



ICYDA

INNER CITY YOUTH DEVELOPMENT ASSOCIATION

Helping Youth Help Themselves for 33 Years



Policy Manual

2023-2024

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FRAMEWORK POLICIES (1000s)

1000 – Framework Policies

Framework Policies

OUR STORY

The Inner City Youth Development Association (ICYDA, 1990) grew out of the Inner City Drama Association (ICDA, 1986). The name was changed from Drama to Youth Development to better reflect the scope and breadth of programs offered.

Since our inception we have used the arts as a tool to animate and empower Edmonton's marginalized Indigenous and other urban youth. Popular Theatre is the art form that initially grabbed and energized so many of the youth who came through our programs. As we evolved, we incorporated other art forms in the self-expression process: visual arts, mask making, sculptures, video, photography, video, music, and sound recording. We came to realize that expressing yourself and feeling good about what you have accomplished was not enough.

Many of the youth we worked with didn't eat regularly or have a stable place to call home. So, we rented a large house and made rooms available to youth in need. Once they were fed and more settled, the youth saw education as the route to change their lives. Collectively they understood that all the self-expression and good feelings that the arts generated doesn't pay the rent. So, the youth asked us to start a school, and we set one up.

In 1993 Inner City High School (ICHS) was established and accredited by Alberta Education. ICHS became what it is today: an academic and arts based senior high school. In combination with the school, our Inner City Youth Engagement Program (ICYEP) helps marginalized

Indigenous and other urban youth, develop the tools and attitudes they need to leave the street behind and become contributing members of society.

VISION STATEMENT

ICYDA provides Edmonton's marginalized urban Indigenous and other youth with the supports and education necessary to break the cycle of poverty, desperation, and dependence that dominates their lives, enabling them to reach an educational level and career choice that facilitates their becoming contributing members of society.

MISSION STATEMENT

ICYDA provides Edmonton's marginalized urban Indigenous and other youth with preventative social service and educational programs that promote and facilitate independence and responsibility, empowering youth to become active, constructive, caring members of the community.

TARGET STATEMENT

While ICYDA may provide programming to all youth between the ages of 14 to 19 years old, along with a limited and selective percentage between the ages of 20 to 24 years old in the Adult Education Program, most program participants share the following circumstances and characteristics:

- 80 to 90% of Indigenous descent,
- 85% live in unsafe or unstable housing and would fit the official definition of homelessness,
- 10% live in group homes,

- 72% have had past or current contact with Alberta Children’s Services,
- 90% lack basic resources,
- 90% are without parental support,
- 5-10% are absolutely homeless when they first register with us, sleeping in homeless shelters, bus shelters and anywhere else they can lay their head,
- Close to 90% have current or previous contact with the justice system.

AIM STATEMENT

At ICYDA:

- We respond to the needs of the participants we serve with respect and hope.
- We provide participants with the resources, tools and attitudes to realize their dreams.
- We provide every participant with a solid academic and arts-based education.
- We offer every participant in our programs the opportunities, skills and resources to become contributing members of society.

VALUES

In all ICYDA programming, the values of trust, respect, cooperation, and non-violence form the core of our activities. When these values are reinforced with a sound academic and arts-based education, participants are able to become active and constructive citizens. All programming is congruent with our vision and mission statements and based on the values listed below.

- *Trust:* ICYDA staff members are committed to entering into trusting relationships with the participants in our programs. Trust means that participants are accepted for who they are and trusted that, provided with the resources, they want to create positive change in their lives.
- *Respect:* ICYDA staff members respect the self determination of young people and are

committed to building relationships built on respect but at the same time realize that respect from participants, who are naturally wary and often emotionally wounded, must be earned.

- *Cooperation:* ICYDA staff members are committed to developing relationships built on cooperation. In this context cooperation means that participants have a voice, wherever possible, in the creation, structure, and operation of ICYDA programs.
- *Non-Violence:* ICYDA staff members are committed to developing and facilitating non-violent relationships in every aspect of the agency’s operations. Violence, in this sense, is not restricted to physical acts of violence but includes threats and all other forms of abuse verbal or structural.

PRINCIPLES

- We base our daily practice on the values of trust, respect, cooperation, and non-violence.
- We respect the individuality of all participants and treat all participants equally, and respect their inherent dignity and intelligence.
- We believe that everyone in our programs have the right to access the resources that provide for their basic necessities and create the conditions for a pedagogy that responds to their needs.
- We believe every participant has the right to be provided with an education program that responds to their needs and a right to be supported in the completion of that program.

DATES

- IMPLEMENTED:* February 21, 2023
- LAST REVIEW:* February 21, 2023
- NEXT SCHEDULED REVIEW:* September 18, 2024

POLICY PAGES:

#3

1010 – Equity, Diversity and Inclusion

Framework Policies

BACKGROUND

Inner City Youth Development Association's (ICYDA) is an equity-driven organization. The agency's mission to empower program participants by providing the necessary resources, tools and attitudes to allow participants to reach their full potential and become contributing members of society speaks to the integral nature of equity within ICYDA. The agency's values of trust, respect, cooperation and non-violence are fundamental to the development of an inclusive community for all members, whilst respecting the diversity and integrity of each individual member. As such, ICYDA has a deep commitment to equity, diversity and inclusion, which permeates all matters of operation.

POLICY STATEMENT

ICYDA is committed to developing and maintaining an equitable, diverse, and inclusive culture where every individual is valued, respected, and provided with opportunities to reach their full potential and become contributing members of society.

DEFINITIONS

Equity refers to the fair and just distribution of resources, opportunities, and advantages in a way that takes into account the unique needs, circumstances, and backgrounds of individuals or groups. It aims to ensure that everyone has the opportunity to reach their full potential and enjoy equal access to essential resources and opportunities, regardless of their background, identity, or circumstances. Equity recognizes that achieving fairness may require different treatment for different individuals or groups to address historical disadvantages or systemic barriers.

Diversity refers to the presence of a wide range of different identities, backgrounds, characteristics, and perspectives within a group, organization, or community. It encompasses variations in race, ethnicity, gender, sexual orientation, age, disability, religion, nationality, socioeconomic status, and other dimensions of identity and experience. Embracing diversity means recognizing and valuing the unique attributes and contributions that individuals from various backgrounds bring to a collective setting.

Intersectionality is a concept that recognizes that individuals hold multiple social identities (such as race, gender, sexuality, class, disability, and more) and that these identities intersect and interact to shape a person's experiences, opportunities, and challenges. Intersectionality highlights that these social identities are interconnected and cannot be understood or addressed in isolation.

Inclusion is the practice of creating an environment or culture in which all individuals, regardless of their differences, identities, or backgrounds, are valued, respected, and fully involved. Inclusion goes beyond mere diversity by actively welcoming and accommodating individuals with diverse characteristics, needs, and perspectives. It aims to ensure that everyone has an equal opportunity to participate, contribute, and thrive within a group, organization, or community.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The Board chair is responsible for ensuring that this policy is followed at all times by the Board.

- 1.2. The director of education and executive director are responsible for ensuring that this policy is followed at all times by agency staff, practicum students and volunteers.
- 1.3. Agency staff are responsible for ensuring that this policy is followed at all times in their interactions with program participants.

2. Guiding Principles

- 2.1. *Equity*: ICYDA believes that all agency members have the right to access the resources that provide for their basic necessities and create the conditions for a pedagogy that responds to their individual needs.
- 2.2. *Diversity*: ICYDA recognizes and embraces the inherent dignity and intelligence of members, along with the richness of their diverse backgrounds, experiences, cultures, perspectives, and identities.
- 2.3. *Inclusion*: ICYDA fosters a sense of belongingness by enacting the agency values of trust, respect, cooperation and non-violence, ensuring that all members are empowered to participate, contribute, and thrive within ICYDA community.
- 2.4. *Intersectionality*: ICYDA recognizes that individuals hold multiple social identities that intersect and have a profound impact upon their experiences, opportunities, and challenges.

PROCEDURES

1. Commitment to Action

- 1.1. *Leadership Accountability*: Management will champion and prioritize equity, diversity, and inclusion initiatives throughout the organization.
- 1.2. *Training and Education*: ICYDA will provide ongoing training and education to staff, practicum students and volunteers to raise awareness and build cultural competence. This training and education is primarily conducted through participatory action research meetings with all staff, practicum students and volunteers, and secondarily through professional development opportunities.

2. Recruitment and Retention

- 2.1. *Equitable Practices*: Management will implement equitable recruitment, hiring, and retention practices that actively seek diverse candidates and ensure fair treatment throughout the employment lifecycle. Management will also ensure equitable and inclusive registration practices for program participants.
- 2.2. *Diverse Leadership*: Management will strive to promote diversity of representation and competency in leadership roles within the organization to reflect the communities served.

3. Access and Accessibility

- 3.1. *Physical Accessibility*: The agency will ensure that all physical spaces and facilities are accessible to individuals with disabilities. Diversity and inclusive practice will also extend to gender neutral bathroom facilities within the building.

3.2. *Digital Accessibility*: The agency will ensure that digital platforms and resources are designed to be accessible and usable by all individuals.

4. Inclusive Programming

4.1. *Program Design*: Management will develop and deliver programs and services that are inclusive and responsive to the needs of diverse communities, such as programs designed for participants' immediate needs, inclusive education integration into the learning environment, and the provision of high-interest and personally relevant activities and materials.

4.2. *Cultural Sensitivity*: Management will incorporate cultural sensitivity and awareness in all aspects of program development and delivery with an emphasis upon integration of Indigenous cultural knowledge.

5. Harassment and Discrimination

5.1. *Net Zero Tolerance*: Management will address reports of harassment and discrimination on a case-by-case basis, by reviewing individual needs and circumstances in a developmentally appropriate manner within the organization.

5.2. *Reporting Mechanism*: Management will establish a confidential and accessible process for reporting incidents of harassment or discrimination.

6. Communication and Engagement

6.1. *Transparent Communication*: Management will regularly communicate the organization's commitment to equity, diversity, and inclusion to all stakeholders, particularly through shared circles with participants and morning staff meetings.

6.2. *Engagement*: Management will seek input and feedback from staff, practicum students, volunteers, participants, and communities to inform equity-related initiatives.

7. Review and Accountability

7.1. *Monitoring and Reporting*: Management will regularly monitor and assess progress in achieving equity, diversity, and inclusion goals and report findings to stakeholders.

7.2. *Accountability Measures*: Management will hold individuals and staff teams accountable for promoting equity, diversity, and inclusion within their respective roles.

DATES

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1020 – Anti-Racism

Framework Policies

LEGAL REFERENCE(S)

- Alberta Human Rights Act, RSA 2000, c A-25.5

BACKGROUND

Consistent with the emphasis upon equity and diversity, Inner City Youth Development Association's (ICYDA) work is rooted in the service of urban Indigenous marginalized and other youth who have consistently suffered from the impact racism. ICYDA works to break the cycle of poverty, desperation and dependence that dominates the lives of the participants served by providing a solid academic and arts-based education, along with the opportunities, skills and resources necessary to realize their dreams. As such, anti-racism has been and continues to be an integral component of ICYDA's work, identity and general operations.

POLICY STATEMENT

ICYDA is committed to actively and continuously combatting racism in all its forms. We believe in the inherent dignity and equality of all individuals, regardless of their race, ethnicity, or cultural background. This anti-racism policy outlines our unwavering dedication to creating an equitable, diverse and inclusive environment for all members of the ICYDA community.

DEFINITIONS

Anti-Indigenous Racism refers to prejudiced attitudes, discriminatory practices, and systemic structures that target and marginalize Indigenous peoples based on their cultural heritage, ancestry, or Indigenous identity. It encompasses a range of negative behaviors, beliefs, and actions that undermine the rights, dignity, and well-being of Indigenous communities. Anti-Indigenous racism can manifest in various forms, including cultural

appropriation, land dispossession, unequal access to resources, economic disparities, stereotyping, and exclusion from social and political spheres. It is rooted in historical injustices and continues to perpetuate inequalities that impact Indigenous individuals and communities.

Anti-Black Racism is a specific form of racism that targets and discriminates against individuals and communities of African descent because of their race or ethnicity. It involves prejudiced attitudes, beliefs, behaviors, and systemic practices that perpetuate racial disparities, social injustices, and unequal treatment for Black people. Anti-Black racism can manifest in various ways, including racial profiling, racial slurs, discriminatory policies, unequal access to resources, and violence.

Cultural Racism is a form of racism that involves the belief in the superiority of one culture over others, leading to the discrimination or devaluation of individuals or communities based on their cultural backgrounds. It can manifest through stereotypes, biases, or prejudices that stigmatize or marginalize people because of their cultural practices, traditions, beliefs, languages, or customs.

Internalized Racism is the acceptance and internalization of racist beliefs, stereotypes, and prejudices by individuals from racially marginalized or oppressed groups. It occurs when individuals, consciously or unconsciously, adopt negative perceptions about their own racial or ethnic group as a result of societal racism and discrimination. This self-directed racism can lead to feelings of self-hate, low self-esteem, and a sense of inferiority among members of the marginalized group. Internalized

racism is a complex and deeply ingrained phenomenon that can affect how individuals perceive themselves and their place in society, as well as how they interact with others from their own racial or ethnic background.

Interpersonal Racism refers to acts of discrimination, prejudice, or bias that occur in face-to-face interactions between individuals of different racial or ethnic backgrounds. It involves one person or a group of people treating another person or group unfairly, negatively, or harmfully based on their perceived race or ethnicity. Interpersonal racism can take many forms, including racial slurs, offensive comments, racial profiling, microaggressions, exclusion, harassment, or acts of violence. It is a direct expression of prejudice and discrimination and can have significant negative effects on the well-being and experiences of individuals who are targeted.

Structural Racism refers to the ways in which historical, societal, and institutional systems and structures create and perpetuate racial disparities and inequalities. It is not reliant on the actions or beliefs of individuals but rather on the policies, practices, and norms embedded within institutions and organizations. Structural racism can manifest in various areas, including education, housing, healthcare, criminal justice, employment, and economic opportunities. It results in systematic advantages for certain racial groups while placing others at a disadvantage, often due to historical discrimination and bias.

Systemic Racism also known as institutional racism, refers to patterns of discrimination and unequal treatment that are embedded within the structures, policies, and practices of social, economic, and political institutions. It is not simply the result of individual prejudice or bias, but rather a pervasive and enduring system that disadvantages certain racial or ethnic groups while privileging others. Systemic racism

operates across various sectors, such as education, criminal justice, healthcare, housing, and employment, perpetuating disparities and hindering equitable opportunities and outcomes for marginalized communities. This form of racism is deeply rooted in historical, cultural, and structural factors, often leading to systemic advantages for some groups and systemic barriers for others.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The Board chair is responsible for ensuring that this policy is followed at all times by the Board.
- 1.2. The director of education and executive director are responsible for ensuring that this policy is followed at all times by agency staff, practicum students and volunteers.
- 1.3. Agency staff are responsible for ensuring that this policy is followed at all times in their interactions with program participants.

2. Principles

- 2.1. *Net Zero Tolerance for Racism:* ICYDA unequivocally condemns racism in all its manifestations, including systemic, structural, interpersonal, cultural and internalized. Reports of discrimination or harassment based on race, ethnicity, or any related factor will be addressed on a case-by-case basis, by reviewing individual needs and circumstances in a developmentally appropriate manner within the organization.
- 2.2. *Education and Awareness:* ICYDA will provide ongoing education and training to our staff, volunteers, practicum students, and participants to increase

awareness about racism, its historical roots, and its impact on individuals and communities. This includes understanding privilege, implicit bias, and cultural sensitivity.

- 2.3. *Diversity and Representation:* ICYDA strives to promote diversity and representation at all levels of the organization, including leadership roles and decision-making bodies.
- 2.4. *Inclusive Practices:* ICYDA will incorporate inclusive practices in all aspects of operations, including recruitment, hiring, promotion, and program development. Policies and practices will promote equity and provide opportunities for all, regardless of their racial or ethnic background.
- 2.5. *Reporting and Accountability:* ICYDA will establish clear channels for reporting incidents of racism or discrimination, and will ensure that these reports are handled promptly, confidentially, and with sensitivity. ICYDA will be accountable for addressing any such incidents and taking appropriate actions.
- 2.6. *Social Justice:* ICYDA will encourage and support social justice among our

members and stakeholders, fostering an environment where individuals actively stand against racism and related forms of injustice for those who are affected by it. ICYDA will also advocate for policy changes and initiatives that address systemic racism and related forms of injustice.

- 2.7. *Continuous Improvement:* ICYDA is committed to continuous improvement and will regularly review and assess the effectiveness of our anti-racism efforts. ICYDA will adapt strategies based on feedback, best practices, and evolving understandings of racism and equity.
- 2.8. *Public Accountability:* ICYDA will transparently communicate anti-racism initiatives and progress to stakeholders and the public. By doing so, ICYDA aims to inspire others to take action against racism and contribute to a more just and inclusive society.

DATES

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1030 – Individual Integrity

Framework Policies

BACKGROUND

Consistent with the emphasis upon equity and diversity, Inner City Youth Development Association (ICYDA) has always worked to respect the integrity of individual members' narratives, recognizing their inherent intelligence, resilience, courage and adaptivity.

POLICY STATEMENT

ICYDA places great importance on preserving the individual narrative integrity of the individuals we serve, including program participants, practicum students, volunteers, staff, and community members. We are committed to upholding the dignity and autonomy of each person by respecting their stories, experiences, and voices. This policy outlines our commitment to protecting individual narrative integrity and the ethical principles that guide our interactions and communications.

DEFINITIONS

Individual Narrative refers to a person's unique and personal story or account of their life experiences, beliefs, values, perspectives, and events that have shaped their identity and worldview. It often includes details about one's background, upbringing, challenges, successes, and significant life events, providing insight into the individual's life journey and the factors that have influenced their perspectives and choices.

Individual Narrative Integrity refers to the ethical principle of preserving the authenticity, accuracy, and respect for an individual's personal story and experiences when sharing, representing, or using their narrative in various contexts. It involves upholding the dignity, autonomy, and rights of the person whose story is being told and ensuring that their narrative is presented truthfully and with sensitivity to their

perspective. Respecting individual narrative integrity entails obtaining informed consent, avoiding misrepresentation or exploitation, and safeguarding the privacy and agency of the individual.

Positionality refers to an individual's social, cultural, and personal context, including their social identity, background, experiences, and perspectives, which influence their viewpoints, biases, and understanding of the world. It acknowledges that people's positions within society, based on factors like race, gender, class, nationality, and more, shape how they perceive and interact with the world around them. Positionality is often used to emphasize the importance of self-awareness and reflexivity when interpreting information, as one's positionality can impact their perspective of events, data, or narratives.

GUIDELINES

1. Objective
 - 1.1. The objective of this policy is to ensure that ICYDA and its representatives respect the autonomy and agency of individuals by:
 - 1.1.1. Safeguarding the privacy of their personal stories and experiences.
 - 1.1.2. Avoiding the exploitation or misrepresentation of their stories.
2. Guiding Principles
 - 2.1. *Autonomy*. We respect individuals' rights to share or withhold their personal narratives as an expression of their autonomy.

- 2.2. *Privacy*: We protect the privacy of individuals by avoiding unnecessary intrusion into their personal lives and stories.
- 2.3. *Confidentiality*: We treat individuals' narratives with the utmost confidentiality and respect their right to control who has access to their stories.
- 2.4. *Protection from Harm*: We take steps to prevent the potential harm or distress that may arise from the sharing of personal narratives.

- 2.5. *Accuracy and Authenticity*: We commit to accurately representing individuals' stories and experiences, avoiding any misleading or exaggerated portrayals.
- 2.6. *Avoiding Exploitation*: We refrain from exploiting individuals' narratives for organizational gain or sensationalism.

DATES

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<i>POLICY PAGES:</i>	#2

1040 – Inner City High School

Framework Policies

LEGAL REFERENCE(S)

- Education Act, SA 2012, c E-0.3

BACKGROUND

Inner City High School (ICHS) is one of two front-line programs offered by Inner City Youth Development Association (ICYDA), the other being the Inner City Youth Engagement Program (ICYEP). ICYDA operates as the jurisdiction for the ICHS Program. ICHS is an accredited independent high school program. The program offers academic and arts-based courses and is designed to help participants successfully complete their high school diploma and prepare for post-secondary educational opportunities.

The majority of funding for the ICHS comes directly from Alberta Education. While ICHS is distinct from ICYEP, the two programs operate concurrently, with participants moving fluidly between both programs during instructional hours. In addition, the Inclusive Education program is integrated into ICHS, operating to ensure equitable and individualized support for program participants to achieve academic success.

POLICY STATEMENT

ICYDA is committed to providing a rigorous and inclusive high school program that fosters academic excellence, personal growth, and community engagement. This policy establishes the foundational principles that guide the development, implementation, and evaluation of the ICHS program.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The director of education is responsible for the ICHS Program.
- 1.2. In consultation with the director of education and executive director, the principal coordinates and directs all ICHS program operations.

2. Educational Philosophy

- 2.1. *Participant-Centered Approach*: The program prioritizes participant well-being, individualized learning, and holistic development.
- 2.2. *Strength-Based Approach*: The program prioritizes participant strengths, abilities and positive qualities, rather than solely addressing their deficits or weaknesses.
- 2.3. *Critical Thinking*: The program promotes critical thinking, problem-solving skills, and lifelong learning among participants.
- 2.4. *Empowerment*: The program provides participants with opportunities to voice their opinions, contribute to decision-making, and engage in meaningful activities that promote personal growth, and a sense of ownership over their education and future.

PROCEDURES

1. Program Components

- 1.1. The ICHS program encompasses various components, including, but not limited to:
 - 1.1.1. *Curriculum and Instruction*: The school program offers a well-

rounded curriculum that meets or exceeds provincial educational standards, incorporating innovative teaching methods and technology.

- 1.1.2. *FNMI Integration*: First Nations, Metis and Inuit perspectives, culture and knowledge are consistently integrated into the school program.
- 1.1.3. *Inclusive Education Integration*: An inclusive and equitable learning environment is maintained that celebrates diversity and supports all participants in reaching their full potential. For instance, the school program maintains small class sizes, along with individual and small group instruction at all times.
- 1.1.4. *Extracurricular Activities*: Offer a range of extracurricular, co-curricular, and enrichment opportunities that promote participant engagement, leadership, and skill development.

2. Teaching Staff

- 2.1. *Qualified Teachers*: The school program employs qualified and dedicated teachers who demonstrate expertise in their subject areas and a commitment to participant success.
- 2.2. *Multidisciplinary Team*: The school program employs a variety of skilled staff including teachers, educational assistants, and specialized instructors (e.g., art, foods, music).
- 2.3. *Professional Development*: Ongoing professional development

opportunities are provided to teaching staff to enhance teaching skills, the program's unique pedagogical approach, and relevant subject matter knowledge.

3. Assessment and Evaluation

- 3.1. *Assessment Methods*: The school program utilizes a variety of assessment methods, including formative and summative assessments, and multiliteracies, to measure participant progress and inform instruction.
- 3.2. *Feedback*: Teaching staff provide immediate and constructive feedback to participants to support their academic growth and skill development.

4. Participant Rights and Responsibilities

- 4.1. *Participant Code of Conduct*: ICYDA establishes a clear and fair participant code of conduct that outlines expectations for behaviour, attendance, and academic integrity (see 3580 - *Participant Code of Conduct* in this manual).
- 4.2. *Rights and Responsibilities*: The program regularly communicates participants' rights and responsibilities, fostering a respectful and accountable learning community.

5. Parent and Guardian Engagement

- 5.1. *Communication and Feedback*: agency key contact staff maintain open and regular communication channels with parents and guardians to keep them informed about dependent participants' progress, achievements, and challenges.

6. Safety and Well-Being

6.1. *Safe Environment*: The program ensures a safe and secure physical and emotional environment that promotes the well-being and mental health of participants and staff.

6.2. *Emergency Preparedness*: The school maintains and regularly reviews emergency response plans to address potential safety concerns.

7. Review and Continuous Improvement

7.1. *Ongoing Evaluation*: Management regularly reviews the effectiveness of

the ICHS Program in achieving its goals and objectives.

7.2. *Stakeholder Feedback*: The program collects feedback from participants, parent/guardians, and staff to inform program enhancements and improvements.

DATES

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POLICY PAGES: #3

1050 – Certificate of High School Achievement: Review and Approval Process

Framework Policies

LEGAL REFERENCE(S)

Education Act, SA 2012, c E-0.3

certificate of high school achievement applications.

BACKGROUND

This policy is in the best interests of Inner City High School participants. It establishes a formalized procedure for the review and approval of participants whose only opportunity for high school completion is perceived to be a Certificate of High School Achievement. This policy ensures consistency and fairness and that relevant decisions align with the agency's philosophy.

POLICY STATEMENT

Participants must meet predetermined eligibility criteria for the certificate of high school achievement, as outlined by Alberta Education guidelines. Eligibility criteria may include academic performance, attendance, and any additional requirements the school board sets.

DEFINITIONS

Certificate of High School Achievement refers to one way that students enrolled in knowledge and employability courses can complete their high school education in the province of Alberta, with modified course work completion. Typically, entry into post-secondary institutions and workplaces requires additional and/or specific courses.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The director of education is responsible for this policy.
- 1.2. Management is responsible for the review and approval of individual

2. Initiation of Review

- 2.1. Management may initiate the review process by identifying participants who meet the eligibility criteria for the Alberta Certificate of High School Achievement and are perceived as not being capable of achieving a high school diploma. Concessions are possible if the participant agrees to follow set guidelines and continue their studies towards a regular high school diploma.

3. Documentation

- 3.1. The initiating party shall compile a comprehensive documentation package for each participant under consideration. This package should include a summary of academic records, attendance records, inclusive education records, impact on the learning environment and any other relevant information.

4. Administration Approval

- 4.1. Following the review, management will make the final decision regarding awarding the Certificate of High School Achievement to the participant.
- 4.2. The decision will be based on a thorough assessment of the participant's academic performance

conduct and adherence to the eligibility criteria.

5. Record keeping

5.1. The Inner City High School program will maintain accurate and confidential records of the review process for each participant considered for a Certificate of High School Achievement.

DATES

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POLICY PAGES: #2

1060 – Inner City Youth Engagement Program

Framework Policies

LEGAL REFERENCE(S)

- Charitable Fund-Raising Act, RSA 2000, c C-9

BACKGROUND

The Inner City Youth Engagement Program (ICYEP) is one of two front-line programs offered by Inner City Youth Development Association (ICYDA), the other being the Inner City High School (ICHS) program. The ICYE program is a registered charitable and not-for-profit program. The program provides participants with the necessary non-curricular support to be successful in an academic program. Some of these supports include the provision of food, transportation, counselling, legal and referral supports. Integration of Indigenous cultural teachings and traditions is critical for the success of these participant supports.

The majority of funding for ICYEP comes from community contributions, such as donations, government grants and contributions from community foundations. While ICYEP is distinct from ICHS, the two programs operate concurrently, with participants moving fluidly between both programs during regular program hours.

POLICY STATEMENT

ICYDA is committed to empowering and enriching the lives of participants by offering comprehensive and responsive youth engagement programs. This policy establishes the foundational principles that guide the design, delivery, and evaluation of ICYEP.

GUIDELINES

3. Roles and Responsibilities

- 3.1. In consultation with the director of education and principal, the executive

director is responsible for ICYEP, and coordinates and directs all related operations.

4. Program Objectives

- 4.1. *Engagement:* ICYEP seeks to engage participants by gently welcoming them into the program and daily upon arrival, addressing their immediate and critical needs, focusing on relationship-building activities, and actively involving them in decision-making processes for the agency community.
- 4.2. *Critical Support:* ICYEP seeks to address participants' critical and immediate needs by providing constant and immediate opportunities for participant debriefing, regular informal needs assessments, along with rapid coordinated multidisciplinary team-based supports.
- 4.3. *Relationship-Building and Inclusivity:* ICYEP prioritizes relationship-building activities to nurture participants' sense of safety and belonging within the ICYDA building and its programs.
- 4.4. *Non-Confrontational Approach:* ICYEP utilizes a manner of interaction and addressing situations that avoids confrontation, aggression, hostility or conflict. It emphasizes peaceful, respectful and cooperative communication practices and problem-solving strategies.
- 4.5. *Skill-Building:* ICYEP integrates skill-building activities into all of its programs, including basic living skills,

social skills, Indigenous cultural knowledge, and basic literacy skills.

- 4.6. *Play*: ICYEP, wherever possible, integrates play into programming (e.g., drama program) as a natural and essential way that youth explore, learn and develop various skills.
- 4.7. *Self-Esteem Building*: ICYEP serves to improve participant self-esteem through staff and peer positive acknowledgment of participant skills, attributes and contributions to the program.
- 4.8. *Community-Building*: as an impact of the work done, ICYEP seeks to interact constructively with the outside/general community.
- 4.9. *Theory of Change*: ICYEP prioritizes the delivery of support and services based on Maslow's Hierarchy of Needs, meeting individual needs and circumstances.

PROCEDURES

1. Program Components

- 1.1. *Individual and Group Sessions*: The program will offer both individual and group-based supports.
- 1.2. *On-Site Programming*: On-Site programs shall include any sessions conducted within the ICYDA building.
- 1.3. *Off-Site Programming*: Off-Site programs shall include any sessions conducted outside of the ICYDA building (e.g., Field Trips).
- 1.4. *Coordinated On-Site Programming*: On-Site programs conducted in

coordination with supporting community agencies.

- 1.5. *External Referrals to Community Supports*: Direct referrals made by youth engagement staff to external support agencies.

2. Types of Programs

- 2.1. *Food Provisions*: Breakfast, lunch, snacks and beverages are provided to participants throughout the daytime programming, along with supper during evening programming.
- 2.2. *Transportation Assistance*: Bus passes and/or bus tickets are provided to program participants, as well as transportation assistance by car in the event of emergencies.
- 2.3. *Counselling Supports*: Crisis intervention and informal counselling support are consistently provided on-site by program staff, along with referrals for formal counselling off-site as necessary.
- 2.4. *Indigenous Cultural Activities*: The program offers a variety of Indigenous cultural activities and supports such as regular opportunities to smudge, engage in beading and crafts activities, participate in sweat lodges off-site, and meet with Indigenous elders.
- 2.5. *Legal Supports*: Participants consistently have opportunities to meet with the court and recreation worker to address legal challenges, access advocacy support and make arrangements to complete probationary hours during evening programming.

- 2.6. *Essential Needs Provisions*: Participants have access to hygiene, clothing and other essential needs provisions.
 - 2.7. *Parenting and Pregnancy Support Program*: A weekly group support program is offered to participants who are either expecting, have young children or are the partners thereof.
 - 2.8. *Referral Supports*: While the majority of supports are available on-site through ICYEP, some services are not. Youth engagement staff provide direct referrals, advocacy support and transportation support for these outside referrals, including medical support, student financing and other appointments.
 - 2.9. *Drama Program*: The program continues to offer a drama program, consistent with the organizations original mandate as *Inner City Drama Association*. This program was developed from popular theatre and largely consists of drama games designed to facilitate relationship-building, a sense of belongingness within the program and positive self-esteem.
 - 2.10. *Evening and Summer Programming*: The program offers recreation and arts-based programming Monday to Thursday evenings, as well as for a six-week period during the summer (July and August).
3. Youth Engagement Staff
 - 3.1. *Multidisciplinary Team*: ICYEP employs a variety of skilled staff including social workers, youth workers, a court and recreation worker, artists and studio instructors and Indigenous elders.
 - 3.2. *Professional Development*: Ongoing professional development opportunities are provided to youth engagement staff to enhance support skills, an understanding of the program's unique pedagogical approach, and relevant subject matter knowledge.
4. Participant Rights and Responsibilities
 - 4.1. *Participant Code of Conduct*: ICYDA establishes a clear and fair participant code of conduct that outlines expectations for behaviour and participation in the program (see 3580 - *Participant Code of Conduct* in this manual).
 - 4.2. *Rights and Responsibilities*: The program regularly communicates participants' rights and responsibilities, fostering a respectful and accountable community.
5. Parent and Guardian Engagement
 - 5.1. *Communication and Feedback*: Key contact staff maintain open and regular communication channels with parents and guardians, as well as identified external community supports, to keep them informed about dependent participants' progress, achievements, and challenges.
6. Safety and Well-Being
 - 6.1. *Safe Environment*: The program ensures a safe and secure physical and emotional environment that promotes the well-being and mental health of participants and staff.

6.2. *Emergency Preparedness*: The program maintains and regularly reviews emergency response plans to address potential safety concerns.

7.2. *Stakeholder Feedback*: The program collects feedback from participants, parent/guardians, and staff to inform program enhancements and improvements.

7. Review and Continuous Improvement

7.1. *Ongoing Evaluation*: Management regularly reviews the effectiveness of ICYEP in achieving its goals and objectives.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#4

BOARD SELF-GOVERNANCE POLICIES (2000s)

2000 – Policy Development

Board Self-Governance Policies

REFERENCES

- Charitable Fund-Raising Act, RSA 2000, c C-9
- Education Act, SA 2012, c E-0.3

BACKGROUND

Board policy provides management and staff with a framework within which to discharge their responsibilities and duties. Policies also serve as sources of information and guidance to all who may be interested in, or connected with, the operation of Inner City Youth Development Association (ICYDA).

POLICY STATEMENT

The Board is responsible for the development of policies which govern the operations of ICYDA. Written policies shall constitute the basic method by which the Board exercises its leadership in the operation of ICYDA.

GUIDELINES

1. The policies of the Board shall be framed and interpreted in a manner consistent with the intent of relevant legislation, Alberta Education regulations and the ICYDA Board.
2. Policies will be developed using a common format, comprising:
 - 2.1. *REFERENCES*: References identify legislation pertinent to the specific policy.
 - 2.2. *BACKGROUND*: The background statement outlines the rationale for the

accompanying policy, definitions, guidelines, and procedures.

- 2.3. *POLICY STATEMENT*: The policy is a philosophically based statement which is goal oriented and establishes the direction for future action.
- 2.4. *DEFINITIONS*: Definitions are provided as necessary to define specific terms used within the policy.
- 2.5. *GUIDELINES*: Guidelines further define the framework within which the organization can discharge the policy with positive direction.
- 2.6. *PROCEDURES*: Procedures are statements of who does what, how and in which sequence. Procedures may be mandatory or discretionary.
- 2.7. *DATES*: Dates refer to implementation and review schedule of the policy, along with number of pages of the specific policy.
3. Policies are approved by Board resolution.
4. Background and Procedures will be included in the policy manual as an administrative guide.
5. The process for the development and review of policies and guidelines should allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances.

PROCEDURES

1. The Board is responsible for establishing new policies and/or initiating reviews or revisions of existing policies.
2. The following steps will be taken in developing new policies or revising existing policies.
 - 2.1. Suggestions for policy development or review may be initiated by the Board, staff members, Alberta Education, administration, parents, and other affected groups.
 - 2.2. The executive director and/or director of education shall submit the proposed policy to the Board for first reading and for information.
 - 2.3. Suggestions for changes are reviewed by the executive director and/or director of education and modifications are incorporated into a second draft policy.
 - 2.4. The revised draft is then submitted to the Board for second reading, discussion, amendment, and approval.
 - 2.5. The policy statement as amended by the Board is given third reading and adopted by resolution at a regular or special meeting of the Board.

- 2.6. Not more than two readings of a policy shall be held at anyone meeting.
- 2.7. The formal adoption of policies shall be recorded in the minutes of the meeting of the Board and a copy thereof shall be appended to the official minutes.
3. Board policies will be reviewed periodically and/or at the next scheduled review and revised if necessary to meet changing needs.
4. The Board, on matters of unusual urgency, may waive the foregoing procedures and take immediate action in dealing with a policy matter.
5. The executive director and/or director of education shall be responsible for the establishment and maintenance of an orderly plan to ensure board members, staff, participants, and any other interested individuals or groups who have access to current Board policy.

NOTES

- Formerly 1000 – *Policy Development* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2010 – Absence of Policy

Board Self-Governance Policies

BACKGROUND

Emergent issues occasionally necessitate taking prompt action in areas where Board policy does not exist.

POLICY STATEMENT

In situations where, in the judgment of the director of education or executive director, immediate administrative response is required, the director of education or executive director will take the action deemed appropriate.

GUIDELINES

1. Subsequent to taking action in the absence of policy, the director of education or executive director shall inform the Board at the next regular meeting of the action taken.

2. Subsequent to being briefed on the action taken, the Board may affirm, modify, rescind the decision or recommend policy development to address future issues of a similar nature.

DEVELOPMENTAL NOTES

Developed with support from the Boyle Street Education Centre - Policy Manual.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2020 – Communication Channels

Board Self-Governance Policies

REFERENCES

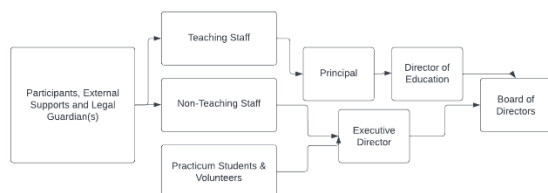
Education Act, S.A. 2012, c E-0.3

BACKGROUND

In any organization it is important for board members, management, staff, participants and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of the organization from giving "mixed messages" or working at "cross purposes."

POLICY STATEMENT

The Board supports the maintenance of a viable communication system at ICYDA that recognizes the following chain of command:



GUIDELINES

1. Staff members wishing to inform Board members about activities and events in the agency must do so through the director of education and/or executive director.
2. Board members, management and staff receiving complaints from parents, groups or community members will respect the preceding lines of communication to the greatest extent reasonable.
3. Board members, management and staff will respect the established lines of communication associated with the work of Board-appointed committees as determined in the committees' terms of reference.

PROCEDURES

1. When dealing with complaints, the following procedures should normally be followed:
 - 1.1. Encourage the plaintiff to first discuss the complaint directly with the person against whom the complaint is made and advise the direct supervisor of the complaint;
 - 1.2. If the matter is not resolved to the satisfaction of the plaintiff, the next level of the structure should be contacted, e.g., if the complaint is with a teaching staff, the principal should be the next contact; if the complaint is with the principal, the director of education should be contacted.
 - 1.3. Failing resolution by the executive director or director of education, the plaintiff should be encouraged to write a letter, explaining their concern to the Board, along with their suggestions for resolution; and
 - 1.4. Failing resolution at the Board level, the plaintiff shall be informed of the right to Appeal Board decisions under Section 42(1) of the Education Act.

DEVELOPMENTAL NOTES

Formerly 1010 – *Communication Channels* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2030 – Board Powers and Duties

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

Inner City Youth Development Association (ICYDA) is the jurisdiction board of Inner City High School (ICHS) and governs Inner City Youth Engagement Programs (ICYEP). The ICYDA Board of Directors is a policy board. The Education Act establishes specific powers, duties and responsibilities for elected school boards. The Societies Action establishes specific powers, duties and responsibilities for not-for-profit boards.

POLICY STATEMENT

The Board provides overall policy direction and leadership for ICYDA.

DEFINITIONS

A policy board is a governing body within an organization, typically composed of volunteers with expertise in specific areas related to the organization's mission and goals. The primary function of a policy board is to provide strategic direction, make important decisions, and establish high-level policies that guide the organization's operations and activities. Policy boards may oversee financial matters, assess performance, and provide accountability to stakeholders.

GUIDELINES

1. Guiding Principles

- 1.1. *Governance and Oversight:* The Board holds the ultimate authority and responsibility for the organization's governance, policies, and activities. It oversees the management, financial

stewardship, and adherence to legal and ethical standards.

- 1.2. *Strategic Planning:* The Board participates in the development and approval of the organization's strategic plan. It sets long-term goals, defines the mission and vision, and ensures that the organization's activities are aligned with its strategic objectives.
- 1.3. *Policy Development and Approval:* The Board establishes and approves policies that guide the organization's operations, including those related to finance, human resources, programs, and governance. It reviews existing policies periodically and updates them as needed.
- 1.4. *Financial Oversight:* The Board exercises fiduciary responsibility by monitoring the organization's financial health. It approves budgets, reviews financial reports, and ensures compliance with financial and accounting standards.
- 1.5. *Executive Leadership Selection and Oversight:* The Board appoints, evaluates, and, if necessary, dismisses the director of education and executive director. It provides guidance and support to ensure effective leadership.
- 1.6. *Legal and Ethical Compliance:* The Board ensures that the organization operates in accordance with all applicable laws, regulations, and ethical principles. It safeguards the organization's reputation and legal standing.
- 1.7. *Community Engagement and Public Relations:* The Board serves as ambassadors, promoting the organization's mission and building

relationships with stakeholders, donors, and the community.

- 1.8. *Risk Management*: The Board identifies and assesses potential risks to the organization's mission and reputation, and it develops strategies to mitigate those risks.
- 1.9. *Conflict of Interest*: Board members are required to disclose any conflicts of interest and to abstain from voting or participating in discussions where their personal interests may conflict with the best interests of the organization.
- 1.10. *Evaluation and Improvement*: The Board regularly assesses its own performance, governance practices, and effectiveness in fulfilling its duties. It seeks opportunities for continuous improvement.
- 1.11. *Annual Report and Transparency*: The Board prepares an annual report that provides stakeholders with an overview of the organization's activities, achievements, and financial status. The report emphasizes transparency and accountability.

PROCEDURES

1. Implementation

- 1.1. The ICYDA Board:
 - 1.1.1. Establishes the goals of the organization,
 - 1.1.2. Develops policies in accordance with the Education Act, Societies Act and other relevant legislation.

- 1.1.3. Assigns specific academic and administrative duties to the director of education and executive director;
- 1.1.4. Evaluates the performance of the director of education and executive director;
- 1.1.5. Furnishes the financial means in accordance with the Societies Act, Education Act and provincial regulations, to provide the personnel, physical facilities and other resources necessary to achieve organizational goals;
- 1.1.6. Evaluates the effectiveness of the organization in achieving established goals; and
- 1.1.7. Keeps ICYDA's supporters intelligently informed of the purpose, value, conditions, needs and results achieved by the organization.

DEVELOPMENTAL NOTES

- Formerly 2010 – *Board Powers and Duties* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2040 – Board Member

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

The Education Act outlines the legal basis for school board powers and duties. The Societies act outlines the basis for not-for-profit board powers and duties. Individual board members are not empowered to take action on behalf of the Inner City Youth Development Association (ICYDA) unless specifically delegated to do so by the Board.

POLICY STATEMENT

The power to make decisions regarding ICYDA’s operations is vested in the Board as a collective whole.

GUIDELINES

1. Term of Service

- 1.1. ICYDA Board members shall serve a defined two-year term, with the possibility of reappointment. There shall be no restrictions to the number of terms each Board member may hold.

2. Attendance and Participation

- 2.1. ICYDA Board members are expected to attend monthly board meetings,

actively contribute to discussions, and engage in decision-making. If unable to attend, members should inform the board chair, secretary, director of education or executive director in advance.

3. Authority

- 3.1. Individual board members do not have the authority to direct ICYDA management and staff or make decisions relating to the agency’s operations.
- 3.2. Notwithstanding the above, the Board may delegate specific responsibilities and related decision-making authority to a board member, a board committee, any of its staff, or a joint committee established under Section 52(1) of the Education Act.

DEVELOPMENTAL NOTES

- Formerly *2020 –Board Member* in 2018 ICYDA Policy Manual.

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2050 – Board Member – Code of Ethics

Board Self-Governance Policies

BACKGROUND

Board membership is a significant challenge and responsibility. Decisions made by board members directly affect the quality of educational and support services provided for participants and the overall direction taken by Inner City Youth Development Association (ICYDA). The importance of this role underscores the need for board members to establish and adhere to a code of conduct.

POLICY STATEMENT

The Board supports board members' adherence to a Board members' Code of Ethics.

GUIDELINES

1. Board member Responsibility to the Office

1.1. A Board member should honour the high responsibility which this membership demands by:

1.1.1. Thinking always in terms of "participant members first";

1.1.2. Understanding that the basic function of the Board members is "policy making", and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;

1.1.3. Accepting the responsibility along with their fellow Board members of seeing that adequate facilities and resources are provided for the proper functioning of ICYDA;

1.1.4. Representing at all times the entire ICYDA community;

1.1.5. Accepting the responsibility of becoming well-informed concerning the duties of Board members and the proper functions of the school and related support program;

1.1.6. Recognizing responsibility as a provincial as well as a local official to seek the improvement of education not only in Inner City High School (ICHS) but throughout the Province of Alberta;

1.1.7. Having the administrative officers present at regular meetings of the Board;

1.1.8. Granting the administrative officers the privilege of discussion at the Board meetings;

1.1.9. Referring complaints to the proper administrative officers and discussing them at the regular meetings if an administrative solution is not achieved.

2. Board Members' Responsibility to the Community

2.1. The Board member should meet their responsibility to the community by:

2.1.1. Attempting to appraise fairly both the present and the future educational and support needs of the community;

2.1.2. Regarding it as a major responsibility of the Board to interpret the aims and the

activities of ICYDA to the community;

2.1.3. Insisting that all school and support program business transactions be on an open, ethical and above-board basis;

2.1.4. Vigorously seeking adequate financial support for the school and support program; and

2.1.5. Refusing to use their position on the Board for personal gain.

3. Board Members' Relationship With Other Board Members

3.1. A Board member should respect their relationship with other members of the Board by:

3.1.1. Recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;

3.1.2. Recognizing the integrity of their predecessors and associates and the merit of their work;

3.1.3. Refusing to make promises as to how they will vote on any matter which should properly come before the Board as a whole; and

3.1.4. Making decisions only after relevant facts bearing on the subject are made known.

4. Board Members' Relationship with Administrative Officers and Staff

4.1. Board members should maintain effective relationships with the administrative officers of the agency and their respective staffs by:

4.1.1. Striving to procure, when the vacancies exist, the best professional leaders available for administrative posts;

4.1.2. Giving the administrative officers full administrative authority for properly discharging their professional duties and holding them responsible for results;

4.1.3. Refusing to act on matters relating to the employment or dismissal of staff without reference to the administrative officers; and

4.1.4. Respecting the confidentiality of privileged Board business.

NOTES

- Formerly *2030 – Board Member – Code of Ethics* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2060 – Board Member Recruitment

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

Inner City Youth Development Association (ICYDA) is a 'wrap-around school', consisting of an accredited arts-based independent high school program, and charitable not-for-profit youth engagement programming designed to support youth in their access to services, basic needs and academic studies. ICYDA oversees both of these programs in the city of Edmonton, Alberta. Board members, including the chair, are appointed by the Board after a transparent and merit-based recruitment process. Individuals with expertise related to ICYDA programming and operations are welcome to apply for board member positions.

POLICY STATEMENT

This policy sets out the transparent recruitment process for all appointments to the ICYDA Board.

GUIDELINES

1. A Notice of Position will be prepared and publicly posted as necessary (i.e., upon vacancy of position).
2. Conversely, individuals interested in applying for a position on the board are welcome to apply at any time of the year by contacting the board chair, director of education or executive director.

PROCEDURES

1. Position Criteria

- 1.1. Board candidates should possess the following characteristics:

1.1.1. *Alignment with Mission:* A strong alignment with ICYDA's mission, vision, and values.

1.1.2. *Diversity:* A commitment to diversity and inclusivity, bringing diverse backgrounds, perspectives, and talents to the Board. Preference is given to applicants with Indigenous cultural knowledge.

1.1.3. *Expertise:* Relevant skills, knowledge, and experience that contribute to ICYDA's strategic direction.

1.1.4. *Leadership and Ethics:* Demonstrated leadership qualities, ethical standards, and a willingness to act in the best interest of ICYDA.

2. Notice of Position

2.1. The Board recruitment process includes these steps:

2.1.1. A Notice of Position will be prepared before each new recruitment.

2.1.2. A Notice of Position will identify:

2.1.2.1. Board mandate,

2.1.2.2. Position vacancy,

2.1.2.3. Required knowledge, skills, and abilities,

2.1.2.4. Required competencies,

2.1.2.5. Desired competencies,

2.1.2.6. Desire diversity objectives, and

monthly meeting for acceptance of the candidate.

2.1.2.7. Time commitment and term of position.

2.1.3. The Notice of Position will be publicly posted for a reasonable period of time.

3. Assessment Process

3.1. The Board will conduct a transparent assessment process, which will include:

3.1.1. The board chair, director of education and executive director meeting with candidate.

3.1.2. Provision of agency information to the candidate (e.g., videos, text).

4. Confirmation of Position

4.1. Upon consensus from the board chair, director of education and executive director, the board chair will:

4.1.1. Invite the candidate to observe a monthly Board meeting

4.1.2. Make a recommendation and motion to the Board at the next

RESOURCES

- The Muttart Foundation and Alberta Culture and Community Spirit (1995). *Board Development: Board Building – Recruiting and Developing Effective Board Members for Not-for-Profit Organizations*. Retrieved from <https://open.alberta.ca/dataset/9d872dc7-d396-4bdd-a677-23548c2a824c/resource/0e858fef-6f34-4ea0-921a-289964a101c8/download/board-development-program-recruiting-development.pdf>.

DEVELOPMENTAL NOTES

- Developed with direct support from Forest Practices Board – Board Member Recruitment Policy. Retrieved from: <https://www.bcfpb.ca/wp-content/uploads/2020/02/Board-Member-Recruitment-Policy-2020.pdf>

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
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<i>POLICY PAGES:</i>	#2

2070 – Board Member - Training

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

The gradual transformation and growth of Inner City Youth Development Association (ICYDA) is expected to continue into the future and clearly all agency staff and the Board of Directors have a vital part to play in meeting key objectives. Training and development is thus given importance across all levels. ICYDA believes that the Board of Directors, which is the highest level in the organization, too requires training and development in order to update themselves and take the best decisions for the agency.

POLICY STATEMENT

This policy sets out the training and development procedures and responsibilities for all appointments to the ICYDA Board.

GUIDELINES

1. New appointments to the Board will be trained by the board chair and/or designate.
2. Ongoing training and development opportunities are provided to the Board of Directors by ICYDA.

PROCEDURES

1. New appointments to the Board will receive
 - 1.1. An introductory orientation with the board chair or designate.
 - 1.2. Access to the ICYDA Board SharePoint site, inclusive of agendas, meeting minutes, and related resource materials.

- 1.3. An introductory ICYDA Board training package available on the ICYDA Board SharePoint site.

- 1.4. Ongoing consultation with the board chair or designate.

2. Existing directors will receive training and development opportunities by

- 2.1. Access to relevant resources on the ICYDA Board SharePoint site.

- 2.2. Regular professional development opportunities at no individual cost to the director either:

- 2.2.1. Individually (e.g., taking a course),
or

- 2.2.2. Group-administered (e.g., a special Board professional development session).

RESOURCES

- The Muttart Foundation and Alberta Culture and Community Spirit (1995). *Board Development: Board Building – Recruiting and Developing Effective Board Members for Not-for-Profit Organizations*. Retrieved from <https://open.alberta.ca/dataset/9d872dc7-d396-4bdd-a677-23548c2a824c/resource/0e858fef-6f34-4ea0-921a-289964a101c8/download/board-development-program-recruiting-development.pdf>.

DEVELOPMENTAL NOTES

- Referenced Airline Allied Services Limited Policy. Retrieved from: <https://plone.allianceair.in/allianceair/en/assets/policy/training-policy-for-directors.pdf>

DATES

IMPLEMENTED: February 21, 2024
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POLICY PAGES: #2

2080 – Board Member - Evaluation

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

At Inner City Youth Development Association, Board (ICYDA) performance evaluations provide the Board with an opportunity for consideration, reflection and discussion of its performance, the performance of its committees, the chair and individual directors. The purpose of these evaluations is not only to review the effectiveness of individual directors and the Board but also to identify gaps in skills, experience and expertise that would need to be filled in order to promote Board effectiveness and satisfy fitness requirements. This policy sets out how these evaluations will be conducted.

POLICY STATEMENT

This policy sets out the performance evaluation procedures and responsibilities for all appointments to the ICYDA Board.

GUIDELINES

1. Performance evaluation procedures examine the following components of the Board:
 - 1.1. The Board as a whole,
 - 1.2. The chair,
 - 1.3. Individual directors, and,
 - 1.4. Board committees.
2. Means of assessment will be determined collaboratively by the Board and may include:
 - 2.1. Survey completed by directors

2.2. Exit interviews with outgoing directors

2.3. Expert third party evaluation

2.4. Feedback from stakeholders, including the executive director and/or director of education.

3. Reviews of Board performance will be conducted annually.

DEVELOPMENTAL NOTES

- Direct reference from the Australian Government: Commonwealth Superannuation Corporation 'Board Performance Evaluation Policy'. Retrieved from <https://csc.sitecorecontenthub.cloud/api/public/content/127a8fd0bb484f62aa493c9561e3b26b?v=5658950f>

RESOURCES

- The Muttart Foundation and Alberta Culture and Community Spirit (1995). *Board Development: Board Building – Recruiting and Developing Effective Board Members for Not-for-Profit Organizations*. Retrieved from <https://open.alberta.ca/dataset/9d872dc7-d396-4bdd-a677-23548c2a824c/resource/0e858fef-6f34-4ea0-921a-289964a101c8/download/board-development-program-recruiting-development.pdf>.

DATES

IMPLEMENTED:	February 21, 2024
LAST REVIEW:	February 21, 2024
NEXT SCHEDULED REVIEW:	September 18, 2024
POLICY PAGES:	#2

2090 – Board Chair

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

The Education and Societies Acts require Boards to appoint a chair. As a member of the Board, the chair acts in a position of trust for the community. As a member of the Board Executive, the chair acts in a leadership position and is jointly responsible for the effective governance of the organization. The ability of the Board to discharge its obligations in a responsible and effective manner is significantly influenced by the quality of leadership provided to the Board.

POLICY STATEMENT

The ICYDA Board entrusts to its chair primary responsibility for providing leadership to the Board and acting as its primary spokesperson.

GUIDELINES

1. The appointment of the chair will conform to the requirements of the Education and Societies Acts.
2. The major duties and responsibilities of the chair are to:
 - 2.1. Preside over all Board meetings and to ensure that such meetings are conducted in accordance with the Education and Societies Acts and the policies and regulations as established by the Board;
 - 2.2. Keep the director of education and executive director informed on all matters coming to their attention that might affect ICYDA;

- 2.3. Train new directors to the Board or appoint a designate accordingly;
- 2.4. Keep informed of significant developments within ICYDA;
- 2.5. Act as ex-officio member, with voting privileges, to all committees appointed by the Board; and
- 2.6. Represent the Board, or arrange alternative representation, at official meetings inside or outside of ICYDA.

PROCEDURES

1. The Chair will be in regular contact with the executive director and director of education to maintain a working knowledge of current issues and events within ICYDA.
2. The chair shall bring to the Board all matters requiring a corporate decision of the Board.
3. The Board is responsible for initiating recruitment procedures for a Chair.
4. The Board is responsible for notifying the Minister of the appointment of the Chair.
5. The Board Executive or designate is responsible for training a chair.
6. The Board is responsible for performance evaluations of a chair.

DEVELOPMENTAL NOTES

Formerly 2021 – *Board Chair* in the previous ICYDA Policy Manual (2018).

DATES

- | | |
|---------------------|-------------------|
| <i>IMPLEMENTED:</i> | September 1, 2018 |
| <i>LAST REVIEW:</i> | February 21, 2024 |

NEXT SCHEDULED REVIEW: September 18, 2024

POLICY PAGES:

#2

2100 – Board Vice-Chair

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

The Education and Societies Acts require Boards to appoint a vice-chair. As a member of the Board, the vice-chair acts in a position of trust for the community. As a member of the Board Executive, the vice-chair acts in a leadership position and is jointly responsible for the effective governance of the organization. The ability of the Board to discharge its obligations in a responsible and effective manner is significantly influenced by the quality of leadership provided to the Board.

POLICY STATEMENT

The ICYDA Board entrusts to its Vice-Chair secondary responsibility for providing leadership to the Board and acting as its secondary spokesperson.

GUIDELINES

3. The appointment of the vice-chair will conform to the requirements of the Education and Societies Acts.
4. The major duties and responsibilities of the Board vice-chair are, in the absence of the chair only, to:
 - 4.1. Preside over all Board meetings and to ensure that such meetings are conducted in accordance with the Education Act and the policies and regulations as established by the Board;
 - 4.2. Keep the director of education and executive director informed on all

matters coming to their attention that might affect ICYDA;

- 4.3. Train new directors to the Board or appoint a designate accordingly;
- 4.4. Keep informed of significant developments within ICYDA;
- 4.5. Act as ex-officio member, with voting privileges, to all committees appointed by the Board; and
- 4.6. Represent the Board, or arrange alternative representation, at official meetings inside or outside of ICYDA.

PROCEDURES

7. In the absence of the chair, the vice-chair will be in regular contact with the executive director and director of education to maintain a working knowledge of current issues and events within ICYDA.
8. In the absence of the chair, the vice-chair shall bring to the Board all matters requiring a corporate decision of the Board.
9. The Board is responsible for initiating recruitment procedures for a vice-chair.
10. The Board is responsible for notifying the Minister of the appointment of the vice-chair.
11. The Board Chair or designate is responsible for training a vice-chair.
12. The Board is responsible for performance evaluations of a vice-chair.

DATES

IMPLEMENTED: February 21, 2024
LAST REVIEW: February 21, 2024

NEXT SCHEDULED REVIEW: September 18, 2024
POLICY PAGES: #2

2110 – Board Treasurer

Board Self-Governance Policies

LEGAL REFERENCE(S)

- Education Act, S.A. 2012, c E-0.3. Section 68.
- Societies Act, RSA 2000, c S-14

BACKGROUND

The Education and Societies Acts require Boards to appoint a treasurer. As a member of the Board, the treasurer acts in a position of trust for the community. Finding the right treasurer can be one of the most important tasks a school or not-for-profit undertakes. The treasurer will oversee the financial matters of the organization in line with good practice and in accordance with Inner City Youth Development Association (ICYDA) by-laws and legal requirements and report to the board of directors at regular intervals about the financial health of the organization. The treasurer can also impact the perceptions of funders and the public regarding the organization's professionalism and trustworthiness.

POLICY STATEMENT

The ICYDA Board shall appoint a treasurer to ensure that effective financial measures, controls and procedures are put in place, and are appropriate for ICYDA.

GUIDELINES

1. The appointment of the treasurer will conform to the requirements of the Education Act and Ministerial regulations related to notification and bonding.
2. The treasurer has a designated role in overseeing the financial matters of the board and ensuring other directors are adequately informed of financial related issues to ensure good decision-making. This includes responsibility for:

- 2.1. Overseeing, and presenting budgets, accounts, management accounts and financial statements to the board of directors;
 - 2.2. Ensuring that proper accounts and records are kept, ensuring financial resources are spent and invested in line with the organization's policies, good governance, legal and regulatory requirements;
 - 2.3. Developing and implementing financial, reserves and investment policies;
 - 2.4. Acting as a counter-signatory on charity cheques and any applications for funds;
 - 2.5. Other duties and responsibilities as assigned by the Board.
3. While the board of directors is responsible for the funds received and spent by a nonprofit, the treasurer is the fulcrum for ensuring the board fulfills its fiduciary responsibilities. The treasurer is often called upon to educate directors about the differences between for-profit and nonprofit financial management
 4. The treasurer is responsible for the administration and supervision of all business affairs of ICYDA, in accordance with the Education Act, the requirements of the Alberta Education and Board policy.
 5. Specific duties shall be outlined in a job description developed for the position of treasurer.

PROCEDURES

1. The Board is responsible for initiating recruitment procedures for a treasurer.
2. The Board chair or designate is responsible for notifying the Minister of the appointment of the treasurer.
3. The Board chair or designate is responsible for training the treasurer.
4. The Board is responsible for performance evaluations of the treasurer.

DEVELOPMENTAL NOTES

Formerly 2041 – *Secretary-Treasurer* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2120 – Board Secretary

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3. Section 68.
- Societies Act, RSA 2000, c S-14

BACKGROUND

The Education and Societies Act require Boards to appoint a secretary. As a member of the Board, the secretary acts in a position of trust for the community. As a member of the Board Executive, the secretary acts in a leadership position and is jointly responsible for the effective governance of the organization.

POLICY STATEMENT

The Inner City Youth Development Association (ICYDA) Board shall appoint a secretary to be responsible for the organization, recording and validation of agency meeting minutes.

GUIDELINES

6. The appointment of the secretary will conform to the requirements of the Education and Societies Acts.
7. The secretary is responsible for the recording, organization and validation of ICYDA meeting minutes. This includes responsibility for:
 - 7.1. The electronic distribution of notice, Board meeting agendas and minutes to directors and appointed board officials;

- 7.2. The recording, validation and custody of all Board meeting minutes;

- 7.3. Other duties and responsibilities as assigned by the Board.

8. Specific duties shall be outlined in a job description developed for the position of secretary.

PROCEDURES

1. The Board is responsible for initiating recruitment procedures for the secretary.
2. The Board is responsible for notifying the Minister of the appointment of the secretary and arranging to have the incumbent bonded.
3. The Board chair or designate is responsible for training the secretary.
4. The Board is responsible for performance evaluations of the secretary.

DEVELOPMENTAL NOTES

Formerly 2041 – *Secretary-Treasurer* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2130 – Board Member At-Large

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Societies Act, RSA 2000, c S-14

BACKGROUND

Board members at-large act in a position of trust for the community and are responsible for working closely with the Board towards the effective governance of the organization. Inner City Youth Development Association (ICYDA) requires a minimum of one director in addition to the Board Executive.

POLICY STATEMENT

The Board shall appoint a minimum of one board member at-large in addition to the Board Executive.

GUIDELINES

1. The appointment of a board member at-large will conform to the requirements of the Education and Societies Act.
2. A minimum of one board member at-large must serve on the Board at any time.

3. In addition to regular participation on the Board, board members at-large may:
 - 3.1. Serve on Board Committees, and
 - 3.2. Be tasked with special duties as required by the Board.

PROCEDURES

1. The Board is responsible for initiating recruitment procedures for a board member at-large.
2. The Board Chair or designate is responsible for training a board member at-large.
3. The Board is responsible for performance evaluations of a board member at-large.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2140 – Appointed Board Officials

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3.
- Societies Act, RSA 2000, c S-14 (27)

BACKGROUND

Appointed Board Officials operate as non-voting members of the Board who serve as administrative representatives of agency operations.

POLICY STATEMENT

The Inner City Youth Development Association (ICYDA) Board appoints administrative representatives of agency operations to the Board as non-voting members.

GUIDELINES

1. The ICYDA Board appoints the following administrative representatives of agency operations:

- 1.1. Director of Education who is responsible for all educational matters of Inner City High School (ICHS) operations,
- 1.2. Executive Director who is responsible for all non-educational programs at ICYDA,

PROCEDURES

1. All appointed board officials are expected to attend and participate as non-voting members in regular board meetings.
2. Appointed board officials may participate in ad hoc board meetings as non-voting members with the approval of the Board chair or designate.
3. Appointed board officials may participate in board committees as non-voting members.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2150 – Appointed Board Officials: Director of Education

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3. Section 33(1)j.

BACKGROUND

Appointed Board Officials operate as non-voting members of the Board who serve as administrative representatives of agency operations. The Education Act requires school boards, unless exempt by the Minister, to appoint a director of education as the chief operating officer of the Board.

POLICY STATEMENT

The Board, with direct support from the Educational Advisory Committee, appoints the director of education as chief operating officer of the Board in regards to the academic aspects of Inner City High School (ICHS).

GUIDELINES

1. The appointment of the director of education will conform to the requirements of the Education Act and Ministerial regulations with respect to notification and minimum qualifications.
2. In accordance with Board policy, the director of education, in regards to the academic aspects of ICHS, is responsible for:
 - 2.1. The achievement of educational goals established for ICHS;
 - 2.2. The implementation of Board policies and directives;
 - 2.3. The maintenance of a high standard of education through ongoing supervision and evaluation of curricular and co-curricular programs;

- 2.4. The evaluation and reporting of participants learning and development;
 - 2.5. The selection, deployment, development, evaluation, promotion, retention, transfer, reprimand, demotion and separation of all staff members;
 - 2.6. The safety, welfare and conduct of students while participating in ICHS programs;
 - 2.7. The promotion of a positive attitude on the part of parents and the community towards ICHS and its programs;
 - 2.8. The maintenance of professional relationships with staff, participants, parents and other affiliated individuals, groups or organizations; and
3. Other duties and obligations assigned by the Board.
 4. The director of education works collaboratively with the executive director, principal, Board chair or designate as a member of the ICYDA management group.

PROCEDURES

1. The Board, with direct support from the Educational Advisory Committee, shall be responsible for initiating procedures to appoint the director of education in the event of a vacancy.
2. The director of education may act as and fulfill all duties of the principal, as necessary.

DEVELOPMENTAL NOTES

- Formerly 2040 – *Appointed Board Officials – Superintendent and Executive Director* in the previous ICYDA Policy Manual (2018).

DATES

IMPLEMENTED: September 1, 2018
LAST REVIEW: February 21, 2024
NEXT SCHEDULED REVIEW: September 18, 2024
POLICY PAGES: #2

2160 – Appointed Board Officials: Executive Director

Board Self-Governance Policies

REFERENCES

- Societies Act, RSA 2000, c S-14 (27)

BACKGROUND

Appointed Board Officials operate as non-voting members of the Board who serve as administrative representatives of agency operations. The Societies Act require boards to appoint an executive director.

POLICY STATEMENT

The Inner City Youth Development Association (ICYDA) Board appoints the executive director to administer the not-for-profit programs of ICYDA, and collaborate with the director of education to maintain general oversight of the agency.

GUIDELINES

5. The appointment of the executive director will conform to the requirements of the Societies Act and ICYDA by-laws with respect to notification and minimum qualifications.
6. In accordance with Board policy, the executive director, in regards to the non-curricular aspects of ICYDA, is responsible for:
 - 6.1. The achievement of non-curricular goals established for ICYDA;
 - 6.2. The implementation of Board policies and directives;
 - 6.3. The maintenance of a high standard of education through ongoing supervision and evaluation of non-curricular programs;

- 6.4. The evaluation and reporting of participant development and related supports;
- 6.5. The selection, deployment, development, evaluation, promotion, retention, transfer, reprimand, demotion and separation of all non-teaching staff members;
- 6.6. The safety, welfare and conduct of participants while participating in ICYDA programs;
- 6.7. The promotion of a positive attitude on the part of parents and the community towards ICYDA and its programs;
- 6.8. The maintenance of professional relationships with staff, participants, parents and other affiliated individuals, groups or organizations; and
7. Other duties and obligations assigned by the Board.
8. The executive director works collaboratively with the director of education, principal, Board chair or designate as a member of the ICYDA management group.

PROCEDURES

3. The Board shall be responsible for initiating procedures to appoint the executive director in the event of a vacancy.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

2170 – Board Committees

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3. Section 52(1)

BACKGROUND

At Inner City Youth Development Association (ICYDA), the function of a committee is to advise the Board. This is accomplished by conducting comprehensive discussions and/or preparing recommendations regarding matters referred to by the Board or on issues initiated by a committee.

POLICY STATEMENT

The ICYDA Board believes that its duties can best be carried out if its members are given an opportunity to meet in committees supplemental to Board meetings. It therefore supports the formation of standing or ad hoc committees of the whole which allow board members to participate equally in detailed examination of governance issues. It also supports the formation of standing or ad hoc committees with restricted membership which address clearly delineated topics.

GUIDELINES

1. All committees shall function under Board approved regulations.
2. The chair of the Board shall be an ex-officio member of every committee of the Board.
3. The chair may actively participate in Board committees and has voting rights.
4. Committees have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions on its behalf.

5. Committees shall provide such recommendations to the Board as they deem advisable.
6. The Committee shall meet from time to time or as often as required.

PROCEDURES

1. Each standing or ad hoc committee is to consist of at least two board members. All board members may attend any committee meeting and, with the consent of the committee, take part in discussion, but will not be entitled to vote.
2. Each standing or ad hoc committee shall select its own chair at the annual organizational meeting of the Board.
3. Proceedings of the committee meetings shall be recorded and distributed as necessary.
4. If possible, a Board member shall not be chair of more than one standing or ad hoc committee at the same time.

DEVELOPMENTAL NOTES

Formerly *2080 – Board Committees* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2180 – Educational Advisory Committee

Board Self-Governance Policies

BACKGROUND

Inner City High School (ICHS) is a unique accredited arts-based high school program. Employing a critical pedagogical perspective, the school program centers around principles of decolonization, indigeneity, multiliteracies, inclusion and diversity. Given this unique perspective, a select set of expertise is required to advise the Board, the director of education and the executive director on matters of education and research.

POLICY STATEMENT

The Inner City Youth Development Association’s (ICYDA) educational advisory committee will advise the Board on all matters pertaining to educational policy development, research, as well as recommendations for the position of director of education, inclusive of hiring, training and evaluation.

DEFINITIONS

Critical Pedagogy is an educational philosophy and approach that emphasizes the exploration of power dynamics, social injustices, and systems of oppression within the teaching and learning process. It encourages students and educators to question and critically analyze societal norms, inequalities, and structures, with the goal of fostering greater awareness, empowerment, and social transformation. Critical pedagogy seeks to go beyond rote learning and traditional classroom hierarchies, promoting active student engagement, dialogue, and the development of critical thinking skills. It encourages students to become active participants in their own education and to challenge dominant narratives while advocating for social justice and equitable change.

Decolonization refers to a process aimed at dismantling the political, economic, social, and cultural structures and practices associated with colonialism. It involves reclaiming Indigenous and marginalized peoples' rights, identities, and lands that were historically subjugated, exploited, or oppressed by colonial powers. Decolonization seeks to restore self-determination, autonomy, and cultural sovereignty to those who have experienced the impacts of colonization. This process often involves challenging dominant narratives, recognizing historical injustices, addressing systemic inequalities, and supporting the revitalization of Indigenous cultures and knowledge systems.

Multiliteracies is a term that refers to a broader and more contemporary approach to literacy beyond traditional reading and writing skills. It recognizes that in today's complex and rapidly evolving world, individuals need to be proficient in various forms of communication, including digital, visual, oral, and media literacies.

GUIDELINES

1. The Educational Advisory Committee will convene, as necessary, to advise the ICYDA Board on the following specific matters:
 - 1.1. Director of Education:
 - 1.1.1. Recruitment
 - 1.1.2. Training
 - 1.1.3. Evaluation
 - 1.2. Educational Programming
 - 1.3. Research at ICYDA

PROCEDURES

1. The director of education, board chair or designate will arrange and meet with the educational advisory committee as necessary.

IMPLEMENTED:

February 21, 2024

LAST REVIEW:

February 21, 2024

NEXT SCHEDULED REVIEW:

September 18, 2024

POLICY PAGES:

#2

DATES

2190 – Board Meetings

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3, Section 64-65

BACKGROUND

The Alberta Education Act requires the Inner City Youth Development Association (ICYDA) Board to hold an organizational meeting each year and regular scheduled meetings. The Education Act also allows the Board to hold special meetings and meetings in-camera when necessary.

POLICY STATEMENT

All meetings of the Board, with the exception of meetings in-camera, shall be scheduled and held in public.

GUIDELINES

1. Organizational Meeting

- 1.1. The secretary of the Board shall give notice of the organizational meeting of the Board to each Board member as if it were a special meeting.
- 1.2. The Board chair or designate will call the meeting to order and preside.

2. Regular Meetings

- 2.1. Board meetings will be conducted in a manner consistent with the requirements of the Education Act;
- 2.2. The place, dates and times of regular Board meetings will be established at the Board's annual organizational meeting;
- 2.3. Generally, the meetings of the Board will be held in public unless a majority of the members present at the meeting are of the opinion that it is in the public

interest to hold the meeting or part of the meeting in private. The Board does not have the authority to pass by-laws or resolutions at private meetings apart from the resolution necessary to revert to an open meeting;

- 2.4. No resolution, act or proceeding at the Board is binding unless adopted at a meeting at which a quorum of the Board is present;
- 2.5. Regular meetings of the Board will not normally be held without the executive director, director of education or designate in attendance; and
- 2.6. Unless excluded by the Education Act all Board members shall vote on all resolutions before the Board.

3. Special Meeting

- 3.1. Special meetings of the Board will only be called when the chair, the majority of Board members, the Minister or the director of education and/or executive director is of the opinion that an issue must be dealt with before the next regular Board meeting;
- 3.2. A written notice of the special meeting including date, time, place and nature of business shall be issued to all Board members by (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every member agrees to waive the requirements for notice;

- 3.3. Unless all Board members are present at the meeting no business other than that stated in the notice may be transacted;
- 3.4. No resolution, act or proceeding of the Board is binding unless adopted at an open meeting of the Board at which the majority of members are present;
- 3.5. Special meetings of the Board will not normally be held without the director of education, executive director and Board chair in attendance;
- 3.6. Unless excluded by the Education Act all Board members shall vote on all resolutions before the Board.

4. In-Camera Meetings

- 4.1. In-camera Meetings will generally be held to discuss sensitive matters pertaining to:
 - 4.1.1. Individual participants,
 - 4.1.2. Individual Board employees
 - 4.1.3. Collective bargaining/contract negotiations,
 - 4.1.4. Acquisition or disposal of real property,
 - 4.1.5. Litigation brought before or against the Board,
 - 4.1.6. Other matters that the majority of trustees feel would not be in the public interest to discuss in open meeting.
- 4.2. The Board may convene in camera only by proper resolution of the Board. Such resolution:

4.2.1. Shall be recorded in the minutes of the Board; and

4.2.2. Specify those individuals eligible to attend.

4.3. The Board shall, during the in-camera meeting:

4.3.1. Discuss only the matter which gave rise to the closed meeting; and

4.3.2. Adopt only such resolution as is required to re-convene the Board in an open, public meeting.

4.4. Board members and other persons attending the in-camera meetings are not to discuss the details of the discussion outside of the meeting.

PROCEDURES

- 1. The Board chair and secretary will ensure that the meeting agenda and supporting material for all meetings are issued to Board members at least 48 hours prior to such meetings.
- 2. The Board chair or designate will call the meeting to order and preside.

DEVELOPMENTAL NOTES

Formerly 2050 – *Board Meetings* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#3

2200 – Regular Board Meeting Agenda

Board Self-Governance Policies

BACKGROUND

At Inner City Youth Development Association (ICYDA), a well-planned meeting agenda contributes to the effectiveness of a Board meeting. Similarly, advance notice of the issues to be dealt with at a meeting, along with relevant background information assists members to make informed decisions.

POLICY STATEMENT

The ICYDA Board supports the use of a standard agenda format for all regular Board meetings.

GUIDELINES

1. When drafting an agenda for Board meetings items on the agenda will generally be given preference in the following order:
 - 1.1. Items requiring Board decision (action items);
 - 1.2. Receiving delegations or presentations; and
 - 1.3. Information items.
2. Normally, only the business listed on the agenda will be discussed at the meeting.

Additional items may be added to the agenda at the beginning of the meeting with the approval of the Board.

PROCEDURES

1. The Board chair, with support from the director of education, executive director, and treasurer, shall be responsible for developing the agenda.
2. The Secretary shall ensure that the agenda, along with supporting documentation, is distributed to board members at least 48 hours prior to the meeting.

DEVELOPMENTAL NOTES

Formerly 2060 – *Board Meetings* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2210 – Minutes and Records

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3. Section 65

BACKGROUND

The Inner City Youth Development Association (ICYDA) Board is required to maintain records of all proceedings of Board meetings including agenda and minutes. In addition, the approved budget, by-laws, legal agreements, accounts, and financial statements are subject to ratepayer inspection.

POLICY STATEMENT

The ICYDA Board will maintain accurate records of all proceedings of the Board required by the Education Act.

GUIDELINES

1. The following records and documents will be kept on file at the Inner City Youth Development Association office and be made available online through the Inner City Youth Development Association website (www.innercity.ca) or to electors upon request:
 - 1.1. Approved minutes of all regular Board meetings;
 - 1.2. Records of the proceedings of all Board committee meetings;
 - 1.3. The annual budget approved by the Board;
 - 1.4. All legal agreements entered into by the Board (exclusive of participant or staff records or contracts);

- 1.5. Records of the status of all Board accounts;
 - 1.6. Audited financial statements for previous year's operations;
 - 1.7. The agenda of any public meeting or Board meeting.
2. An appropriate per page photocopying charge will be levied to any elector requesting copies of the above noted documents.

PROCEDURES

1. The director of education and/or executive director is responsible for the maintenance of required minutes and records.
2. The director of education and/or executive director is responsible for establishing and implementing procedures to respond to requests from electors for public documents and records.

DEVELOPMENTAL NOTES

Formerly 2070 – *Minutes & Records* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#1

2220 – Appeals

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3

BACKGROUND

The principles of natural justice support the provision of a process for parents and electors to appeal decisions, taken or not taken, by Board members. In addition, the Education Act requires that the Inner City Youth Development Association (ICYDA) Board establish appeal procedures with respect to decisions taken by Board members that could significantly affect a participant's education.

- Participants and parents have a right and Boards have an obligation to ensure that significant decisions that affect a participant's education can be appealed. A significant decision is defined as:
 - A decision regarding a final mark in a course or program.
 - A decision regarding the placement of a participant in any educational programs.
 - Other decisions viewed by the director of education as significantly affecting a participant's education.
 - A decision can be appealed to the minister under Section 43-44 of the Education Act.

POLICY STATEMENT

The ICYDA Board believes that decisions regarding the education of a participant should be made normally at the level closest to the participant.

GUIDELINES

1. The Board may delegate its functions under Section 42(6) of the Education Act (appeals

to the Board) to the director of education, designate or appeal committee with the exception of appeals dealing with:

- 1.1. Placement of a participant in a special education program.
 - 1.2. A home education program.
 - 1.3. The expulsion of a participant.
 - 1.4. Access to and accuracy and completeness of the participant's record.
 - 1.5. The amount and payment of fees and costs
 - 1.6. A matter referred to in Section 4-14 of the Education Act.
2. The Board expects its staff to make decisions that are consistent with the philosophy, mission statement and objectives of the school. These decisions shall reflect due process and fair treatment of parents or guardians.
 3. With respect to appeals under the Education Act:
 - 3.1. The Board will act as the appeal body on matters related to placement of a participant in a special education program, student records, payment of fees and costs, home education and matters referred to in Section 42 of the Education Act.
 - 3.2. On all other School and school matters, the director of education is empowered to act as the appeal body, or to

establish an appeal review process to deal with appeals.

4. Parents, guardians and independent participants should be advised of the existence of the appeal process and of procedures for appeal. The participant who is the subject of an appeal may be present at an appeal.
5. Parents who are not satisfied with a final decision by the Board may appeal the decision to the Minister of Education if the appeal relates to:
 - 5.1. A home education program.
 - 5.2. The expulsion of a participant.
 - 5.3. Participant records.
 - 5.4. The amount of payment of fees and costs.

PROCEDURES

1. Concerns with decisions that significantly affect the education of a participant should first be discussed with the relevant teaching staff and the school principal.
2. If satisfactory resolution is not achieved, the parent/guardian, independent student is to be advised by the principal of their right to appeal to the Board.
3. Excepting for a participant suspension in excess of five (5) school days (Section 36-37, Education Act), an appeal request must be made in writing to the principal or director of education within thirty (30) calendar days of receipt of notification of the right to appeal.
4. Upon receipt of the written request for an appeal, the director of education will convene a review process as soon as

practically possible, but no later than fifteen (15) calendar days from receipt of the written notice of appeal.

5. The director of education will advise the parent/guardian or independent student (in writing) of:
 - 5.1. The date, time and location of the appeal review.
 - 5.2. Their right to be accompanied by an advocate, and/or a lawyer, and/or interpreter (at their own expense).
 - 5.3. Their right to present witnesses and offer evidence to support their appeal.
6. The Director of Education shall:
 - 6.1. Establish a process for a hearing review.
 - 6.2. Call any expert resources required to assist with their deliberation.
 - 6.3. Maintain and distribute minutes of meetings.
 - 6.4. Render a decision on the appeal.
7. The director of education will inform the parent/guardian, independent student in writing of the Board's or Director of Education's decision within fifteen (15) calendar days of the appeal hearing.

DEVELOPMENTAL NOTES

Formerly 2100 – Appeals in the previous ICYDA Policy Manual (2018).

DATES

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<i>POLICY PAGES:</i>	#3

2230 – Whistleblower

Board Self-Governance Policies

REFERENCES

- Education Act, S.A. 2012, c E-0.3
- Public Interest Disclosure (Whistleblower Protection) Act, SA 2012, c P-39.5

BACKGROUND

Any staff of Inner City Youth Development Association (ICYDA) who has a reasonable basis to believe that wrongdoing has occurred or is occurring within ICYDA is required to disclose the information on which the belief is based.

POLICY STATEMENT

The ICYDA Board will take action in an objective manner to address reports of wrongdoing within ICYDA without retribution to ICYDA staff who report wrongdoing in good faith.

GUIDELINES

1. This purpose of this policy is to:
 - 1.1. Deter and detect wrongdoing within ICYDA in order to positively impact the reputation, effectiveness and finance of ICYDA, and enhance the working environment for staff;
 - 1.2. To provide clear guidance for the safe disclosure of any wrongdoing occurring with ICYDA; and
 - 1.3. To protect from retaliatory action an ICYDA staff, or other individual, who in good faith discloses wrongdoing occurring within ICYDA. Protection from retaliation is also known as “whistleblower” protection.

PROCEDURES

1. The director of education is designated the chief operating officer for the purpose of the

overall administration and reporting required under the Education Act.

2. The Board chair is designated the designated officer for the purpose of administering and investigating disclosures under the Education Act.
3. This administrative procedure applies to wrongdoing in or related to ICYDA buildings and/or staff that involve:
 - 3.1. A contravention of an Act of Alberta or Canada or the regulations related to those acts, or an act or omission that creates:
 - 3.1.1. Substantial and specific danger to life,
 - 3.1.2. Health and safety of individuals other than a danger that is inherent in the performance of the duties or functions of the staff and/or
 - 3.1.3. Substantial and specific danger to the environment
 - 3.2. Gross mismanagement of public funds or a public asset, and/or
 - 3.3. Knowingly directing or counselling an individual to commit one of the wrongdoings listed above.
4. There will be no reprisals for a staff, who in good faith seeks advice about making a disclosure, makes or made a disclosure, cooperated in an investigation or declined to participate in a wrongdoing. The staff will not be subject to actions or threats of

- dismissal, layoff, suspension, demotion, discontinuation or elimination of a job, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the staff's employment or working conditions.
5. A staff member may make a written complaint to the Public Interest Commissioner if the staff alleges that a reprisal has been taken or directed against the staff. Such a written complaint, must according to the Education Act be made on the Complaint of Reprisal Form (<https://yourvoiceprotected.ca/for-employees/reprisal-form>).
 6. Any ICYDA staff who is found to have taken retribution against an individual who has disclosed wrongdoing or knowingly make malicious, misleading or false disclosure are subject to appropriate disciplinary action up to and including termination of contractual relationship, termination of employment and/or loss of privilege/appointment, as would the case with any other disciplinary action.
 7. Reasonable decisions made by the Board chair in good faith do not constitute a reprisal.
 8. Any ICYDA staff considering making a disclosure may request information or advice from the staff's supervisor, executive director, director of education or office of the Commissioner. The request should be a written request.
 9. Disclosures of wrongdoing must be made to the Board chair (Designated Officer) in writing. The Whistleblower Protection Act outlines the information required in a disclosure and is provided here in an attachment.
 10. Disclosures should be factual rather than speculative and contain as much specific information as possible.
 11. In the event that disclosure to the Board chair is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the director of education or executive director.
 12. Disclosures of matters dealing with "imminent risk" (matters that require immediate attention as they pose a specific risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with appropriate authorities. The staff must also disclose the wrongdoing to the Board chair as soon as possible thereafter.
 13. Upon receiving a disclosure, the person receiving the disclosure shall determine whether an investigation is warranted.
 14. An investigation may involve both internal and external sources to assist in determining whether an improper activity has occurred and what corrective action may be appropriate.
 15. Confidentiality of the discloser of an improper activity shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
 16. Investigations shall be conducted in accordance with the principles of fairness and natural justice.
 17. A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.

18. The staff who submitted a disclosure or complaint of reprisal shall be advised no more than ten (10) business days from the date on which the disclosure or wrongdoing or complaint of reprisal is received of whether an investigation will be made.
19. An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the investigation in writing.
20. These timelines may be extended by up to 30 days by the director of education or

executive director, or for a longer period of time if approved by the Public Interest Commissioner.

21. A staff member who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.

DEVELOPMENTAL NOTES

- Developed with support from the Boyle Street Education Centre - Policy Manual.

DATES

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<i>POLICY PAGES:</i>	#3

2260 – ICYDA Operations Manual

Board Self-Governance Policies

BACKGROUND

The Inner City Youth Development Association (ICYDA) Board is a policy board, responsible for development of by-laws and approval of policies. However, for matters that are strictly operational, procedures are contained within the ICYDA Operations Manual.

POLICY STATEMENT

The Executive Director and Director of Education are responsible for the development of operational procedures, which govern the operations of the agency. Written procedures contained within the ICYDA Operations Manual shall constitute the basic method by which Management exercises its leadership in the operation of the agency.

GUIDELINES

1. The executive director and director of education are responsible for the development and implementation of all operational procedures.
2. Operational procedures are contained within the ICYDA Operations Manual.
3. The executive director and director of education are responsible for the regular evaluation and review of the ICYDA Operations Manual.

PROCEDURES

1. Implementation
 - 1.1. The operations manual shall be easily accessible to all authorized personnel within the organization. It may be available in both physical and electronic formats, with controlled access to ensure confidentiality of sensitive information.
 - 1.2. A system for version control of the Operations Manual shall be implemented to track changes and updates made. Each version shall be dated, and a clear history of changes shall be maintained.
 - 1.3. New staff, practicum students, volunteers, and board members shall receive training or orientation on the content and use of the operations manual to ensure consistent understanding and adherence to organizational procedures.

DATES

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<i>POLICY PAGES:</i>	#1

OPERATIONAL POLICIES (3000s)

FINANCIAL (3000s)

POLICY MANUAL

3000 – Signing Authorities

Operational Policies > Financial

BACKGROUND

The efficient conduct of Inner City Youth Development Association (ICYDA) business is supported by the Board designation of signing authorities for agency and banking purposes.

POLICY STATEMENT

ICYDA is committed to ensuring proper oversight, accountability, and control over the signing of financial, legal documents and operational expenses. This policy provides a framework for designating, authorizing, and overseeing signing authorities to safeguard Inner City Youth Development Association's interests.

DEFINITIONS

Document Types that may be authorized by signing authorities include, but are not limited to:

- *Contracts and Agreements*: Legal contracts, agreements, and partnerships.
- *Financial Transactions*: Checks, bank documents, and financial statements.
- *Applications and Submissions*: Grant applications, tax forms, and regulatory filings.

GUIDELINES

1. Roles and Responsibilities

- 1.1. *Designated Board Signing Authorities*: Any two member of the Board of Directors may serve as signing authorities.
- 1.2. *Appointed Board Officials Signing Authorities*: The director of education or executive director may serve as signing authorities.
- 1.3. *Bank Signing Authorities*: Any of two of the Board directors, together with the director of education and executive director constitute the bank signing authorities for ICYDA.

2. Guiding Principles

- 2.1. *Accountability*: Signing authorities will be designated and monitored to ensure responsible and accountable representation of ICYDA.
- 2.2. *Segregation of Duties*: Where feasible, responsibilities for initiating, approving, and executing financial transactions will be segregated among different individuals.
- 2.3. *Transparency*: The signing authority structure and delegation will be communicated clearly to relevant personnel.

PROCEDURES

1. Authorization Process

- 1.1. *Board Approval:* The Board of Directors will formally approve the designation of signing authorities and any changes to the authority structure.
- 1.2. *Documentation:* Authorization will be documented in the minutes of the Board meeting or through a Board resolution.

2. Financial Spending and Restrictions

- 2.1. *Bank-Related Expenses and Agency Cheques:* The signatures of an authorized Board director and the director of education or executive director are required on all bank-related documents.
- 2.2. *Agency Cheques:* Cheques in the amount of \$5,000 or less require the signatures of the executive director and director of education. Cheques in the amount of \$5,001 or more require the signatures of either the executive director or director of education and any one authorized Board director.
- 2.3. *Petty Cash Expenses:* The director of education or executive director may delegate signing authority to select youth engagement staff only to authorize petty cash payments, not to exceed \$100 per payment, for participant living skills expenses (e.g., drama program participation).

3. Accountability and Review

- 3.1. *Oversight:* The Board or a designated committee will oversee the signing authority structure and its adherence to policy.
- 3.2. *Regular Review:* The signing authority structure and its effectiveness will be reviewed periodically to ensure alignment with ICYDA's needs and objectives.

4. Reporting and Documentation

- 4.1. *Recordkeeping:* The executive director, director of education or their designate shall maintain accurate records of authorized signing authorities and any changes made to the authority structure.
- 4.2. *Annual Reporting:* The executive director or director of education shall provide an annual report to the Board detailing the signing authority structure and any changes that occurred during the year.

5. Transition and Departure

- 5.1. *Change of Roles:* When individuals with signing authority change roles or depart from ICYDA, their signing authority will be promptly updated or revoked.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
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<i>POLICY PAGES:</i>	#2

3010 – Budget Development

Operational Policies > Financial

REFERENCES

- Education Act, S.A. 2012, c E-0.3. Part 6

BACKGROUND

The annual budget is the financial component of the Inner City Youth Development Association’s (ICYDA) operating plan. The budget is not the plan itself but a mechanism to achieve the goals and objectives of the plan.

POLICY STATEMENT

Each calendar year the business manager, in consultation with the executive director and director of education, shall prepare for Board consideration and adoption, a detailed estimate of the revenues and expenditures required to operate the programs of ICYDA.

GUIDELINES

DATES

<i>IMPLEMENTED:</i>	September 1, 2018
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1. Input from the Board and management will be sought with respect to agency system budget priorities for the upcoming year.
2. The budget will reflect the annual goals and objectives set by the Board.

PROCEDURES

1. The budget shall be submitted to the Board for their consideration at the regular scheduled meeting (third Wednesday) of May, prior to the budget year.
2. An updated budget shall be submitted to the Board for their consideration at the regular scheduled meeting (third Wednesday) of November during the budget year.

DEVELOPMENTAL NOTES

- Formerly *4000 – Annual Budget Development* in the previous ICYDA Policy Manual (2018).

3020 – Budget Implementation

Operational Policies > Financial

BACKGROUND

The approved budget provides the operational system management with clear direction from the Board with regard to the allocation and expenditure of funds.

POLICY STATEMENT

The Board believes that the responsibility for budget implementation should rest with the management of Inner City Youth Development Association (ICYDA). Agency budget implementation is the responsibility of the director of education and/or executive director.

GUIDELINES

1. The final agency operating budget allocations may not be changed without the prior approval of the Board.
2. The agency High School component operating budget will be reflective of the provincial funding framework in terms of funds for instruction, support and capital.
3. The Youth Engagement component of the budget will be reflective of funding agreements and estimates of donation and other income. ICYDA adheres to any restrictions imposed by its funders, both governmental and private.
4. Monthly reports to the Board will be made concerning the status of the agency's year-over-year revenues and expenditures.
5. An annual audited financial report to the Minister and the electors will be made. Copies of the audited financial statement will be made available to individual members of the public as requested.

PROCEDURES

1. The director of education and executive director are responsible for ensuring the budget is implemented in accordance with Board policy and guidelines.
2. The business manager under the direction of the director of education and executive director is responsible for maintaining a financial monitoring system (including school budgets) and generating required financial reports to keep the Board and administration informed as to the budget status.
3. The business manager is responsible for ensuring acceptable accounting and auditing procedures are utilized for agency-based accounts.
4. The director of education and executive director are responsible for ensuring the school budget is implemented considering staff input and in accordance with Board policy and guidelines.
5. With Board approval, any two authorized signatories may invest funds that are surplus to immediate requirements in investment vehicles that are authorized by law.

DEVELOPMENTAL NOTES

- Formerly *4010 – Annual Budget* in the previous ICYDA Policy Manual (2018).

DATES

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<i>POLICY PAGES:</i>	#2

3030 – Communication of Financial Information

Operational Policies > Financial

LEGAL REFERENCE(S)

- Charitable Fund-Raising Act, RSA 2000, c C-9
- Education Act, SA 2012, c E-0.3
- Personal Information Protection Act, SA 2003, c P-6.5
- Income Tax Act (RSC, 1985, c. 1 (5th supp.))

BACKGROUND

This policy outlines the procedures and guidelines for the communication of financial information within Inner City Youth Development Association (ICYDA). The policy aims to ensure transparent, accurate, and consistent communication of financial data to internal and external stakeholders.

POLICY STATEMENT

ICYDA is committed to open and clear communication of its financial information to promote accountability, foster trust, and support informed decision-making. This policy establishes a framework for effectively communicating financial data while safeguarding sensitive information.

DEFINITIONS

Financial information, subject to this policy includes, but is not limited to:

- *Financial Statements*: Summaries of ICYDA'S financial position, performance, and cash flows.
- *Budgets and Financial Plans*: Projections of income, expenses, and financial goals.
- *Donation and Funding Reports*: Information on donations, grants, and other funding sources.

- *Expenditure Reports*: Breakdown of expenses by category or program.
- *Investment and Asset Information*: Details about investments, assets, and reserves.
- *Tax and Regulatory Filings*: Reports submitted to tax authorities and regulatory bodies.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The business manager is responsible for maintaining the accuracy of agency financial information.
- 1.2. The treasurer is responsible for overseeing and reviewing the accuracy of the agency financial information.
- 1.3. The treasurer is responsible for the communication of financial information to the Board of Directors.
- 1.4. The director of education and executive director are responsible for internal external communications of agency financial information.

2. Guiding Principles

- 2.1. *Transparency*: Financial information will be communicated in a transparent and accessible manner, allowing stakeholders to understand ICYDA'S financial health and performance.
- 2.2. *Accuracy*: All financial communications will accurately represent ICYDA'S financial position and results.

- 2.3. *Timeliness*: Financial information will be communicated in a timely manner to enable stakeholders to make informed decisions promptly.

PROCEDURES

1. Internal Communication

- 1.1. *Members*: Communication of requested financial updates, reports, and performance summaries to members shall occur at the direct request of the member to the Director of Education or Executive Director.
- 1.2. *Board of Directors*: A comprehensive financial report to the Board of Directors is made at monthly scheduled Board Meetings, including financial statements, year-over-year-comparisons, and variance analysis.

2. External Communication

- 2.1. *Stakeholders*: ICYDA will share relevant financial information with stakeholders such as donors, funders, members, and partners to maintain transparency and demonstrate financial stewardship.
- 2.2. *Annual Reports*: Include financial statements and summaries in ICYDA’s annual report, if applicable.
- 2.3. *Regulatory Compliance*: ICYDA communicates financial information as required by relevant laws, regulations, and reporting obligations.

3. Confidentiality and Data Security

- 3.1. *Sensitive Information*: ICYDA safeguards confidential financial data and ensures that only authorized individuals have access to sensitive financial information.
- 3.2. *Data Security*: ICYDA utilizes secure communication methods and technology to protect financial data from unauthorized access or breaches.

4. Clarity and Understandability

- 4.1. *Plain Language*: ICYDA presents financial information in clear, understandable language, avoiding jargon or technical terms whenever possible.
- 4.2. *Visual Aids*: ICYDA uses charts, graphs, and visual aids to enhance the comprehension of financial data.

5. Review and Verification

- 5.1. Financial information communicated externally shall be reviewed and verified to ensure accuracy and compliance with reporting standards.

DATES

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<i>POLICY PAGES:</i>	#2

3040 – Fundraising

Operational Policies > Financial

LEGAL REFERENCE(S)

- Charitable Fund-Raising Act, RSA 2000, c C-9
- Income Tax Act (RSC , 1985, c. 1 (5th Supp.))

BACKGROUND

While the majority of funding for the Inner City Youth Development Association (ICYDA) comes from Alberta Education, these funds are primarily allocated for the Inner City High School (ICHS) program. The Inner City Youth Engagement Program (ICYEP), which serves to create the necessary conditions for our participants to be successful in the school program, relies on community funding to operate.

POLICY STATEMENT

ICYDA is committed to conducting fundraising activities that uphold the highest standards of integrity, transparency, and accountability. This policy provides a framework for planning, executing, and evaluating fundraising efforts while fostering donor trust and supporting ICYDA's objectives.

GUIDELINES

1. Roles and Responsibilities
 - 1.1. The director of education is responsible for all agency fundraising activities.
 - 1.2. The director of education is responsible for regular communication with the Board of Directors regarding all matters of agency fundraising.
2. Guiding Principles
 - 2.1. *Integrity*: Fundraising activities will be carried out with honesty, transparency, and respect for donors' intentions.

2.2. *Donor-Centric Approach*: Fundraising efforts will prioritize the interests and preferences of donors and supporters.

2.3. *Legal and Ethical Compliance*: Fundraising practices will adhere to all applicable laws, regulations, and ethical guidelines.

PROCEDURES

1. Fundraising Strategies and Activities
 - 1.1. *Diverse Strategies*: ICYDA may employ various fundraising methods, including events, campaigns, grant applications, sponsorships, and partnerships.
 - 1.2. *Alignment with Mission*: Fundraising initiatives shall align with ICYDA's mission and programs.
2. Donor Relations and Stewardship
 - 2.1. *Donor Privacy*: Donor information will be handled confidentially and used only for the intended purpose, respecting privacy laws and donor preferences.
 - 2.2. *Stewardship*: Donors will be acknowledged promptly, and their contributions will be recognized and reported as appropriate.
3. Fundraising Planning and Approval
 - 3.1. *Fundraising Plan*: Develop a comprehensive fundraising plan that outlines fundraising goals, target audiences, strategies, budgets, and timelines.

3.2. *Board Approval:* The fundraising plan and major fundraising initiatives will be presented to and approved by the Board of Directors.

6.2. *No Pressure or Harassment:* Donors and potential donors will not be subjected to undue pressure, harassment, or unwelcome solicitations.

4. Financial Accountability

7. Evaluation and Continuous Improvement

4.1. *Financial Transparency:* Accurate financial records of fundraising activities will be maintained, and regular financial reporting will be provided to the Board.

7.1. *Performance Measurement:* Evaluate fundraising efforts against established goals and benchmarks to assess effectiveness.

4.2. *Use of Funds:* Funds raised will be used for the intended purpose as communicated to donors and in alignment with ICYDA's programs.

7.2. *Learning and Adaptation:* Learn from past fundraising experiences to refine strategies and enhance future initiatives.

5. Compliance with Regulations

RESOURCES

5.1. *Legal Compliance:* Fundraising activities will comply with all local, provincial, and federal regulations, including fundraising registration requirements.

- Imagine Canada - Ethical Code Handbook: <https://boothuc.ca/wp-content/uploads/2015/08/Imagine-Canada-Ethical-Code-Handbook.pdf>
- Canadian Mental Health Association – Ethical Fundraising and Financial Accountability Code: <https://ontario.cmha.ca/get-involved/donate/ethical-fundraising-and-financial-accountability-code/>

5.2. *Fundraising Disclosures:* Ensure that fundraising materials and communications provide accurate and clear information about ICYDA's mission, goals, and use of funds.

DATES

6. Fundraising Ethics

6.1. *Avoidance of Exploitation:* Fundraising efforts will avoid exploiting vulnerable individuals, using guilt, or making exaggerated claims.

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<i>POLICY PAGES:</i>	#2

3050 – Financial Records Retention

Operational Policies > Financial

LEGAL REFERENCE(S)

- Alberta Income Tax Act, RSA 2000, c A-26
- Employment Insurance Act, SC 1996, c 23 – CanLII
- Personal Information Protection Act, SA 2003, c P-6.5

BACKGROUND

Inner City Youth Development Association (ICYDA) is committed to maintaining accurate, complete, and organized financial records to demonstrate accountability, support decision-making, and fulfill legal obligations.

POLICY STATEMENT

ICYDA will maintain a framework for collecting, retaining, and disposing of financial records in a systematic and responsible manner.

DEFINITIONS

Financial records, for the purpose of this policy, include, but are not limited to:

- Accounting ledgers and journals,
- Financial statements and reports,
- Bank statements and reconciliations,
- Invoices, receipts, and purchase orders,
- Payroll records,
- Tax documents and returns,
- Grants and funding agreements, and
- Budgets and financial plans.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The ICYDA business manager or designate is responsible for maintaining all organizational financial records.
- 1.2. The director of education, executive director or designate is responsible for the collection of all personal and organizational financial information for ICYDA.
- 1.3. The director of education, executive director or designate is responsible for the use and retention of all personal and organizational financial information for ICYDA.
- 1.4. The director of education, executive director or designate is responsible for the destruction, or rendering into non-identifying, of all personal and organizational financial information for ICYDA.

2. Guiding Principles

- 2.1. *Compliance*: Financial records will be retained in accordance with relevant laws, regulations, and best practices.
- 2.2. *Transparency*: Retained financial records will be accessible and available for review by authorized individuals, auditors, and regulatory bodies.
- 2.3. *Efficiency*: Records retention practices will be designed to optimize storage space, retrieval, and recordkeeping processes.

PROCEDURES

1. Record Retention Periods

1.1. Generally, financial records shall be retained for a minimum of seven years, based on legal requirements, organizational needs, and best practices. The following retention periods are provided as examples:

1.1.1. *Tax Records*: Generally, tax-related records should be retained for a minimum of seven years from the date of filing.

1.1.2. *Financial Statements*: Retain audited financial statements and related reports permanently or as required by legal or funding source obligations.

1.1.3. *Bank Statements*: Retain bank statements and reconciliations for a minimum of seven years.

1.1.4. *Payroll Records*: Retain payroll records, including employee earnings, withholdings, and tax reports, for at least seven years after termination.

2. Record Management

2.1. *Designated Custodian*: The business manager will serve as the designated custodian and oversee financial record retention and disposal procedures.

2.2. *Inventory*: The business manager will maintain an inventory of all financial records, indicating their retention periods and disposal dates.

3. Record Disposal

3.1. Financial records that have reached the end of their retention period should be disposed of securely through methods such as shredding or digital deletion to safeguard sensitive information.

3.2. Financial records disposal, at minimum, shall include the disposal of all identifying information.

3.3. Non-identifying financial records may be retained by the organization indefinitely.

4. Audits and Legal Proceedings

4.1. Financial records subject to audits, legal proceedings, or investigations shall be retained until such matters are fully resolved, even if they surpass the typical retention period.

DATES

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<i>POLICY PAGES:</i>	#2

3060 – Retention Incentive Bonus

Operational Policies > Financial

BACKGROUND

While Inner City Youth Development Association (ICYDA) does not offer agency staff a retirement package, an annual retention incentive bonus is offered instead. Staff may spend or save their retention incentive bonus money as they wish. The retention incentive bonus is offered annually in December as a percentage of a staff member's annual base salary from the previous fiscal year. The set percentage provided to all staff is approved by the ICYDA Board of Directors and determined by the status of agency finances (i.e., comparison of agency income and expenses, along with other pertinent factors). As such, the annual percentage allocated for the retention incentive bonus is contingent upon sufficient agency funds and fluctuates year-to-year.

POLICY STATEMENT

ICYDA is committed to supporting the financial well-being of agency employees beyond their active service. By providing the retention incentive bonus, ICYDA aims to contribute to the long-term financial security and peace of mind of our dedicated team members.

GUIDELINES

3. Roles and Responsibilities

- 3.1. The director of education and executive director are responsible for recommending the percentage allocation for the annual retention incentive bonus to the ICYDA Board of Directors.
- 3.2. The ICYDA Board of Directors is responsible for approving or modifying the recommended percentage

allocated for the annual retention incentive bonus.

- 3.3. As of the 2023-2024 fiscal year, agency management do not qualify for the Retention Incentive Bonus.

PROCEDURES

5. Determination of Annual Retention Incentive Payout Rate

- 5.1. The retention incentive bonus is included in the annual budget as a regular line item.
- 5.2. The retention incentive bonus rate for the previous fiscal year is approved during the September ICYDA board meeting.

6. Conditions for Payout

- 6.1. An agency staff member must have worked in the continuous employ of ICYDA or for a minimum of three calendar months in the previous fiscal year to qualify for the Retention Incentive Bonus.
- 6.2. Agency staff members who have worked for less than a full year prior will receive a pro-rated amount.
- 6.3. An agency staff member must be in good standing with ICYDA and actively at work at ICYDA at the time of payout to receive the bonus.

7. Payout

- 7.1. Payout to individual staff members occurs in their December monthly pay

cheque as a taxable income. Any exceptions to December payout must be authorized by the director of education or executive director.

IMPLEMENTED: February 21, 2024
LAST REVIEW: February 21, 2024
NEXT SCHEDULED REVIEW: September 18, 2024
POLICY PAGES: #2

DATES

HEALTH AND SAFETY (3500s)

3500 – Safe and Caring School Policy

Operational Policies > Health and Safety

REFERENCES

- Teaching Quality Standard
- Leadership Quality Standard
- *Education Act*, Sections 2, 16, 33(1)(d), 33(2), 35.1
- *Private Schools Regulation Section 13(4)*
- *Alberta Human Rights Act*
- *Canadian Charter of Rights and Freedoms*

BACKGROUND

Inner City Youth Development Association (ICYDA) strives to develop an organizational culture that is equitable, diverse and inclusive at all times. For program participants, this is best represented by the Circle, which occurs three times daily.

POLICY STATEMENT

Consistent with its mission and vision, ICYDA is committed to a welcoming, safe, caring, and respectful, learning and teaching environment for its participants and staff that respects diversity and fosters a sense of belonging at the school.

GUIDELINES

1. If one or more participants attending Inner City High School (ICHS) request an agency staff member for support to establish a voluntary participant organization, or to lead an activity (collectively the "Requested Activity") intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of ICHS, or designate, shall review all requests

and approve all Requested Activities that promote at ICHS a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

2. After consultation with the principal or designate, the participants may select a respectful and inclusive name for the Requested Activity. Participant organizations and activities approved by the agency will be in alignment with the mission, vision, and core values of ICYDA. ICHS, through the principal or designate, shall approve all content, materials, or external participants for all agency clubs, organizations, events, or activities.
3. The principal shall designate a staff member as the staff liaison for the Requested Activity. The principal shall immediately inform the director of education, who will inform the board and the Minister if no staff member is available, and if informed, the Minister shall appoint a responsible adult to work with participants in organizing the Requested Activity.

NOTES

- Previously 7000 – Safe and Caring Policy and 7030 – Safe and Caring Policy v2 in ICYDA Manual (2018).
- Template reference provided by AISCA.

DATES

IMPLEMENTED:

September 1, 2018

LAST REVIEW: February 21, 2024

POLICY PAGES: #2

NEXT SCHEDULED REVIEW: September 18, 2024

3510 – Occupational Health and Safety

Operational Policies > Health and Safety

REFERENCES

- Occupational Health and Safety Act, SA 2020, c 0-2.2

BACKGROUND

The Inner City Youth Development Association (ICYDA) is committed to providing a safe and healthy working and learning environment to all members of the ICYDA community. It is the goal of ICYDA and its staff to plan every activity and perform all tasks in a manner that minimizes risks, promotes the health, safety and well-being of all individuals, and prevents occupational injuries or illnesses.

POLICY STATEMENT

Health and safety is a joint responsibility shared by all members of the ICYDA community. This policy applies to all staff, participants, visitors, practicum students, volunteers and contractors of ICYDA. ICYDA will maintain and promote a safe and healthy working and learning environment by implementing health and safety programs and procedures that meet or exceed the requirements of the *Occupational Health and Safety Act* and its regulations, and other applicable legislation and codes.

GUIDELINES

- ICYDA management, teaching staff, inclusive education staff, youth engagement staff, critical support staff and other individuals who are responsible for directing the work of others are responsible for the health and

safety of all individuals under their direction and the classrooms/workplaces under their charge. They must implement all the necessary measures and programs to eliminate or control potential health and safety hazards associated with the activities under their supervision. They must ensure that they are provided with health and safety training and education appropriate to their job requirements.

- All staff, participants, practicum students, volunteers and visitors shall comply with all relevant legislation and all ICYDA policies and procedures regarding health and safety.
- Every staff member shall use safe work practices on all assignments, as governed by ICYDA policies and procedures. It is the responsibility of every staff member to report unsafe conditions and workplace injuries to the administration.
- ICYDA, in consultation with the Health and Safety Committee, shall ensure that all other policies and operating procedures meet the goals of this policy.

DEVELOPMENTAL NOTES

- Referenced from Boyle Street Education Centre – Policy Manual
- Must be reviewed by the ICYDA Occupational Health and Safety committee.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

3520 – Discrimination and Harassment

Operational Policies > Health and Safety

REFERENCES

- Alberta Human Rights Act, RSA 2000, c A-25.5
- Criminal Code of Canada, RSC 1985, c C-46

BACKGROUND

Inner City Youth Development Association (ICYDA) is committed to providing and to promoting a learning and working environment for all persons that is free from discrimination and harassment. Behaviour which constitutes discrimination or harassment will not be tolerated and is strictly prohibited.

ICYDA affirms its commitment to human rights as outlined by the Alberta Human Rights Commission and thus will not tolerate actions of discrimination and harassment. ICYDA is also committed to the investigation of reported incidents of discrimination and harassment in a timely manner.

ICYDA affirms its commitment to provide each participant enrolled and each staff member in its organization with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

POLICY STATEMENT

A staff member or participant who subjects any other person to discrimination or harassment shall be subject to disciplinary action as deemed to be appropriate, including the possibility of dismissal from employment, suspension or expulsion from school.

DEFINITIONS

Complainant means the individual who makes a complaint.

Discrimination means adverse treatment based on race, religious beliefs, colour, gender, physical disability, sexual orientation, mental disability, marital status, age, ancestry, place of origin, family status, or source of income of that person or any other person. It is a denial of individual rights and freedoms in a manner which contravenes the *Alberta Human Rights Act*, or this Policy. Discriminatory acts can be caused through direct or indirect actions, and can result from improper action taken against, or the failure to take appropriate action on behalf of any student or staff member in contravention of the *Alberta Human Rights Act*.

Formal Complaint is documented and requires a written statement to be filed with an appropriate person in authority within one (1) year of the incident.

Hostile or poisonous environment is a learning and working environment in which the actions of one (1) or more people may not be directed at any one person in particular but contribute to an atmosphere which directly or indirectly affects a person's ability to work or learn effectively.

Informal Complaint is a complaint to a person in authority who acts to resolve the situation by intervening on the complainant's behalf.

Investigator means the individual designated by the executive director and/or director of education to deal with a formal complaint pursuant to sections 5 and 6 of this policy.

Learning and working environment is the Inner City High School (ICHS) and may also include;

- ICHS grounds,
- The ICYDA vehicle,

- Any agency or work-related social activities,
- Any agency or work-related travel and field trips,
- Any settings where the individuals involved are engaged in work related or agency related activity such as field placement or a cooperative educational work term, and
- The use of electronic or digital media such as telephone, fax, e-mail, network computers and internet communications at any time.

Person in Authority means a person whose role with the ICYDA establishes a supervisory relationship over others. The term includes supervisor, respondent's supervisor, a trusted person in a position of authority, including principal and other administrator. For participants it includes staff, practicum students or volunteers to whom participants may be accountable.

Personal Harassment is any unwelcome behaviour, conduct or communication, directed intentionally or unintentionally at an individual that is offensive to that individual and based on protected grounds identified in the *Alberta Human Rights Act*, including, but not limited to, ethnicity, race, religious beliefs, colour, gender, age, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression. Personal harassing behaviour may include but is not limited to threats, intimidation, ostracism, offensive gestures, offensive remarks or jokes, demeaning or humiliating actions or behaviour that supports a hostile or poisonous environment.

The test in determining if an action is harassing is whether a reasonable person knows or ought to know that the behaviour would be considered unwelcome or inappropriate by the recipient. Such an action may be a single event or may involve a continuing series of incidents. It may involve the abuse of authority or position, or it may involve relations among co-workers and affiliated staff. Personal harassment however does not include the appropriate exercising of an individual's supervisory authority.

Prohibited Behaviour means discrimination, personal harassment or sexual harassment.

Respondent means the individual who the complainant alleges has committed prohibited behaviour.

Sexual Harassment is any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Such conduct undermines another individual's personal dignity by causing embarrassment, discomfort, humiliation or offence; or
- Such conduct interferes with an individual's work performance or learning opportunities by creating an intimidating or hostile work or learning environment; or
- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of educational services; or
- Submission to or rejection of such conduct affects decisions regarding that individual's employment or educational advancement including matters such as

promotion, salary, benefits, job security, grades, or employment references.

Sexual harassment includes unwanted touching (e.g. pinching, patting, rubbing), leering, sexist jokes, the display of sexually suggestive material, derogatory or degrading comments, sexually suggestive gestures, and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

The behaviour giving rise to a complaint need not be intentional in order to be considered sexual harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.

PROCEDURES

1. General

- 1.1. These procedures apply to cases of discrimination, personal harassment, and sexual harassment between and among staff members, or by staff members toward participants. Discrimination and harassment incidents by or among participants shall be dealt with pursuant to the appropriate participant discipline process.
- 1.2. Complainants, respondents and persons in authority who are involved in complaint resolution processes shall be provided with information regarding:
 - 1.2.1. This Policy – Discrimination and Harassment;
 - 1.2.2. Any counselling, support, sick leave benefits, and advisor services available to employees or participants;
 - 1.2.3. The right of the complainant and the respondent to be

accompanied by another individual or legal counsel;

- 1.2.4. The right of the complainant to withdraw the complaint at any stage in the process;
 - 1.2.5. Alternative routes for addressing the complaint.
 - 1.3. At any time in the informal or formal complaint process, mediation is an option for the complainant and respondent, if both parties agree.
 - 1.4. Both the complainant and respondent have the right to seek representation from a lawyer, advocacy group, or another individual at no cost to the ICYDA.
 - 1.5. The complainant and the respondent are encouraged to co-operate with the investigation and resolution of the complaint.
- ### 2. Confidentiality and Privacy of Information
- 2.1. ICYDA recognizes the difficulty of reporting harassing behaviour, and understands that confidentiality is important to the complainant. Confidentiality will be maintained throughout the complaint procedure to the extent possible.
 - 2.2. Information relating to the complaint, including the identity of the parties involved, will only be disclosed to the extent necessary to thoroughly investigate the complaint and only disclosed in a manner consistent with privacy considerations.
- ### 3. Direct Action
- 3.1. Individuals who believe they are experiencing prohibited behaviours are encouraged to:

- 3.1.1. Tell the harasser that their behaviour is unwelcome and ask them to stop.
 - 3.1.2. Keep a record of incidents including the date, time, location, nature of the prohibited behaviour, possible witnesses, circumstances surrounding the incidents, and your response including any action taken to stop the prohibited behaviour.
 - 3.1.3. If you are not able to communicate verbally, advise the offender, in writing, that their behaviour is unacceptable and unwelcome and ask them to stop.
 - 3.1.4. Promptly report the prohibited behaviour to a trusted adult or a person in authority.
 - 3.1.5. Any staff, practicum student, volunteer or participant who believes that a colleague or fellow participant has experienced or is experiencing discrimination, harassment or retaliation is encouraged to notify a trusted adult or person in authority as soon as possible.
 - 3.2. This Policy does not preclude a complainant from reporting conduct to the Alberta Human Rights Commission, or if the matter is perceived to be criminal in nature, to the police.
 - 3.2.1. All reports to the Human Rights Commission must be filed within one (1) year of the date of the incident.
4. Informal Complaint
 - 4.1. A complainant can choose to an informal complaint by informing a person in authority.
 - 4.1.1. The person in authority shall act to resolve the situation by intervening on the complainant's behalf, if appropriate by arranging for the respondent and complainant to come together to resolve the complaint, or by advising the complainant where appropriate of other options.
 - 4.1.2. If this does not successfully resolve the issue, the complainant may choose to initiate a formal complaint. It is not necessary to initiate an informal complaint before filing a formal complaint. If a formal complaint is initiated, it supersedes an informal complaint.
 - 4.1.3. At any time after the initiation of an informal complaint, the complainant may request that no further action be taken.
5. Formal Complaint
 - 5.1. A formal complaint is to be filed promptly and should normally be filed in writing to the executive director and/or director of education.
 - 5.2. An investigator shall be chosen by the executive director and/or director of education.
 - 5.3. An investigator may when appropriate attempt to resolve the complaint through conciliation or mediation.
 - 5.3.1. If conciliation or mediation is not successful, or alternatively if either the complainant or respondent does not wish to participate in conciliation or mediation, then the complaint shall be investigated.
6. Investigation

- 6.1. The investigator may request a detailed written statement from the complainant.
- 6.2. If the complainant provides a written statement, the investigator will follow up with an interview of the complainant.
- 6.3. The investigator shall interview the complainant and respondent as often as necessary.
- 6.4. The investigator shall interview any other persons and gather such other materials as may be necessary for the investigator to conclude the investigation.
- 6.5. The investigator will provide the complainant and the respondent with a summary of the investigation findings.
- 6.6. The investigator shall produce a report of fact and findings relating to the complaint made which shall be provided to the executive director and/or director of education and maintained in a confidential file.

7. Consequences

7.1. Prohibited Behaviour

- 7.1.1. If the investigator concludes that prohibited behaviour has been committed, a range of sanctions may be imposed as deemed appropriate by the investigator. These may include:

- 7.1.1.1. A written apology;
- 7.1.1.2. A written reprimand delivered to the harasser, and recorded in their personnel or student file;
- 7.1.1.3. Referral to counseling;
- 7.1.1.4. Transfer of assignment;

- 7.1.1.5. Withholding of promotion;
- 7.1.1.6. Demotion;
- 7.1.1.7. Suspension or termination (for employees);
- 7.1.1.8. Suspension or expulsion (for students).

- 7.1.2. In the event of a finding of harassment or discrimination by an employee a notation of the finding and any decision or disciplinary action shall be placed in the respondent's personnel file.

- 7.2. If the investigator concludes that an intentionally false allegation of prohibited behaviour has been made, a range of sanctions may be imposed on the complainant as deemed appropriate by the investigator.
- 7.3. If the investigator concludes that the formal complaint is unfounded, documentation surrounding the investigation should not be included in the personnel file of the respondent. However, the respondent may request to have relevant information placed on their personnel file such as the summary of the investigation findings.
- 7.4. With respect to a complainant that is an employee, whether the complaint is upheld or not, no documentation will be placed on the complainant's personnel file where the complaint is filed in good faith. However, the complainant may request to have relevant information placed on their own personnel file such as the summary of investigation findings.

8. Retaliation

- 8.1. ICYDA will not tolerate retaliatory action by any individual including management, staff, practicum students,

volunteers or students which is taken with the intent of dissuading or punishing an individual for participating in an investigation, a complaint or the complaint resolution process.

- 8.2. Retaliation against an individual making a complaint or providing information to an investigator pursuant to a complaint as a witness is considered to be harassment and will, where substantiated, result in disciplinary.
- 8.3. Other disciplinary actions may include the requirement for the provision of a written apology; a letter of reprimand; a referral to counselling; withholding a promotion; demotion, suspension, termination or with respect to participants suspension or expulsion.

- 9. A complaint against the principal is to be made to the director of education.
- 10. A complaint against the executive director is to be made in writing to the chair of the Board of Directors who shall, in conjunction with legal advice, determine the appropriate procedure to be followed in the circumstances.

DEVELOPMENTAL NOTES

Policy developed in consultation with Brownlee LLP Barristers & Solicitors.

DATES

<i>IMPLEMENTED:</i>	June 15, 2022
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#6

3530 – Abuse

Operational Policies > Health and Safety

REFERENCES

- Alberta Human Rights Act, RSA 2000, c A-25.5
- Child, Youth and Family Enhancement Act, RSA 2000, c C-12
- Criminal Code of Canada, RSC 1985, c C-46

BACKGROUND

Inner City Youth Development Association (ICYDA) provides a safe and supportive environment for staff, practicum students, volunteers, visitors and participants. ICYDA serves a vulnerable and marginalized population and all agency staff, volunteers and practicum students are mandated to provide current (within the past 60 days) Criminal Records Check with Vulnerable Sectors from the Government of Canada (Royal Canadian Mounted Police), as well as repeated checks every three years. Given participants' exposure to complex trauma, agency staff are trained and encouraged to participate in professional development related to abuse and its consequences. ICYDA also obtains signed applications for employment, volunteers and practicum students, authorizing checks for adequate references for placement. Agency staff are also mandated to complete an annual confidentiality waiver to ensure the safety of participants. All ICYDA staff, volunteers and practicum students are expected to review all abuse prevention protocols annually and sign a statement at the beginning of the calendar year attesting that they have completed the required review and understand the policy. Finally, records including criminal, vulnerable sector and reference checks are kept indefinitely on-site (physically) and backed-up electronically (cloud-based storage).

POLICY STATEMENT

ICYDA will not tolerate any form of detected, suspected or disclosed physical, sexual, emotional, verbal, or psychological abuse, nor any form of neglect or harassment.

DEFINITIONS

Physical Abuse is defined as but not limited to the use of intentional force that can result in physical harm or injury to an individual. It can take the form of slapping, hitting, punching, shaking, pulling, throwing, kicking, biting, choking, strangling or the abusive use of restraints.

Sexual Abuse is defined as but not limited to any unwanted touching, fondling, observations for sexual gratification, any penetration or attempted penetration with a penis, digital or object of the vagina or anus, verbal or written propositions or innuendos, exhibitionism or exploitation for profit including pornography.

Emotional Abuse is defined as but not limited to a chronic attack on an individual's self-esteem. It can take the form of name calling, threatening, ridiculing, berating, intimidating, isolating, hazing, habitual scapegoat, blaming.

Verbal Abuse is defined as but not limited to humiliating remarks, name calling, swearing at, taunting, teasing, continual put downs.

Psychological Abuse is defined as but not limited to communication of an abusive nature, sarcasm, exploitive behaviour, intimidation, manipulation, and insensitivity to race, sexual preference or family dynamics.

Complainant is the individual(s) who makes the complaint.

Dependent Participant is defined as a participant aged 17 years or younger who either resides with their parents/guardians or has an active guardianship order in place with Alberta Children and Family Services.

Harassment is defined as but not limited to any unwanted physical or verbal conduct that offends or humiliates, including gender-based harassment. It can be a single incident or several incidents over time. It includes threats, intimidation, display of racism, sexism, unnecessary physical contact, suggestive remarks or gestures, offensive pictures or jokes. Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.

Internal Interventions/Youth Engagement Programs are ICYDA's support service programs, inclusive of counselling, referrals, legal, cultural, food and transportation supports.

External Interventions are support and emergency services not offered by ICYDA, such as police, children's services, provincial health services.

Informal Complaint is a complaint to a person in authority who acts to resolve the situation by intervening on the complainant's behalf.

Investigator means the individual designated by the executive director to deal with a formal complaint pursuant to sections 5 and 6 of this policy.

Learning and working environment is the Inner City High School (ICHS) and may also include;

- ICHS grounds,
- The ICYDA vehicle,
- Any agency or work related social activities,

- Any agency or work related travel and field trips,
- Any settings where the individuals involved are engaged in work related or agency related activity such as field placement or a cooperative educational work term, and
- The use of electronic or digital media such as telephone, fax, e-mail, network computers and internet communications at any time.

Neglect is defined as but not limited to any behaviour that leads to a failure to provide services which are necessary such as withdrawing basic necessities as forms of punishment, failing to assess and respond to changes in health status and refusing or withdrawing physical or emotional support.

Person in Authority means a person whose role with the ICYDA establishes a supervisory relationship over others. The term includes supervisor, respondent's supervisor, a trusted person in a position of authority, including principal and other administrator. For participants it includes staff, practicum students or volunteers to whom participants may be accountable.

Respondent is the individual who the complainant alleges has committed prohibited behaviour.

PROCEDURES

1. General

- 1.1. These procedures apply to cases of abuse between and among staff members, volunteers, visitors, parents, practicum students or by staff members toward participants. Abuse incidents by or among participants shall be dealt

- with pursuant to the appropriate participant discipline process.
- 1.2. Complainants, respondents and persons in authority who are involved in complaint resolution processes shall be provided with information regarding:
 - 1.2.1. This Policy – Abuse;
 - 1.2.2. Any counselling, support, sick leave benefits, and advisor services available to staff or participants;
 - 1.2.3. The right of the complainant and the respondent to be accompanied by another individual or legal counsel;
 - 1.2.4. The right of the complainant to withdraw the complaint at any stage in the process, with the exception of dependent participants whereby withdrawal of a complaint must be reviewed by management (principal, executive director and/or director of education);
 - 1.2.5. Alternative routes for addressing the complaint.
 - 1.3. At any time in the informal or formal complaint process, mediation is an option for the complainant and respondent, if both parties agree.
 - 1.4. Both the complainant and respondent have the right to seek representation from a lawyer, advocacy group, or another individual at no cost to the ICYDA.
 - 1.5. The complainant and the respondent are encouraged to co-operate with the investigation and resolution of the complaint.
 - 1.6. In the event that a formal external investigation into the abuse allegation commences (e.g. police authorities), at the direction of the investigator, all internal investigations will cease and all relevant parties will be directed to retain their own relevant documentation.
2. Confidentiality and Privacy of Information
 - 2.1. ICYDA recognizes the difficulty of reporting abusive behaviour, and understands that confidentiality is important to the complainant. Confidentiality will be maintained throughout the complaint procedure to the extent possible.
 - 2.2. Information relating to the complaint, including the identity of the parties involved, will only be disclosed to the extent necessary to thoroughly investigate the complaint and only disclosed in a manner consistent with privacy considerations.
 3. Direct Action
 - 3.1. Individuals who believe they are experiencing prohibited behaviours are encouraged to:
 - 3.1.1. Tell the abuser that their behaviour is unwelcome and ask them to stop.
 - 3.1.2. Keep a record of incidents including the date, time, location, nature of the prohibited behaviour, possible witnesses, circumstances surrounding the incidents, and your response including any action taken to stop the prohibited behaviour.
 - 3.1.3. If you are not able to communicate verbally, advise the offender, in writing, that their behaviour is unacceptable and unwelcome and ask them to stop.
 - 3.1.4. Promptly report the prohibited behaviour to a trusted adult or a person in authority.
 - 3.1.5. Any staff or participant who believes that a colleague or fellow participant has experienced or is

experiencing discrimination, harassment or retaliation is encouraged to notify a trusted adult or person in authority as soon as possible.

4. Informal Complaint

- 4.1. A complainant can choose to an informal complaint by informing a person in authority.
 - 4.1.1. The person in authority shall act to resolve the situation by intervening on the complainant's behalf, if appropriate by arranging for the respondent and complainant to come together to resolve the complaint, or by advising the complainant where appropriate of other options.
 - 4.1.2. If this does not successfully resolve the issue, the complainant may choose to initiate a formal complaint. It is not necessary to initiate an informal complaint before filing a formal complaint. If a formal complaint is initiated, it supersedes an informal complaint.
 - 4.1.3. At any time after the initiation of an informal complaint, the complainant may request that no further action be taken unless the complainant is a dependent participant whereby the informal complaint must be reviewed by management (principal, executive director and/or director of education).

5. Formal Complaint

- 5.1. A formal complaint is to be filed promptly and should normally be filed in writing to the executive director and/or director of education.
- 5.2. An investigator shall be chosen by the executive director and/or director of education.

5.3. An investigator may when appropriate attempt to resolve the complaint through conciliation or mediation.

5.3.1. If conciliation or mediation is not successful, or alternatively if either the complainant or respondent does not wish to participate in conciliation or mediation, then the complaint shall be investigated.

6. Reporting Procedures for Dependent Participants

- 6.1. ICYDA staff, volunteers or practicum students who suspects a dependent participant is in need of external intervention (beyond services provided by the ICYDA youth engagement program) shall seek advice from management (principal, executive director and/or director of education) or the Edmonton and Area Child and Family Services Crisis Unit as to whether or not the facts constitute reasonable and probable grounds for that belief. When discussing the situation, the staff member may, at his or her discretion, use the names of those involved.
- 6.2. If satisfied that there are reasonable and probable grounds to suspect a participant is in need of intervention, the staff member and/or management shall make a formal report to the Child and Youth Services Region 6. Contact the Edmonton and Area Child and Family Services Crisis Unit, open 24 hours (780-422-2001).
- 6.3. The duty of a staff member or management to report a child in need of intervention has not been discharged until the staff member or management is certain a director of child welfare or delegate has received the report.
- 6.4. If a report has been made by a staff member they shall advise management

regarding any formal report that has been or will be made.

- 6.5. Staff who make a report that a dependent student is in need of intervention shall record, in a youth engagement digital form on the ICYDA Database, the date and time of the call and the name and position of the Children Services caseworker accepting the report. Further, staff will work with management to ensure that any abuse report will include notification of insurer either directly or through the broker.
7. Investigation
 - 7.1. The investigator may request a detailed written statement from the complainant.
 - 7.2. If the complainant provides a written statement, the investigator will follow up with an interview of the complainant.
 - 7.3. The investigator shall interview the complainant and respondent as often as necessary.
 - 7.4. The investigator shall interview any other persons and gather such other materials as may be necessary for the investigator to conclude the investigation.
 - 7.5. If deemed necessary by the investigator to ensure safety of the complainant until completion of the investigation, a respondent who is a staff member of ICYDA may be placed on paid leave, a respondent who is a volunteer may be placed on leave, a practicum student may be placed on leave and their practicum supervisor notified, a fellow participant may be closely monitored while on-site or asked to leave in accordance with the *Participant Suspension and Expulsion* policy.
 - 7.6. If deemed necessary, the investigator may contact emergency services (i.e., Edmonton Police Services, Alberta Children and Family Services) for intervention support and notify the executive director and/or director of education immediately of such a decision.
 - 7.7. The investigator will provide the complainant and the respondent with a summary of the investigation findings.
 - 7.8. With the exception of emergency services, and as necessary, all communication external to ICYDA relevant to the investigation will be conducted by the educational technology leader, as directed by the executive director and/or director of education.
 - 7.9. The investigator shall produce a report of fact and findings relating to the complaint made which shall be provided to the executive director and/or director of education and maintained in a confidential file.
 - 7.10. Alberta Children and Family Services and/or police authorities investigating a complaint of child abuse or neglect may wish to interview ICYDA staff, practicum students, volunteers or participants having regular contact with the complainant or respondent, participant or having other specific information pertinent to the investigation. The ICYDA investigator will assist the external investigators by identifying and facilitating these contacts. Potential informants shall be advised that the *Child, Youth and Family Enhancement Act* of Alberta provides explicit protection against legal actions "unless reporting is done maliciously or without reasonable and probable grounds for the belief." Since

they may be required, subsequently, to give evidence under oath in court and to produce relevant documents, it is recommended that information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference.

8. Consequences

8.1. Prohibited Behaviour

8.1.1. If the investigator concludes that prohibited behaviour has been committed, a range of sanctions may be imposed as deemed appropriate by the investigator.

These may include:

8.1.1.1. A written apology;

8.1.1.2. A written reprimand delivered to the abuser, and recorded in their personnel or participant file;

8.1.1.3. Referral to counseling;

8.1.1.4. Transfer of assignment;

8.1.1.5. Withholding of promotion;

8.1.1.6. Demotion;

8.1.1.7. Suspension or termination (for employees);

8.1.1.8. Suspension or expulsion (for participants).

8.1.2. In the event of a finding of abuse by an employee a notation of the finding and any decision or disciplinary action shall be placed in the respondent's staff file.

8.2. If the investigator concludes that an intentionally false allegation of prohibited behaviour has been made, a range of sanctions may be imposed on the complainant as deemed appropriate by the executive director and/or director of education.

8.3. If the investigator concludes that the formal complaint is unfounded, documentation surrounding the

investigation should not be included in the staff file of the respondent.

However, the respondent may request to have relevant information placed on their staff file such as the summary of the investigation findings.

8.4. With respect to a complainant that is a staff, whether the complaint is upheld or not, no documentation will be placed on the complainant's personnel file where the complaint is filed in good faith. However, the complainant may request to have relevant information placed on their own staff file such as the summary of investigation findings.

9. Retaliation

9.1. ICYDA will not tolerate retaliatory action by any individual including management, staff, practicum students, volunteers or participants which is taken with the intent of dissuading or punishing an individual for participating in an investigation, a complaint or the complaint resolution process.

9.2. Retaliation against an individual making a complaint or providing information to an investigator pursuant to a complaint as a witness is considered to be harassment and will, where substantiated, result in disciplinary actions.

9.3. Other disciplinary actions may include the requirement for the provision of a written apology; a letter of reprimand; a referral to counselling; withholding a promotion; demotion, suspension, termination or with respect to participant suspension or expulsion.

9.4. A complaint against the principal is to be made to the director of education.

9.5. A complaint against the executive director is to be made in writing to the chair of the Board of Directors who shall, in conjunction with legal advice,

determine the appropriate procedure to be followed in the circumstances.

10. Appeal

10.1. Concerns with an abuse investigation and/or related consequences of the investigation should first be discussed with the executive director and/or director of education.

10.2. If satisfactory resolution is not achieved, the concerned party will be advised by the executive director and/or director of education of their right to appeal to the ICYDA Board of Directors.

10.3. An appeal request to the ICYDA Board of Directors must be made to the executive director and/or director of education in writing within thirty (30) days of conclusion of the abuse investigation.

10.4. Upon receipt of the written request to appeal, the ICYDA Board chair will convene a review process as soon as practically possible, but no later than fifteen (15) calendar days from the receipt of the written notice of appeal.

10.5. The executive director and/or director of education will advise the concerned party (in writing) of:

10.5.1. The date, time and location of the appeal review.

10.5.2. Their right to be accompanied by an advocate, and/or a lawyer, and/or interpreter (at their own expense).

10.5.3. Their right to present witnesses and offer evidence to support their appeal.

10.6. The executive director and/or director of education shall:

10.6.1. Establish a process for a hearing review.

10.6.2. Call any expert resources required to assist with their deliberation.

10.6.3. Maintain and distribute minutes of meetings.

10.6.4. Render a decision on the appeal.

10.7. The executive director and/or director of education will inform the concerned party in writing of the Board's decision within fifteen (15) calendar days of the appeal hearing.

DATES

IMPLEMENTED: June 15, 2022

LAST REVIEW: February 21, 2024

NEXT SCHEDULED REVIEW: September 18, 2024

POLICY PAGES: #7

3540 – Nutrition

Operational Policies > Health and Safety

BACKGROUND

Inner City Youth Development Association (ICYDA) believes that participants need proper nutrition to be fully effective in their learning and growth behaviours. Unfortunately, the majority of participants in ICYDA programs do not have access to sufficient nutritious food at home or outside of the operational building. Furthermore, consistent with research regarding food and nutrition with Indigenous peoples, participants at ICYDA are at an elevated risk of developing nutrition-related health deficiencies, such as diabetes type-2, obesity, and related afflictions.

POLICY STATEMENT

ICYDA provides nutritional health instruction, healthy and nutritious meals and snacks to all participants in the organization during regular programming hours, as well as essential food for home.

GUIDELINES

1. The primary reference for the provision, promotion and distribution of food at ICYDA shall be the Alberta Nutrition Guidelines for Children and Youth (see Resources section in this policy) from which schools and community agencies shall include foods from the 'choose most often' and 'choose sometimes' categories, and avoid foods from the 'choose least often' category.
2. Schools and community agencies must ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating. In fulfilling this expectation, ICYDA shall:
 - 2.1. promote nutrition education and create an environment of positive food messages,
 - 2.2. establish strong connections between nutrition education and foods available at the organization,
 - 2.3. avoid the use of food items as rewards.
3. ICYDA will examine its nutrition practices and provide opportunities, support and encouragement for staff and participants to eat healthy foods. In fulfilling this expectation, ICYDA shall:
 - 3.1. choose healthy fundraising options,
 - 3.2. create an environment where healthy foods are available and promoted as the best choice,
 - 3.3. review options with food suppliers to maximize the nutritional value of the items,
 - 3.4. limit the frequency of special days when 'choose least often' food is offered,
 - 3.5. be encouraged to model healthy nutritional practices.
4. As well, ICYDA will create its own health and wellness team that includes staff, guardians, public health nurses and participants with possible involvement from other health-related organizations.
5. ICYDA will promote healthy, reasonably priced food choices when food is offered. In fulfilling this expectation, administration, in

consultation with the school community, shall:

- 5.1. access expertise in the community through partnerships, programs, referrals etc.,
- 5.2. offer healthy foods in meal combinations in all places.
6. The Board delegates to the director of education and executive director the authority to develop the procedures necessary to implement this policy.

RESOURCES

- Alberta Nutrition Guidelines for Children and Youth: A Childcare, School and Recreation/Community Centre Resource Manual (2012)
- Canada’s Dietary Guidelines for Health Professionals and Policy Makers (2019)
- Eating Well with Canada’s Food Guide: First Nations, Inuit and Metis (2007)

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

3550 – Physical Activity and Recreation

Operational Policies > Health and Safety

BACKGROUND

Inner City Youth Development Association (ICYDA) is committed to promoting and facilitating safe, inclusive, and engaging physical activity and recreational opportunities for participants. The agency recognizes the importance of physical well-being, personal development, and social interaction for participants in our community.

POLICY STATEMENT

ICYDA will provide reasonable daily curricular and extra-curricular opportunities for participants to engage in physical activity and recreation.

GUIDELINES

1. Guiding Principles

- 1.1. *Program Development:* ICYDA will develop diverse and age-appropriate physical activity and recreational programs that cater to the interests, abilities, and needs of participants. Programs may include sports, fitness activities, outdoor and land-based adventures, creative movement, and more.
- 1.2. *Inclusivity and Accessibility:* All participants, regardless of physical ability, gender, socioeconomic background, or other characteristics, shall have equal access to our physical activity and recreational programs. ICYDA staff will work to remove barriers and create an inclusive atmosphere where everyone feels welcome and valued.
- 1.3. *Safety and Supervision:* The safety of participants is paramount. ICYDA staff will implement appropriate safety measures, provide necessary equipment, and ensure qualified supervision for all physical activities and recreational events.
- 1.4. *Positive Environment:* ICYDA programs will emphasize sportsmanship, teamwork, respect, and fair play. A positive and supportive atmosphere will be maintained that promotes personal growth, skill development, and healthy competition.
- 1.5. *Education and Awareness:* ICYDA staff will educate participants about the benefits of physical activity, proper exercise techniques, injury prevention, and overall well-being. This knowledge will empower them to make informed decisions about their health.
- 1.6. *Collaboration and Partnerships:* ICYDA will collaborate with local community organizations, sports clubs, and relevant stakeholders to enhance our offerings and provide a well-rounded range of physical activity and recreational opportunities for participants.
- 1.7. *Risk Management:* ICYDA staff will assess potential risks associated with physical activities and recreational events and implement appropriate risk management strategies to ensure the safety of participants.
- 1.8. *Social and Emotional Well-being:* ICYDA recognizes the importance of physical activity in promoting mental and emotional well-being. ICYDA programming encourage social interaction, builds self-esteem, and provides a positive outlet for stress.

PROCEDURES

- 7. The director of education and executive director are responsible for the development, implementation and evaluation of curricular and non-curricular physical activity and recreational programming at ICYDA.
- 8. A minimum of thirty minutes daily will be provided for each participant to engage in physical and recreational activities at ICYDA, either on or off-site.
- 9. Non-curricular physical activity and recreational programming will be offered in the gymnasium before, between and after school classes, as well as during all after-school programming.

- 10. Curricular programming opportunities will include physical exercise, career and technology studies, etc.

RESOURCES

- Alberta Government: Daily Physical Activity Initiative
- Alberta’s Daily Physical Activity Policy for Schools: POWER UP! Policy Stories

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#2

3560 – Privacy and Confidentiality

Operational Policies > Health and Safety

REFERENCES

- Personal Information Protection Act, SA 2003, c P-6.5

BACKGROUND

As an independent high school and not-for-profit organization in the province of Alberta, Inner City Youth Development Association (ICYDA) is governed by the *Personal Information Protection Act* (PIPA) of Alberta regarding all matters of privacy and confidentiality.

POLICY STATEMENT

ICYDA is committed to safeguarding the personal information entrusted to us by participants, parent/guardians, staff, practicum students and volunteers. We manage personal information in accordance with PIPA and other applicable laws. This policy outlines the principles and practices followed in the protection of personal information.

DEFINITIONS

Clients means any individual either providing or obtaining services from ICYDA, including participants, parent/guardians and external supports, practicum students, volunteers and staff.

GUIDELINES

1. What is personal information?

- 1.1. Personal information means information about an identifiable individual. This includes an individual's name, home address and phone number, age, sex, guardian, marital or family status, an identifying number, financial information, educational information, etc.

2. What personal information does ICYDA collect?

- 2.1. ICYDA collects only personal information necessary for the purposes of providing services to clients, including personal information needed to:
 - 2.1.1. deliver youth engagement supports and services,
 - 2.1.2. enroll a student in Inner City High School (ICHS),
 - 2.1.3. employ staff to provide instruction, support and services for ICYDA programming.
- 2.2. ICYDA normally collects personal information directly from clients. ICYDA may collect information from other persons with consent or as authorized by law.
- 2.3. ICYDA informs clients, before or at the time of collecting personal information, of the purposes for which information is collected. The only time ICYDA does not provide this notification is when a client volunteers information for an obvious purpose (for example, matters related to safety).

3. Consent

- 3.1. ICYDA requests consent to collect, use or disclose client personal information, except in specific circumstances where collection, use or disclosure without consent is authorized or required by law. ICYDA may assume consent in

cases where the client volunteers information for an obvious purpose.

- 3.2. ICYDA assumes client consent to continue to use and, where applicable, disclose personal information that has already been collected, for the purpose for which the information was collected.
 - 3.3. ICYDA requests express client consent for some purposes and may not be able to provide certain services if the client is unwilling to provide consent to the collection, use or disclosure of certain personal information. Where express consent is needed, ICYDA will normally ask clients to provide their consent orally (in person, by telephone, through text message or digital communication), or in writing (by signing a paper consent form).
 - 3.4. A client may withdraw consent to the use and disclosure of personal information at any time, unless the personal information is necessary for ICYDA to fulfil its legal obligations. ICYDA will respect client decisions, but may not be able to provide certain products and services in the absence of necessary personal information.
 - 3.5. ICYDA may collect, use or disclose client personal information without consent only as authorized by law. For example, ICYDA may not request consent when the collection, use or disclosure is to determine suitability for an honour or award, or in an emergency that threatens life, health or safety.
4. How does ICYDA use and disclose personal information?

- 4.1. ICYDA may use and disclose client personal information only for the purpose for which the information was collected, except as authorized by law. For example, ICYDA may use client contact information to provide immediate or emergency support services.

- 4.2. If ICYDA wishes to use or disclose client personal information for any new business purpose, ICYDA will ask for client consent. ICYDA may not seek consent if the law allows this (e.g. the law allows organizations to use personal information without consent for the purpose of collecting a debt).

5. What is personal staff information?

- 5.1. Personal staff information is personal information about a staff member, practicum student or volunteer which is collected, used or disclosed solely for the purposes of establishing, managing or terminating an employment relationship, practicum student or volunteer work relationship. Personal employee information may, in some circumstances, include a Social Insurance Number, a performance review, etc.

- 5.2. ICYDA can collect, use and disclose personal employee information without consent only for the purposes of establishing, managing or ending the employment, practicum student or volunteer relationship. ICYDA will provide current staff, practicum students and volunteers with prior notice about what information is collected, used or disclosed and the purpose for doing so.

6. What personal staff information does ICYDA collect, use and disclose?

6.1. ICYDA collects, uses and discloses personal staff information to meet the following purposes:

6.1.1. Determining eligibility for employment or volunteer work, including verifying qualifications and references,

6.1.2. Establishing training and development requirements,

6.1.3. Assessing performance and managing performance issues if they arise,

6.1.4. Administering pay and benefits (paid employees only),

6.1.5. Processing staff work-related claims (e.g. benefits, workers' compensation, insurance claims) (paid employees only),

6.1.6. Complying with requirements of funding bodies (e.g. grants),

6.1.7. Complying with applicable laws (e.g. Canada Income Tax Act, Alberta Employment Standards Code).

6.2. ICYDA only collects, uses and discloses the amount and type of personal staff information that is reasonable to meet the above purposes. The following is a list of personal staff information that ICYDA may collect, use and disclose to meet those purposes.

6.2.1. Contact information such as staff name, home address, telephone number,

6.2.2. Criminal background checks, including vulnerable sectors checks,

6.2.3. Employment or volunteer information such as client resume (including educational background, work history and references), reference information and interview notes, letters of offer and acceptance of employment, policy acknowledgement forms, background verification information, workplace performance evaluations, emergency contacts, etc.

6.2.4. Benefit information such as forms relating to applications or changes to health and insurance benefits including medical and dental care, life insurance, short and long term disability, etc. (paid staff only),

6.2.5. Financial information, such as pay cheque deposit information and tax-related information, including Social Insurance Numbers (paid employees only),

6.2.6. Other personal information required for the purposes of ICYDA employment, practicum student or volunteer relationship.

6.3. ICYDA will inform staff, practicum students and volunteers of any new purpose for which collection, use, or disclosure of personal staff information, or ICYDA will obtain staff consent, before or at the time the information is collected.

6.4. ICYDA will obtain staff consent to collect, use and disclose personal

information for purposes unrelated to the employment, practicum student or volunteer relationship (e.g. such as providing information about workplace charity programs).

7. What information does ICYDA provide for employment/practicum student/volunteer references?

7.1. In some cases, after an employment, practicum or volunteer relationship with ICYDA, other organizations may contact and request a reference. It is ICYDA policy not to disclose personal information about employees, practicum students and volunteers to other organizations who request references without consent. The personal information normally provided in a reference includes:

7.1.1. Confirmation that an individual was an staff, practicum or volunteer, including the position, and date range of the employment, practicum or volunteering,

7.1.2. General information about an individual's job duties and information about the staff, practicum student or volunteer's ability to perform job duties and success in the employment, practicum or volunteer relationship.

8. How does ICYDA safeguard personal information?

8.1. ICYDA makes every reasonable effort to ensure that personal information is accurate and complete. Individuals are expected to notify ICYDA if there is a

change to their personal information that may affect their relationship with the organization. If a client is aware of an error in ICYDA information pertaining to the client, the client is expected to inform ICYDA for correction (wherever possible). In some cases ICYDA may ask for a written request for correction.

8.2. ICYDA protects personal information in a manner appropriate for the sensitivity of the information. ICYDA makes every reasonable effort to prevent any loss, misuse, disclosure or modification of personal information, as well as any unauthorized access to personal information.

8.3. ICYDA uses appropriate security measures when destroying personal information, including shredding paper records and permanently deleting electronic records.

8.4. ICYDA retains personal information only as long as is reasonable to fulfil the purposes for which the information was collected or for legal or business purposes.

9. Access to records containing personal information

9.1. Individuals have a right to access their own personal information in a record that is in the custody or under the control of ICYDA, subject to some exceptions. For example, organizations are required under PIPA to refuse to provide access to information that would reveal personal information about another individual.

- 9.2. If ICYDA refuses a request in whole or in part, reasons for the refusal will be provided. In some cases where exceptions to access apply, ICYDA may withhold that information and provide the remainder of the record.
- 9.3. A client may make a request for access to personal information by writing to the director of education or executive director. A client must provide sufficient information in the request to allow ICYDA to identify the information sought.
- 9.4. The client may also request information about ICYDA's use of personal information and any disclosure of that information to persons ICYDA. In addition, a client may request a correction of an error or omission in their personal information.
- 9.5. ICYDA will respond to a client's request within 45 calendar days, unless an extension is granted. ICYDA may charge a reasonable fee to provide information, but not to make a correction. ICYDA does not charge fees when the request is for personal staff information. ICYDA will advise of any fees that may apply before beginning to process a client's request.

11. In the event of questions or concerns about any collection, use or disclosure of personal information by ICYDA, or about request for access to personal information, please contact the director of education or executive director.

12. If the response is not satisfactory, contact the Information and Privacy Commissioner of Alberta:

Office of the Information and Privacy
 Commissioner of Alberta
 Suite 2460, 801 - 6 Avenue, SW
 Calgary, Alberta
 T2P 3W2
 Phone: 403-297-2728
 Toll Free: 1-888-878-4044
 Email: generalinfo@oipc.ab.ca
 Website: www.oipc.ab.ca

DEVELOPMENTAL NOTES

- Policy template obtained from Service Alberta:
https://servicealberta.ca/pdf/npsamplepolicy_4.doc

DATES

IMPLEMENTED: February 21, 2024
LAST REVIEW: February 21, 2024
NEXT SCHEDULED REVIEW: September 18, 2024
POLICY PAGES: #5

10. Questions and complaints

3570 – Nepotism

Operational Policies > Health and Safety

BACKGROUND

Despite Inner City Youth Development Association (ICYDA) operating within the larger vicinity of the city of Edmonton and allowing both staff applications and participant registration from this larger vicinity, ICYDA fosters and retains a small familial culture. Since our early beginnings, participants have referred to ICYDA as their family as in the Cree term wâhkotowin for extended family. Given the lengthy history of the agency within the larger community, familial relationships do occasionally exist or develop within the organization. For instance, some participants have graduated and come back to work as staff, other participants consist of the next generations of previous participants and/or existing staff. While these familial relationships serve towards the development of a supportive, continuous and familial agency culture, they are not intended to confer advantage or disadvantage to participants or staff within ICYDA.

POLICY STATEMENT

It is the policy of ICYDA that no individual shall be advantaged in securing and/or maintaining a full-time or part-time employment at ICYDA as a result of nepotism, defined as an employment advantage from a familial or an intimate personal relationship with another full or part-time staff, manager or director.

DEFINITIONS

Staff, in the context of this policy, means non-participants within ICYDA programs including all staff, volunteers and practicum students.

Familial Relationships means husband, wife, father, mother, brother, sister, son, daughter, uncle, aunt, nephew, niece, grandfather, grandmother, grandson or granddaughter, or

any of those relationships (i.e., wâhkotowin) arising as a result of marriage (for example, brother-in-law). It is worth noting that these relationships may be defined and/or identified differently according to various traditional Indigenous cultures.

GUIDELINES

In keeping with the intent of this policy the following provisions shall apply:

1. Staff
 - 1.1. Full-time and/or part-time staff cannot be directly supervised by a member of their family or by an individual with whom they have an intimate personal relationship. Supervision is defined as, but not limited to: the granting or denying of a benefit; including assignment of work; providing direction or instructions to members of a work group; assigning or coordinating projects; or engaging in disciplinary or evaluative functions.
 - 1.2. Individuals who are being considered for a position at ICYDA are required to identify any ICYDA staff or participant who is a family member and/or individuals with whom they have an intimate personal relationship. This identification shall be made before and/or during the application process, in confidence, to the hiring committee.
 - 1.3. Relationships formed after employment, are subject to (1.1) and (1.2). Personal and familial relationships that are in conflict with this policy must

be declared to the directing supervisor and reported to management of ICYDA.

- 1.4. Management is responsible and accountable for the application of the policy for staff. Failure to abide by the policy could result in disciplinary action up to and including termination.

2. Participants

- 2.1. Participants cannot be directly supervised by a member of their family or by an individual with whom they have an intimate personal relationship. Supervision is defined as, but not limited to: evaluation of a participant; key contact duties of a youth engagement staff; or, supervision by a member of coordinating or management staff.
- 2.2. Familial staff of potential participants registering for programming at ICYDA are required to identify any ICYDA participant who is a family member and/or individuals with whom they have an intimate personal relationship. This identification shall be made before and/or during the registration process, in confidence, to management at ICYDA.
- 2.3. Relationships formed after registration, are subject to (2.1) and (2.2). Personal and familial relationships that are in conflict with this policy must be declared to management of ICYDA.
- 2.4. Management is responsible and accountable for the application of this policy for participants. Failure to abide by this policy could result in disciplinary action up to and including staff termination.

3. Appropriate Behaviours

- 3.1. Staff of ICYDA will adhere to behaviours consistent with the Staff Code of Conduct in the Operations Manual, particularly during interactions with an individual of familial relations at work, inclusive of reasonable boundaries between personal and professional life.
- 3.2. Participants of ICYDA should adhere to behaviours consistent with the *Participant Code of Conduct*, particularly during interactions arising with their individual of familial relation during regular programming, inclusive of reasonable boundaries between personal and programmed time.
- 3.3. Violation of appropriate behaviours relevant to this policy (3.1) and (3.2) may serve as grounds for disciplinary action, including but not limited to a verbal warning, a written warning to be placed in the staff file, and/or termination of employment.

4. Oversight

- 4.1. The ICYDA Board of Directors shall be responsible for addressing and resolving any issues arising out of the introduction, and allocation as related to implementation of this policy.

DATES

<i>IMPLEMENTED:</i>	February 21, 2024
<i>LAST REVIEW:</i>	February 21, 2024
<i>NEXT SCHEDULED REVIEW:</i>	September 18, 2024
<i>POLICY PAGES:</i>	#3

3580– Participant Code of Conduct

Operational Policies > Health and Safety

LEGAL REFERENCE(S)

- Charter of Human Rights and Freedoms, CQLR c C-12
- Education Act, SA 2012, c E-0.3

BACKGROUND

- Inner City Youth Development Association (ICYDA) believes in establishing and maintaining an environment which supports the learning and well-being of the participants who attend the program. The organization seeks to be a welcoming, caring, respectful and safe space for all. The Board believes an important pathway towards developing these standards is to support, in each participant, the capacity for self-respect and self-control.

POLICY STATEMENT

- The Board strongly endorses the establishment of standards of participant conduct and behaviour that support the creation of a favourable learning environment. Furthermore, the Board strongly endorses having guidelines and procedures available to deal with any acts which compromise or threaten the actual or perceived safety or security of the members of the immediate community. Bullying or harassment in any form, on-site or on-line will be addressed quickly and appropriate measures will be taken to ensure the safety of all involved. All participants and staff need to be safe from any disrespect or prejudice in regard to all aspects of the Charter of Human Rights and the Alberta Human rights legislation which include:
 - The right to dignity, rights, and responsibilities without regard to race, religious beliefs, colour, gender, gender

identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

GUIDELINES

1. Participants shall conduct themselves in accordance with the code of conduct established in the *Education Act*. This requires reasonable compliance with the following:
 - 1.1. Diligence in pursuing studies.
 - 1.2. Regular and punctual school attendance.
 - 1.3. Full cooperation with those authorized by the Board to provide educational programs and other services.
 - 1.4. Compliance with the rules of the school program.
 - 1.5. Accountability to teachers for conduct.
 - 1.6. Being respectful of the rights of others.
2. The Board delegates to the principal or designate the responsibility for and authority to establish and maintain appropriate procedures to ensure an acceptable standard of participant discipline.
3. The Board believes that acceptable standards of participant discipline can be achieved by:
 - 3.1. Developing as far as possible in every participant the capacity for intelligent self-control.

- 3.2. Establishing clearly understood and reasonable limits to participant behaviour, which can be consistently respected and upheld.
- 3.3. Recognizing that the maintenance of effective participant behaviour is the responsibility of participants, staff and parent/guardians.
- 3.4. Articulating consequences for non-compliance with established rules and regulations.
- 3.5. Developing in the case of violent acts, threats of violence or bullying and harassment, procedures which support and protect those subject to the violence or threatening act. This may involve any appropriate means to protect those in danger.

PROCEDURES

- When dealing with situations requiring disciplinary procedures, teachers should consider the following guidelines:
- 1. Teachers may temporarily remove from their classroom a participant whose conduct continues to be detrimental to the work of the class after he/she/they has been given

reasonable warning and to refer the matter to Management.

- 2. Following any non-violent conflict in the school program, participant/participant or teacher/participant a mediation will be called. The mediation is conducted by an impartial third staff person for the purpose of making sure that every person feels safe and supported in the learning environment, that grievances can be aired and that a path forward can be negotiated for all parties.
- 3. Consequences for misbehaviour should be appropriate to the circumstances taking into account the participant’s age, maturity and individual situations. Consequences selected should be chosen to encourage the desired changes in participant behaviour or attitude while ensuring a favourable learning environment.

DEVELOPMENTAL NOTES

- Taken from Boyle Street Education - Policy Manual.

DATES

- IMPLEMENTED:* • February 21, 2024
- LAST REVIEW:* • February 21, 2024
- NEXT SCHEDULED REVIEW:* • September 18, 2024
- POLICY PAGES:* • #2

3590 – Participant Suspension and Expulsion

Operational Policies > Health and Safety

LEGAL REFERENCE(S)

- Education Act, SA 2012, c E-0.3

BACKGROUND

Participants who do not conform to the participant code of conduct may negatively affect the program's learning and support environment. The Alberta *Education Act* grants Inner City Youth Development Association (ICYDA) and designated staff the authority to withdraw a participant's privilege of attending a classroom or agency programming for failure to comply with the rules established by ICYDA.

POLICY STATEMENT

ICYDA encourages participant demonstration of self-discipline and appropriate behaviour and accepts the use of participant suspension as a constructive time out for participants. ICYDA accepts the use of expulsion where the continued presence of a participant in the program will seriously affect the safety of staff, practicum students, volunteers or participants.

GUIDELINES

1. Suspensions

- 1.1. Participant suspensions shall conform to the statutory requirements of the *Education Act*.
- 1.2. Suspensions should be used only after less severe forms of action have been taken and in adherence to the participant code of conduct.

2. Expulsions

- 2.1. Participant expulsions shall conform to the statutory requirements of the *Education Act*.

2.2. Expulsion will only be used when:

- 2.2.1. It is deemed that other means of corrective action including consultation with parent/guardians, counselling and suspensions have failed to achieve orderly and appropriate participant behaviour; or
- 2.2.2. The participants' continued presence in the program is deemed a danger to persons or property.

2.3. Expulsion procedures must ensure that the rules of natural justice and due process are followed, including a right to request the Minister to review the Board's decision.

2.4. Notwithstanding the above, the seriousness of the misbehaviour may warrant immediate suspension or a recommendation to the ICYDA Board for expulsion on the first offence.

PROCEDURES

1. Suspension from a class

- 1.1. A teaching staff may suspend a participant subject to the following procedures:
 - 1.1.1. The teaching staff confers with the principal prior to making the suspension.
 - 1.1.2. The teaching staff informs the participant about the suspension, its consequences, and the reason

the suspension is being considered.

- 1.1.3. The teaching staff directs the participant to the principal to remain under the supervision of management until the participant's normal class dismissal time.
- 1.2. Following a suspension from a class, a mediation will be the next course of action, if needed, to support the participant in returning to class.
2. The principal, in consultation with the executive director or director of education, relevant teaching staff and parent/guardians, may follow one of the following courses of action:
 - 2.1. Reinstate the participant;
 - 2.2. Conditionally reinstate the participant;
 - 2.3. Suspend the participant from agency programming for a certain term; or
 - 2.4. Recommend expulsion of the participant.
3. Suspension from Agency Program and Program-related Activities
 - 3.1. The principal or designate may suspend a participant from:
 - 3.1.1. One or more class periods;
 - 3.1.2. One or more courses of the Inner City High School (ICHS) program;
 - 3.1.3. ICHS;
 - 3.1.4. Participating in an activity sponsored or approved by the ICYDA Board.

3.2. When a principal or designate suspends a participant from agency programming the following procedures will apply:

- 3.2.1. The principal will inform the participant about the proposed suspension, its consequences and the reason the suspension is being considered.
- 3.2.2. The participant will be given an opportunity to explain their behaviour.
- 3.2.3. If a suspension is warranted the principal will inform the participant of the reason and the length of the suspension.
- 3.2.4. Following a suspension, a mediation will be convened to support the participant and staff in devising a successful return to a class or to agency programming.
- 3.3. The principal shall make a reasonable effort to inform the parent/guardian of the participant by telephone of the suspension, including reasons, and length and shall immediately report in writing all the circumstances of the suspension to the parent with a copy to the director of education.
 - 3.3.1. Where a participant is not reinstated within five program days, the principal shall immediately report in writing all the circumstances of the suspension to the director of education who will then provide the information to the ICYDA Board together with a recommendation of expulsion and

the participant remains suspended until the board has made a decision.

3.3.2. Provide the opportunity to the parent/guardian or independent participant to meet with management to discuss the reasonableness of the suspension.

3.3.3. If a participant is not readmitted within five days the participant, parents/guardians may request a hearing before the ICYDA Board.

3.4. Upon receiving a report from the director of education pursuant to the *Education Act*, the ICYDA Board shall within ten program days from the first day of the suspension, reinstate or expel the participant.

4. Suspension with Recommendation for Expulsion

4.1. When the participant's behaviour or history of behaviour is very serious, the principal may suspend the participant for a period not exceeding five days and refer the matter to the ICYDA Board along with a recommendation for expulsion. When a suspension is referred to the ICYDA Board the following procedures will be adhered to:

4.2. The principal shall inform the parent/guardian of the participant and the director of education by telephone and shall immediately report in writing all the circumstances of the suspension to the parent/guardians with a copy to the director of education.

4.2.1. The ICYDA Board, or a committee of the ICYDA Board empowered to

act on behalf of the ICYDA Board shall, within ten program days from the first day of the suspension conduct a hearing into the case and render a decision to either reinstate or expel the participant from program.

4.2.2. The director of education, with information gathered from the principal, shall present documents and statements outlining the circumstances leading to the suspension and other relevant data, which may assist the ICYDA Board to make a judgement. The director of education will also make recommendations regarding the disposition of the case.

4.3. The procedure to be followed in conducting the hearing is as follows:

4.3.1. The ICYDA Board chair or designated member of the ICYDA Board will chair the meeting;

4.3.2. The director of education will present the report documenting the case along with a recommendation for disposition;

4.3.3. The participant and/or parents/guardians will be given an opportunity to respond to the information presented as well as add information they feel is relevant;

4.3.4. The ICYDA Board committee may ask questions or request additional information;

4.3.5. The Board's decision shall be communicated in writing to the participant and parent/guardian

with copies sent to the principal and the director of education. If a participant is expelled, the letter to the participant and parents/guardians will indicate their right to appeal the decision to the Minister of Education.

NOTES

- Developed using Boyle Street Education Centre - Policy Manual.

- Formerly 6010 – *Suspension and Expulsion* in the previous ICYDA Policy Manual (2018).

DATES

<i>IMPLEMENTED:</i>	September 1, 2023
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<i>POLICY PAGES:</i>	#4

ADVOCACY POLICIES (4000s)

4000 – Community Partnerships and Memorandums of Understanding

Advocacy Policies

BACKGROUND

While Inner City Youth Development Association (ICYDA) is a small independent organization, it is situated within a larger physical, sectorial and virtual community. To best serve program participants, the agency works closely with a variety of community members and related agencies to provide the larger wrap-around service that is integral to its programming.

DEFINITIONS

Community Partnership refers to a collaborative and mutually beneficial relationship between the organization and other individuals, groups, businesses, or organizations within a local community. These partnerships are established to work together towards shared goals, address common challenges, and leverage resources, expertise, and efforts to achieve mutually beneficial positive social, economic, or environmental outcomes.

Memorandum of Understanding (MoU) is a formal written agreement between the organization and one or more parties that outlines the terms, conditions, and intentions of mutual understanding or cooperation on a specific matter. While an MoU is not a legally binding contract in the same way as a formal agreement, it is a document that reflects the parties' shared intentions, expectations, and commitments. MoUs typically cover key aspects such as the parties involved, the purpose of the agreement, roles and responsibilities, resources, timelines, communication, and dispute resolution mechanisms.

POLICY STATEMENT

ICYDA is committed to actively and meaningfully developing partnerships within the community at-large to foster positive relationships, develop reciprocating or referral processes, and collaboratively works towards the organization's mission. This policy provides guidance for effective community involvement and partnership development that aligns with ICYDA's values, goals, and initiatives.

GUIDELINES

1. Roles and Responsibilities
 - 1.1. The director of education and executive director are responsible for the development, maintenance and dissolution of community partnerships.
2. Guiding Principles
 - 2.1. *Shared Purpose*: Community partnerships will be established based on a shared vision, goals, and values that align with ICYDA's mission.
 - 2.2. *Mutual Benefit*: Partnerships will be mutually beneficial, offering value and opportunities to all parties involved.
 - 2.3. *Transparency*: Partnerships will be characterized by open communication, clear expectations, and transparent collaboration.

PROCEDURES

1. Types of Community Partnership

1.1. ICYDA may engage in various forms of community partnerships, including, but not limited to:

1.1.1. *Local Businesses*: Partnering with local businesses to support fundraising efforts, provide resources, or sponsor events.

1.1.2. *Community Groups*: Collaborating with community organizations, associations, or groups that share common interests or goals.

1.1.3. *Educational Institutions*: Establishing partnerships with colleges or universities to support educational to provide transitional support to program participants.

1.1.4. *Government Agencies*: Collaborating with government entities to address community needs, access resources, or advocate for policy change.

1.1.5. *Not-for-profit Organizations*: Partnering with other not-for-profit organizations to leverage collective strengths and address complex challenges.

2. Partnership Establishment

2.1. *Alignment Assessment*: ICYDA evaluates potential partners based on contribution to program participants, their alignment with the agency's mission and values, as well to ensure that there is no duplication of service.

2.2. *Mutual Agreement*: ICYDA works to establish partnerships through both informal and formal agreements. Informal agreements may include positive communication and mutual

referrals of program participants, without a documented agreement. Formal agreements move towards the development of written partnerships or Memorandums of Understanding (MoUs), outlining roles, responsibilities, expectations, and contributions of each party.

3. Partnership Management

3.1. *Designated Liaison*: The executive director or director of education may appoint select staff or a staff team to manage select partnerships, facilitating communication, and ensuring accountability.

3.2. *Regular Communication*: The designated liaison shall maintain open and consistent communication with community partners to share updates, progress, challenges, and opportunities.

3.3. *Collaborative Planning*: The designated liaison, in consultation with management, will work to collaboratively plan and execute joint initiatives, programs, or projects with community partners to achieve shared goals.

4. Resource Sharing

4.1. *Information and Expertise*: ICYDA will share select knowledge, expertise, and resources with community partners to enhance the impact and effectiveness of joint efforts.

4.2. *Physical Resources*: ICYDA may pool resources, facilities, equipment, or infrastructure with community partners to optimize efficiency and achieve common objectives.

- 5. Recognition and Acknowledgment
 - 5.1. *Recognition Practices:* ICYDA will acknowledge and recognize partners' contributions through public acknowledgment or other agreed-upon methods.
 - 5.2. *Transparency in Communication:* ICYDA will clearly communicate to stakeholders and the community the nature and significance of partnerships, ensuring accurate representation.

6. Evaluation and Continuous Improvement

- 6.1. *Evaluation:* ICYDA will regularly assess the progress, outcomes, and effectiveness of partnerships against established objectives.
- 6.2. *Feedback Exchange:* ICYDA will seek and provide constructive feedback to improve the quality and impact of collaborative initiatives.

DATES

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<i>POLICY PAGES:</i>	#3

4010– Spruce Avenue and Downtown Community

Advocacy Policies

BACKGROUND

In 2010, Inner City Youth Development Association (ICYDA) moved from its previous location in the Boyle Street Community League building to its current location within the Spruce Avenue Community, and in close proximity to the Downtown Community. Neighbouring residents have been both gracious and welcoming to the agency. ICYDA will continue to foster and maintain a positive relationship with the immediate physical community that it is situated within.

POLICY STATEMENT

ICYDA is committed to actively engaging with the neighbouring community to promote positive relationships, engagement and mutual understanding. This policy provides guidance for effective neighbourhood engagement that aligns with the agency's mission, values, and objectives.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The director of education and executive director or designate is responsible for maintaining regular and positive communication with the neighbouring community, including response to questions, concerns and recommendations.

2. Guiding Principles

- 2.1. *Inclusivity*: Community involvement efforts will be inclusive and accessible to all residents, ensuring diverse perspectives and voices are heard.
- 2.2. *Respectful Engagement*: Interactions with the neighbourhood community

will be characterized by respect, cultural sensitivity, and empathy.

- 2.3. *Collaborative Approach*: ICYDA will work collaboratively with community members to address shared challenges and explore opportunities for positive change.

PROCEDURES

1. Types of Community Involvement

- 1.1. ICYDA may engage in various forms of community involvement in the neighbourhood, including, but not limited to:
 - 1.1.1. *Collaborative Projects*: Partnering with residents and local groups on projects that enhance the neighbourhood's quality of life and well-being.
 - 1.1.2. *Community Events*: Participating in or organizing events that promote community cohesion, cultural exchange, and local pride.
 - 1.1.3. *Community Meetings*: Organizing regular meetings to discuss local concerns, share information, and seek input on programs or initiatives.

2. Community Input and Feedback

- 2.1. *Listening Sessions*: Provide opportunities for residents to share their feedback, concerns, and suggestions.

2.2. *Feedback Channels*: Establish accessible channels for community members to provide input, including phone or online platforms.

3. Accountability and Transparency

3.1. *Accountability*: The director of education or executive director will be accountable for addressing community feedback, concerns, and commitments made.

3.2. *Transparency*: The director of education or executive director will communicate openly about ICYDA’s activities, goals, and progress within the neighborhood community.

4. Continuous Improvement

4.1. *Adaptation*: Use community feedback and evaluation results to adapt and enhance community involvement strategies.

5. Cultural Sensitivity and Communication

5.1. *Cultural Awareness*: ICYDA will approach community involvement with cultural sensitivity, acknowledging and respecting the diverse backgrounds and traditions of residents.

5.2. *Clear Communication*: ICYDA will communicate information and updates in a clear, understandable manner, avoiding jargon or technical language.

RESOURCES

- Spruce Avenue Community: <https://www.spruceavenuecommunity.com/>
- Downtown Edmonton Community League: <https://www.decl.org/>

DATES

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<i>POLICY PAGES:</i>	#2

4020 – Indigenous Community

Advocacy Policies

BACKGROUND

Inner City Youth Development Association (ICYDA) is located in Treaty 6 Territory. Annually, approximately eighty-five (85) % of program participants at ICYDA identify as being of Indigenous-descent, inclusive of First Nations, Metis and Inuit peoples. Of participants who are registered to a specific First Nation or Metis Settlement, the majority are from Treaty 6 Territory. However, upon analysis, over the years, ICYDA has served program participants from all sides of Turtle Island. ICYDA prioritizes relationship-building and engagement with Indigenous-led community organizations to best serve program participants.

POLICY STATEMENT

ICYDA emphasizes the significance of Indigenous community partnerships in advancing its mission and fostering positive social change. This policy establishes a comprehensive approach to developing, maintaining, and leveraging partnerships that honour Indigenous knowledge, traditions, and self-determination.

DEFINITIONS

Indigenous-Led Organizations refer to community organizations that are either lead or co-lead by Indigenous Peoples.

GUIDELINES

1. Roles and Responsibilities
 - 1.1. The director of education and executive director, in direct consultation with the Indigenous program coordinator, are responsible for the development, maintenance and dissolution of Indigenous community partnerships.

2. Guiding Principles

- 2.1. *Cultural Respect*: Partnerships with Indigenous-led communities will be founded on respect for their cultural sovereignty, values, and diversity.
- 2.2. *Mutual Benefit*: Partnerships will seek to create reciprocal benefits and opportunities for both ICYDA and Indigenous-led partners.
- 2.3. *Community Empowerment*: Indigenous community members will be actively involved in the partnership's decision-making and implementation processes.

PROCEDURES

1. Types of Indigenous Community Partnerships
 - 1.1. ICYDA may engage in various forms of Indigenous-led community partnerships, including, but not limited to:
 - 1.1.1. *Collaborative Programs*: Co-developing and implementing programs, initiatives, or projects that address community needs and priorities.
2. Partnership Establishment
 - 2.1. *Cultural Alignment*: Partnerships will be established based on Indigenous cultural values, goals, and a commitment to cultural sensitivity and awareness.
 - 2.2. *Informed Consent*: ICYDA will seek informed consent from Indigenous-led

partners, ensuring a clear understanding of the partnership's objectives, activities, and benefits.

3. Culturally Sensitive Collaboration

3.1. *Engagement with Indigenous Elders and Knowledge Keepers:* Respectfully engage and involve respected Indigenous Elders and Knowledge Keepers to guide the partnership and provide cultural insights.

3.2. *Cultural Protocols:* Adhere to cultural protocols, practices, and etiquette when engaging with Indigenous partners and communities.

4. Resource Sharing and Empowerment

4.1. *Resource Equity:* ICYDA will ensure equitable distribution of resources, knowledge, and opportunities to foster Indigenous community empowerment.

4.2. *Capacity Enhancement:* ICYDA will support Indigenous community partners in building their organizational, leadership, and technical capacities.

5. Communication and Transparency

5.1. *Effective Communication:* ICYDA will establish clear lines of communication and foster open dialogue to ensure transparent collaboration and decision-making.

5.2. *Shared Decision-Making:* ICYDA will involve Indigenous partners in joint decision-making processes related to partnership activities and initiatives.

6. Recognition and Acknowledgment

6.1. *Recognition of Contributions:* ICYDA will acknowledge and celebrate the contributions, expertise, and cultural contributions of Indigenous community partners.

6.2. *Territorial Acknowledgment:* ICYDA will recognize the traditional territories and lands of Indigenous communities where ICYDA operates, along with the actions required towards reconciliation.

7. Evaluation and Continuous Improvement

7.1. *Evaluation:* ICYDA will regularly assess the progress, outcomes, and impact of Indigenous community partnerships to inform continuous improvement.

7.2. *Adaptation:* ICYDA will use feedback and evaluation results to adapt and refine partnership strategies and activities.

DATES

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<i>POLICY PAGES:</i>	#2

4030 – Post-Secondary Educational Institutions

Advocacy Policies

BACKGROUND

Inner City Youth Development Association (ICYDA) has consistently worked with local colleges and universities to provide practicum placement opportunities to for post-secondary educational students, research opportunities for graduate students, and support for the enrichment of agency programming.

POLICY STATEMENT

ICYDA recognizes the value of partnerships with post-secondary educational institutions in advancing its mission and enriching educational experiences. This policy establishes a systematic approach to cultivating partnerships that leverage resources, expertise, and innovation to achieve shared goals.

GUIDELINES

1. Roles and Responsibilities

- 1.1. The director of education is responsible for all research inquiries and related projects.
- 1.2. The executive director is responsible for all post-secondary practicum student placements.
- 1.3. The executive director will appoint a youth engagement staff to serve as agency supervisors for post-secondary practicum students.

2. Guiding Principles

- 2.1. *Educational Enrichment:* Partnerships will enhance learning, research, and professional development opportunities for program participants, post-secondary students, faculty, and agency staff.

- 2.2. *Mutual Benefit:* Partnerships will create reciprocal benefits, promoting the advancement of both ICYDA and the educational institution.

- 2.3. *Community Impact:* Partnerships will contribute to positive social, economic, or environmental outcomes within the larger community.

PROCEDURES

1. Types of Partnerships

- 1.1. ICYDA may engage in various types of partnerships with post-secondary educational institutions, including, but not limited to:

1.1.1. *Practicum Student Placements:*

Providing students with practical learning experiences through on-site agency placements.

1.1.2. *Research Collaboration:*

Collaborating on research projects, studies, or initiatives that align with the agency's mission and values.

1.1.3. *Community Engagement:*

Partnering on community-based projects, outreach, and events to address local needs.

2. Partnership Establishment

- 2.1. *Alignment of Objectives:* Partnerships will be established based on a clear alignment of educational, research, and community objectives with the agency's mission and values.

2.2. *Formal Agreements:* Formal partnerships through Memorandum of Understandings (MoU), outlining roles, responsibilities, resources, and expectations will be developed.

agreement or MoU to address exploitation of program participants, appropriation of agency intellectual property, etc.

3. Collaboration and Communication

3.1. *Regular Communication:* ICYDA will maintain open communication channels between the agency and the educational institution to facilitate collaboration and updates.

3.2. *Collaborative Decision-Making:* ICYDA will involve relevant post-secondary educational institutions in joint decision-making processes related to partnership activities and initiatives.

4. Resource Sharing and Exchange

4.1. *Resource Allocation:* ICYDA will allocate resources, facilities, or expertise to support partnership activities in a fair and equitable manner.

4.2. *Knowledge Exchange:* ICYDA will facilitate the exchange of knowledge, expertise, and best practices to enrich both organizations' work.

4.3. *Ethical Principles:* ICYDA will only share knowledge and resources with applicable post-secondary educational institutions where ethical considerations have been properly identified and considered in the written

5. Recognition and Acknowledgment

5.1. *Recognition of Contributions:* ICYDA will acknowledge the contributions, research findings, and outcomes of partnership activities.

5.2. *Public Acknowledgment:* ICYDA will recognize the educational institution's role in the agency's materials, events, and communications.

6. Evaluation and Continuous Improvement

6.1. *Evaluation:* ICYDA will regularly assess the impact, effectiveness, and outcomes of partnership initiatives to inform continuous improvement.

6.2. *Feedback Loop:* ICYDA will establish a feedback mechanism to gather input and insights from program participants, post-secondary students, faculty, staff, and stakeholders.

DATES

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