

20-21 School year Executive Summary

Boyle Street Education Centre works with the most vulnerable students in Edmonton. We accept students who have not been successful in their previous learning. Many of our students are First Nations, Metis and Inuit students who show strengths and are resilient but who have not had access to needed supports in order to achieve their goals. We believe that by ensuring access to supports, both behavioural and academic, and by utilizing trauma-informed methodologies, students can and do succeed in school. Our local measures often tell a different story from the provincial measures. This is because provincial measures are the results of surveys, which may not have been accessed by people in our community. In order to tell our story in a more authentic manner, we have included information in our Annual Education Results Report (AERR) from our local data in addition to the provincial assurance survey measures. Detailed information from our local data regarding results from our 20-21 school year may be found by accessing our AERR on our website at www.bsec.ab.ca

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 6017 Boyle Street Education Centre



Assurance Domain	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.1	82.3	80.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	0.0	0.0	0.0	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	8.3	6.6	10.7	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	71.8	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	2.6	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	88.8	86.0	90.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	97.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	62.5	81.8	74.2	79.5	81.8	81.4	n/a	n/a	n/a

Student Learning Engagement

The strategies that we utilize in attending to the learning needs of our students are individualized so that teachers meet students where they are at in their learning. Our teachers ascertain the skill level of students and begin their instruction at this point rather than the age or grade level of the student. Then the student can move ahead in their learning, knowing that they are standing on a firm foundation of knowledge.

Registration for the 20-21 school year remained high following the school closures of the previous school year. We registered 133 students, which was 90% of our usual registrants. This was the result of an intensive school effort in contacting students and their families.

High School Completion

The amount of achieved credits in the 20-21 school year remained strong even during the pandemic. Although the provincial measure of high school completion remains low, our local data relays a different and more accurate story.

Out of a possible 42 students registered in the graduating class for our school, we had 24 take part in the ceremony. Of those, 10 students graduated from our school with their High School Diploma, one graduated with a Certificate of Completion and 13 left our school because of their age.

These metrics would be:

- 10 (57%) students graduated with a high school diploma
- 1 (2%) student graduated with a certificate of completion

Our student population is cyclical and traditionally occurs in 4-5 year cycles. We had a large cohort of students who were in their last year of this cycle last year. They achieved 190 credits in Grade twelve diploma level courses.

Below is a table reflecting the credits earned in each of the school years from 2016-2021.

School Year	Credits Earned (Total)
2016-17	1305
2017-18	1475
2018-19	1399
2019-20	1607
2020-21	1470

Citizenship

Our school has traditionally scored very high on the assurance measures in the areas of citizenship. This is in great part due to the sense of community and belonging in our school. Some of the events to support students in developing citizenship skills, organized by staff during the 20-21 school year include the following:

- Volunteering at non-profit organizations such as the Food Bank.
- Home visits for deliveries of learning-related items as well as food, hygienic products etc.
- Connecting with the Turtle Island project
- Education regarding The Moosehide campaign
- Participation in Fresh Routes food store in the school
- Awareness days such as Pink Shirt Day, FASD Awareness Day
- Building/fostering relationships with EPS
- Regular events meant to support recommended actions outlined in the Truth and Reconciliation Commission of Canada’s Calls to Action.
- Out-reach events connecting students to community organizations:
 - Careers Next Generation, Norquest Virtual Open House, Yellowhead Tribal College, Pride Centre Virtual Tour, EPL tour, Bold Eagle tour, First Aid Training

Education Quality, Welcoming, Caring, Respectful and Safe Learning Environments

Our school is proud that this assurance measure remains high. As we continue to be impacted by the COVID-19 pandemic, we will remain committed to being flexible, compassionate and understanding in our effort to approach excellence in this measure.

Access to Supports and Services

The strength of our program rests and relies on connecting students to the academic, behavioural and emotional supports that they need to relieve their minds of stress so that they can concentrate on their ability to learn. Our school aims to offer students not only avenues of academic success but also skills to enable our students to better manage the challenging stresses that life can bring.

Without these supports, our students would be unable to attend to their learning and in fact, that is likely what led them to fall behind in their previous schools.

Parental/Guardian Involvement

Although provincial data taken from assurance surveys indicates very little engagement with parents/guardians, local data indicates a strong outreach effort for the 20-21 school year with our students' families/guardians. Our school recorded 3730 contacts with the home during our last school year.

School Council Engagement - On September 30, 2020, the school had an online School Council establishment meeting. School Council was able to achieve quorum and meet three times during the last school year although many more attempts were made. These meetings were held on Sept 30, October 28 and February 23, 2021.

The low assurance measure of parental contact of 62.5% may be the result of our parents/guardians not being able to complete surveys rather than a measure of our actual parental involvement.

Professional Development and Commitment to Indigenous Ways of Knowing

For the 20-21 school year, In-house, BSEC staff were offered 16 different learning opportunities to gain foundational knowledge about North American's Indigenous peoples, including First Nations, Metis, and Inuit, for the benefit of all students.

- Activities attended included: Pipe ceremonies (4 events), Land-based learning events (8 events), Indigenous memorials (2 events), Residential school related events (2 events), and National Indigenous Peoples Day (1 Event).

Notably, each staff member attended at least one compulsory learning opportunity as part of their Professional Development Plan (24 in total) which focused on the acquisition of foundational knowledge about North America's Indigenous peoples. In total, BSEC staff accessed 40 different learning opportunities in the 2020-21 school year. 100% of reported teachers were working on attaining more information and learning about Indigenous ways of knowing. 100% of teachers are incorporating Indigenous ways of knowing into their lessons and course designs.

Research Partnerships

Although our research has been put on hold during the pandemic we are hoping to resume work and relationships with our research partners as soon as we are able. We were conducting research in two areas when the pandemic began.

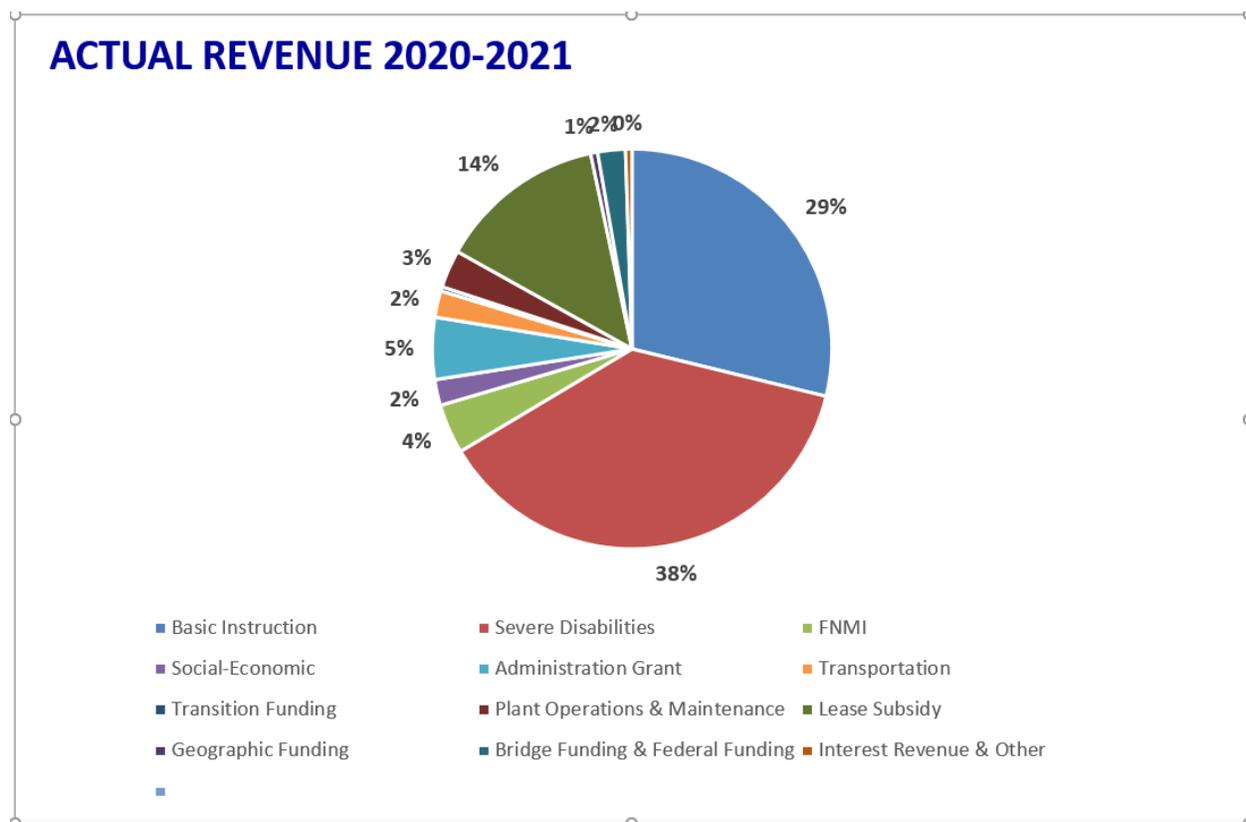
University of Alberta Aboriginal Teacher Education Program (ATEP) pre-service teacher training

The ATEP partnership originally paired two BSEC teachers with pre-service students in an experience of knowledge sharing. As the pandemic interrupted this research, the ATEP program allotted a portion of their funding to our school. This allowed the school's Indigenous Studies Committee to plan student educational experiences relating to Indigenous ways of knowing and the Truth and Reconciliation Commission of Canada's educational calls to action.

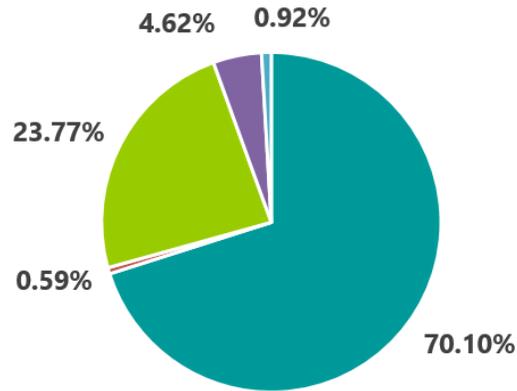
University of Alberta exploring social-emotional strengths of Youth put at risk

In 2019, data was collected from student participants on the BERS-2, a Behavioural and Emotional Rating Scale. The purpose was to shed light on the tool's utility with youth "put at risk". The next step would be to better understand how to measure the strengths and successes of students "put at risk" in culturally sensitive ways.

2020-21 Summary of Financial Results



ACTUAL EXPENDITURES 2020-2021



■ Instructional Expenditures ■ Transportation ■ Operations & Maintenance ■ Board & System Admin ■ Amortization

The audit of the 2020-21 financial results concluded in November of 2021. The most current financial and budget information (audited financial statements) can be found at our website (www.bsec.ab.ca)