of the school. It is part of how BSEC listens, reflects, adjusts, and continues to grow in service of students.

BUDGET HIGHLIGHTS

The 2026 - 2027 budget aligns with the priorities identified in this Education Plan, ensuring that resources are directed toward student engagement, Indigenous education, literacy and numeracy development, and wraparound supports that sustain student learning and well-being. This includes investments that strengthen classroom conditions and support staff in responding to the complexity of student needs.

Boyle Street Education Centre's 2026 - 2027 budget has been developed in alignment with the Funding Manual for School Authorities provided by Alberta Education. The Board approved Budget Report is available on the school website.

The following strategic priorities outline the key areas of focus that support the Board's direction and align with the mission, vision, and goals of the Charter.

Priority One is to provide an inclusive, integrated, and accessible education program that supports learning, healing, and personal growth for all students.

Priority Two is to ensure a safe, welcoming, and caring learning environment that honours and respects diversity.

Priority Three is to operate within a balanced budget in support of sustainable programming.

Priority Four is to collaborate with the wider educational community to share research and effective practices.

The budget reflects these priorities and the choices the school makes to support students, staff, and community. It ensures BSEC remains both educationally sound and fiscally responsible while staying focused on students.

In planning the budget, the school focuses on what makes the greatest difference. Resources are directed toward classroom learning, relationships, supports, programming, staffing, professional learning, and learning environments that keep students connected and engaged.

Guiding Principle

The Boyle Street Education Centre Board is committed to fiscal responsibility, transparency, and accountability in the stewardship of public funds. Budget decisions are grounded in student learning needs and aligned with Alberta Education funding requirements.

As a publicly funded charter school, BSEC meets provincial expectations, including submitting audited financial statements, maintaining accurate student records, and reporting enrolment data through PASI within required timelines.

Enrolment

Student enrolment remains the primary driver of funding and is calculated through Alberta Education's average enrolment methodology using verified registration data. All enrolment is reported through PASI, with funding tied to the official September count date.

As an open entry program, BSEC's work continues beyond count date. The school continues to engage students throughout the year, supporting learning, re engagement, and progress.

Staffing

BSEC staffing reflects the Charter and integrated approach, where academic learning and student support operate together rather than as separate functions. This allows the school to respond to students in real time.

The budget continues to prioritize professional learning, collaborative planning, classroom support, and staffing structures that keep students engaged, connected, and progressing.



CAPITAL AND FACILITY PLAN

Boyle Street Education Centre operates from a single leased facility located at 10312 105 Street NW in Edmonton. The facility supports the delivery of academic programming, student services, cultural learning, work experience preparation, and wraparound supports within one coordinated school environment.

The school's facility planning is aligned with the Education Plan and supports the implementation of the Charter Goals. Maintaining a stable and functional facility is important to sustaining flexible programming, supporting classroom complexity, and ensuring students and staff have access to appropriate learning and workspaces.

Boyle Street Education Centre operates through a third-party lease with Kootenay Holdings Ltd., with support from Alberta Education's Capital Planning team. The school will continue to monitor facility needs over the 2026 - 2029 planning cycle, including classroom space, technology infrastructure, staff work areas, lighting, Wi Fi, and other conditions that support effective teaching, learning, and student services.

At this time, no additional capital projects are planned. The focus remains on maintaining a safe, functional, and responsive facility that supports the priorities identified in this Education Plan.



30 YEARS OF LEARNING, RELATIONSHIP AND RESPONSIBILITY

We raise our hands in gratitude.

WHERE WE BEGAN...

A basement
Four young people
No blueprint
We chose to stay

BSEC started with
relationship, not structure
Students came who did not
fit elsewhere

we listened

we adapted

we built around them

WHAT HAS NOT CHANGED

We meet students where
they are
We build readiness—we
don't wait for it
We stay longer than the
crisis lasts
Learning here is connected
to identity, community, and
place

WHAT HAS GROWN

4 students → 170+ students
One room → a full school
Basic support → wraparound services

This growth did not happen alone. Trust made this possible. It has
been sustained through the continued support and understanding
of Alberta Education, recognizing the nature of this work.

THE WAY WE DO THIS WORK

Grounded in Indigenous ways
of knowing, being, and doing
We begin with a relationship.
We move with humility
We listen before we act

**Success is not one path.
Growth is not always linear.**

WHAT WE ARE HEARING

Are we resisting change?
Are we pushing students far enough?
Is our work clear and visible?

These questions matter.

SITTING WITH TENSION

Our students arrive with real barriers.
Care and flexibility are not optional—they are necessary.
At the same time, every student deserves a path forward.

we do not lower expectations

we change how they are reached

we do not avoid accountability

we practice it without pushing students out

NOTICE WHAT HOLDS

Through everything –
We stay
With students
With community
With the work

**THAT IS 30 YEARS
THAT IS BSEC**

WHAT COMES NEXT

The work is being asked to evolve.

We need to be clearer
More transparent
Stronger in showing outcomes
without losing the relationships that make this work possible.