

2011-14

Boyle Street Education Centre
3-Year Education Plan and Annual Education Results Report

a different kind of school
a different kind of student



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Boyle Street Education Centre
2011-14

Contents

Accountability Statement	3
Foundation Statements.....	4
A Profile of Boyle Street Education Centre (BSEC)	5
A Profile of Boyle Street Education Centre (continued)	6
Trends and Issues.....	7
Trends	7
Issues.....	7
FNMI Trends and Issues	8
Summary of Accomplishments, Directions, and Challenges.....	9
Inspiring Action @ BSEC: Outcomes and New Directions for Planning.....	9
The Next Three Years: Action on Inclusive and Innovative Education	12
The Word on the Street: Charter Goals and Annual Education Results Report	17
Charter Goals:	21
Outcome: Formerly out of school students are engaged to complete their individualized learning program	21
Outcome: Overall attendance improves to acceptable levels.....	21
Outcome: Student literacy and numeric skills improve	22
Goal One: Success for Every Student	23
Outcome: Students achieve educational outcomes.....	23
Outcome: Students are prepared for the 21 st century	26
Outcome: Students are prepared for the 21 st century (continued)	27
Goal Two: Transformed Education through Collaboration	28
Outcome: Students have access to programming and supports to enable their learning.....	28
Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration	29
Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students	30
Outcome: FNMI students are engaged in learning.....	30
Summary of Financial Results	32
Balanced Budget	32
Guiding Principle	33
Enrolments	33
Staffing	33

Revenue.....	33
Expenditure	33
Lease	33
Charter	34
Web Link.....	34
Capital and Facilities Projects.....	35
Summary of Facility and Capital Plans.....	37
Parental Involvement	37
Timelines and Communication	38
Objectives	38
Audiences	38
Key messages	38
Action plan (specific communication strategies [with timelines])	38
APPENDIX A – 2011-12 Rationale for Co-Curricular Options Available to Youth...	39
Plenty of Options	40
APPENDIX B – Financial Graphs	42

Accountability Statement

The Annual Education Results Report for the **2011-2012** school year and the Education Plan for the three years commencing September 1, **2011** for **Boyle Street Education Centre** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011–2014 on November 17, 2011.

Foundation Statements

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.

A Profile of Boyle Street Education Centre (BSEC)

The lives of our 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. BSEC draws on and fosters each student's capacity and strengths.

BSEC is open to students aged 14 – 19 who have left other programs, 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 BSEC 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 BSEC can be of optimal service to the student. Students also work with staff to develop an individualized program plan.

BSEC's charter permits students to pursue studies with the flexibility they require to be successful in school. While the programs of study offered at BSEC adhere to the standards established by the Province, students may have more time to work in core areas than they might in mainstream programs. With a primary focus on literacy and numeracy, BSEC currently offers the following programs of study:

Fundamental Courses	Career and Technology Studies
English Language Arts	Digital Media Design – Print and Web design
Mathematics	Audio and Video Production
Science	Cosmetology
Social Studies	Foods
Physical Education	Construction
Traditional Media Art	Fashions
Career and Life Management	Work Experience
Knowledge and Employability	
Art	

A Profile of Boyle Street Education Centre (continued)

In addition to the above assortment of classes, we offer a variety of co-curricular options that students may elect to participate in. These are usually offered on a drop-in basis and each area is meant to offer students an alternative solution to earn credits toward their high-school diplomas. The primary focus in these options is on engagement of the learner through problem solving and appropriate situational challenge. Below is a list of the options that are currently being offered and the curricula that can be supported by these options.

Co-Curricular Options
Drop In Phys-Ed (PE)
Drop In Music (CTS MDC)
Yoga (PE/HPE)
Improvisational Drama (CALM/ENG/
Yearbook (CTS MDC)
Film/Video Projects (AISL-supported projects - CTS MDC)
Traditional Aboriginal Drumming and Dance (CALM/SS/ENG)

Finally, as will be explained below, much of BSEC's work is around stabilizing youth in crisis so they are able to learn. At present, we offer the following services or affiliated services to our students in a constant effort to remove obstacles to their learning:

Student Services
Psychological/Academic Testing
Counseling Services
Meditation Class (CALM)
Youth Support Worker (for assistance with housing and legal matters)
Acupuncture (Non-Verbal Therapy for stress, depression, anxiety and other health issues)
Boy's and Girl's Sharing Circles (CALM)
Weekly Addictions Counseling (Alberta Health Services)
Relationships with community agencies like Native Counseling Services of Alberta and YouCan's Relentless Youth Work program.
Weekly visits from the Community Health Nurses

Trends and Issues

Trends

In the concluding year of our third charter, BSEC is excited to report encouraging results in the areas of locally-determined performance measures. Excitingly, the data below demonstrate that BSEC has improved in the areas of providing a safe and caring learning space, the depth and breadth of our Programs of Study, and high-school completion rate. The data below also demonstrate that BSEC has significantly improved in the area of deliberate school improvement efforts.

In addition, the data below show that BSEC has maintained very high approval in the areas of Educational Quality, Work Preparation, and Citizenship. BSEC has further maintained its good standing in the area of Diploma scores.

Issues

The data below also show that some areas continue to be issues for BSEC as the result of the very population it exists to serve. The Drop-Out rate is shown to have increased. The only other area of decline is the area of the 6 Year Transition rate. Below, these areas will be explained and details about addressing them will be provided.

Other areas shown to be issues are those of the 3 Year High-School Completion Rate, Diploma Exam Participation and Excellence, Rutherford Scholarship Eligibility, and Parental Involvement. Each of these items will be addressed and details about addressing them will be provided.

Though not represented in the data, BSEC is seeing the continuation of gang activity, narcotic usage (particularly in case of alcohol, marijuana, and prescription pills), and various traumas that impact our students' everyday lives. We suspect that many of our students live with the effects of Fetal Alcohol Spectrum Disorder though they may be undiagnosed. As such, much of the work BSEC does addressing academic need depends entirely upon maintaining a strong foundation of support services and relationships without which these students would fall away altogether.

FNMI Trends and Issues

Regarding First-Nations, Metis, or Inuit (FNMI) youth, the data below show issues and/or concerns in all selected areas. As 89% of our students self-identify as being students of FNMI descent, the selected areas and the corresponding concerns indicate obvious areas for development.

BSEC's plans for development in these areas are outlined below. These plans are presented with the following two caveats:

1. Since BSEC serves so many FNMI youth, all accommodations, services, and instruction are presented in accordance with what we understand to be best practices in First Nations education and relations. This means that all of our plans for all of our goals assume that learners are FNMI learners and therefore are adapted to serve the needs of each different student.
2. We understand the data to be somewhat indicative of greater systemic issues in society. The fact is that FNMI youth are known to be a high-risk segment of the whole population. As such, the highlighted issues and concerns will persist, in spite of our efforts, until larger societal changes in leadership, cultural healing and First Nations relations are realized. We accept that BSEC has some responsibility as part of the solution to these problems but that potential exists for our school to be leaders beyond our campus to ensure positive developments in the FNMI student population.

Summary of Accomplishments, Directions, and Challenges

Inspiring Action @ BSEC: Outcomes and New Directions for Planning

The Last Year

In response to the Inspiring Education Steering Committee Report plan released in June 2010, BSEC set the following goals with regards to offering engaging, ethical, and entrepreneurial learning for its students (the 3Es of Inspiring Education).

Table 1 – Summary of 2010-11 engagement strategies and their outcomes (with 2011-12 responsive strategies).

2010-11 Strategy	Outcome Targeted	Measure to be Used	2010-11 Outcome ¹	2011-12 Strategy
Weekly Extra-Curricular Activities (as listed above)	Engagement of out of school youth	Average attendance to each activity	<u>Semester 1</u> Aikido – 1 GSA – 3 Acupuncture – 5 Improv – 4 Yoga – 2 Boxing – 4 <u>Semester 2</u> Boxing – 2 Snowboarding – 9 Improv – 6 Art – 3 Pipe Ceremony - 7	Incorporate these into the school day as "Co-Curricular Drop-In Options." At present, our current co-curricular options (page 5) are being attended in greater volumes than last year due to placing them inside the school day.
Peru trip	Engagement of out of school youth/Improving attendance	Count student hours of participation (including in-class planning and development)	531 hours (per student) went into the preparations and execution of this unique learning experience.	This initiative is planned to be a one-time event, but further trips may be planned.
Professional development for right-brained instructional design	Engagement of out of school youth	Survey	<u>Students – 78%</u> agreed that education quality is engaging. <u>Staff - 84%</u> agreed that their practice was positively changed	

¹ Where average attendance was <1 person, data have been suppressed.

Table 1 – Summary of 2010-11 engagement strategies and their outcomes (with 2011-12 responsive strategies – continued).				
Continue to improve attendance and reporting of attendance	Overall attendance improves to acceptable levels	Average annual attendance reported via PowerSchool	43% This measure is the aggregation of each term's block-by-block attendance for 2010-11 school year.	The results provided identify two things: 1) That PowerSchool has allowed incredibly granular attendance reporting. 2) Student attendance is below desired levels. The granularity offered by PowerSchool will greatly enhance any research BSEC seeks to do with regards to student attendance in the future.
PLC focused on reducing violence	Safe and caring school environment	Student surveys	Students reported in focus groups that they felt like they had quite a few Developmental Assets ² and therefore generally supported by the school environment. Resulting from these findings, staff were able to meet and arrive at new foci for further PLC activity.	PLC focused on 3 mission-supporting goals: It is the CURRENT GOAL of the PLC to increase: a) positive interactions for youth while in the school; b) opportunities for youth-to-youth support networks to form; c) hands-on, inquiry-based learning opportunities for youth. (See below for greater detail).
Weekly Extra-Curricular Activities (as listed above)	Engagement of out of school youth/ Overall attendance improves to acceptable levels	Count activities developed by students for other students	1 The Gay/Straight Alliance was developed and executed several events during the school year.	1 This year, a traditional Aboriginal drumming group has been organized by youth. (More possible)

² Developmental Assets is a program established by the [Search Institute](#) that focuses on measurably increasing the number of positive influences in the life of a youth.

Table 1 – Summary of 2010-11 engagement strategies and their outcomes (with 2011-12 responsive strategies – continued).

Rooftop garden project	Engagement, Improving attendance, Safe and Caring	Count student hours of participation (including in-class planning and development)	None – Funding unavailable	None – Funding unavailable.
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It is important to note the following about the summary above:

- During the process of charter renewal, the school community chose to embed the 3Es in the charter document itself. This revised charter updates the vision of a BSEC graduate as being able to demonstrate these three essential qualities.
- The biggest change in our strategies for 2011-12 is in the focus of the Professional Learning Community. The PLC goal for 2010 was to increase the number of Developmental Assets ² each student reports. These assets, when reported by youth to be in place in their lives, have been shown to increase that youth's experience of well-being and to reduce risky decision-making. What we discovered was that, in general, students felt that there was no issue of violence in their schooling. Rather, the data pointed out that BSEC can do more to increase the sense of learning community (as it does a good job of creating a safe community). These responses were channelled by staff into the three new mission-supporting goals that are detailed in the section below.
- BSEC students demonstrated, quite markedly, that even though they were interested in the wide array of after-school extra-curricular learning options, they would often choose to leave the school rather than to attend an after school program. In an experiment, improvisational drama became daytime drop-in classes (offered on a weekly rather than daily schedule). The response was different enough for us to reconsider how the options were being offered. In 2011-12, several co-curricular options (CCO) are offered on a weekly schedule and are, currently, well attended. In fact, we are anecdotally finding students attending so they can participate in the CCOs and then staying for other classes.
- Many of the results reported above suggest fertile areas for future research. Further exploration into student attendance, for example, may lead BSEC (and, through enhances Provincial sharing practices between districts) to determine exactly to what degree schools can be expected to influence the attendance of their students and what the best practices are for encouraging regular and stable school attendance.

The Next Three Years: Action on Inclusive and Innovative Education

Rapid response to changing truths is what our school does best. Last year, we discovered that something we thought to be true was not: our youth did not regularly experience bullying or violence in school; our youth generally identified feelings of support. What they do not show, however, is a strong sense of their learning community as a whole. While our targeted outcomes must remain in accordance with those listed in our charter (Engagement of our of school youth; Creating a safe and caring school environment; and Increasing student attendance to acceptable levels), the strategies we employ from year to year may change depending on what we learn to be a need of the school. At present, the school needs to strengthen its sense of community (or, perhaps, its sense of what the community stands for). The plan for the next three years is to develop strategies that build an engaging learning community (See Table 2).

Table 2 – Summary of planned strategies for Inspiring Education at BSEC in 2011-12

2011-12 Strategy	Outcome Targeted	Measure to be Used
Weekly Co-Curricular Activities (as listed above)	Engagement of out of school youth	Average attendance to each activity
Professional development for right-brained instructional design	Engagement of out of school youth	Survey both students and staff
PLC focused on 3 mission-supporting goals: It is the goal of the PLC to increase : a) positive interactions for youth while in the school; b) opportunities for youth-to-youth support networks to form; c) hands-on, inquiry-based learning opportunities for youth.	Safe and caring school environment	Student surveys
Becoming an Inclusive Capacity Builder	Increase student attendance to acceptable levels; Engagement of out-of-school youth; Safe and caring school environment	Participation in our Community of Inquiry as fostered by Alberta Education.

Increasing Positive Interactions in Class

As noted above, our students' lives are not easy. The majority of youth who attend BSEC, in fact, are best described as "Students Who have Experienced Extreme Trauma (SWEET) (Averill, p. 3). The reason that this is a significant declaration is that "youth who have been exposed to trauma simply are not able to attend to learning in the same way as students who have not had to learn how to live within this reality" (Averill, p. 22). In short, SWEET students learn differently than students who have developed in the absence of severe trauma. More specifically, their coping mechanisms are often characterized by excessively problematic behaviors. Everything from preemptively aggressive behaviors when reprimands are anticipated or perceived (doing the "crime" when they expect they'll do the "time," so to speak) to complete (and often involuntary) response shut-down are the kinds of things SWEET will develop in response to what they consider to be traumatic stimuli (Averill, pp. 23-4).

Increasing Positive Interactions in Class (continued)

In the context of the typical school environment, SWEET often flounder. They will wash out, time out, or get kicked out of regular programs. BSEC's program has worked hard for over a decade to ensure that there are stabilizing student services for SWEET so they can learn. Indeed, when studied, students of BSEC indicated that the school's safe, accepting, and supportive environment...will allow them to feel a sense of mastery...[so that they may] become a part of the community..."(Olszewska, p. 119).

While the student services are in place, our major area of growth will be to support staff in translating the recommendations of each student's Individualized Program Plan into even more meaningful and customized learning. Specifically, our plan to build our classroom capacity for "soft skills" will be facilitated by a Learning Coach who has years of experience working both with SWEET (youth and adult) and with developing professionals. This goal, then, is to build upon our already solid foundation of student services to very specifically make learning truly and personally engaging for each learner. We are supported in this goal by our participation in the AISI and Action On Inclusion: Capacity Building programs offered by Alberta Education.

Increasing Opportunities for Youth-to-Youth Support

There is more to learning than the teacher. In fact, the prevailing "differentiated learning" practices as recommended by Alberta Education emphasize a social constructivist approach to teaching and learning in Alberta schools (Alberta Education, 2009). A social constructivist perspective identifies the teacher as being responsible for creating opportunities for students to practice making meaning for themselves and to do so amongst each other (Campbell, et al. p. 194). This perspective (and the practices that are recommended in its execution) depends almost solely upon the students themselves and the way that their interaction will be an agent of learning for everyone in the group. With theoretical and jurisdictional imperatives to employ differentiated learning opportunities to the point where we could comfortably defend the claim that we are "inclusive" of all learners, the onus is on the school to create even more chances for students to learn from each other.

In at least two studies performed in inner-city schools in Chicago, learning was shown to take on a more satisfying dimension when students had a greater ability to interact with each other around what they do in class (Ross, et al., p.258). While those studies were conducted in the context of asynchronous and computer-mediated tutoring, the population size and characteristics are similar enough to our own to suggest potential approaches for promoting student-to-student contact around academic matters at BSEC.

In our informal focus group with our youth around the topic of school improvement, the theme of student-to-student learning opportunities emerged strongly (see Appendix A). Where it makes sense to do so, staff will be working this year to support ideas and opportunities for students to lead other students (in Peru, in Student Council, in Classes via pre-arranged tutoring, etc.) and to anecdotally document the success of everyone involved.

Increasing Capacity in Hands-On and Inquiry-Based Learning Opportunities

This theme was the most prevalent in our student focus group. Luckily, it also happens to be the focus of our district's AISI project. It was determined in the focus group that our youth are most engaged by learning opportunities that include complex problem solving (which requires the student to bring his or her entire knowledge and experience to bear on a problem) as well as hands-on process, procedure, and principle training. In order to move our instructional design into a space that accounts more for these kinds of learning opportunities (as opposed to solely focusing on instruction in facts and concepts), staff have been encouraged (and supported through some of our AISI initiatives like Drama and Film) to develop a component of their classes that demands these kinds of things from our youth. Most importantly, where processes, procedures, or principles are taught, proper instructional design requires that the learner actually execute (in the case of processes or procedures) or demonstrate competency (in the case of principle) in order to earn their grade/credit (Clark, p. 44). This necessity demands that the instructor design learning opportunities with the *performance of the learning goal* in mind prior to determining the teaching strategy that will be used to teach it. This is called "Backwards Design" and is currently among the most important practices employed by constructivist schools.

Future Challenges

Boyle Street Education Centre is anticipating some relatively major changes in the near future. These represent the challenge of continuing to offer the important services we currently offer while accommodating new realities of being a 21st Century school.

These are the changes we know about right now:

- **Facility:** By the conclusion of our fourth charter term (2016), BSEC will be housed in a different facility. Much about this fact is yet to be determined and it will very much be at the forefront of planning in the four years to come. A related challenge will be to ensure that our infrastructure supports the current level of student service and engagement as well as being “future proof” with regards to changes that we are currently not aware of.
- **Action on Inclusion:** The funding model for students with severe needs is changing. Within a year, the Action on Inclusion initiative will reveal the array of changes in this area. Many of the stabilizing services that BSEC offers depend on financial support for severe needs. How this changes will have a major impact on how these services are offered in the future.
- **Action on Research and Innovation:** Alberta charter schools will be accountable to the public by way of offering a demonstrable “unique and different experience” for their learners (Clarke, et al., 2011). The way that this will occur is for our school to develop methods of reporting on the excellent innovations that our staff members are already involved in so that they may be of use to the greater educational community. Also, conversations with the students, staff, and extended community to identify new areas of innovation to explore will be vital to the utility of this endeavor.
- **Action on Curriculum:** Related to the matter of infrastructure, there is some consideration of whether or not a “blended campus” approach would be appropriate for the youth that we serve. Under this model, some classes and services are offered to students at a physical distance from the campus (either via e-learning or mobile-learning technologies) while still others are offered on-site. The direction we take with regards to this challenge will depend heavily upon the facilities we secure as well as what the school community as a whole considers to be important for future development and research.
- **Action on FNMI Success:** Our student population is primarily people who identify themselves as FNMI. As such, it will be important for us to be part of the process as Alberta Education moves forward with the Memorandum of Understanding for First Nation Education as well as with the FNMI Education Partnership Council (Alberta Education, 2011, p. 14). At present, it is clear that we can do more to ensure the success of our learners who identify as FNMI and participation in these action items will be one of the ways that we can share our expertise and hear the voices of other stakeholders.
- **Gangs:** Street gangs continue to challenge the school by being a pervasive influence on youth who attend our school. A major challenge BSEC is facing is how to develop a strong enough school-based student culture to combat the existence of a gang-based subculture that can heavily impact student success.

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The Word on the Street:

Charter Goals and Annual Education Results Report



October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.7	86.3	84.2	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	78.0	69.9	64.9	80.9	80.5	80.1	Intermediate	Improved	Good
		Education Quality	93.9	93.8	90.5	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	32.0	26.4	23.8	4.2	4.3	4.7	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	8.4	0.0	0.0	72.6	71.5	71.1	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.3	79.1	78.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.6	19.4	18.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	71.4	90.0	90.0	82.6	83.4	84.0	Very Low	Maintained	Concern
		Diploma: Excellence	14.3	10.0	10.0	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.9	53.5	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	10.3	18.2	16.2	59.6	56.9	57.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	0.0	8.7	8.8	59.3	59.8	59.3	Very Low	Declined	Concern
		Work Preparation	92.3	92.3	84.2	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	83.1	84.1	78.8	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	64.1	59.4	56.2	79.9	80.0	79.4	Very Low	Maintained	Concern
Continuous Improvement	Excellent	School Improvement	94.6	89.8	85.1	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	34.5	24.6	25.7	10.4	11.2	11.3	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	9.1	0.0	0.0	38.2	34.1	34.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	58.1	59.1	56.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.0	6.4	5.7	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	77.7	76.3	76.8	*	*	*
		Diploma: Excellence	*	*	n/a	7.4	8.7	9.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	19.1	16.7	16.6	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	9.5	22.2	14.2	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	0.3	7.8	31.2	33.9	31.8	Very Low	Declined	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goals:

Outcome: Formerly out of school students are engaged to complete their individualized learning program

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of admitted students that have a history of truancy or non-attendance in school prior to entry in Boyle Street Education Centre (Charter/Sec.2/#1)	100	100	100	100	100	100	100	100	100
Percentage of students who utilized available support services (Charter/Sec.2/#1)	N/A	97.2 (Previous 3 yr. avg.)	97.9	98		98	99	100	100

Comment on Results
 BSEC exists to engage educationally interrupted youth in the process of formal learning. All of our students come from programs that, for a variety of reasons, did not meet their particular educational or emotional needs. As such, BSEC has on-site services to provide barrier-free access to the kinds of supports that will keep a youth in school. Also, through 2010-11, weekly extra-curricular programs were offered after school. After reviewing the anecdotal data from last year and after surveying the youth, we have determined that offering daytime co-curricular options that have the potential to allow yet another alternative path towards a diploma were the best way to offer these opportunities. Finally, these opportunities are provided at no cost to students who, for socioeconomic reasons, may not have otherwise explored a potential interest.

Outcome: Overall attendance improves to acceptable levels

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
2010-2011 attendance of Boyle Street Education Centre (Charter/Sec.2/#2)	47	52	55	43**	41 As of Nov., 2011	66	67	68	69

Comment on Results
 ** This result is different than listed in last year's report. The reason for this, as detailed in that report, is that not all of the data were available at the time the report was tabled. The results that are reported here represent data for the entire 2010-11 school year (August 2010-July 2011).

Potential Research Direction: To study the degree to which BSEC actually impacts student attendance and what other factors tend to determine whether or not our students regularly attend school.

Outcome: Student literacy and numeric skills improve

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Student literacy and numeric skills improve (Charter/Sec.2/#3) Measure: Autoskills (Math and English) entrance and exit competency levels.	N/A	Math Start of school 4.6 End of school 5.4 Change = +0.8 Reading Start of school 6.7 End of school 7.2 Change = +0.5	Math Start of school 5.2 End of school 5.8 Change = +0.6 Reading Start of school 7.2 End of school 7.8 Change = +0.6	Math Start of School 4.6 End of School 5.0 Change = +0.4 Reading Start of School 7.2 End of School 7.7 Change = +0.5	M Start 4.9 R Start 7.0	Math +0.15 Reading +1.25	Math +0.20 Reading +1.50	Math 0.25 Reading +2.00	Math 0.25 Reading +2.00
Students progress towards provincial graduation requirements (Charter/Sec.2/#4) Measure: Diploma Exam Results by Student Writing Measure History (Acceptable standard)	87.5	Data Suppressed	Data Suppressed	90.0	71.4	80	90	90	90

Comment on Results

Autoskills is proprietary web-based software that has been used by our school to take entrance and exit competency data in the areas of literacy and numeracy since 2007. The measure it provides is on a scale of 0 – 10 where 0 represents pre-school and where 10 represents post-secondary proficiency.

Since the results in these measures demonstrates an achievement lower than anticipated, we have shifted human resources in an effort to determine the root cause.

Reading: Instead of offering reading support as a separate and potentially stigmatizing class, we have moved staff trained in reading support into the primary educational space concerned with literacy. This action is meant to be more inclusive in that more people who need literacy support (not just those identified as requiring assistance) will have access to a literacy expert.

Mathematics: As a different form of literacy, numeracy often requires constant drilling in basic skills that takes place in balance with applying these skills in practical contexts. As such, we are exploring the possibility of increasing youth-to-youth support by identifying youth who are capable of tutoring other students in their drills of basic skills. This, ideally, will free mathematics instructors to guide the higher-level conceptual application of these skills. In addition, staff are being more directly encouraged to expose cross curricular connections with Fabrication, Graphic Design, Art, and Culinary Arts where they are possible.

Diploma Writing Measure: The most important thing to note about student progress towards diploma exam results is that the 2010 graduating class was the largest the school has ever seen. There were 22 people who completed the program. Correspondingly, 2007 also saw a large proportion of the graduates complete the requirements for diplomas as well.

* Target set for 2010/11 in the three year education plan 2010/11 – 2012/13.

Goal One: Success for Every Student

Outcome: Students achieve educational outcomes

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (high school portion only)
- High school completion rates are showing continual improvement
- Children and youth with at risk factors have their needs addressed through timely and effective programs and supports
- Students are well prepared for lifelong learning

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.5	*	*	90.0	71.4	75	Very Low	Maintained	Concern	84	90	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	*	10.0	14.3	15	Low	Maintained	Issue	21	25	25

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	3.4	0.0	0.0	0.0	8.4	58	Very Low	Improved	Issue	60	61	62
Drop Out Rate - annual dropout rate of students aged 14 to 18	34.6	20.8	24.1	26.4	32.0	6	Very Low	Declined	Concern	5	4	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	10.2	14.1	3.8	8.7	0.0	40	Very Low	Declined	Concern	41	42	43
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	6.3	14.3	*	18.2	10.3	44	Very Low	Maintained	Concern	45	46	47
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	32	Very Low	Maintained	Concern	33	34	35

Comment on Results

Diploma Exam (Acceptable): The 2010 graduating class was the largest the school has ever seen. Correspondingly, the number of students who achieved the acceptable standard on diploma examinations was the highest it has ever been. The 2007 graduating class was also a large graduation year which can account for its similarly high percentage. There were fewer graduates in 2011 than BSEC has seen leave its program since 2008. As one can see, BSEC's percentage of students completing high school within 3 years of entering Grade 10 has increased.

Diploma Exam (Excellence): While low, the percentage of excellence-level diploma writers has increased 4 percent between 2010 and 2011. In fact, our results demonstrate that the percentage of BSEC students achieving excellence on diploma examinations is ON TARGET for improvement. This suggests that some of the strategies enacted in the last year have had some positive impact on the quality of learning taking place for youth in diploma-assessed programs. In particular, timely and individually-targeted requests for accommodations were shown to have had an enormous impact on at least one youth who, in the presence of these accommodations, was able to score higher than anyone who had ever attended the school.

Comment on Results (continued)

High School Completion Rate (3 Yrs.): The average BSEC student is going to have difficulty completing school in just three years. The following facts must be considered when interpreting these data:

- Due to our policy of continuous enrolment, some students join us and are placed according to their ability in courses beyond Grade 10. These students would not be counted as members of the cohort used to measure performance in this area.
- Since students who move from one authority to another during High School are often attributed to the school authority where they received the most credit, students who technically complete their High School programs at BSEC after receiving credit elsewhere may not be included in the cohort used to measure performance in this area.

Drop Out Rate: The data indicate that our drop-out rate is declining. Since this is an inverse measure, it means that more of our students are dropping out. Since 2006, it seems that this problem is getting worse. Without even digging into methodology, with 32% "dropping out," it means 68% are not. On the surface, this alone could be taken as a measure of success. When one drills down, however, an even more important story emerges: how the data are collected may be skewing results against a school of BSEC's type. The following is the definition of "Drop Out Rate" in the Authority Summary document:

- "An initial age specific cohort of students aged 14 to 18 is established for a given school year, **excluding** the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities..." (Alberta Education, p.7, emphasis added).

The highlighted exclusions from the data set ensure that many students who register in our school are not counted. For example, in the 2010-11 school year alone, 13 students registered with our school after September 30th (because that is when other systems typically withdraw poor attending youth from their rosters), and **over 50%** of our student population was submitted and approved for **severe disabilities** support. Each year, our school's continuous enrollment and severe needs support procedures ensure that a number of youth who do attend our programs are *never counted* by this measure. As such, the results are, at the very least, difficult to accept at face value and an avenue that is rich in potential for any forthcoming research initiatives.

HS to PS in 6 Years: Our work with students regarding their future educational or vocational goals is based on their abilities and interests. This process provides students with opportunities to become aware of options available to them in their future. It is often the case that students who enrol in BSEC do so with no clear idea of any sort of life beyond high school at all. As a result, much of our work becomes about making it possible for students to understand what leaving high school means. In some cases, we are successful but a longitudinal research project would be required to determine exactly to what degree this is true.

Rutherford Scholarship and 4+ Diploma Exams: It is encouraging to see the maintenance of the percentage of youth who achieve an acceptable standard on their diploma examinations. It has been a special event that some of our students have even demonstrated excellence on their 2010 and 2011 diploma exams and the students who were able to achieve that level are openly celebrated. It is, however, important to note, that for the majority of our students, writing even one diploma exam is a major accomplishment. This fact must be considered when examining the data regarding multiple diploma examinations and the Rutherford scholarship.

Strategies

Diploma Exam (Acceptable and Excellence):

- **Maintain:** Celebration of students who complete their Diploma Examinations.
- **Maintain:** Plentiful information about and access to Post-Secondary institutions.
- **Maintain:** Timely requests for accommodations made for writers who need them.
- **Maintain:** A non-threatening environment for Diploma writers.
- **Maintain:** Reminder phone calls for Diploma writers.
- **Enhance:** Diploma-level group seminars. This happens in some areas, but earlier, more comprehensive, and increased peer support in preparations for these exams are strategies that we can do more with (and which, anecdotally, seem to have a positive effect when made possible).
- **Potential Research Direction:** Effects of alternative stress management techniques offered to Diploma writers (acupuncture, yoga).

High School Completion Rate (3 Yrs.) and Drop Out Rate:

- **Maintain:** Continuous intake policy.
- **Maintain:** Personalized Intake and Inclusive Education Planning.
- **Maintain:** Using Knowledge and Employabilities curriculum.
- **Maintain:** Barrier-free access to support services.
- **Maintain:** Two teachers in core subject areas.
- **Maintain:** Provision of school supplies for all students.
- **Maintain:** Barrier-free access to wide array of Co-Curricular learning opportunities: Following the "drop-in" class model, any student enrolled in our program may participate in any of our CCOs. The plan is that this "value-added" aspect to what we offer may entice students to remain at our school for longer uninterrupted periods of time.

High School Completion Rate (3 Yrs.) and Drop Out Rate (continued):

- **Enhance:** Existing literacy programs: Instead of offering reading support as a separate and potentially stigmatizing class, we have moved staff trained in reading support into the primary educational space concerned with literacy. This action is meant to be more inclusive in that more people who need literacy support (not just those identified as requiring assistance) will have access to a literacy expert.
- **Potential Research Direction:** Where possible and appropriate, locally developed courses that are specifically designed for our students learning needs and interests.
- **Potential Research Direction:** Effects of alternative stress management techniques offered to Diploma writers (acupuncture, yoga).
- **Potential Research Direction:** Anecdotally, BSEC has observed some cases where students who have been given the opportunity to earn work experience credits for their part-time jobs, they have remained connected to the school enough to complete the program and to earn a diploma. Without flexibility in the schedule, their continued connections would not have been possible. A potential research direction, then, would be to study the effects of actively promoting work as "attendance" in our school's work experience program.
- **Potential Research Direction:** Distance learning options for students at "arm's length" from the school. Where many students actively depend on our many support services, some have asked for and would benefit from an option that would allow them to complete courses at a distance. Research in this area has already begun in an informal sense and a pilot project could begin as early as the 2011-12 school year. Of course, students enrolled in this fashion would still be missed in the accounting of the Drop Out Rate, but data on their participation would be easily collected to provide context to this measure.

HS to PS in 6 Years:

- **Maintain:** Knowledge and Employability classes. These engage the students in the development of self-determination, self-advocacy and employability skills such as attendance, teamwork and collaboration. Work habits and other skills required in the challenging environment of post-secondary education or employment are also taught. We provide supports, academic skills, social skills, and job search skills, which improve employment outcomes.
- **Maintain:** Professional Learning Community that focuses on goals related to achieving our mission and vision.
- **Maintain:** In the 2010-11 school year, one staff member took training to better serve students in the role of a career-oriented Guidance Counsellor.
- **Enhance:** Connections with other skill building programs. 2011-12 has already seen an excellent relationship develop between BSEC and a number of local programs including NCSA's Pohna, YouCan Edmonton, the ReUse Centre, and the John Howard Society to name a few.
- **Potential Research Direction:** Where possible and appropriate, locally developed courses that are specifically designed for our students learning needs and interests.

Rutherford Scholarship and 4+ Diploma Exams:

- **Potential Research Direction:** See above. All of the above strategies would be the same as those employed to attempt to bring our students to this level. They have many more hurdles to overcome prior to being in this place, and their pathway to these possibilities lay in the strategies detailed above.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are prepared for the 21st century

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- Students model the characteristics of active citizenship
- Students are well prepared for employment

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.5	79.0	73.4	84.1	83.1	100	Very High	Maintained	Excellent	100	100	100
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	46.2	76.9	83.3	92.3	92.3	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

Active Citizenship and Post-Secondary Success:

We ensure that students have access to positive adult role models, be they parents, teachers or Community members.

Strategies

Active Citizenship

- Maintain: A Professional Learning Community: A PLC at BSEC has resulted in a more collaborative staff culture around the issue of constant participatory research into best practices for our youth. This year, we are focused on increasing student opportunities for positive interactions, youth-to-youth support, and right-brained learning activities. We believe that this focus will allow us to maintain or improve our performance in this area.

Post-Secondary Success

- Maintain: A Professional Learning Community: A PLC at BSEC has resulted in a more collaborative staff culture around the issue of constant participatory research into best practices for our youth. This year, we are focused on increasing student opportunities for positive interactions, youth-to-youth support, and right-brained learning activities. We believe that this focus will allow us to maintain or improve our performance in this area.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are prepared for the 21st century (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	57.7	76.9	73.1	96.2	96.2	100	n/a	n/a	n/a	100	100	100

Comment on Results

While these results are encouraging, to move ever closer to our goal, enhancement of peer-to-peer supports are required (indeed, this year they are one of the foci for our PLC action research). Additionally, research into the area of how partnerships with youth-focused temporary labor programs (as these are developing in our extended community at the moment) can impact student engagement.

Strategies

The following strategies are either in place or planned to maintain the high level of this measure

- Maintain: CTS and RAP: Continue to deliver Career and Technology Studies (CTS), Registered Apprenticeship Program (RAP)/Youth Apprenticeship Project (YAP) and Work Experience Programs.
- Maintain: K and E Curriculum: Utilize the Knowledge and Employability Curriculum where appropriate for our youth.
- Enhance: Work Readiness: Provide on-site job preparation opportunities (e.g.: kitchen work experience and work shop).
- Potential Research Direction: Opportunities for youth-to-youth mentoring and support. Specifically beginning with the area of peer tutoring, BSEC will identify youth who are suitable candidates and train them in the CTS HRH areas related to mentorship, leadership, and supporting roles. This will
- Potential Research Direction: Effects of student participation in Social Enterprise programs (as they become available in our extended community).

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education through Collaboration

Outcome: Students have access to programming and supports to enable their learning

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The education system meets the needs of all K–12 students and supports our society and the economy
- School environments are safe and caring

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.4	62.4	62.4	69.9	78.0	88	Intermediate	Improved	Good	98	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.2	87.4	90.3	93.8	93.9	100	Very High	Maintained	Excellent	100	100	100
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.0	81.8	84.5	86.3	89.7	99	Very High	Improved	Excellent	100	100	100

Comment on Results

As BSEC exists to offer educational opportunities to students who have previously felt disenfranchised by "mainstream" schooling, the inclusivity-enhancing practices support the flexible and individualized academic programs offered to the youth. This has been shown to result in a strong feeling of belonging and safety for our youth.

Strategies

- Maintain: "Zero Tolerance" policy with regards to any display of gang tagging or colors within the school.
- Maintain: A supervision team is on duty at all times during the day.
- Maintain: Mediation. Conflicts are addressed by using an equitable process of mediation.
- Maintain: Parental contact in emergencies. Parents/guardians are immediately made aware of situations at school which may impact student safety.
- Maintain: Help with Social Services. Assistance in applying for Student Finance and Social Services Supports (Advancing Futures, Alberta Children's Services).
- Maintain: Dietary incentives. Breakfast and lunch programs to remove any barriers to accessing healthy food.
- Maintain: Transportation incentives. Transportation incentives for students who live outside of 7 kms from the school.
- Maintain: IPPs. Individualized Program Plans that respond to student needs and build on capacities of individual students.
- Maintain: School/Student Council. Promoting the continuation of the school council and provide leadership and voice for its role in the learning process.
- Maintain: FNMI focus. Engaging students of Aboriginal ancestry and students interested in learning about Aboriginal culture by integrating Cultural Camps, Culture Instruction, Talking Circles, Sweats, and Pipe Ceremonies within our school program.
- Maintain: Multidisciplinary Approach. A multidisciplinary approach to address students' academic, emotional and behavioural needs (For example psychologists, youth workers, probation officers, social service workers, and health workers).

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The jurisdiction demonstrates effective working relationships
- The jurisdiction demonstrates leadership, innovation and continuous improvement

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	55.4	49.2	60.0	59.4	64.1	75	Very Low	Maintained	Concern	85	95	100
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	94.3	82.0	83.4	89.8	94.6	95	Very High	Improved Significantly	Excellent	100	100	100

Comment on Results

Satisfaction with Parental Involvement

BSEC is encouraged by the fact that performance in this area is higher than ever. While relatively low, the performance in this area indicates that BSEC is seeing more positive parental involvement in decisions about education in the school. Where possible, BSEC has facilitated community events to familiarize parents and guardians with the school environment. The most important reason for this performance, however, is likely best attributed to the school's procedure for collaboratively creating Individualized Program Plans (IPPs) for each youth who shows need. In creating these IPPs, parents and guardians are made part of the conversation about how best to offer education to their child. This is done by way of meetings about diagnoses and a true involvement of parental/guardian knowledge of their children as a means to offering the best experience for the students. Year after year, BSEC is able to involve more and more parents and guardians in this process and to keep them informed as to the progress of their children.

Jurisdictional/School Improvement

The significant improvement shown in this area is best attributed to the fact that, in the past year, BSEC has worked to clarify its organizational structure and to formalize discussions around constant improvement and ever greater financial and fiscal accountability. Specifically, shifting the organization to focus on goals as a Professional Learning Community has gotten people talking about and acting in areas where change is collectively perceived to be required.

Strategies

Satisfaction with Parental Involvement

- Maintain: Organizational decision-making based on role responsibility, collaboration, and respect for all.
- Maintain: Collaboration with parents regarding diagnoses requiring IPPs for their children.
- Enhance: SIS portal for parents and guardians: By transitioning to a state-of-the-art Student Information System (PowerSchool), it has become simpler for our staff to track and report on an individual student's performance. During the 2010-2011 school year, parents/guardians were contacted twice weekly. During the 2011-2012 school year, BSEC is projecting that parents and guardians will be able to access performance information regarding their child/ward by logging on to the PowerSchool system via our school's website.

Jurisdictional/School Improvement

- Maintain: A Professional Learning Community that is responsive to the results of ongoing action research.
- Maintain: Financial Best Practices. The BSEC Board of Directors employs a professionally trained Secretary Treasurer and Business Manager who ensure effective use of sound budgeting practices, good financial health, and a strong system for the timely, accurate tracking and recording of all financial data and transactions. In addition, the effectiveness of this work is reviewed annually by an external auditor.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Key learning outcomes for FNMI students improve

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	9.1	58	Very Low	Improved	Issue	60	61	62
Drop Out Rate - annual dropout rate of students aged 14 to 18	37.2	23.5	28.9	24.6	34.5	6	Very Low	Declined	Concern	5	4	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.4	16.0	7.1	0.3	0.0	40	Very Low	Declined	Concern	41	42	43
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	0.0	6.3	*	22.2	9.5	44	Very Low	Maintained	Concern	45	46	47
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	32	Very Low	Maintained	Concern	33	34	35

Comment on Results

High School Completion Rate (3 Yrs.): The average BSEC student is going to have difficulty completing school in just three years. The following facts must be considered when interpreting these data:

- Due to our policy of continuous enrolment, some students join us and are placed according to their ability in courses beyond Grade 10. These students would not be counted as members of the cohort used to measure performance in this area.
- Since students who move from one authority to another during High School are often attributed to the school authority where they received the most credit, students who technically complete their High School programs at BSEC after receiving credit elsewhere may not be included in the cohort used to measure performance in this area.

Drop Out Rate: The data indicate that our drop-out rate is declining. Since this is an inverse measure, it means that more of our students are dropping out. Since 2006, it seems that this problem is getting worse. Without even digging into methodology, with 32% "dropping out," it means 68% are not. On the surface, this alone could be taken as a measure of success. When one drills down, however, an even more important story emerges: how the data are collected may be skewing results against a school of BSEC's type. The following is the definition of "Drop Out Rate" in the Authority Summary document:

- "An initial age specific cohort of students aged 14 to 18 is established for a given school year, **excluding** the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities..." (Alberta Education, p.7, emphasis added).

The highlighted exclusions from the data set ensure that many students who register in our school are not counted. For example, in the 2010-11 school year alone, 13 students registered with our school after September 30th (because that is when other systems typically withdraw poor attending youth from their rosters), and **over 50%** of our student population was submitted and approved for **severe disabilities** support. Each year, our school's continuous enrollment and severe needs support procedures ensure that a number of youth who do attend our programs are *never counted* by this measure. As such, the results are, at the very least, difficult to accept at face value and an avenue that is rich in potential for any forthcoming research initiatives.

HS to PS in 6 Years: It is often the case that students who enrol in BSEC do so with no clear idea of any sort of life beyond high school at all. As a result, much of our work becomes about making it possible for students to understand what leaving high school means. In some cases, we are successful but a longitudinal research project would be required to determine exactly to what degree this is true.

Rutherford Scholarship and 4+ Diploma Exams: It is encouraging to see the maintenance of the percentage of youth who achieve an acceptable standard on their diploma examinations. It has been a special event that some of our students have even demonstrated excellence on their 2010 and 2011 diploma exams and the students who were able to achieve that level are openly celebrated. It is, however, important to note, that for the majority of our students, writing even one diploma exam is a major accomplishment. This fact must be considered when examining the data regarding multiple diploma examinations and the Rutherford scholarship.

Strategies

High School Completion Rate (3 Yrs.) and Drop Out Rate:

- Maintain: Continuous intake policy.
- Maintain: Personalized Intake and Inclusive Education Planning.
- Maintain: Using Knowledge and Employabilities curriculum.
- Maintain: Barrier-free access to support services.
- Maintain: Two teachers in core subject areas.
- Maintain: Provision of school supplies for all students.
- Maintain: Barrier-free access to wide array of Co-Curricular learning opportunities: Following the "drop-in" class model, any student enrolled in our program may participate in any of our CCOs. The plan is that this "value-added" aspect to what we offer may entice students to remain at our school for longer uninterrupted periods of time.

High School Completion Rate (3 Yrs.) and Drop Out Rate continued:

- Enhance: Existing literacy programs: Instead of offering reading support as a separate and potentially stigmatizing class, we have moved staff trained in reading support into the primary educational space concerned with literacy. This action is meant to be more inclusive in that more people who need literacy support (not just those identified as requiring assistance) will have access to a literacy expert.
- **Potential Research Direction:** Where possible and appropriate, locally developed courses that are specifically designed for our students learning needs and interests.
- **Potential Research Direction:** Effects of alternative stress management techniques offered to Diploma writers (acupuncture, yoga).
- **Potential Research Direction:** Anecdotally, BSEC has observed some cases where students who have been given the opportunity to earn work experience credits for their part-time jobs, they have remained connected to the school enough to complete the program and to earn a diploma. Without flexibility in the schedule, their continued connections would not have been possible. A potential research direction, then, would be to study the effects of actively promoting work as "attendance" in our school's work experience program.
- **Potential Research Direction:** Distance learning options for students at "arm's length" from the school. Where many students actively depend on our many support services, some have asked for and would benefit from an option that would allow them to complete courses at a distance. Research in this area has already begun in an informal sense and a pilot project could begin as early as the 2011-12 school year. Of course, students enrolled in this fashion would still be missed in the accounting of the Dropout Rate, but data on their participation would be easily collected to provide context to this measure.

HS to PS in 6 Years:

- Maintain: Knowledge and Employability classes. These engage the students in the development of self-determination, self-advocacy and employability skills such as attendance, teamwork and collaboration. Work habits and other skills required in the challenging environment of post-secondary education or employment are also taught. We provide supports, academic skills, social skills, and job search skills, which improve employment outcomes.
- Maintain: Professional Learning Community that focuses on goals related to achieving our mission and vision.
- Maintain: In the 2010-11 school year, one staff member took training to better serve students in the role of a career-oriented Guidance Counsellor.
- Enhance: Connections with other skill building programs. 2011-12 has already seen an excellent relationship develop between BSEC and a number of local programs including NCSA's Pohna, YouCan Edmonton, the ReUse Centre, and the John Howard Society to name a few.
- **Potential Research Direction:** Where possible and appropriate, locally developed courses that are specifically designed for our students learning needs and interests.

Rutherford Scholarship and 4+ Diploma Exams:

- **Potential Research Direction:** See above. All of the above strategies would be the same as those employed to attempt to bring our students to this level. They have many more hurdles to overcome prior to being in this place, and their pathway to these possibilities lay in the strategies detailed above.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Summary of Financial Results

Balanced Budget

We have submitted 143 students in our September 2011 count to Alberta Education. Accordingly, the projected deficit of \$23,935.00 will be reduced to nil and we will have a balance of revenue and expenditures. The Board Priorities for the 2011-12 budget are:

- 1. No reduction in staff
- 2. No reduction in programs.
- 3. Balanced Budget.
- 4. Development of a 5 year plan for CTS improvements.

The teachers and support staff at Boyle Street Education Centre create a learning environment which supports the charter goals as well as Provincial goals. In the coming year (2011-12), we will see new developments, enhanced opportunities for training and career progression for staff with the Professional Learning Community at Boyle Street Education Centre.

Every new academic year is unique in that the school is continually adjusting to make desired changes. Every routine is questioned and changed, wherever necessary, in order to better accomplish the goals set in the charter and meets the needs of our students.

All students can learn at Boyle Street Education Centre, although at different rates, different levels and in different ways. The PLC (Professional Learning Community) explores different ways of staff development that focuses on improving the learning of all students, prepares educators to understand, and appreciates all students; and creates safe, orderly, and supportive learning environment that holds high expectations for student achievement.

The budget of 2011-2012 is a balanced budget. Our priorities in the budget include developing additional services for students that enhance their literacy and numeracy skills, make ethical citizens, and engaged thinkers with entrepreneurial spirit. Our goal is to prepare students to meet the demands brought by a rapidly changing global community. To meet this goal it is essential that we continually seek out and embed innovative strategies into our learning environments. In the planning of our budget the focus is to seek out strategies to help the students understand and guide their learning. We believe our students can be flexible and adaptable but need the continuous support and innovative strategies to keep them engaged despite their frequent involvement with high risk activities such as gangs, violence and substance abuse.

Guiding Principle

The Boyle Street Education Centre Board endeavors to be fiscally responsible and accountable. The learning needs of the student population are first and foremost when planning the budget. Our charter is renewed for five years until August 2016.

Enrolments

Student enrolment has increased over 11 percent in the last few years and is expected to increase in the range of 15 to 20 percent in the coming years. We processed in excess of 155 students in September 2011, of which 143 were enrolled and submitted to Alberta Education for 2011-2012 funding. Out of the 143 students 89 percent of the students were FNMI.

Staffing

We have 15 FTE teaching staff and 10 FTE support staff. Two new temporary FTE teaching staff has been hired as our certified journey chef and certified journey cosmetology staff are pursuing the opportunity to complete a teacher preparation program offered by the University of Alberta under the CTS Bridge to Teacher Certification program.

Revenue

There is an increase in our revenue due to increase in students enrolled as well as grants like AISI, ESHIP and Inclusive Education System School Authority Expression of Interest – Capacity Building grant. **The increase is also due to the restored funding by Premier Alison Redford in education.**

Expenditure

The teacher salaries increased as per our agreement with Alberta Teacher's Association (Effective September 1, 2011, the 2010 grid will be increased by 2 per cent plus the Alberta Education/Alberta Teacher's Association agreed upon change based upon the Alberta Average Weekly Earnings).

The support salaries increased as per approved agreement grid plus the change based upon the Alberta Average Weekly Earnings.

The building lease area is calculated as per BOMA standards and the lease rate is increased effective 01 September 2011.

Lease

Our lease with Belvedere Property is until August 31, 2016. The new lease rate is increased effective September 2011. We, along with Capital Planning of Alberta Education, are looking for the alternative accommodation which will meet the requirements of our programs and the needs of our student population.

Charter

The Minister of Education has approved our Charter Renewal for the next 5 year term. The Boyle Street Education Centre charter is now renewed for a period of FIVE years effective 01 September 2011 until 31 August 2016

By 2017, Alberta's Aboriginal population is expected to grow by 39%. Alberta may overtake British Columbia to have the second largest Aboriginal population in Canada, after Ontario (Statistics Canada, 2005).

In 2001, the median age of Aboriginal peoples in Alberta was 23 years, as compared with 35 years among Albertans as a whole. Children and youth are the fastest growing segment of the Aboriginal population. On average, Aboriginal peoples are younger than other Albertans (Statistics Canada, 2001).

The Aboriginal population in Alberta was projected to grow by 38.6% in the next 16 years, to reach 232,600 in 2017. We have many regular schools to accommodate FNMI students. But will they fit the regular schooling?

According to one estimate, the monetary value of saving one 'high risk youth' from a life of crime, drug abuse, or dropping out of high school to be \$1.3- \$1.5 million dollars (Cohen, 1998).

If we at Boyle Street Education Centre succeed in inspiring and supporting the educational success and social development of high-risk youth who have previously experienced interruptions in their formal learning, we can make a difference. A study demonstrates why it is so important to target high-risk youth. This study shows that the cost of one offender with at least six police contacts from childhood to age 32 totals \$3,172,998 dollars (2007). Boyle Street Education Centre has been able to engage approximately 100-140 students every year since its inception. (Cohen, 1998).

Web Link

A web link for Boyle Street Education Centre's pertinent documents are online at : http://www.bsec.ab.ca/?page_id=19

A web link to the provincial roll up of charter school AFS information is available at: <http://education.alberta.ca/admin/funding/audited.aspx>

Capital and Facilities Projects

This Three-Year School Capital Plan 2012-2015 is an analysis of the Boyle Street Education Centre's forecasted school capital needs, as presently assessed.

Alberta's Aboriginal ancestry population is close to 250,000, an increase of 23% in five years (2001-2006). With nearly 250,000 people of First Nations, Métis and Inuit ancestry, Alberta is home to one of the largest, youngest and fastest-growing Aboriginal populations in Canada (Government of Alberta, 2011).

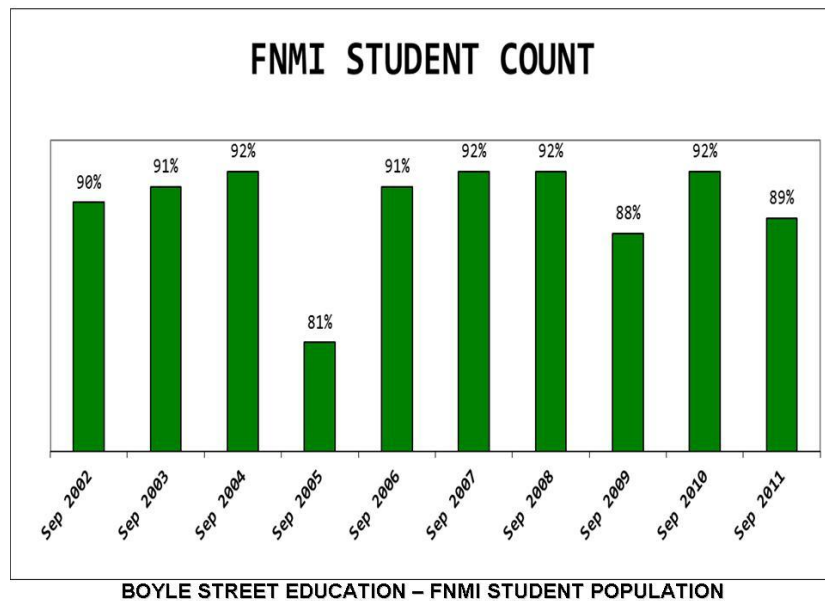
It is estimated that eliminating the employment, income and education gaps facing Aboriginal people would result in a potential contribution by Aboriginal Canadians of \$160 billion to Canada's Gross Domestic Product (Government of Alberta, 2011).

Aboriginal peoples represent a significant and growing segment of the population in Canada and Alberta. The Aboriginal population in Alberta is significantly younger than the non-Aboriginal population. Approximately 44.3 per cent of the Aboriginal population is under 19 years of age compared to 27.5 per cent for non-Aboriginal people (Alberta Chamber of Resources, 2011).

The Aboriginal young people have a strong and growing sense of identity which, if recognized and supported by the school, can support high academic achievement. Boyle Street Education Centre has a current population of 143, of which, caters to over 89 percent are of FNMI descent. The Boyle Street Education Centre recognizes and meets the needs of their student population. The Boyle Street Education Centre communicates with the student families and creates an environment which welcomes and fosters the identity of the FNMI youth. The curriculum meets students' needs and the academic demands required by Alberta Education. Students at Boyle Street Education Centre attribute their success to the strength of the support they received during their schooling from their families, peers at school, and school staff.

The presences of Aboriginal staff serves as role models and more culturally sensitive of FNMI students.

The Boyle Street Education Centre is meeting the needs of Aboriginal students by instituting policies, programs and strategies which provide an environment that supports Aboriginal cultures.



Boyle Street Education Centre lease with Belvedere Property expires August 31, 2016. The new lease rate effective September 2011 is a substantiated increase in costs that requires an increased funding commitment. We, along with Capital Planning of Alberta Education, are looking for the alternative accommodation which will meet the requirements of our programs and the needs of our student population, as well as the fiscal capacity of the Alberta Education to find the lease costs.

As we are looking for alternative accommodation we are also keeping in mind the affirmation of the Alberta Government's commitment to environmentally friendly building design as per LEED (Leadership in Energy and Environmental Design) Silver environmental standard. It is said LEED Silver buildings cost up to five per cent more than conventional buildings but are up to 45 per cent more energy-efficient than the standard benchmark. LEED is administered in Canada by the [Canada Green Building Council](#).



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Summary of Facility and Capital Plans

Our lease with Belvedere Property is renewed until August 2016, and we are continuing to make the required changes to our current leased two-story school building to meet the required environmental standards. The effort is to be able to make our meeting all the requirements required school an Environmentally Responsible School. We are in the process of qualifying for BOMA BEST¹ certification/GO GREEN certification.

Beyond making Boyle Street Education Centre an aesthetically vibrant and environmentally friendly place, the ultimate goal of those involved with Boyle Street Education Centre, from the building management company to the teaching staff, is to instill in students a sense of responsibility for the natural environment. Boyle Street Education Centre is using green building techniques that can help reduce energy bills, while providing a healthier learning environment for students and instilling in them an awareness that will ultimately assist in saving the planet.

1. BOMA BEST (Building Environmental Standards) is a national program launched in 2005 by BOMA Canada to address an industry need for realistic standards for energy and environmental performance of existing buildings based on accurate, independently verified information. Today, BOMA BEST has evolved from simply identifying key best practices to providing common standards; an array of educational and on-line assessment tools; independent data audits; and a four-level performance certification program.

Parental Involvement

Parental involvement at BSEC is a problematic matter. It is a fact that the students we serve have a history of unstable and unfit home lives. Many do not live with their birth parents; some are effectively homeless. Parental involvement can be, at best, sporadic and, at worst, actually dangerous for the youth in question. BSEC informs the parents and/or guardians of students each year within the first month of operation that an opportunity to join the school council will take place during the September Open House community activity. Since BSEC's inception, no parents or guardians have attended the sessions in sufficient numbers to establish quorum.

As such, BSEC works to connect to parents or guardians in two very important ways. The first is to invite them to community events where student achievements are celebrated. There are at least two of these per year and they are always well-attended. The second is in the area of inclusive educational planning where parents are invited to discuss any diagnoses that their children have received regarding their behavioral or emotional ability to engage in the academic goals laid out for them. Parents are an integral part of the process where Individualized Program Plans (IPPs) are developed vis-à-vis the educational needs of their children and, on the basis of their support and knowledge, BSEC is better able to provide a suitable educational experience.

Timelines and Communication

BSEC communicates regularly about their activities, events, and matters of community interest. Primarily, this is done through the district's website (<http://www.bsec.ab.ca>) which was updated in 2010 to allow for Web 2.0 functionality like blogging, multimedia, and social networking. The changes to the website have been made as just one of the measures meant to engage the youth BSEC serves as well as to create a "landing site" for the greater educational community. From this site, BSEC will be participating in the sharing that the Action on Inclusion Capacity Building program will engage in throughout 2011 and 2012. It is our hope that students, staff, and the greater community can all find a way to connect with this site as our collective online portfolio.

Objectives

At the end of the 2011-12 school year, BSEC will be able to:

- Share its capacity-building efforts with the Provincial educational community.
- Communicate its new research directions with its students, staff, and the greater community of stakeholders.
- Create opportunities for new dialogue with other educational districts.

Audiences

- Past, present, and future students.
- Staff and prospective staff.
- The community of stakeholders.
- The educational community in Alberta.
- The educational community in Canada.
- The educational community around the world.

Key messages

- Students who have experienced extreme traumas (Averill, 2008) are educable and, with the correct supporting services and relationships, can be engaged, ethical, and entrepreneurial citizens.

Action plan (specific communication strategies [with timelines])

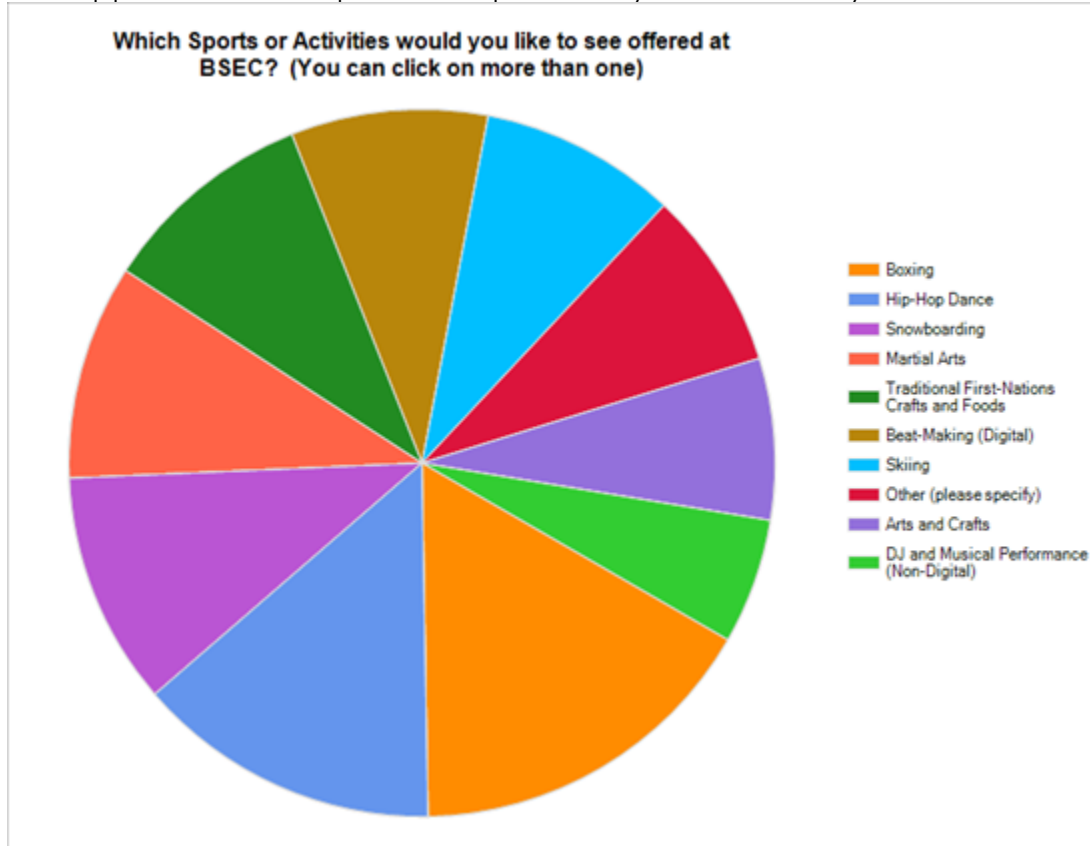
- BSEC Website re-launch – September 2010.
- PLC development – September 2010 (Ongoing).
- Assessing educational community needs – September 2010 (Ongoing).
- Developing Action Research – November/December 2010 (Ongoing).
- Evaluation – May/June 2011.
- Adjustment and re-assessing educational community needs – June through September 2011.
- Capacity-Building Action Plan – June 2011.
- Setting new research directions – September through November 2011.
- Reporting on Inclusive Practices – 2012.
- Collecting completed and conducting new research – 2012 through 2015.

APPENDIX A – 2011-12 Rationale for Co-Curricular Options Available to Youth



Plenty of Options

From our experiences last year, it was clear that we needed to change something. Students were requesting all sorts of options (see below) but when they were presented with opportunities to explore the options they asked for, they would often not attend.



In informal qualitative sampling (asking students), it became clear that, for one reason or another, even though students were excited about the possibility of having extra-curricular options after school, most of them forgot about them or chose to do other things once the day was over. In the case of boxing (the most requested activity), for example, a coach from the Alberta Boxing authority volunteered his time every Monday after school in an effort to respond to this perceived interest level. When Monday came around, however, there were often only one or two students willing to stay and work out (these students were regular attendees, however, and certainly benefitted from having a one-on-one professional boxing coach to instruct them).

With this in mind, then, BSEC staff began to experiment. When things like boxing, Yoga, and improvisational drama were held *during the day*, they were much more heavily attended than if they were held after school. More importantly, the students who chose to access these options (as they were held on the basis of optional participation when students could demonstrate completion of regular classwork) were returning to the same sessions repeatedly. Most of the experimentation in this regard was in the area of improvisational drama. By the end of the year, anecdotally, the improv drama group consistently attracted 9-10 youth who reported attending that day *just for improv*.

Armed with these anecdotes, the BSEC administration worked to plan access to optional educational experiences differently. Instead of setting these apart as “Extra-Curricular” options, in 2011-12, the courses listed below are all offered optionally (and contingent upon completion of other classwork and staff permission) *during the school day*.

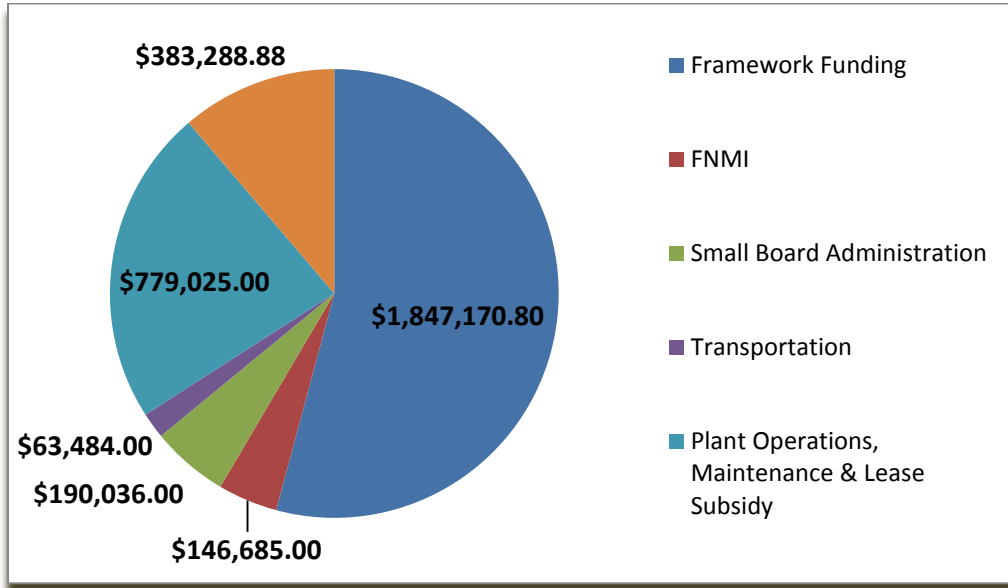
Co-Curricular Options
Drop In Phys-Ed (PE)
Drop In Music (CTS MDC)
Yoga (PE/HPE)
Improvistational Drama (CALM/ENG)
Yearbook (CTS MDC)
Film/Video Projects (AISI-supported projects - CTS MDC)
Traditional Aboriginal Drumming and Dance (CALM/SS/ENG/CTS HSS - mentoring)

These co-curricular options are also being tracked so that participation in them can, where appropriate, count towards the completion of high school credit (as identified in the course codes in the chart above).

Moving ahead, these co-curricular options will form the basis for what BSEC hopes will be fertile ground for research into how a combination of student feedback, locally-developed courses, and professional supports can converge to create a powerful inspirational and supportive environment to engage out-of-school youths.

APPENDIX B – Financial Graphs

Revenue



Expenditure

