

Inner City Youth Development Association

Inner City High School / Inner City Youth Engagement Program



3-Year Assurance Education Plan

2021-2024

Message from the Board Chair and Superintendent

Our 2021-2024 Three-Year Education Assurance Plan emerged from what we have learned by engaging with our community throughout the year.

Through collaboration with social workers, caseworkers, probation officers, parents, students, and staff, ICHS teachers create learning conditions where their students will succeed and make continuous improvement. The trajectory of continuous improvement for Inner City High School students is not always linear but characterized by twists and turns. However, as results from previous AERRs show, we create a safe and caring community at Inner City High School. Our community supports our students and keeps them engaged through their difficulties.

The 2021 school year has been a challenge for all of us. Traditionally, all ICHS staff and students meet in a circle three times daily. This practice has helped keep us working together and continually creating a supportive community. Social distancing and other requirements of the Pandemic have added an element of fragmentation to our tight community. Daily staff/action research meetings take place on Zoom. Integrating other forms of digital technology and new ways of working have helped bring us together. We appreciate the dedication of our staff members as they continue to do front line work with a high-risk marginalized group through this Pandemic, providing our students with support and engaging sessions that promote their success.

As always, we focus on furthering student wellness in our morning staff meetings that follow the action research model. Student progress academically and socially is discussed, solutions proposed, implemented, and evaluated. We continue to develop our wraparound programming, creating opportunities for student success through community engagement. The wraparound approach to meeting students' social, emotional, and educational needs has a long history in Inner City High School development.

Our wraparound approach is collaborative and includes students, parents, social workers, probation officers, court officials, alternative measures programs, and case conferences. Other collaborative programs include a parenting program with Alberta Health Services (AHS), Bent Arrow Traditional Healing Programs and formal addictions counselling with AHS and other relevant professionals. As noted in the research partnership between the University of Alberta, Alberta Education, and Edmonton Public Schools, a wraparound approach best meets the needs of our students.

Wraparound programming refers to a philosophy of care designed to assist vulnerable children, youth and families whose needs extend beyond what the school or another service partner alone can provide. It is responsive to the local context in meeting the needs of students. It is a collaborative and definable team-driven planning process that results in creating and implementing an individualized support plan built on child/youth/family strengths. The plan is designed to address identified needs to improve success at home, at school, and in the community.

Daniels, J. (2010) *A School-Based Services Approach for Wrapping Services Around Vulnerable Children*. accessed from, <https://www.ualberta.ca/community-university-partnership/research/policy-development/wrap-around.html>

Accountability Statement

Accountability Statement for the Education Plan

The Education Plan for Inner City High School commencing August 28, 2021 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021/2024 on May 29, 2021.

Signed

Roisin McCabe
Board Chair

Signed

Joe Cloutier
Superintendent

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

BACKGROUND

The ICYDA Board maintains a positive working environment for all Inner City Youth Development Association (ICYDA) employees and a culture characterized by integrity, trust, respect, cooperation and nonviolence. The ICYDA Board expects all staff to demonstrate high ethical standards in their work. Inner City Youth Development Association will take action in an objective manner to address reports of wrongdoing within Inner City Youth Development Association without retribution to Inner City Youth Development Association employees who report wrongdoing in good faith.

The Superintendent is responsible for the administration of this policy.

Mission and Goals

Introduction

This document builds on the experiences of over 25 years of offering educational programming to Edmonton's marginalized, urban, Indigenous and other youth. For Inner City High School, the term "high-risk youth" is synonymous with the phrase "marginalized urban youth". It is used here to describe youth who are at risk of not completing high school and becoming involved in criminal activity, drug and alcohol abuse, and requiring continuous maintenance by society's social system. Our students' background is strikingly similar to the demographics of the inmates of our provincial and federal jails.

This document represents our three-year vision for the continued development of Inner City High School, the continuous improvement and success of our students.

Vision

Our vision is to engage and inspire Edmonton's marginalized urban youth to recognize the intrinsic value of education, overcome their previous educational and social difficulties, and pursue post-secondary education and or full-time employment, thereby fulfilling their potential as contributing, caring members of the community.

Mission

Our mission is to provide Edmonton's marginalized urban youth with an education that promotes positive behaviour, creative expression, and collaborative working skills. We provide an academic and arts-based educational program based on the values of trust, respect, cooperation, and nonviolence. When reinforced with our education program and career counselling, these values provide students with the tools to become active, constructive citizens.

Principles

Inner City Youth Development staff, teachers, and support staff:

- Base their daily practice on the values of trust, respect, cooperation and nonviolence
- Respect the individuality of all students
- Recognize the generational trauma and desperate conditions that many of our students struggle to overcome
- Treat all students equally and respect their inherent dignity and intelligence.
- Believe that every youth in our programs has the right to the resources that provide for their basic necessities
- Create conditions for the development of a pedagogy that responds to their needs
- Believe every Inner City High School student has the right to be provided with an education program and a right to be supported in the completion of that program

School Profile

Inner City Youth Development Association (1990) and Inner City High School (1993) provides Edmonton's marginalized urban youth with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives to become contributing members of society. This journey is a long one for our students and often lurches from one crisis to another.

Wrap-Around Services Provided by Inner City High School

Our onsite social workers provide students with counselling support for anxiety, depression, suicide ideation, neglect, abuse and other trauma-based problems. Issues such as mental health and addictions, if necessary, are referred by our Social/Youth Engagement workers and youth workers to appropriate agencies. Some of our Social/Youth Engagement workers have addictions training, and most have ASIST suicide intervention and prevention training. We also have a partnership with Alberta Health Services (AHS) for onsite addictions counselling and a regular parenting program in collaboration with (AHS) and Bent Arrow Traditional Healing Society. However, the Pandemic has slowed that program for the current year. Our social/youth engagement workers also help students find their way through the social support system.

Legal Services and Support

Our Legal Support Worker helps students negotiate the justice system, attain legal representation, supports youth in court, negotiates Alternative Measures rather than jail, and supervises Community Service Hours as an alternative to incarceration.

Counselling Supports

Our social workers and youth workers provide counselling support. This support is supplemented with onsite counselling from Alberta Health Services, Indigenous Psychological Services, and regular sessions with the school Elder.

Inner City Youth Development Association Food Bank

Our onsite food bank provides Inner City High School students with emergency food when needed.

Housing Referrals

We work cooperatively and collaboratively with several group homes such as Spirit of Our Youth, Chimo Youth Retreat Society, Cunningham Place, Inner City Youth Housing Project, Youth Emergency Shelter, John Howard Society, Crossroads Safe House, and other group homes.

Advancing Futures Bursary Program

This program is a collaborative project that provides monthly financial support to students with a history of long-term care under the Alberta government's authority to enable them to pursue educational goals.

Alberta Works (Student Finance)

Provides students who meet their criteria with financial support to pursue educational goals and enter the workforce.

Inner City Youth Development Association Food Bank

Our onsite food bank provides Inner City High School students with emergency food when needed.

Engagement

Engaging with our education stakeholders occurs through regular case conferences with students, teachers, ICHS social workers, guardians, parents, and other caregivers. This information/data is integrated with our database, intake documents, surveys, and other means to form a critical component that governs our local and social context. It guides the development of our learning supports, informs school staff and school leaders while facilitating student growth and achievement.

Daily action research-based staff meetings keep teaching staff and social workers informed of youth situations, discuss problems, brainstorm solutions, drive actions, and evaluate progress.

Inclusive education meetings with parents, guardians, involved social agents, appropriate staff, and teachers all help create a continuous improvement cycle for our students.

Community consultations with probation officers, social workers, caseworkers, group homes, and parents help discuss student situations, appropriate learning strategies and keep everyone informed. Analysis of our 2020 Accountability Pillar results below, combined with the above data, informed the creation and focus of this Three Year Plan.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 9342 Inner City Youth Development Association



Measure Category	Measure	Inner City Youth			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	90.1	89.2	91.1	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	86.5	86.4	85.4	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	94.6	91.8	92.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	21.5	25.8	21.0	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	0.0	0.0	1.8	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.2	94.1	70.6	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	4.8	0.0	4.4	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	25.9	22.6	12.5	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	5.4	0.0	0.0	60.1	59.0	58.5	Very Low	Improved	Issue
	Work Preparation	90.0	87.5	86.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.1	83.4	82.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.0	77.5	73.0	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	92.6	95.2	93.7	81.5	81.0	80.9	Very High	Maintained	Excellent

Outcome One

Inner City High School Students are Successful

Matching Alberta Priority: *Alberta Students are successful*

<p>Outcome One</p>	<p>The continuous learning growth and success of every ICHF student is supported as they progress through high school</p>
<p><i>Student Growth and Achievement</i> for Inner City High School (ICHS) students depends on creating the conditions for pedagogy and learning to take place by providing for students basic necessities, creating an atmosphere of trust and respect, in a safe and caring learning environment that mediates the impact of the students' generational trauma-based backgrounds and social problems</p>	<p>Strategies: Provide for students basic needs Youth Engagement staff collaborate with teachers to support students with trauma-based issues such as suicidal thoughts and expression, self-harm, family violence, addictions, anxiety, depression and stark poverty. This active collaboration is ongoing as students become engaged and move through the grades to eventual graduation. Principal will assume the role of Graduation Coach</p>

Local and Social Context
 Generally, when students first come to us, they bring a series of unsuccessful school experiences, low literacy skills (mid-elementary is average). They require significant bridging to complete and succeed in academic courses. For the most part, they present serious behaviour issues and habits that have enabled them to succeed and negotiate an often hostile and violent environment.

When they first register at Inner City High School students lack even the most essential resources. Their literacy and numeracy levels are such that graduation within three years is rarely possible. Many of our students have fallen through the cracks in our social system and avoid formal institutions. They have often lived without parental or government support and have had negative experiences in previous schools. A high percentage of our students are or have been under the guardianship of Children's Services. Most have lived a street-involved way of life and socialized into habits that are not conducive to academic studies.

The route to high school graduation requires creating the conditions for pedagogy to take place, creating an environment that builds community, creating a sense of belonging and safety, building self-confidence and supporting students making the transition to academic studies. This process usually takes more than three years.

Performance Measure
 *ICHS students report feeling safe, respected, and cared for while at school (survey completed 3 times during the school year).

*Students meet with a selected staff member to create individual goals and strategies. This Plan for Change is administered quarterly and discussed in action research meetings with all staff members.

*Select staff collaborate to evaluate locally developed crisis indicator index for each student, quarterly, to determine that students feel safe and belong in the ICHS school community.

*Students complete their first ICHS high school credit.

*Reduction in dropout rate.

*Percentage of students who complete high school within three to five years.

*Overall percentage of students that achieve the acceptable/excellent standard on diploma examinations.

Outcome Two

Matching Alberta Priority: First Nations, Métis, and Inuit students in Alberta are successful

Outcome Two	Inner City High School FNMI students become engaged in the school community, in non core and core high school courses, and are successful
ICHS Goal Success for inner City High School students depends on creating the conditions for pedagogy and learning to take place by creating an atmosphere of trust and respect in a learning environment that mediates the impact of the students' trauma-based backgrounds and immediate social problems	Strategies: *Youth Engagement social workers and youth workers collaborate with teachers to support students with generational trauma-based issues such as suicidal thoughts and expression, self-harm, family violence, addictions, anxiety, depression, and stark poverty. This support engages students in the school community and in their courses through the process of continuous improvement. *Conversations with the school Elder *Students complete a Plan for Change *Offer housing referrals, school food bank, informal counselling, formal counselling/therapy referrals, bus tickets and other necessary supplies

Local and Social Context

Many ICHS First Nation, Metis, and Inuit students have a checkered and unsuccessful school experience. For example, in the last school year, the average number of schools our FNMI students had attended before registering in ICHS is 10. However, It is worth noting that in calculating this average, the number of schools individual students attended to reach at most a grade 8 or 9 level ranged from 3 to 27.

Performance Measure

*ICHS First Nation, Metis, and Inuit students report feeling safe, respected and cared for while at school (survey completed three times during the school year).

*FNMI Students meet with a selected staff member to create individual goals and strategies. This Plan for Change is administered quarterly and discussed in action research meetings with all staff members.

*Select staff collaborate to evaluate locally developed crisis indicator index for each FNMI student quarterly to determine that students feel safe and belong in the ICHS school community.

*FNMI Students complete their first ICHS high school credit.

*Reduction in FNMI dropout rate.

*Percentage of FNMI students who complete high school within three to five years.

*Overall percentage of FNMI students that achieve the acceptable/excellent standard on diploma examinations.

Outcome Three

Matching Alberta Priority: Alberta has excellent teachers, school leaders, and authority leaders

Outcome Three	ICHS has excellent teachers, and school leaders
<p>ICHS Goal Many Inner City High School (ICHS) students are impacted by generational trauma. ICHS staff will continue to focus on literacy and numeracy and continue with their school-wide focus on multi literacies, enhancing the school wide focus on quality teaching and learning by ensuring their students' improved literacy and numeracy.</p>	<p>Strategies: *We will continue to model and encourage the values of trust respect and cooperation among staff and students. *We will continue to develop and focus on a strength-based approach with our students. *We will continue developing engaging arts, academic, and technological based programming as part of our focus on multi-literacies programming.</p>

Performance measure
 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.

Outcome Four

Matching Alberta Priority: Alberta's K-12 education system is well governed and managed

Outcome Four	ICHS is well-governed and managed
<p>ICHS Goal Inner City High school student success depends on creating the conditions for pedagogy to take place. Learning in this local context depends on teachers and support staff being aware of and sensitive to the generational trauma that impacts the day-to-day reality of Inner City High School</p>	<p>Strategies: *ICHS school leaders will continue to promote and be cognizant of staff well-being. *Regular collaborative meetings occur between support staff (social workers/youth workers) and teachers to ensure that teachers are aware of the</p>

students. This situation not only requires sensitivity and understanding but underpins ICBS pedagogy and practice of high-quality teaching and learning.	daily challenges and crisis faced by individual students. *Presentations and workshops take place in the school and, where appropriate off-site.
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<p>Performance measures</p> <ul style="list-style-type: none"> 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. Daily morning action research meetings. Staff completion of workshops and presentations relevant to the local context. Professional Growth Plans, in consultation and collaboration with all staff, are reviewed at the end of each of our four semesters.

Outcome Five

Matching Alberta Priority: Alberta students are successful

Outcome Wellness	Strategies
ICBS is committed to the success and well-being of all staff and students. This commitment requires that ICBS staff collaborate to provide our students with programming that encompasses Maslow's Hierarchy of Needs.	<p>*To continue providing and developing programs that meet students Basic Needs of food, rest, and safety.</p> <p>*To create a school community that students feel is their home community of safety and growth.</p> <p>*That students feel supported and experience success in their course work.</p> <p>*Students develop a sense of responsibility for their actions and skills to begin meeting their own needs.</p>

<p>Performance Measures</p> <p>Staff health and wellness measured through wellness and safety survey</p> <p>One to one staff discussions and observations</p> <p>Employee engagement survey (to be developed)</p> <p>Tally of student supports obtained and response to intervention from staff</p> <p>Locally developed crisis indicator index for each student (denotes student stability)</p>

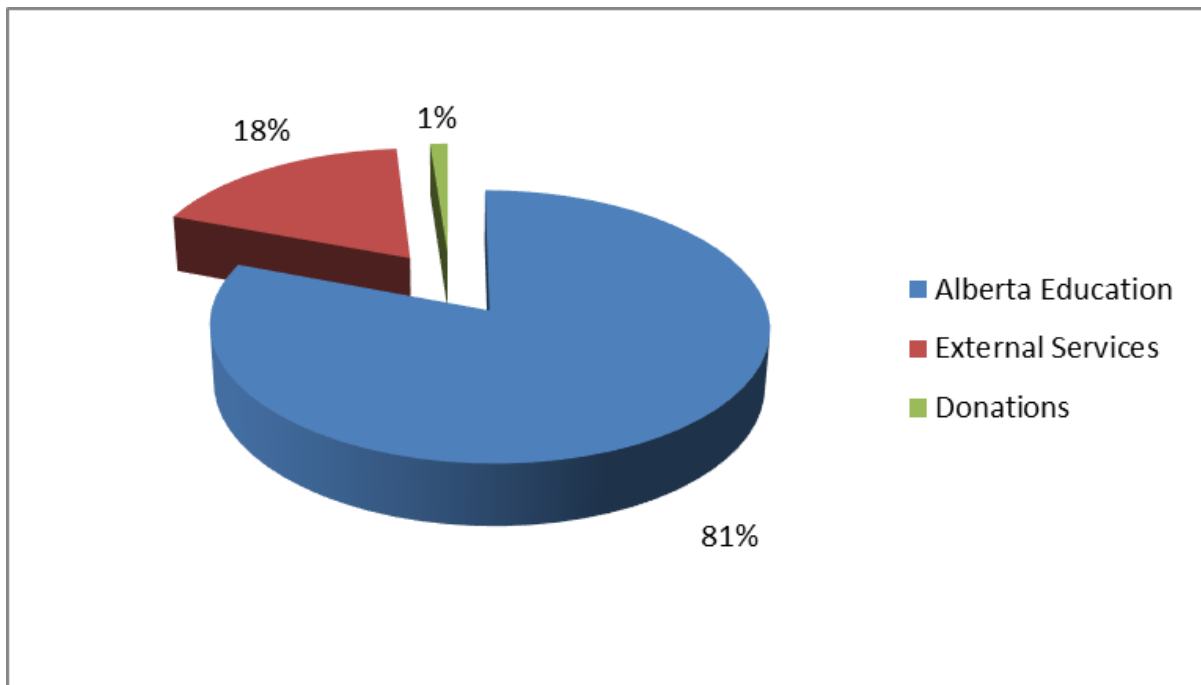
<p>Future Challenges (Optional)</p> <p>We will focus on improving high school completion rate, the dropout rate, and high school to post-secondary rate of FNMI and other students.</p>
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The budget that follows is prepared according to the Funding Manual for School Authorities 2021/2022 (<https://open.alberta.ca/publications/1485-5542>).

Budget Summary

Inner City Youth Development Association Revenue and Expenses	2018/19 Actual	2019/2020 Budget Board Approved	2019/2020 Actual	2020/2021 Budget Board Approved
Revenue	Amount	Amount	Amount	Amount
Alberta Education	2,513,296	2,540,081	2,820,605	2,863,167
Federal Government (Urban Programming for Indigenous Peoples 2019, Family Violence Prevention Program 2020, Temporary Wage Subsidy 2020)	43,156	133,333	105,115	186,552
Alberta Government, Human Services Fee for Services (Tuition Fees)	5,406	5,000	12,119	10,900
Other Government of Alberta (Community Initiatives and FCSS)	91,778	91,778	91,778	91,778
Foundation grants, gifts and donations	559,813	487,352	449,915	226,837
Other Revenue	7,377	5,400	13,535	4,870
Amortization of Capital Assets	-	-	-	77,680
Total Revenue	3,220,826	3,262,944	3,493,067	3,461,784
Expenses				
Certificated Salaries and benefits	1,211,587	1,293,362	1,398,788	1,308,487
Non Certificated Salaries and Benefits	1,194,743	1,212,188	1,294,748	1,557,171
Service Contract and Supplies	425,059	449,570	393,677	255,463

External Services (Youth Support Program)	308,967	300,000	287,401	250,000
Amortization of Capital Assets	9,886	7,824	7,824	90,663
Total Expenses	3,150,242	3,262,944	3,382,439	3,461,784
Surplus (Deficit) of Revenue over Expenses	70,584	-	110,628	-



Parental Involvement

Typically there is a lack of parental involvement. Most students are without parental support. In some cases social workers, group home workers and probation officers take on a parental role. Most students live independently often in unsafe/unstable accommodation. We strive to ensure that where appropriate parents are made to feel welcome. In some cases there can be court orders preventing parental contact.

Timelines and Communication

Inner City High School’s combined 3 Year Education and AERR and budgetary information can be accessed at <https://innercity.ca/inner-city-high-school>. The Three Year Education Plan is also available at the school office.