

Inner City Youth Development Association



Inner City High School / Inner City Youth Support

**Combined 3-Year Education Plan and Annual Education Results Report
(AERR)**

2016

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2015/2016 school year and the Education Plan for the three years commencing September 1, 2016/2019 for the Inner City Youth Development Association was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016 – 2019 on November 17, 2016.

Vision, Mission, and Goals

Introduction

This document is built on the experiences of over 20 years offering educational programming to Edmonton's high risk youth. The term "high risk youth" is used here to describe youth who are not only at risk of not completing high school, but also of becoming involved in criminal activity, drug and alcohol abuse and/or requiring continuous maintenance by society's social system. This document represents our three year vision for the continued development of Inner City High School and the success of our students.

Vision

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

Mission

Our mission is to provide Edmonton's high risk youth with an education that promotes and facilitates positive behaviour, creative expression, and cooperative working skills. We provide an academic and arts based educational program that is built on the values of trust, respect, cooperation, and non-violence. These values, when reinforced with our education program and career counselling provide students with the tools to become active, constructive citizens.

Principles

Teachers and support staff at Inner City High School:

Base their daily practice on the values of trust, respect, cooperation and non-violence

Respect the individuality of all students, recognize the desperate conditions that many of our students are struggling 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 and create the conditions for a pedagogy that is relevant and 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) were established to provide Edmonton's high risk youth with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives and become contributing members of society. The purpose of the school is to provide opportunities for our students to stabilize their lives, develop literacy skills, and achieve a high school diploma, develop skills and attitudes that can lead to full-time employment and prevent their return to a life on the street.

Success and Recognition

- One of the finalists for Edmonton's Smart City Award (1998)
- Subject of the National Film Board/Lorna Thomas Productions' video Beating The Streets (1998)
- Recognized in the City Of Edmonton's Salute To Excellence (1999)
- Recognized by the University of Alberta with an Alumni Award (2000)
- Rotary Integrity Award (Edmonton Strathcona Rotary Club, 2002)
- Presented with the Alberta Centennial Medal (2005)
- Selected as the Edmonton Oilers Community Foundation Legacy Project (2007)
- Recognized by Native Counselling Services of Alberta for Outstanding Service to the Aboriginal Community (2009)
- Among semi-finalist for Alberta Education's Excellence in Teaching Award (2010-2011)
- Recipient of the TELUS Innovation Award (2012) for making a lasting and social impact within the local community
- Recipient of the 2014 True Award – Lieutenant Governor's Circle on Mental Health and Addictions, Lieutenant Governor of Alberta

Demographics

Most students at Inner City High School are without parental support, basic resources and often in crisis. The following demographics shift slightly from year to year but present an accurate picture of our students.

85-90% are or Aboriginal heritage

80% live in unsafe or unstable housing and would fit the official definition of homelessness

10 % live in group homes

85% live independently

4% live with a parent, some years it's less

90% on average are known to have involvement with the justice system

5-10% are absolutely homeless although at some points the number is considerably higher

At different times throughout the school year approximately 30% of our students experienced periods

of homelessness. For some of these students homelessness is chronic. The loss and the costs of this problem to our society are incalculable.

Wrap Around Services Provided by Inner City High School

Our onsite social workers provide students support through counselling for issues such as depression, suicide, neglect, abuse and other issues on a regular basis. For example in this past year our social/youth support workers completed 25 suicide safety plans with youth after they disclosed that they were contemplating suicide. Issues such as mental health and addictions, if necessary, are referred by our social worker and four youth workers to appropriate agencies. Some of our social/youth support workers have addictions training. We also have a partnership with Alberta Health Services for on site addictions counselling. Our social/youth support workers also advocate for the students as they attempt to 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, serve community hours and other legal entanglements as they present themselves. For example, last year he helped clear 67 warrants, made 45 court appearances and facilitated a program where, in cooperation with probation officers, students served 215 Community Service hours.

Counselling Supports

Our Cultural Advisor and Elder Liaison is an Addictions Counsellor and coordinates the Elder's regular visits and sharing circles. The Elder is supported by our youth support worker and our social worker who also deal with addictions. Regular referrals are also made to AADAC, and Nechi-Poundmaker Institute.

Inner City Youth Development Association Food Bank

Our on-site food bank provides Inner City High School students with emergency food when needed.

Edmonton Oilers Community Foundation

The Foundation caters an annual Christmas dinner for Inner City High School students. The hockey team circulates among the students signing autographs on the student's sweater, posters hats or whatever they want. The Foundation also provides a gift bag for all students complete with a \$50 gift card

Housing Referrals

We work cooperatively and collaboratively with several group homes such as Spirit of Our Youth, Chimo Youth Retreat Society, Boy's and Girl's Club Partners Program, Cunningham Place, Inner City Youth Housing Project, John Howard Society and other group homes.

Authority: 9342 Inner City Youth Development Association

Advancing Futures Bursary Program

A collaborative project that provides monthly financial support to students with a history of being in long term care under the authority of the Alberta government 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 work force.

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Registration

Collaboration with probation officers, social workers and other social agents is facilitated by our policy of continuous registration.

Psychological Assessments

On site psychological assessments provided by chartered psychologist.

Boyle McCauley Health Services

Weekly visits by two nurses provide flu shots, health information and advice, referrals preventative presentations, and other health related educational activities.

Alberta Health Services

We host regular meetings and referrals for students facing addiction issues.

Health for Two

Provides supports to pregnant mothers

Basically Babies

Provides bassinets full of baby supplies to new mothers

Books and Babies

Makes regular visits with books and together with young mothers develop reading strategies and demonstrate the value of reading to their children

Journeys Cultural Exchange Program

This program brings University of Alberta Students together with Inner City High School students to create awareness and understanding between both groups

Summary

Our wrap around programming creates and supports the conditions for pedagogy to take place. This process results in the establishment of a successful learning environment where students, previously incarcerated, expelled from other schools, dropped out of school, never had regular attendance at any time in their school history and often involved in street life can become engaged in academic studies and look to the future with hope and possibility.

Trends and Issues

Issues

Inner City High School offers an academic and arts-based senior high school program to Edmonton's high risk youth. We have spent several years developing a pedagogy and methodology to provide education to this high need group. The population we serve is severely disadvantaged economically and socially. They require a flexible, safe, understanding environment and a small teacher/student ratio. This situation presents us with a financial challenge. Topping up education funding with tuition is not practical. Funding levels are one of the major challenges that we face. This challenge has been mediated somewhat through access to the Alberta Education Special Needs Funding formula and the generosity of Edmonton's philanthropic community.

Trends

Over the past several years our school population has shifted from one comprised of students who had experienced and wanted to leave behind street life and the behaviours associated with that life to a student body that, for the most part, is still connected to that life. Many students are now referred to us by probation officers, social workers, group homes, and through "word on the street".

Most hope to change but have been socialized into a dysfunctional lifestyle. Generally, when students first come to us they bring a series of unsuccessful school experiences, low literacy skills (grade 3 is average) and require significant bridging to succeed in academic courses. For the most part they present serious behaviour issues and habits that have enabled them to succeed and negotiate the often hostile and violent environment

that has been part of their socialization but are not conducive to academic success. This situation is combined with a deeply entrenched resistance to perceived institutional authorities. This demographic is strikingly similar to the demographic of most inmates of our provincial jails and federal penitentiaries. We work to change that through education.

Summary of Accomplishments

In June of 2016 eight students graduated from Inner City High School (ICHS).

Education and the Virtual World

This past year six ICHS teachers and a CTS instructor working through avatars participated in a virtual world project in seven professional development sessions that transported them through time to a pre contact virtual Alberta environment where they experienced the impact of colonialism, residential schools and the “Sixties Scoop” on Canada’s indigenous population. The latent impact of the colonial and residential school experiences on Edmonton’s high risk youth, our students, was the focus of this project. A secondary focus was to create a deeper understanding among our staff members of the colonial and residential school experience on Canada’s indigenous people.

Leadership

A Leadership group and a social justice group met after school on a regular basis. Students participate in school based activities that build capacity and promote understanding and leadership qualities among students.

Student’s accomplishments and positive images were posted on Instagram and linked to our web site.

Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	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	Good	Safe and Caring	87.0	92.1	90.7	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	83.2	88.6	80.8	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	96.2	94.3	92.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	12.3	27.8	26.0	3.2	3.5	3.5	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	3.8	0.0	2.1	76.5	76.5	75.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	73.3	80.8	64.4	85.0	85.2	85.1	Very Low	Maintained	Concern
		Diploma: Excellence	13.3	3.8	4.1	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford	9.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a

		d Scholarship Eligibility Rate									
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	4.3	4.0	4.5	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	85.7	n/a	80.9	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	83.1	85.4	79.8	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	62.9	n/a	60.0	80.9	80.7	80.5	Very Low	Maintained	Concern
Continuous Improvement	Excellent	School Improvement	87.6	90.9	91.4	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

* Target set for 2015/16 in the three year education plan 2015/16 – 2017/18.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.2	75.0	37.5	80.8	73.3		Very Low	Maintained	Concern	75	77	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	8.3	0.0	3.8	13.3		Intermediate	Maintained	Acceptable	14	15	16

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of	0.0	6.3	0.0	0.0	3.8		Very Low	Maintained	Concern	4	5	6

entering Grade 10.												
Drop Out Rate - annual dropout rate of students aged 14 to 18	27.3	20.9	29.3	27.8	12.3		Very Low	Improved Significantly	Acceptable	12	11	10
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	5.2	4.2	4.0	4.3		Very Low	Maintained	Concern	5	6	7
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	9.1		n/a	n/a	n/a	3	4	5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern	n/a	n/a	n/a

Most students attending Inner City High School (ICHS) have previously dropped out of school before registering with us. Some were expelled; others never attended enough to develop fundamental literacy skills and often test at the grade 3 level in literacy and often lower in numeracy. For the most part these are intelligent young people capable of graduating from high school but it takes more than 3 years and sometimes more than one try.

Poverty, homelessness and a lack of basic resources must be addressed as students' progress through high school courses.

<p style="text-align: center;">Strategies</p> <p><i>To Introduce students to the value and joy of learning and that they can be successful through hands on experiences.</i></p>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.2	74.7	79.3	85.4	83.1		Very High	Maintained	Excellent	84	85	86
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	81.8	80.0	n/a	85.7		High	Maintained	Good	85	86	87

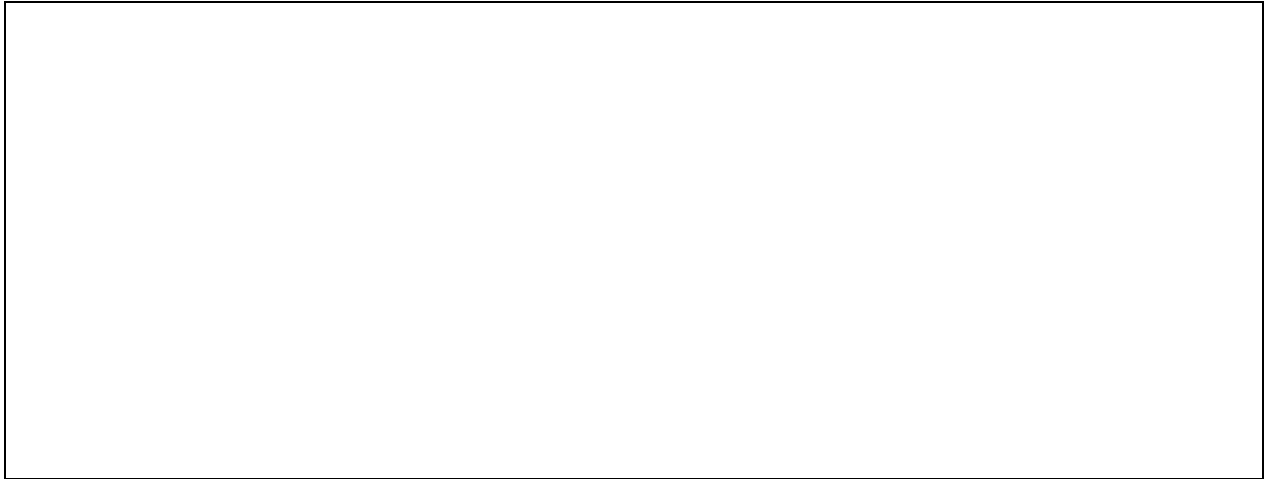
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Strategies

The characteristics of active citizenship and positive behaviours are encouraged and integrated into daily circles and the day to day operation of the school. Activities that encourage positive attitudes and behaviours such as the non violent resolution of conflict, cooperation and respect for one another are integrated into the day to day life of the school.

We will continue to collaborate with parents and social agents responsible for student's welfare as well.

We will continue to develop and enhance our wrap around program for Edmonton's high risk youth and provide the conditions for learning to take place with basic resources and engaging programming.



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).*

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern	5	7	10
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	25.6	23.6	34.5	26.9	14.2		Very Low	Improved	Issue	12	11	10
High school to post-secondary transition rate of self-identified FNMI students within six years of	0.0	8.3	6.6	5.2	0.0		Very Low	Declined	Concern	6	8	10

entering Grade 10.												
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	13.3		n/a	n/a	n/a	5	7	10
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			

Comment on Results:

Most students attending Inner City High School (ICHS) have previously dropped out of school before registering with us. Some were expelled; others never attended enough to develop fundamental literacy skills and often test at the grade 3 level in literacy and often lower in numeracy. For the most part these are intelligent young people capable of graduating from high school but it takes more than 3 years.

Poverty, homelessness and a lack of basic needs must be addressed as students' progress through high school courses.

Strategies

Most students attending Inner City High School (ICHS) have previously dropped out of school before registering with us. Some were expelled; others never attended enough to develop fundamental literacy skills and often test at the grade 3 level in literacy and often lower in numeracy. For the most part these are intelligent young people capable of graduating from high school but it takes more than 3 years.

Poverty, homelessness and a lack of basic needs must be addressed as students' progress through high school courses.

We will continue to explore and develop engaging ways to infuse our programs with an Aboriginal perspective by including Elder presentations and curricular developments

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	82.6	87.9	92.0	92.1	87.0		High	Maintained	Good	88	90	92

The structure of our programming is intended to facilitate the development of the values of trust, respect, cooperation and non-violence.

Students are proud of their school. For many it's the only stable thing in their lives.

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 technological based programming as part of our multi-literacies approach



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).*

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	72.7	75.7	78.0	88.6	83.2		Very High	Maintained	Excellent	85	86	88

Comment on Results:

Typically there is a lack of parental involvement. As many as 90% or more of our students are without parental support. In many cases social workers, group home workers and probation officers take on parental role. In most cases students live precariously and Independently. The living conditions are often unstable and often unsafe.

<p>Strategies</p> <p>We will continue to request and attend meetings and case conferences with social workers, group home workers probation officers and other social agents. Meetings and other forms of contact, where appropriate, will be improved.</p> <p>Where appropriate we will continue to make parents feel welcome and informed regarding student's progress</p>

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).*

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	97.0	93.8	89.4	90.9	87.6		Very High	Maintained	Excellent	90	92	94
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	54.0	66.0	n/a	62.9		Very Low	Maintained	Concern	65	67	70
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.9	91.8	91.7	94.3	96.2		Very High	Maintained	Excellent	96	97	98

Comment on Results Typically there is a lack of parental involvement. As many as 90% or more of our students are without parental support. In many cases social workers, group home workers and probation officers take on parental role. In most cases students live precariously and independently. The living conditions are often unstable and often unsafe.

Strategies

We will continue to request and attend meetings and case conferences with social workers, group home workers probation officers and other social agents. These Success in School meetings are an important for all parties. Meetings and other forms of contact, where appropriate, will be improved. Parents are made to feel welcome and informed wherever possible.

Notes:

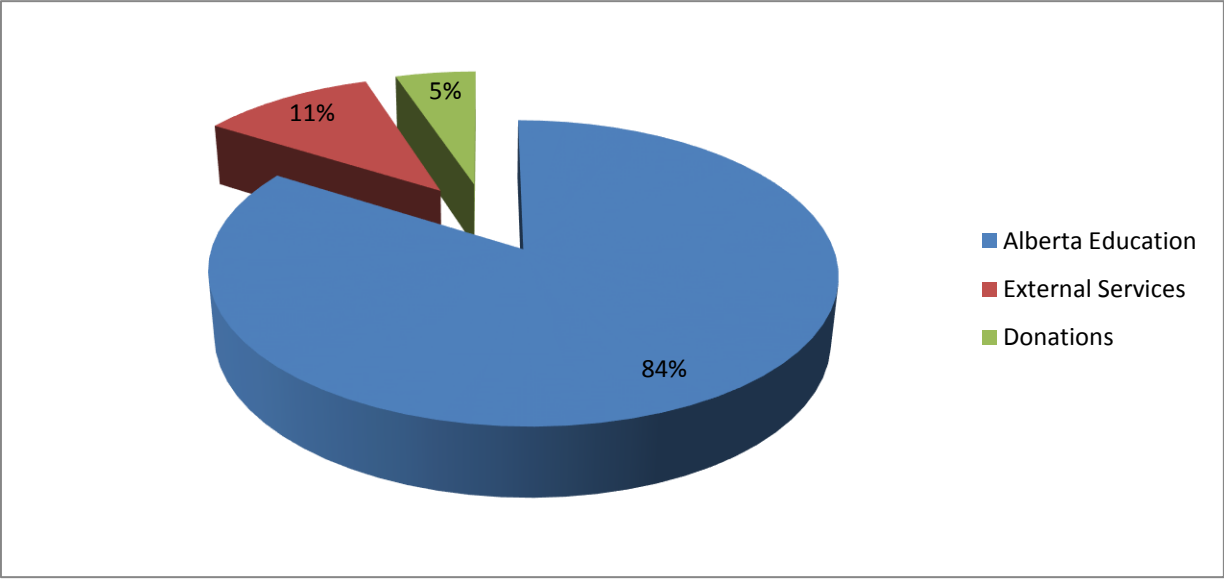
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2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).*

Note:

- Future Challenges (Optional)
- For details please refer to the appropriate policy and requirements for planning and results reporting guide (links included below).

<http://www.education.alberta.ca/admin/resources/planning/reporting2015.aspx>

Summary of Financial Results



Budget Summary		
Inner City Youth Development Association Revenue and Expenses	2015/2016 Actual	2016/2017 Budget Board Approved
Revenue	Amount	Amount
Alberta Education	2,364,449	2,429,449
Alberta Government, Human Services Fee for Services (Tuition Fees)	37,062	50,000
Other Government of Alberta (Community Initiatives and FCSS)	112,324	100,000
Foundation grants, gifts and donations	293,750	225,450
Other Revenue	2,601	3,000
Amortization of Capital Assets	5,617	5,617
Total Revenue	2,815,803	2,813,516
Expenses		
Certificated Salaries and benefits	1,202,699	1,128,890
Non Certificated Salaries and Benefits	1,086,164	1,174,968
Service Contract and Supplies	205,016	194,150
External Services (Youth Support Program)	308,255	300,000
Amortization of Capital Assets	13,429	13,502
Total Expenses	2,815,563	2,811,510
Surplus (Deficit) of Revenue over Expenses	240	2,006

Capital and Facilities Projects

Renovations to our building are complete and we have no immediate plans for capital/facility projects.

Summary of Facility and Capital Plans

- n/a.

• 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 www.innecity.ca

The Education Plan will also be available at the school office.

- Timelines an
- For details pl
guide.

Whistle Blower Protection

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 non-violence. The ICYDA Board expects all staff to demonstrate high ethical standards in their work. According to policy 5120 Appendix 2 Public Interest Disclosure, 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.

There were no disclosures as per the Whistleblower Protection Legislation.