

Charter Renewal Documents - February 2018

1. School meets terms and conditions of the Charter and has performance measures that show clear evidence of success.

Since the beginning of our Charter in 2015, the school has developed local measures to evaluate aspects of our school and to see if the wrap around services and engagement strategies that we employ benefit the academic success of our students. Our staff developed a tracking system for behaviour, which has given hard data where before we only had anecdotal data. Of course there are many factors that contribute to student success, but this is a step forward in being able to measure the effects of our programs.

Charter Goal 1: Students will demonstrate social and emotional skills needed to manage the effects of trauma.

Outcome: Students, with outreach and support from school staff, will better manage the effects of trauma experiences.

Performance Measures	Results (in percentages)					Target*	Targets		
	2013	2014	2015	2016	2017	2017	2018	2019	2020
Rate of attendance correlated with outreach efforts	n/a	n/a	100.0	57.0	65.0	n/a	70.0	70.5	71.0
Rate of student use of supports and services	n/a	n/a	n/a	64.0	75.0	75.0	75.5	76.0	76.5
Growth in 6-year Transition, Work Preparation and Citizenship rate	0.0	4.0	0.0	3.7	4.7	10.0	10.5	11.0	11.0

Comment – Rate of attendance correlated with outreach efforts:

We are measuring how our outreach efforts translate into a positive return rate for our students. We have taken the first five days of school as the measured time. Over the years our contact work has grown and now we attempt to contact as many students as we have current information for. In the 2015 school year there were only 17 contacts made and those 17 students came to school during the first 5 days. In 2016 and 2017 our contact work expanded. Outreach work occurs throughout the school year, as well as in the summer months but we chose to measure from August 15 to the end of the first week of school. We have found that there is a positive correlation between our outreach efforts and the number of students who are attending school.

Comment – Rate of student use of supports and services:

We reached our target in our 2016-17 year of 75% of our students accessing services. We continue to think of different methods of support for the vast majority of our students who are living with issues related to the impact of trauma on their lives. This often expresses itself as anxiety and/or depression with significant risk to self.

Comment – Growth in 6-Year transition, work preparation and citizenship rate

This calculation, as similar to the drop-out rate, is calculated based on a Grade 10 cohort. Since the number of students who start our school as their first choice in Grade 10 is very small, this measure is not helpful in measuring the success of students who leave our program. It is difficult to gather data on graduating students, just given the time and hours needed to track this, but this is something that we may be able to measure in the future.

Charter Goal 2: Students will demonstrate the knowledge and competencies to successfully transition to post-secondary education and/or work.

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

Performance Measures	Results (in percentages)					Target*	Targets		
	2013	2014	2015	2016	2017	2017	2018	2019	2020
Positive change in literacy/numeracy levels	n/a	n/a	n/a	n/a	47.0	n/a	50.0	50.5	51.0
Diploma exam results (acceptable level)	75.0	100.0	76.9	64.7	92.3	94.0	92.0	92.5	93.0
Growth in 6 year Transition, Work preparation and Citizenship rate	0.0	4.0	0.0	3.7	4.7	10.0	10.5	11.0	11.0

Comment – Positive change in literacy/numeracy levels

As we changed from Autoskills to the WRAT-4 testing strategies in 2016-2017 school year, we only have one year of data and so this measure will be more meaningful over a longer period of time. 47% of our students who were tested at the beginning of the school year and then again at the end of the school year showed an increase in their literacy and/or their numeracy skills. At the school level, we continue to employ targeted instruction regarding basic literacy and numeracy skills. We are discovering ways to incorporate those skills into the course content that is necessary at a high school level. We also have allocated more human resources in the Math area in the attempt to increase the skill level attainment of our students. Our students’ entry levels in Math are traditionally very low due to a number of factors including large gaps in their education, a number of school transitions in their lives as well as learning issues. This deficiency greatly limits their ability to be successful at the more academic Mathematic classes and this as well impacts positive class completion in the Science areas. Understanding and being able to be functionally literate in the Math area is the goal for some of our students and is a positive result of our work. We are hoping to see more positive Math skill attainment this year as the result of dedicating more time and resources in the Math area.

The students selected for the March retest are those who have had 50% attendance or more since September.

Comment – Diploma exam results

Due to our small sample size the number of students successfully completing their diploma exams may fluctuate from year to year. Although this is true, it is also true that for most years we have had good success for the students writing the diploma exams. It is a great achievement to have supported a youth “put at risk” through to the completion of a diploma exam. Almost all of our diploma exam success falls in the Humanities – Social Studies and English. Skill attainment in the Math and Sciences areas at the 30 level are difficult for our students as they either lack the supports to attend school daily, which is needed for academic classes, or they arrive with Math skills so low that it is rare that they will succeed in the higher Math level classes. Achieving success in four diploma classes may always be elusive for our students.

Charter Goal 3: Students will act as engaged agents of their own learning and thriving members of their communities.

Outcome: Students will access school and community supports in order to better manage their behaviour so that they are able to achieve their learning goals.

Performance Measures	Results (in percentages)					Target*	Targets		
	2013	2014	2015	2016	2017	2017	2018	2019	2020
Severe behaviours will diminish over time	n/a	n/a	n/a	23.0	24.2	35.0	30.0	30.5	31
Rates of student use of services and supports	n/a	n/a	n/a	64.0	75.0	75.0	75.5	76.0	76.5
Increase in number of students achieving IPP outcomes	n/a	n/a	n/a	44.0	43.0	50.0	50.0	50.5	51.0
Positive change in literacy and numeracy levels	n/a	n/a	n/a	n/a	47.0	50.0	50.0	50.5	51.0

Comment - Severe Behaviours will Diminish Over Time:

Again we only have two years of data at this time and so it is difficult to comment on changes in severe behaviours over time. Factors that may impact this are:

- our constant intake process and the behaviours which may accompany new students
- it sometimes takes more than one year of working with a student for our programs to have a positive effect on behaviour. We are currently measuring between semester one and two but we may need to measure from one year to the next.

Comment - Increase in Number of Students Achieving IPP outcomes:

Two years of data is not enough to be able to speak about issues or trends regarding students being successful in the goals or school year plan that we develop. We continue to work towards establishing IPP goals, which bridge more carefully, where the students are in their behaviour and academic abilities and where we hope they will be by the end of the measuring periods. We may need to apply more incremental steps to successful completion of these goals. Our IPP team continues to work with teachers and students towards this goal.

2. School operates in a manner consistent with all applicable provincial requirements.

Comment:

As per the letter from our Superintendent, which confirms that our school operated in a manner consistent with all applicable provincial requirements.

“is administered and governed according to normal standards expected of school jurisdictions in Alberta.”

3. Students, parents, staff, school council and community members consider the school program to be successful. The charter school engages students, teachers, parents and community members in a model of continuous improvement.

Accountability Pillars

Measure Category	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
Safe and Caring Schools	Safe and Caring	89.3	90.6	92.8	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.6	80.7	81.8	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	94.3	93.8	94.9	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	30.6	22.9	23.5	3.0	3.2	3.3	Very Low	Declined	Concern
	High School Completion Rate (3 yr)	0.0	4.1	1.4	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.3	64.7	78.3	83.0	82.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	0.0	0.0	7.4	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	20.0	6.7	6.7	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	4.7	3.7	2.5	57.9	59.4	59.3	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	97.0	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	86.2	83.6	86.9	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	76.7	75.0	72.8	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	96.2	94.5	95.6	81.4	81.2	80.2	Very High	Maintained	Excellent

Comment:

Improvement in nearly all measured categories for the current school year and information on the last three years shows strong data supporting safe and caring school policies and programs. Since all of our students were formerly out of school prior to attending our school, our data regarding some of academic measures will continue to be a challenge for us but we feel we are making improvements in these areas.

Diploma exam measures will fluctuate over time, as our sample size is small. It is of great benefit to us that we have now four times throughout the school year that students can write the diploma exams as this gives our students more chances to be successful in their Grade twelve year and allows us to individualize their program even further.

Although it remains traditionally challenging to engage with our parents, our parental data shows improvement. More of our students' guardians are more active in their children's education in that they accompany their youth when they come to register. Principal meets with each parent/guardian for a face to face conversation at this time. School staff also reach out to parents and students via phone calls home to address issues of concern in the school. As well we have a one teacher/one counsellor team who conduct home visits when we are unable to reach the parent by phone. Principal sends out two letters per year relaying school information and upcoming events. Every second year we do a youth exchange and there are meetings with guardians/parents over the organization of these events. This all builds good will between the

school and the community of guardians and parents. As well we have three community events over the course of the school year where family and outside supports are invited to our school for food and celebration. Online tools and surveys are not too well received by our parents, but one to one direct communication appears to support the relationship between the school and the community. Each time we reach out even if it is for discipline situations, we strive to acknowledge the strengths of their children and chart a way back for them to remain part of our school.

4. The school is financially viable and responsible.

Comment:

As per the letter from our Secretary Treasurer (December 13, 2017) confirming that the school is financially viable and responsible.

“as illustrated by the submitted financial audits, the school is financially viable and conservatively managed”.

Please refer to our audited financial statement as found under documents on our website – www.bsec.ab.ca

The audit was conducted by Hawkings EPP Dumont LLP, Chartered Accountants, November 23, 2017.

5. Student success is determined in accordance with Ministerial Order (#001.2013).

Comment:

The school works towards engaging our students to think about our world, to be ethical citizens and to have an entrepreneurial spirit. As we teach in an individualized method, this work is completed through the building of individualized learning plans for each student that we develop which focuses on strengths, allows for success and bridges learning gaps. We work towards an exit plan for each of our students who will be leaving our program taking into account the reality of their lives, the skills they have acquired and a plan forward towards the direction they choose to go. During the years of our current charter, we have worked with students through our PLC group to foster entrepreneurial interests and skills. This culminated with a fund raising project and a community partnership with an outside organization and involved each of our classes contributing some aspect to the finished product.

6. Student achievement is consistently strong or improving.

Comment:

Our students consistently and successfully complete nearly 1000 credits yearly and with our increased focus on literacy and numeracy we have consistently improved over the course of this charter. Over the last 5 years, we have increased our S1 credit completion on average by 11.65% and 16.74% in S2, when comparing changes year to year. We have seen significant growth over the past two years and we expect to see another increase in S2 credit completion this year as well. Our graduation rate continues to improve and our student body has become more stable. We have been successful in attracting younger students over the last two years and this bodes well for a continued and more stable student population. Since all of our students come to us after failing in other schools, our student body and their accomplishments remain slightly unpredictable. Even though this is our reality, we consistently have students finding success and acceptance, where before they found failure and loss of self-esteem.

7. Research Informed Practices

Comment - Longitudinal FASD research

Published Paper 2017 - BSEC has worked with the University of Alberta's Faculty of Extension to study the impacts of the school's program on those who live with FASD. The first phase of the study, an evaluation of the school's program vis-à-vis known positive practices for people with this disability, has resulted in a paper. The findings of the project were extremely validating for the programs that we have developed at Boyle Street Education Centre to help in addressing academic, emotional and behavioral issues, which arise for students living with FASD. Our paper has been published in the ALIGN Journal-Volume 8-Fall 2017.

SSHRC grant application 2017 – The school team has applied for a new SSHRC grant in partnership with the Winnipeg School Division, RB Russell School. This study, should we be successful in securing the funding, will be a 3-5 year study researching the educational best practices for those students living with FASD and/or those students “put at risk” by a number of other factors in their lives. It will identify the strengths/weaknesses inherent in both programs and will provide a model of best practices for our continued work.

This will result in the development of a handbook for teachers and caregivers and will assist in the planning and working with students who are living with these conditions.

Comment - Additional research

Averill (2012) *SWEET: The Learning lives of Students who Experience Extreme Trauma*

This research, which resulted in a self-published book continues to inform the teaching practices at our school. This book has been shared with a multitude of educators, provincially, nationally and internationally.

Iwasaki, Y. (2015). The role of youth engagement in positive youth development and social justice youth development for high-risk, marginalized youth. *International Journal of Adolescence and Youth*, 1-12. doi:10.080/02673843.2015.1067893

Iwasaki, Y., Springett, J., Pushpanjali, D., McLaughlin, A., McHugh, T., and Team, Y.4. (2014). Youth-guided youth engagement: Participatory action research (PAR) with high-risk marginalized youth. *Child & Youth Services*, 316-342. Retrieved October 7, 2015, from <http://dx.doi.org/10.1080/0145935X.2014.962132>

This action research was in collaboration with the staff/students from BSEC and was facilitated through the school and off-site locations. The study suggests that BSEC's existing program facilitates positive youth development and social justice development. In the analysis of youth engagement in positive and social justice youth development presented (Iwasaki Y., 2015), BSEC can demonstrate the youth-orientation and strengths-based empowering approaches promote strong youth engagement in social and personal change.

8. Sharing innovative practices and learning outcomes with the educational community.

It is mandated that Charter schools share what they have learned with the larger educational community. At BSEC we take this seriously as we believe we have important information to share with other educators regarding programs and processes, which work for youth “put at risk”. We continue to look for ways to share with other educators, the expertise that we have developed over the many years of our Charter.

Educational presentations were made to the following organizations during the first three years of our current charter:

The school staff goes to great lengths to share what we have learned at our school in the best practices to achieve positive outcomes for students who have experienced trauma in their lives.

- Northern Lakes College: How Trauma Affects Learning – April 2015
- Aurora Academic Charter School – PowerSchool Presentation and ongoing Support (beginning March 2015)
- Aurora Academic Charter School – Action Research Partnership – April 2015
- GETCA – Teacher conferences – 2015, 2016 and 2017 – presentations on Improv and high risk youth, Teaching strategies for students who have experienced trauma, Conversations around TRC issues
- NCTCA – Teacher conferences – 2015, 2016 – Teaching students who have experienced trauma/ Improv and high risk youth
- National At Risk Youth Conference – NRYC – 2017 - Savannah Georgia, USA – Teaching students who have experienced trauma – presentation has been downloaded 66 times across Canada and the USA
- ULead 2018 – Presentation on how to maintain a consistent and motivated staff while working with youth “put at risk”.

Awareness presentations on the programs at BSEC during the three years of our current charter:

- Alberta Justice Youth Probation (North and South Offices)
- Youth Empowerment and Support Services (YESS)- awareness sessions regarding our program
- The Edmonton Pride Centre
- Native Counseling Services of Alberta – awareness sessions regarding our program
- The African Centre
- YouCan Edmonton
- John Howard Society
- Elizabeth Fry Society

9. Broad and sustained levels of community engagement.

Community Partnerships

Through the work of many of our staff, primarily our student services and Administration staff, the school has developed a multitude of partnerships. The school cannot, on our own, meet all the many needs of our students and so we assist them through the partnerships that we have developed and maintained.

Some of these organizations work through our school such as the program developed with Rapid Fire Theatre which, with teacher partners, gives our students valuable skills and school credits. Our students are connected to the wider Edmonton Improv community by doing monthly shows at a nearby café, and by being involved in the Edmonton High School Improv competition.

Some partnerships are supports that our staff utilizes in supporting students with issues, which would keep them away from school. It was through one of these partnerships that the current bus program was established. This was spearheaded by our school youth worker and has ended up benefitting multiple organizations. This program now gives our school 40 free bus passes per month. This gives our students transportation to school, to appointments, and minimizes the amount of fines and tickets that they receive through not having transit fare.

Another example of our work in the community is the work of our school counsellor who sits on the Indigenous Community Liaison Committee. This committee advises the Edmonton Police Chief advisory council on issues which affect the policing of Indigenous peoples. What this gives us at the school level is access to Police services in a timely manner. We don't have a Police Resource officer in the school but we can access supports and knowledge very quickly if it is necessary. This has proved invaluable when we meet situations which have been difficult to manage or control.

In the last three years we have also been a source of information regarding working with youth "put at risk" to numerous community and educational programs. We are seen as a place with valuable insights and are called upon in numerous ways by other organizations.

We also take part in Alberta Education initiatives as well as Government of Alberta initiatives. We sit on the High School Completion Committee and have made presentations to webinars about FASD as well as the review of the Children Advocates position.

The following are some of the organizations with which we have active partnerships.

- Rapid Fire Theatre
- Mediation & Restorative Justice Centre
- Chimo Animal Assisted Wellness & Learning
- Edmonton Food Bank
- YESS
- Edmonton John Howard Society
- Kids in the Hall
- iHuman
- City of Edmonton – Transformation and Knowledge Management
- Careers the Next Generation – RAP Program
- Pride Centre of Edmonton
- Child and Family Services
- Alberta Apprenticeship and Industry Training
- NorQuest College
- EmployAbilities
- BGS: Career & Corporate Development
- YRAP
- Edmonton Public Library
- YouthPower
- Old Strathcona Youth Society
- Cross Law Office
- NCSA (including court workers, Cunningham Place & youth navigators)
- Old Strathcona Youth Society
- EPS
- Community Standards Peace Officers
- ETS
- City of Edmonton
- MAPS
- Child and Family Services
- Youth Criminal Defense Office
- Bissell Centre
- Hope Terrace
- Boyle Street Community Services
- HER Pregnancy Program
- Mosaic Centre
- Indigenous Community Liaison Committee
- Neighbour Centre
- JP Wellness
- YOUCAN Youth Services
- Basically Babies
- Alberta Health Services (Adolescent Pregnancy Clinic, Birth Control Centre, Young Adult Services etc...)
- Indigenous Wellness Clinic
- Edmonton Food Bank
- Bent Arrow
- Working Warriors
- Edmonton John Howard Society
- Nova House
- Extra Judicial Sanctions (EJS)
- Legal Aid
- Probation (youth and adult)
- Chimo
- YMCA
- Terra Centre
- Health for Two
- Compass Centre for Sexual Wellness
- McMan
- Homeward Trust
- United Way
- Canadian Native Friendship Centre
- Elizabeth Fry
- Reach Edmonton
- AISH
- PDD
- Office of the Child and Youth Advocate
- Office of the Public Guardian and Trustee
- Family Justice Services
- Student Legal Services
- Society of St. Vincent de Paul
- Crystal Kids
- E4C

10. The Charter School is governed effectively.

Boyle Street Education Centre is governed by the BSEC School Board. Each member is a volunteer. As our school is comprised of 80-90% FNMI students, the Board reflects this diversity. The Chairman of the Board is selected from the members. The Board has developed governance procedures subject to its charter agreement with the Minister of Education. The Board provides direction through the Superintendent to our school. The Charter Board appoints an independent auditor yearly and provides this audited report to Alberta Education. The Board is apprised through regular meetings of the work of the school and the results of our programs.

11. The Charter School is administered effectively.

The school has the traditional administration with a Vice Principal and a Principal. Over the last three years of our current charter, our Principal was seconded to Alberta Education and so the Vice Principal took over the role of Principal and our Inclusive Education Coordinator became our Vice Principal.

We conduct regular staff meetings, student meetings and PLC meetings. Staff are provided the opportunity to submit ideas or concerns to any of these gatherings.

Current Administration has made some changes in our facility. We implemented a wholesale renovation of our building. We were able to secure a five-year lease and so we were able to dedicate revenue towards the rejuvenation of our environment. Through the re-thinking of spaces, we were able, as a team to re-think our teaching strategies and re-design our learning areas so that each class experienced re-birth of not only design but also of redefining our roles as educators. We also updated our school technology to better serve our student body.

We also chose to honour our long history and planned as a team, a 20th year anniversary which was held last June. These meetings which took place over the school year and the subsequent photobook, video and event, also had a large impact on our cohesiveness as a team and on our place in our community of students, parents and community supports.

We have carried on with our PLC groups as we are hoping that this may lead into a longer research opportunity regarding the educating of youth "put at risk".

We have added another EA to our staff to help with academic supports. I feel that our staff is highly engaged and committed to problem solving as a team. Each of our staff develops their own Professional Development plan with the goals of the school in mind. In this way, each staff person has autonomy in making decisions, with consultation with Administration, in designing their own learning plan, similar to how we design learning plans for our students.