

Boyle Street Education Centre Charter 2011 - 2016

Section 1: Mission, Vision, and Principles

Mission Statement

The purpose of the Boyle Street Education Centre (BSEC) is to inspire and support the educational success and social development of high-risk youth and / or youth who have previously experienced interruptions in their formal learning.

Vision Statement

Our vision is to be an inclusive and holistic education centre that facilitates the mental, physical, emotional and spiritual growth of students who have experienced interruptions to their learning. Graduates of the Boyle Street Education Centre will be:

- Engaged thinkers;
- Ethical citizens and;
- Entrepreneurial in their approach to post-secondary learning or their workplace goals.

Principles

The Boyle Street Education Centre is guided in the following ways by these seven principles of inspiring education:

- **Being learner-centred:** School staff work with the students to arrive at an educational plan that accommodates each youth's unique needs and desires.
- **Sharing responsibility and accountability for results:** BSEC works hard to establish a circle of support for each student where, while it is an important hub of services, the Centre is just one of many success-enabling agents.
- **Engaging the community:** Community resources (both educational and commercial) play a key part in ensuring relevant and accurate learning is available for all students.
- **Inclusivity of access:** Every learner enjoys fair, reasonable, and barrier-free access to the opportunities we offer.
- **Program flexibility:** Students enjoy a primarily self-paced learning environment that, with the guidance of the school staff, can include experiential, multi-disciplinary, and community-based opportunities.
- **Sustainability:** Staff operate within a Professional Learning Community focused on deliberate and constant refinement of the learning opportunities throughout the Education Centre.
- **Innovation for excellence:** Both staff and learners are supported to seek out opportunities for creation and innovation in learning.

Section 2: Charter Goals and Performance Measures

The Boyle Street Education Centre has established these four goals with respect to fulfilling its Mission and Vision:

Goal	Performance Measure(s)
1. Formerly out of school students will be engaged to complete their individualized learning program.	Utilization of available support services. Participation in school and community life (extra-curricular opportunities).
2. Overall school attendance will be maintained at an acceptable level.	School attendance.
3. Student literacy and numeracy skills improve.	Entrance and exit competency levels.
4. Students progress towards provincial graduation requirements.	Diploma Exam results by student writing measure history (Acceptable Standard)

Section 3: Period of School Operation

September 1, 2011 – August 31, 2016

Section 4: Name of Operating Company

Boyle Street Education Centre Ltd.

10312 105 St

Edmonton, Alberta, T5J 1E6

Telephone:

(Administration)

(780) 428-1420 Ext. 211

(School) (780) 428-1420

Fax: (780) 429-1428

Corporate registry # 518938501

Jurisdiction # 6017

School Code # 6003

Section 5: Description of Students

The profiles of the students reflect the impact of intergenerational poverty and oppression. The students have experienced multiple social problems including histories of physical and sexual abuse, addictions, criminal involvement and frequent stays in institutional care. Many do not have supportive families, positive adult role models, stable living environments or adequate financial resources. The absence of such support systems makes it difficult to maintain continuous involvement in education. As a result, they are typically below the academic level appropriate for their age and have a tendency to withdraw or drop out of school when challenged.

Despite all of these barriers, many maintain a sense of optimism and a belief in their potential to be contributing members of their community. Some are resourceful and energetic. Their peer groups play a very important role in their lives.

The resiliency of the student population is a significant resource. The Education Centre draws on and fosters each student's capacity and strengths.

The Centre is open to students aged 14 – 19 who are currently out of school, have had limited success in regular school programs, or have inner city life and/or street experience.

No one who expresses a strong desire to attend the Centre is turned away if the school is able to effectively address their support and educational needs.

The registration policy involves intake interviews between the student and school staff. These interviews focus on determining the student's needs, grade level and how the Centre can be of optimal service to the student. Students also work with staff to develop an individualized program plan.

Section 6: Curriculum

The Boyle Street Education Centre offers instruction according to the requirements for secondary education as outlined by Alberta Education. The educational program is a combination of core courses that are required to earn a High-School diploma as well as additional Career and Technology Studies (CTS) courses and non-core courses that are added with consideration of student interest, need, and the availability of the necessary expertise, personnel, and budget requirements.

Staff are responsible to develop curriculum that stimulate student interest and student success. Instead of beginning with curriculum and fitting the student to the curriculum needs, we begin with the student and see how the school can develop programs that stem from student interest but also meet the

needs of the curriculum. Programs are developed on both an individual and a class level. The innovation in the development of the school programs is in the way that the curriculum is embedded within activities that stimulate student inquiry, experimentation, and participation.

Section 7: Student Support Services

Effective and responsible education of the students in this population (see Section 5) requires that BSEC offers a set of on-site and barrier-free student support services. Rather than enabling the feelings of victimhood that can characterize this population, BSEC's Student Services team establishes a network of supports that stabilize and inspire students to experience success in their academic and occupational endeavors.

Section 8: Process for Communication of Innovation to the Education Community

- Maintain a current web site – www.bsec.ab.ca.
- Responsibly develop an online Professional Learning Network via social networking.
- Attend and present at conferences and community organizations.
- Maintain regular communication with the Association of Alberta Public Charter Schools and other educational organizations and school jurisdictions.
- Network with inner city agencies and programs.
- Take part in community events.
- Support student artistic expression and entrepreneurship in the school and community.
- Support sharing and distribution of in-house productions related to topics of interest to our student body.

Section 9: Roles and Responsibilities of Charter Board and Advisory Student Council

A volunteer Board of Directors governs the Boyle Street Education Centre. As per the Centre's articles of Association, the Board is elected annually by the membership at the annual general meeting. Board members bring to the table expertise in governance, education, intervention services, issues related to marginalization and a commitment to the vision and principles of the Centre. The Board of Directors is the final authority in the decision making process and in policy making.

The Boyle Street Education Centre facilitates parent, caregiver and community involvement through school family dinners and community events. However, as many students aged 16 to 19 are of independent status, they often act on their own behalf.

Every year since BSEC's incorporation, school administration has called a

general meeting before September 30 in order to determine the level of interest in establishing a School Council. Each year, an insufficient level of interest has been demonstrated on the part of parents and guardians. In the absence of this interest, the Principal has established the student council as the school's Advisory Council.

For the term of the Charter, the Principal will establish a yearly Advisory Student Council. This council will be established prior to September 30 of each year. This council will be formed by the students who demonstrate interest in participating (subject to the satisfaction of the administration that said students demonstrate the interest and dedication necessary for participation). That body will then provide input regarding the educational environment to the administration and Board of Directors.

Section 10: Corporate Bylaws and Articles of Association

(See Bylaws and Articles section of Charter files)

Section 11: Projected Student Enrolment, Grade Distribution and School Building Requirements for the Term of the Charter

The projected student enrollment for the term of the charter is forecasted to be as many as 170 students.

Grade distribution will be from basic literacy ranging up to grade 12. The current building satisfies the school's requirements for this charter term.

Section 12: Charter Amendment Process

Matters that may initiate a process to amend the charter during its term include changes in:

- school name
- nature of the student population
- school structure
- school administration
- budget adequacy

Centre administrators, teachers, students, parents and community stakeholders will have input in making recommendations concerning all amendments. Notification of intent to amend the charter will be by announcement on the web site, posters in the school and mailed notice to the membership.

The final decisions shall be made by the Board of Directors in consultation with all concerned parties including representatives from Alberta Education.

A 14-day notice shall be given to members, students, parents, community stakeholders and staff prior to submitting an amendment request to the Minister. Notice will be by mail to listed members, poster in the school building and announcement on the web page. Notice of amendments approved by the Minister will be similarly communicated.

Section 13: Charter Dissolution Process

Dissolution Steps:

- The Board of Directors of the Boyle Street Education Centre will initiate the dissolution process.
- A meeting of the membership will be called as per the Articles of Association to decide on dissolution before January 1 of the school year in which the charter will be dissolved.
- The Minister of Education will be notified by January 31 in the school year in which the charter will be dissolved.
- Where possible, parents/caregivers, students and teachers will be advised of the dissolution of the school by March 1 in the school year in which the charter will be dissolved. Notice will be by mail to the last known address of each student, posters in the school and an announcement on the web page.
- Dissolution will coincide with the August 31 school year end.

Transfer of students:

Student services personnel will facilitate meetings between students and possible future program and facilitate student transfers. Given that student population is a difficult population to place, successful transfers can not be guaranteed. Student records will be transferred to the receiving school or to the Minister of Education.

Disposition of property and records:

After satisfaction of all debts and liabilities, remaining Alberta Education grant monies shall be returned to the government. Fixed assets purchased with Alberta Education monies will be sold at market value and the proceeds will be returned to the government. All other assets will revert to Boyle Street Community Services or, if Boyle Street Community Services is also dissolved, to such other charitable or non-profit organization having objects similar or compatible with the objects of Boyle Street Community Services. School records requiring retention will be held by Boyle Street Community Services or its successor for the required retention period. School records not requiring retention will be destroyed. As does Boyle Street Community Services, these similar or compatible organizations will prohibit the distribution of income among their members. The distribution of any remaining money and/or assets will be held for charitable purposes. This clause may only be changed by the unanimous vote of all the members of the Boyle Street Education Centre.

