

Boyle Street Education Centre Charter 2020 – 2035

1. Name of Operating Company

Boyle Street Education Centre, 10312 105 St, Edmonton, Alberta, T5J 1E6

- School: (780) 428-1420
- Fax: (780) 429-1428
- Corporate registry # 518938501
- Jurisdiction # 6017
- School Code # 6003

2. Period of School Operation

September 1, 2020 – August 31, 2035

3. Foundation Statements

Mission Statement

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

Vision Statement

BSEC believes that all students have the capacity to learn. Our vision is to provide an integrated educational program that enables students to be their best selves.

Principles

Our instructional practices and student support services are rooted in the belief that both well being and learning are necessary components of a healthy student. We are committed to offering an inclusive and assessable educational space promoting education, healing and self-growth for all students.

- Instructional practices and student services are trauma-informed.
- Students develop and drive their educational goals within a circle of guidance, information and support from school staff.
- BSEC students are active in their own learning and will develop a sense of their own voice and how to exercise it.
- Students will gain the knowledge, skills and attitudes to be dedicated, self-reliant and responsible people who are integral members of our communities.
- Students will be educated to know who they are, where they came from and how they belong in order that they create a strong path forward following their graduation – a sense of self-actualization and self-determination.
- All components of our educational centre are accountable and work in collaboration for the benefit of our students

4. Description of Students

BSEC is open to young people between the ages of 14 and 19 years who are not experiencing success in conventional learning environments.

Our students historically do not arrive at BSEC “school ready.” As survivors of intergenerational trauma and oppression, they experience barriers to wellbeing that include racism, abuse, and extended periods of unstable housing. In many cases, our students have lived without positive adult role models, adequate financial resources, or conditions that promote strong mental health. The pressure of managing so many challenges has caused many of our youth to drop out of school when challenged or to demonstrate below-average academic performance relative to age.

To counter the effects of these challenges, BSEC offers many qualities similar to a family. The school accepts students wherever they are in their journey and offers a program that is flexible and diverse enough to respond to changing circumstances. This welcoming, caring, respectful and safe learning environment can help our students develop a sense of hope that they may thrive in their lives after high school. The ability to imagine a better future is a luxury often not enjoyed by many of our students before they attend but one often reported by those who have been part of our program.

5. Charter Goals and Performance Measures

Boyle Street Education Centre exists to engage youth excluded from formal learning. Since the establishment of the original charter in 1996, the goals of our school have related to supporting young people in Alberta who found themselves without a place to access education that reflects and responds to their identities as learners. In this sixth charter, it is incumbent upon the school to apply the learnings of its many years of experience and to scope its goals, outcomes and measures for the long term.

Charter Goal 1: Engage students in a safe and caring path to completing high school.

Outcome: Students will demonstrate improved ability to manage the effects of trauma experiences so that they are able to achieve their learning goals.

Performance Measures:

- Parental Involvement (provincial measure).
- Percentage of students who achieve the acceptable standard on diploma examinations (provincial measure, overall results).
- Student grade equivalency on Wide-Range Achievement Test – change over time (local measure).
- Annual individual student achievement on learning plan objectives.
- Number of Severe Behaviours recorded (local measure).

Charter Goal 2: Foster knowledge, skills and values necessary for a young person to thrive in society after completing high school.

Outcome: Students will improve their skill attainment and their ability to positively transition from our program to thriving livelihood.

Performance Measures:

- Percentage local supports and services accessed by students (local measure).
- 6-Year Transition Rate (provincial Measure).
- Work Experience Engagement

Charter Goal 3: Build capacity for intercultural understanding, empathy and mutual respect.

Outcome: BSEC will apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Performance Measures:

- Percent of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.
- Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples

6. Curriculum

Boyle Street Education Centre offers all courses necessary to earn a High-School diploma in Alberta. Program design applies knowledge from decades of experience with our student population as well as academic research regarding better practices for engaging students who have experienced extreme trauma.

Certificated Alberta teachers deliver instruction in all areas. These professionals apply accommodations and strategies to address student needs and to maintain engagement toward course completion. This approach creates welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Boyle Street Education Centre serves a majority of indigenous students and families, specifically Cree, Nakota Sioux, Dené, Saulteaux and Inuit. Our school commits to the Truth and Reconciliation Commission of Canada's Calls to Action in the design and delivery of the educational experience. This means that the learning environment and opportunities available in the school build capacity for intercultural understanding, empathy and mutual respect.

7. Student Support Services

Boyle Street's Student Services collaborates with administration, teachers, parents, guardians and external agencies to identify and remediate student learning needs. The student services team supports teachers to design accommodations and strategies that support the learning outcomes in their learning plans. The team also assists students accessing and navigating community resources.

The composition of the student services team may vary according to student need and professional availability. The team operates under the direction of the school administration and is composed of the following professionals:

- Psychoeducational Assessment psychologists
- Inclusive education specialists
- Addictions and Mental Health counsellors
- Youth Support Workers

8. Process for Communication of Innovation to the Education Community

Our school communicates with its stakeholder community in a number of ways. The school shares documents, calendar and news through its website (<http://www.bsec.ab.ca>). Stakeholders may attend multiple events and meetings through learning plan development, school council and seasonal events.

The school also uses online survey tools and social media platforms to connect with students, parents and community members. The table below offers a general description of how each stakeholder group engages with the school.

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> • Open-House events. • Website and Social Media presence. • Local survey events. • Annual Provincial Stakeholder Satisfaction Survey. • Alberta Provincial Online Reporting Initiative Survey • Engaging student council.
Parents and Guardians	<ul style="list-style-type: none"> • Open-House events. • Website and Social Media presence. • Local survey events. • Annual Provincial Stakeholder Satisfaction Survey. • Alberta Provincial Online Reporting Initiative Survey • Regular parent/guardian contact by school. • Attempts to establish a school council.
Educational Community	<ul style="list-style-type: none"> • Research partnership with the University of Alberta supporting success for students. • Presentations to pre-service teachers (U of A), conferences and teacher's conventions. • Distribution of BSEC-produced scholarship. • Consulting for Northland School division (and others) exploring strategies to engage out-of-school youth.
Alberta Government	<ul style="list-style-type: none"> • Meeting with Field Services RE: Annual Reports and Education Plans. • Sitting on stakeholder committees (e.g. High-School Redesign External Committee, PASI provincial attendance standards workgroup, Attendance Standards working group) • Consulting for Alberta Children's Services and Alberta Health Services with relation to a variety of initiatives supporting the success and safety of youth.

Table 1 - Description of Stakeholder Group Engagement

9. Roles and Responsibilities of Charter Board and Advisory Student Council

Boyle Street Education Centre elects a volunteer Board of Directors at the Annual General Meeting each November. Board members offer expertise in governance, education, intervention services, issues related to marginalization and a commitment to the vision and principles of the school. The Board of Directors ensures that the school's policies, procedures and practices align with legislation.

Boyle Street Education Centre invites parents, guardians and interested community members to establish a school council annually prior to September 30th. In cases where there is an insufficient number of people willing to establish a school council, school administration may identify the student council as the school's Advisory Council (in accordance with the School Council regulation attached to the *Education Act*). Historically, there have been insufficient numbers to establish quorum for the School Council as per the regulation, so the school will continue to attempt to establish sufficient avenues for community advisory and, where necessary, continue to strike an Advisory Council comprised of members of the student body.

10. Projected Student Enrolment, Grade Distribution and School Building Requirements for the Term of the Charter

Boyle Street Education Centre projects enrollment to be 170 students at any campus in the school authority annually. As of 2020, there is a single campus in Edmonton. In the event that other communities in Alberta may benefit from access to the Boyle Street Education Centre approach to youth engagement, the Board of Directors may seek to establish other campuses in accordance and cooperation with Alberta Education and the Minister of Education.

Boyle Street Education Centre's grade distribution is grades 10-12. In some cases it may be necessary to offer grades 8 and 9 to support incoming learners at the younger end of the enrollment range.

11. Charter Amendment

Changes that require amendment of the charter during its term include:

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

In the event it is necessary to amend the charter during its term, all school community stakeholders will have opportunities to provide input on proposed 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 is responsible for input collection in the event that a mid-term charter amendment is required/desired by said community.

Stakeholders will receive 14-days' notice prior to the submission of 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. The Minister's response to applications for amendments are will be shared via the same methods.

The Board of Directors are responsible to make applications for mid-term charter amendments in consultation with all concerned. The Board of Directors are responsible for the language and format of any such applications to the Minister of Education.

12. Charter School Dissolution

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

The Board of Directors of Boyle Street Education Centre must 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:

Administration and Student services personnel facilitate meetings between students and possible future programs. Where possible, school personnel 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 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.

13. Corporate Bylaws and Articles of Association

(See Bylaws and Articles section of Charter files)