

# Boyle Street Education Centre Charter 2015 – 2020

## Section 1: Mission, Vision, and Principles

### Mission Statement

The purpose of the Boyle Street Education Centre is to inspire and support the educational success and social development of youth who have previously experienced interruptions in their formal learning.

### Vision Statement

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.

### Principles

Boyle Street Education Centre recognizes that the majority of the youth it serves are survivors of trauma. The school accepts that issues like mental health challenges, racism, abuse, extended periods of unstable housing and other traumas substantially inhibit the success of the young people that live with them. The degree to which a youth is supported through managing his or her trauma is the single greatest determiner of their ability to thrive in school. Students who have experienced extreme traumas can learn and, with the correct supporting services and relationships, can positively connect and contribute to the world around them.

With this set of assumptions as the starting place for our work, BSEC is guided in the following ways by these seven principles of inspiring education:

- **Being learner-centred:** School develops an educational plan that accommodates each youth's unique needs and desires.
- **Sharing responsibility and accountability for results:** BSEC establishes a circle of support for each student in which the Centre is just one of many success-enabling agents.
- **Creating and Sustaining Community:** Internal and external community resources are vital 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:** A priority of the school is to discover and deploy research-based innovations to best serve the needs of students.

## **Section 2: Charter Goals and Performance Measures**

Boyle Street Education Centre has established these goals with respect to fulfilling its Mission and Vision (with the caveat that our students are incredibly transient and that our school often starts each year with a large infusion of new students that makes demonstrating actual gains very challenging). **At the end of each school year, BSEC students will be able to:**

<b>Outcomes (Students will be able to...)</b>	<b>Performance Measure(s)</b>
1. Demonstrate social and emotional skills needed to manage the effects of trauma.	Rate of attendance Rate of student use of services and supports An improved (reduced) drop-out rate Growth in the areas of Transition, Work Preparation and Citizenship rate Meaningful local measures
2. Demonstrate the knowledge, skills and competencies to successfully transition to post-secondary education and/or work.	Positive change in literacy and numeracy competence levels Diploma Exam results (Acceptable Standard) Meaningful local measures
3. Act as engaged agents of their own learning and thriving members of their communities.	Rate of attendance Change in literacy and numeracy competence levels Rate of student use of services and supports Meaningful local measures

## **Section 3: Period of School Operation**

September 1, 2015 – August 31, 2020

## **Section 4: Name of Operating Company**

Boyle Street Education Centre  
10312 105 St  
Edmonton, Alberta, T5J 1E6 (Currently subject to change – October 2014)  
Telephone:  
(Administration)  
(780) 428-1420 Ext. 211  
(School) (780) 428-1420  
Fax: (780) 429-1428  
Corporate registry # 518938501  
Jurisdiction # 6017  
School Code # 6003

## **Section 5: Description of Students**

Boyle Street Education Centre is open to students aged 14 – 19 who have left other programs, have had limited success in regular school programs, or have street experience. No one who expresses a strong desire to attend our school is turned away if the school is able to effectively address and support their educational needs. The school could easily accommodate students as old as 21 years of age in the event that legislation allows such students to be funded for K-12 education.

The lives of our students reflect the impact of intergenerational poverty and oppression. The students live with and live through multiple co-occurring mental health challenges, racism, abuse, and extended periods of unstable housing. 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.

In the face of these barriers, the school community offers many of the qualities of a family. Many students maintain a sense of optimism and a belief in their potential to be contributing members of their school. BSEC celebrates each student's strengths and seeks to build capacity and resilience for each student to thrive.

## **Section 6: Curriculum**

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

Staff members are responsible for developing programming in such a way that student interest is engaged, successes are celebrated and barriers to success are dismantled. Instead of beginning with curriculum and fitting the student to the curriculum needs, we begin with the student and see how the school can develop programs that stem from student interest but also meet the needs of the curriculum. Programs are developed on both an individual and a class level. Innovation is based on research-informed practices for engaging students with a history of traumatic events.

Significantly, the school works to ensure that the prevailing cultural heritage of its student body is the foundation for the educational experience. This means that the learning environment and opportunities available in the school are set within a context of celebrating the origins of each learner as these are, inextricably, part of each learner's experience and must be seen as a resource.

### **Section 7: Student Support Services**

Effective and responsible education of the students in our population requires that Boyle Street Education Centre offers a set of on-site and barrier-free student support services. Rather than enabling the feelings of victimhood that can characterize this population, BSEC's Student Services team establishes a network of supports that stabilize and inspire students to thrive in their academic and occupational endeavors.

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

- Maintain a current web site – [www.bsec.ab.ca](http://www.bsec.ab.ca).
- Attend and present at conferences and community organizations.
- Maintain regular communication with The Association of Alberta Public Charter Schools and other educational organizations and school jurisdictions.
- Network and partner with agencies and programs that can enhance the program offered by the school.
- Host and take part in community events.
- Support student artistic expression and entrepreneurship in the school and community.
- Support sharing and distribution of in-house productions related to topics of interest to our student body.

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

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

The Boyle Street Education Centre facilitates parent, caregiver and community involvement through school family dinners and community events. However, as many students aged 16 to 19 are of independent status, they often act on their own behalf. Every year since BSEC's incorporation, school administration has called a general meeting before September 30 in order to determine the level of interest in establishing a School Council. Each year, we have had an insufficient number of parents and guardians attend the meetings. Because of this, the Principal has established the student council as the school's Advisory Council. Efforts to establish a school council will be continued and, where necessary, an Advisory council will continue to be struck.

## **Section 10: Corporate Bylaws and Articles of Association**

(See Bylaws and Articles section of Charter files)

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

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

Grade distribution will be from basic literacy ranging up to grade 12.  
An alternative school facility that serves the programming needs of the student population is under consideration by the charter board of directors and Alberta Education..

## **Section 12: Charter Amendment Process**

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

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

School administrators, teachers, students, parents and community stakeholders will have input in making recommendations concerning all amendments. Notification of intent to amend the charter will be by announcement on the web site, posters in the school and mailed notice to the membership. The Superintendent will be responsible for directing the collection of input from the community in the event that a mid-term charter amendment is required/desired by said community.

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

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

### **Section 13: Charter Dissolution Process**

Dissolution Steps (in the unlikely event that the school ceases to operate):

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

#### Transfer of students:

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

#### Disposition of property and records:

After satisfaction of all debts and liabilities, remaining Alberta Education grant monies shall be returned to the government. Real property or assets purchased with Alberta Education monies will be sold in accordance with the Disposition of Property Regulation and any proceeds will be returned to the government. All other assets will revert to Boyle Street Education Centre. School records requiring retention will be held by Boyle Street Education Centre or its successor for the required retention period. School records not requiring retention will be destroyed. The distribution of any remaining money and/or assets will be held for charitable purposes. This clause may only be changed by the unanimous vote of all the members of the Boyle Street Education Centre.

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