



Edmonton Islamic Academy

Annual Education Assurance Measures Report (AEAM)

November 2023

School Authority Results Summary

Accountability Statement

The Annual Education Assurance Measures Report from the fall of 2023 (2023-2024 school year) for the Edmonton Islamic School Society, were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this report for the 2023-2024 school year for the purpose of developing the three-year Education Plan.

Khalid Tarabain



November 29, 2023

Chair of the Board

Signature

Date

Foundation Statements

EIA's Mission:

The Edmonton Islamic Academy offers a high-quality education, embedded in Islamic Values, to enable students to become:

- *Respectful*
 - *Responsible*
 - *Successful*
- leaders and contributors to society.*

EIA's Vision:

EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect, and use their leadership skills and intellects for the betterment of humanity.

Philosophy

Edmonton Islamic Academy's (EIA) purpose is the necessity of raising a generation of Canadian Muslims who are conscious of their creator, Almighty God (Allah). We believe that this message is achieved through intellectual growth, community service and upstanding citizenship that are integral to both Islam and our Canadian mosaic.

We believe in

- a generation that prides itself in its Islamic heritage and religious teachings and holds to the message of Islam, whose tenets are based on the Quran – the Holy book of Muslims – as well as the Sunnah (Teaching) of the Prophet Muhammad (Peace Be Upon Him).
- a generation that enjoys the independence of opinion and freedom of speech, keeping pace with the developments and changes of the period; who excel in solving problems and are capable of exercising objective thinking in decision making.
- a generation that is educated in the Islamic culture and are effective members in society.

EIA offers a high-quality education enabling students to be leaders and contributors to the greater community. These teachings call for noble conduct, cooperation, fraternity, and contribution for the betterment of humanity.

The environment where the interaction between the teacher and the student takes place considerably affects the teaching and learning domains. Therefore, EIA has taken great care to enhance such interaction in an Islamic atmosphere of democracy. Students and teachers are expected to share mutual responsibility and respect for EIA's learning process, and to celebrate together each student's success. For the purpose of ensuring that an Islamic

atmosphere and high academics are available for our students, EIA has taken great care to complement the school environment by having a teaching staff who respect and adhere to offering a high-quality education embedded in Islamic values.

Along with its commitment to offer an Islamic education, EIA is determined to excel in achieving the outcomes prescribed by Alberta's Ministry of Education. EIA also aspires to enrich the curriculum through the following:

- 1 High quality learning opportunities that are responsive and flexible, accessible, and affordable
- 2 Excellence in learner achievement
- 3 Well prepared learners for lifelong learning, world of work and citizenship
- 4 Effective working relationships with partners

The integration of a secular curriculum and faith-based ideology is the foundation upon which EIA was established. The Islamic Studies and Quran recitation classes enable students to embrace Islam as a balanced way of life. In addition, daily prayer and Friday khutbah (sermon) are integral components of teaching and learning at EIA.

Arabic, as an additional language, is compulsory for students from pre-kindergarten to grade nine and is offered as an option to high school students.

Beliefs

- Students can learn and experience success.
- Students are provided with equitable access to a quality basic education program that meets their diverse needs.
- Students learn in a safe, secure and caring learning environment where each individual is respected and valued.
- Students share responsibility for their educational success with their teachers, parents, community and government
- Students acquire strong reading, writing, and math skills with which to analyze data and develop ideas and inferences.
- Students develop creative and critical thinking skills and problem solving, and are well prepared for postsecondary studies, world of work, life-long learning and citizenship in a complex world.
- Students enjoy opportunities to develop entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy.
- Students, and their parents, have opportunities for meaningful involvement in important decisions about their children's education.

Assurance Domains

1. Student Growth & Achievement
2. Teaching & Learning
3. Learning Supports
4. Governance
5. Local & Societal Context

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023 Authority: 9269 Edmonton Islamic School Society

Assurance Domain	Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.5	83.1	83.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.8	79.1	82.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	97.0	89.6	94.3	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	96.9	100.0	94.9	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	90.2	92.2	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	43.4	45.3	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	92.3	94.4	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	42.9	41.1	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	88.5	85.9	88.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	82.4	82.4	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	83.3	79.8	79.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	88.5	80.4	82.7	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

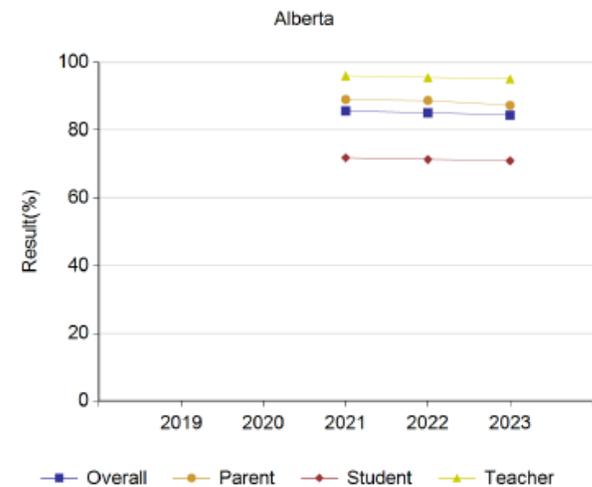
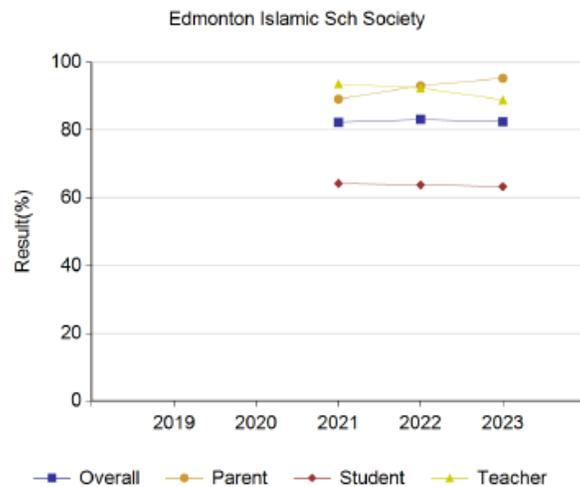
**Assurance Domain:
Student Growth &
Achievement**

Student Learning Engagement – Measure History

Authority: 9269 Edmonton Islamic School Society

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	814	82.3	847	83.1	934	82.5	n/a	Maintained	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	51	89.1	63	93.1	50	95.3	n/a	Maintained	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	700	64.2	722	63.8	812	63.3	n/a	Maintained	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	63	93.6	62	92.4	72	88.9	n/a	Maintained	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	



Comment on Results

Student engagement has been maintained. Teachers reported a much different experience (locally vs provincially) as EIA teachers reported a dip in student engagement. We have explored this with staff. One of the factors for a decrease in engagement is the increasing class sizes in our school, which adds to the complexity of the classroom dynamics. One area of concern has been in Arabic Language class. Parents have a steady increase in student engagement and have reported a much higher level of than the overall province. Students continue to report a low level of student engagement

Key Strategies

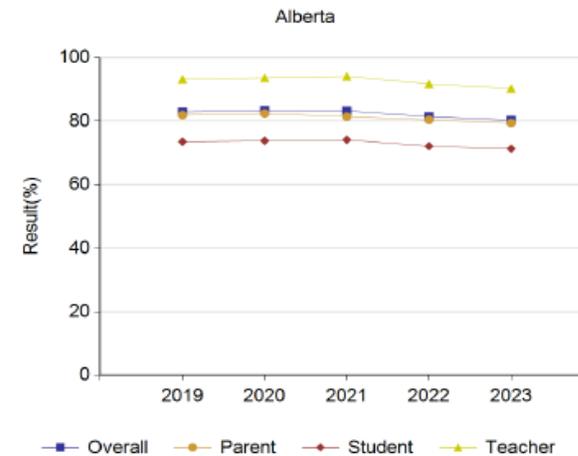
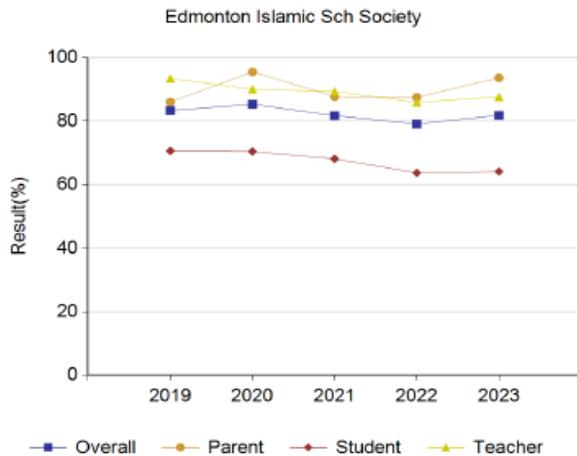
- Introduce scheduled PLC's to allow for more collaboration periods between teachers in efforts to analyze data and improve shared teaching strategies and differentiation.
- Restructured Arabic Language program to allow for more engaging teacher and student resources.
- Introduce levelled programming for Arabic. Stream-lined programmed allows for students to lean ASL at the appropriate level and allows for students to find personal success.
- Introduced more detailed vertical alignment strategies in Islamic Studies programming and introduced new student resources.

Citizenship – Measure History

Authority: 9269 Edmonton Islamic School Society

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	780	83.3	805	85.3	815	81.7	848	79.1	935	81.8	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	42	86.0	72	95.5	51	87.7	63	87.5	50	93.6	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	686	70.6	675	70.4	701	68.1	723	63.7	813	64.1	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	52	93.4	58	90.0	63	89.3	62	85.9	72	87.6	Intermediate	Maintained	Acceptable	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comment on Results

The results over the past few years are relatively consistent, despite a slight decline parent and student satisfaction in 2022. Last year, we had more direct focus on student citizenship and all stakeholders reported improvements in satisfaction. Many of our traditional strategies based around active citizenship were slowly re-introduced. Students are still provided numerous opportunities to develop their character and active citizenship.

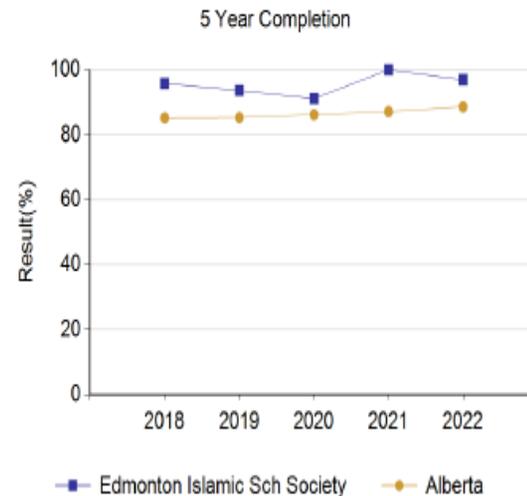
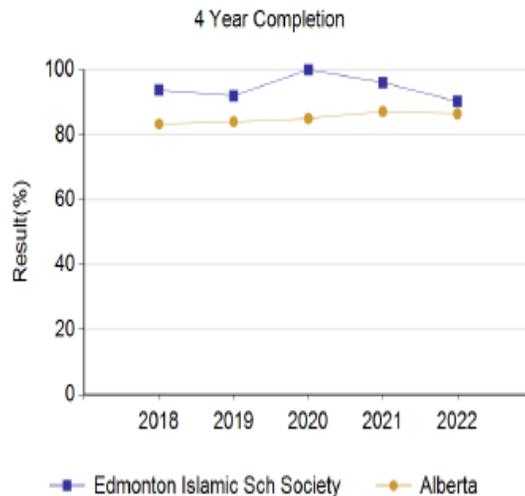
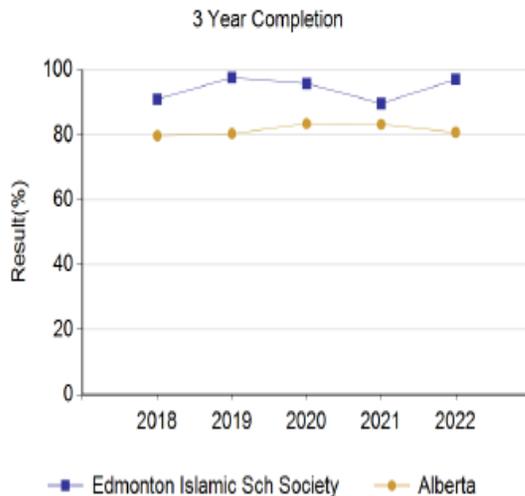
Key Strategies

- Project Based learning will enable students to partake in character building initiatives that enable students to develop a sense of citizenship through their faith.
- Re-structured the Grade 7 – 12 Islamic Studies scope and sequence to address issues and develop students understanding of the real world, including the importance of active citizenship.
- Several initiatives, including those targeting active citizenship have been scheduled for 2023-2024 school year.

High School Completion Rate – Measure History

Authority: 9269 Edmonton Islamic School Society

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	36	90.9	41	97.6	48	95.8	55	89.6	51	97.0	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	28	93.7	36	92.0	41	100.0	48	96.1	55	90.2	High	Declined	Acceptable	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	24	95.8	28	93.6	36	91.1	41	100.0	48	96.9	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



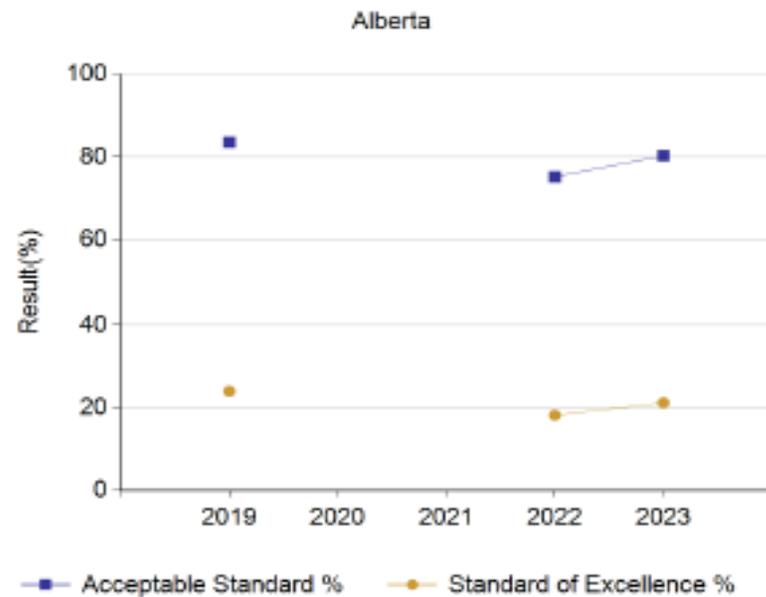
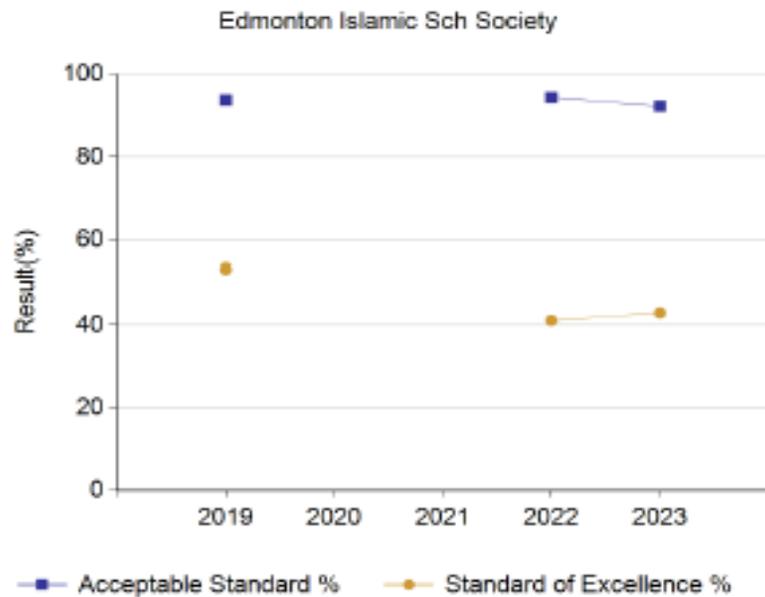
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

<p>Comment on Results High school students continue to find success in EIA's high school program in comparison to the provincial results.</p> <p>Key Strategies</p> <ul style="list-style-type: none"> • Small class sizes provide high school students with more personal experience with their teacher • Students are prepared for diploma exams and university life during their time at EIA.
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Student Growth and Achievement (Grades 10-12)
Diploma Exam Results by Students Writing Measure History

	Edmonton Islamic Sch Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	83	n/a	n/a	89	124	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	93.8	n/a	n/a	94.4	92.3	Very High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	53.3	n/a	n/a	41.1	42.9	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Results Course by Course Summary with Measure Evaluation

Course		Measure		Edmonton Islamic Sch Society						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	54	98.1	n/a	n/a	31,493	83.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	54	9.3	n/a	n/a	31,493	10.5	n/a	n/a		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	86.2	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	12.7	n/a	n/a		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	60	73.3	n/a	n/a	19,763	70.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	60	38.3	n/a	n/a	19,763	29.0	n/a	n/a		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	71.1	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	15.2	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	24	100.0	n/a	n/a	24,023	83.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	24	50.0	n/a	n/a	24,023	15.9	n/a	n/a		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	21,045	78.1	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	10	30.0	n/a	n/a	21,045	12.3	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	52	98.1	n/a	n/a	23,270	82.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	52	65.4	n/a	n/a	23,270	32.8	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	65	93.8	n/a	n/a	18,364	80.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	65	55.4	n/a	n/a	18,364	37.0	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	42	95.2	n/a	n/a	9,241	82.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	42	42.9	n/a	n/a	9,241	39.9	n/a	n/a		
Science 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	8,007	79.4	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	8,007	23.1	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Student Growth and Achievement (Grades K-9)
PAT Results Course by Course Summary By Enrolled With Measure Evaluation

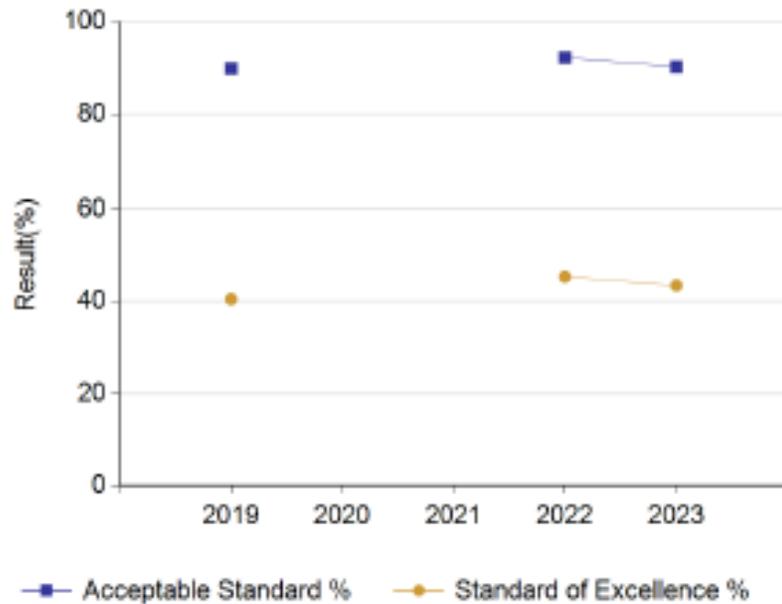
Course	Measure	Edmonton Islamic Sch Society						Alberta				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	124	96.0	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	124	28.2	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	124	92.7	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	124	21.8	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	High	n/a	n/a	124	87.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	High	n/a	n/a	124	29.0	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	124	96.0	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	124	40.3	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	110	93.6	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	110	30.9	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	110	82.7	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	110	38.2	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	110	92.7	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	110	60.9	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	110	85.5	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	110	47.3	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Student Growth and Achievement (Grades K-9)

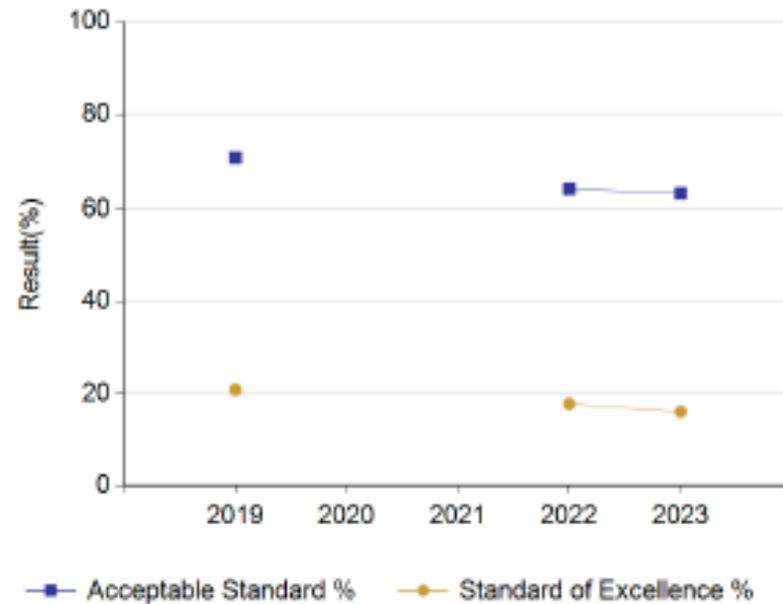
PAT Results by Number Enrolled Measure History

	Edmonton Islamic Sch Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	176	n/a	n/a	225	234	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	89.8	n/a	n/a	92.2	90.2	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	40.4	n/a	n/a	45.3	43.4	Very High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

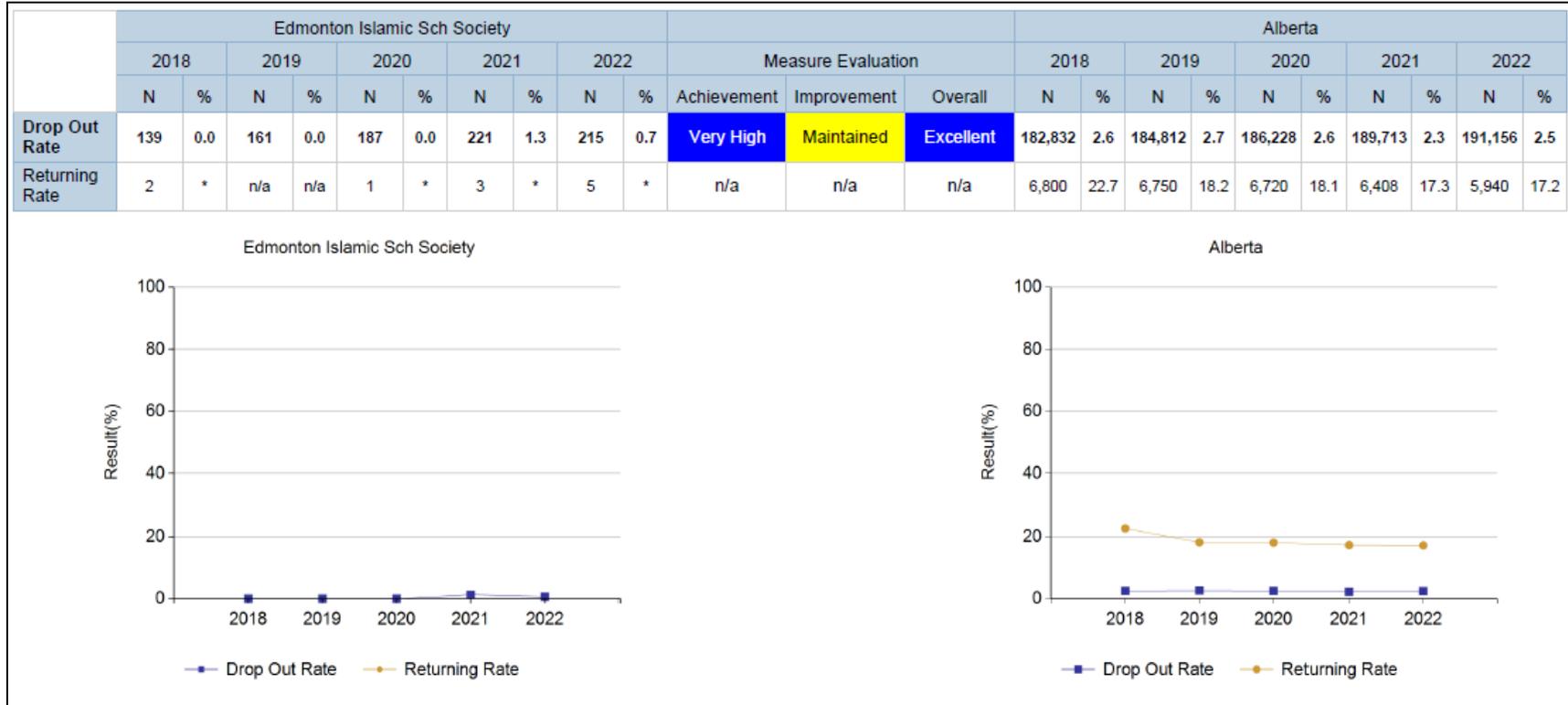
Edmonton Islamic Sch Society



Alberta



Drop Out Rate – Measure Details



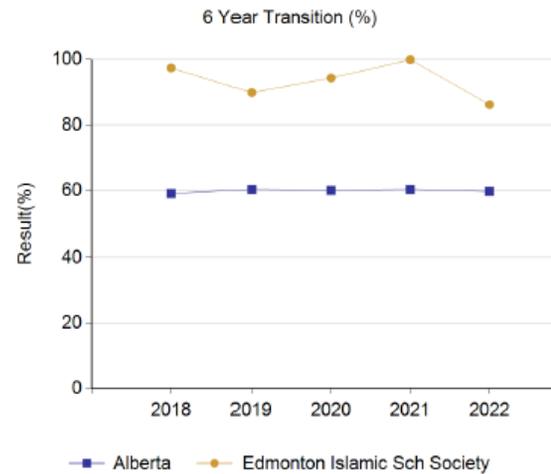
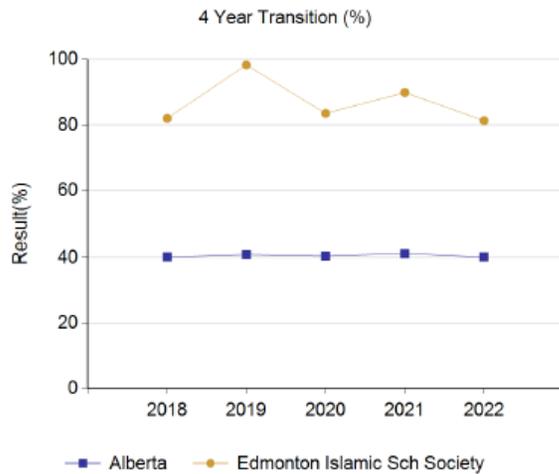
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

<p>Comment on Results EIA has no record of any student drop outs over the past several years.</p>
<p>Key Strategies</p>

High School to Post-secondary Transition Rate – Measure Details

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Transition	28	82.0	36	98.3	41	83.5	48	89.9	55	81.3	Very High	Declined	Good	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Transition	8	97.4	24	89.9	28	94.3	36	99.9	41	86.2	Very High	Declined	Good	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results

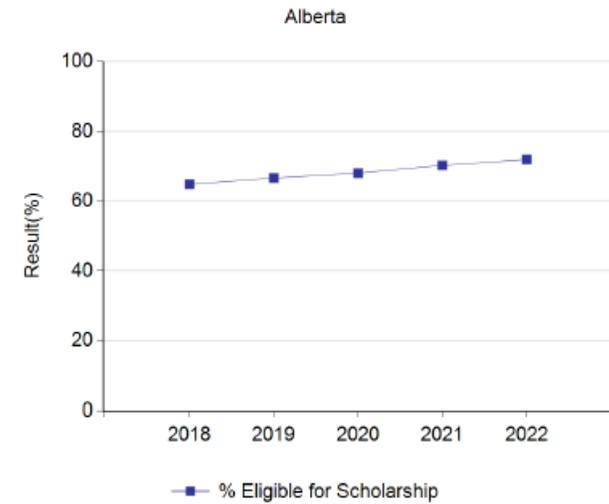
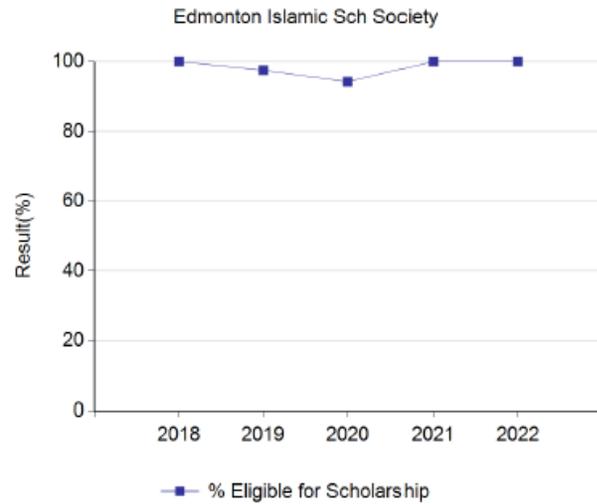
EIA continues to have exceptional results in relation to provincial average of students attending post-secondary education. EIA's high school program prides itself on being a preparatory program for students with ambitions of studying in post-secondary programs.

Key Strategies

- Provide workshops from various universities
- Recently introduced a career planning course for all high students
- Offer AP courses to HS students

Rutherford Eligibility Rate – Measure Details

	Edmonton Islamic Sch Society					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Students	24	40	52	50	47	n/a	n/a	n/a	60,559	58,970	59,357	58,631	57,307
Percent Eligible for Scholarship	100.0	97.5	94.2	100.0	100.0	Very High	Improved	Excellent	64.8	66.6	68.0	70.2	71.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Comment on Results

EIA continues to support students in their application for scholarships, including the Rutherford Scholarship

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	7.9	n/a	97.6	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.7	1.3	0.4	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	74.0	72.5	68.7	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	87.3	82.7	85.1	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	79.7	71.9	71.9	82.9	82.9	82.6	High	Improved Significantly	Good
Program of Studies - At Risk Students	84.3	79.8	83.7	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	100.0	100.0	97.2	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	88.7	86.5	88.4	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	76.3	72.5	75.1	72.9	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	83.6	74.9	79.3	75.2	74.2	77.9	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	86.2	99.9	94.7	59.7	60.3	60.2	Very High	Declined	Good
Work Preparation	90.0	84.3	87.6	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

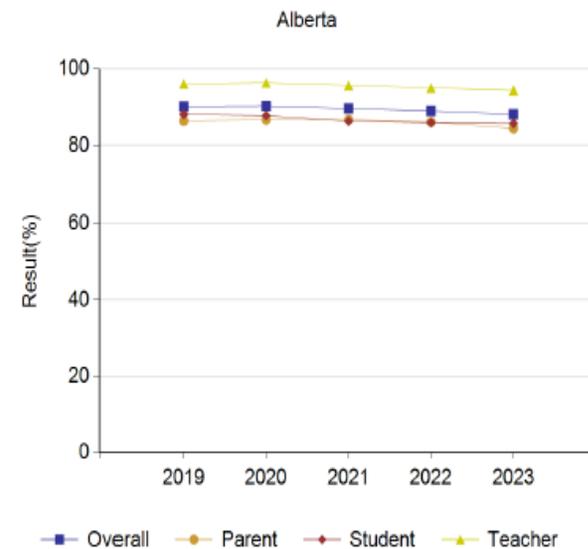
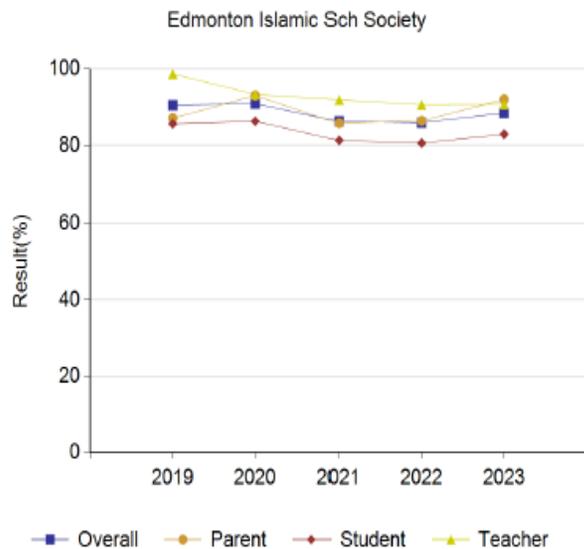
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Assurance Domain: Teaching & Learning

Education Quality – Measure History

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	780	90.5	807	90.9	814	86.3	844	85.9	935	88.5	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	42	87.1	72	93.0	51	85.8	63	86.4	50	92.0	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	686	85.6	677	86.3	700	81.3	719	80.6	813	82.9	Low	Maintained	Issue	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	52	98.7	58	93.3	63	91.9	62	90.6	72	90.7	Low	Maintained	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

In general, stakeholders have reported an increase in quality of education at EIA. Our wait list is over 1000 students and our staff retention is consistently high. Academic results are consistently strong and 3rd party publications rank EIA as a top-rank school in Edmonton. However, it is noteworthy that staff and students score EIA lower than provincial ratings.

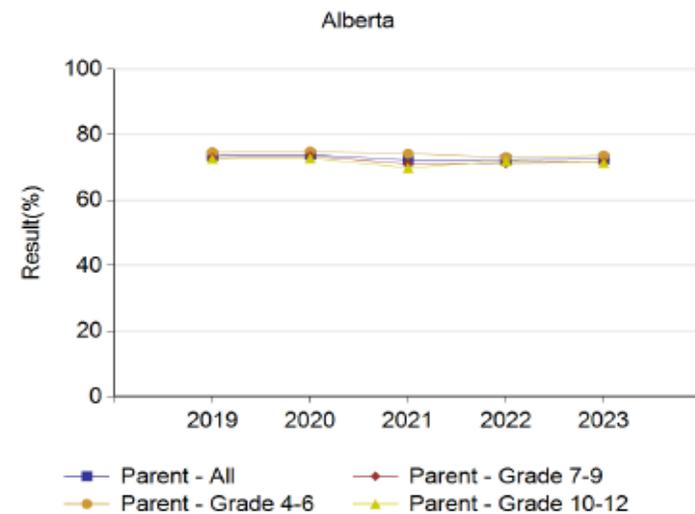
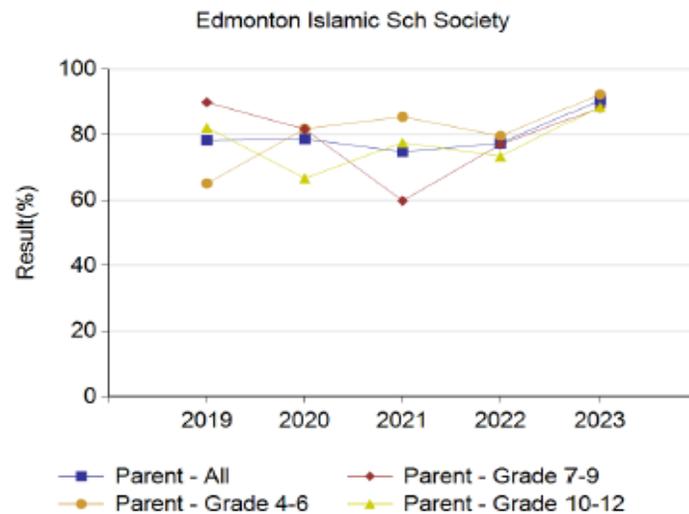
Key Strategies

-School leadership will highlight examples of high-quality education to all stakeholders.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Edmonton Islamic Sch Society										Alberta									
	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	42	78.3	70	78.7	51	74.8	63	77.4	50	90.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Parent - Grade 4-6	17	65.1	35	81.8	22	85.5	32	79.6	27	92.3	15,911	74.6	16,453	74.8	13,871	74.2	14,258	73.1	14,314	73.6
Parent - Grade 7-9	16	89.9	21	81.7	19	59.8	15	77.0	17	88.2	10,817	72.9	11,547	73.4	9,849	71.1	9,992	71.3	9,662	71.6
Parent - Grade 10-12	9	82.2	14	66.7	10	77.6	16	73.4	6	88.5	8,218	72.7	8,544	72.8	7,166	69.9	7,348	72.0	7,744	71.5



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

Many efforts have been made to increase parental involvement inside the school. With our volunteer policy back re-established, parents have been invited and encouraged to partake in our program when possible. EIA's greatest asset is the engagement and participation of our parents.

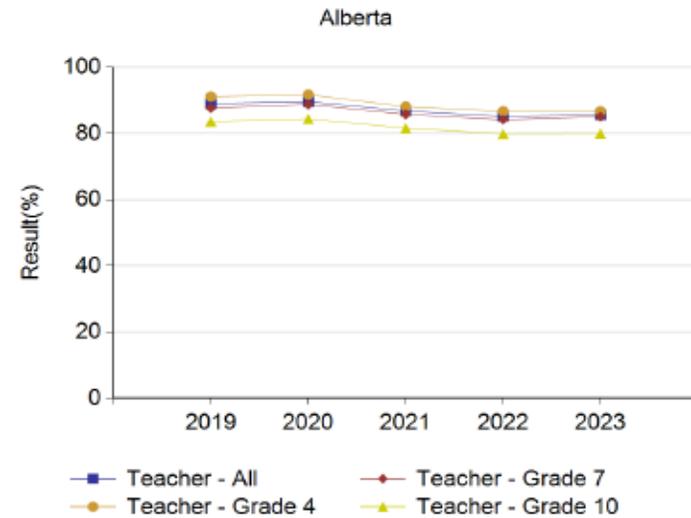
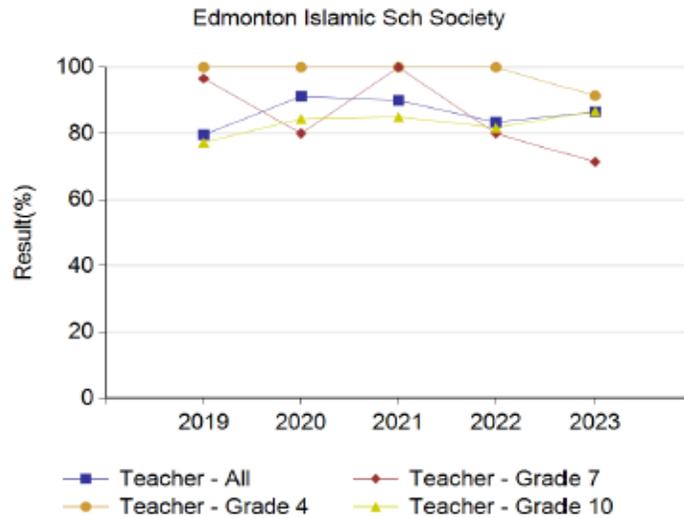
Key Strategies

- Introduced REMIND app to ensure that communications with parents is consistent.
- Returned the Parent Volunterr Requirement (20 hours per year) policy.
- Use of Google Classroom allows for parents to stay involved with their child's classwork.
- Social media pages allow for parents to view school life and to observe the several initiatives we have ongoing at EIA.

Measure History by Group - Teachers

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Edmonton Islamic Sch Society										Alberta									
	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	52	79.6	58	91.2	63	90.0	62	83.4	72	86.5	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7
Teacher - Grade 4	6	100.0	6	100.0	6	100.0	7	100.0	7	91.4	5,364	91.1	5,309	91.7	4,516	88.1	4,709	86.7	4,772	86.7
Teacher - Grade 7	6	96.6	6	80.0	8	100.0	6	80.0	10	71.4	6,947	87.7	7,070	88.8	5,727	85.8	6,280	84.2	6,512	85.1
Teacher - Grade 10	9	77.3	9	84.4	12	85.0	11	81.8	11	86.8	7,047	83.6	7,233	84.4	5,856	81.6	6,185	79.9	6,920	80.0



Notes:

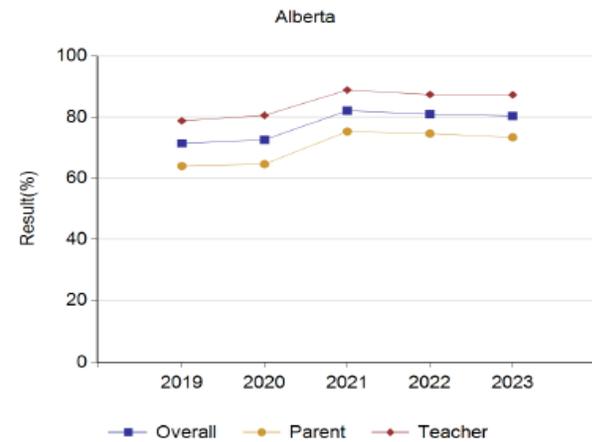
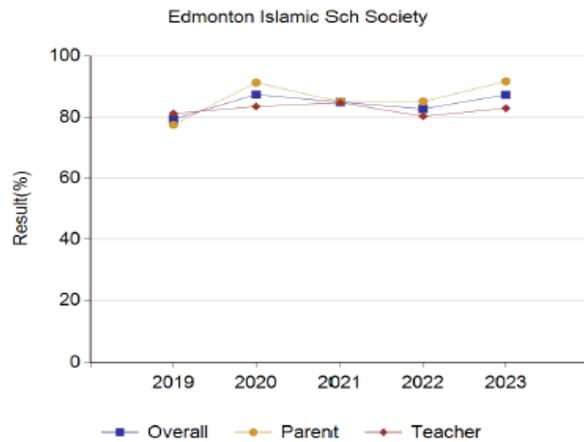
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

<p>Comment on Results Teachers in Grade 4 and 7 show a major decrease in parental involvement. Data contradicts what parents and leadership are seeing.</p>
<p>Key Strategies</p> <ul style="list-style-type: none"> • Introduced REMIND app to ensure that communications with parents is consistent. • Returned the Parent Volunteer Requirement (20 hours per year) policy. • Use of Google Classroom allows for parents to stay involved with their child's classwork. • Social media pages allow for parents to view school life and to observe the several initiatives we have ongoing at EIA.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	93	79.3	126	87.4	111	84.9	123	82.7	118	87.3	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	42	77.5	68	91.3	48	85.1	62	85.1	49	91.7	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	51	81.2	58	83.5	63	84.7	61	80.3	69	82.9	Intermediate	Maintained	Acceptable	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comment on Results
 AT EIA, we will continue to strive to apply our school's mission and vision which is built around creating lifelong learning, contributing to society, and bettering humanity. Teachers and staff have instilled the mission and vision throughout the year and will continue to seek ways to develop students into lifelong learners.

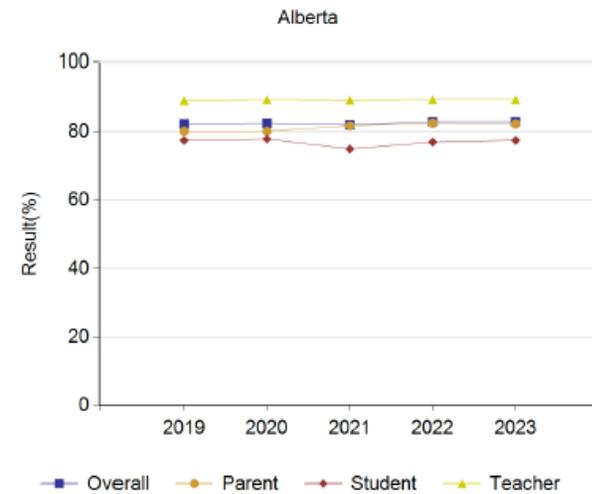
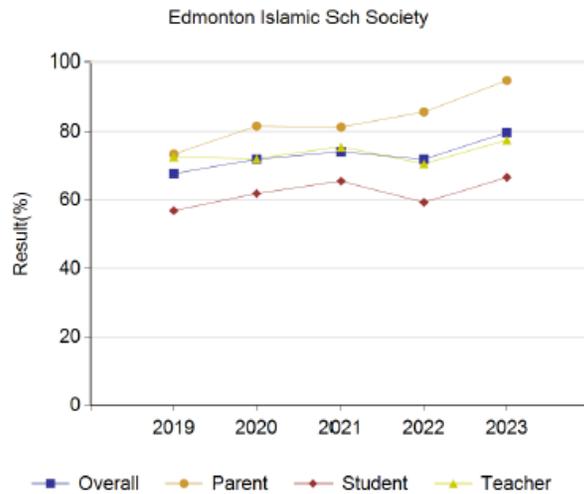
Key Strategies

- Islamic Studies program is intended to encourage lifelong learning
- Project-Based Learning is a great opportunity to develop leaders and contributors to society.
- Home Reading program encourages life-long readers and learners
- Athletics program introduces opportunity for living a healthy lifestyle
- International excursions are important initiatives and promote continual learning.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	450	67.7	457	71.9	474	74.1	512	71.9	583	79.7	High	Improved Significantly	Good	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	42	73.4	72	81.6	51	81.3	62	85.7	49	94.9	Very High	Improved	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	356	56.9	327	61.9	360	65.5	388	59.3	462	66.6	Intermediate	Improved	Good	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	52	72.8	58	72.1	63	75.5	62	70.6	72	77.5	Low	Maintained	Issue	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



Comment on Results

In general, the Program of Studies is not within our control, however their opportunities to improve the implementation of the program of studies and overall program. At EIA, we have been introducing new option classes based on student requests. While the results still require continuous growth, the trend is improving. We will continue to work hard with is within our control (ie. Options and Islamic Studies) to ensure we are providing EIA with the best possible program.

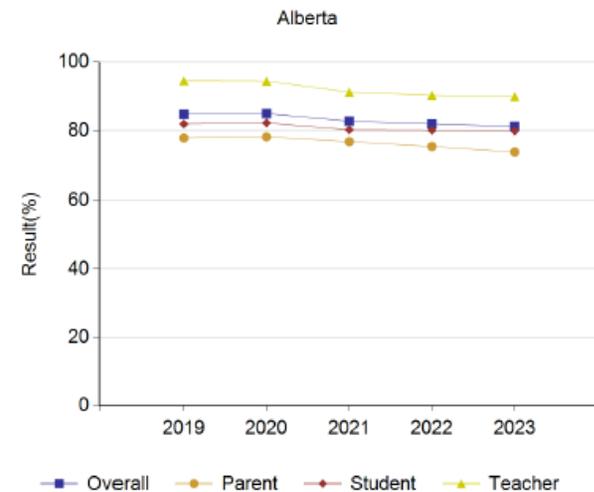
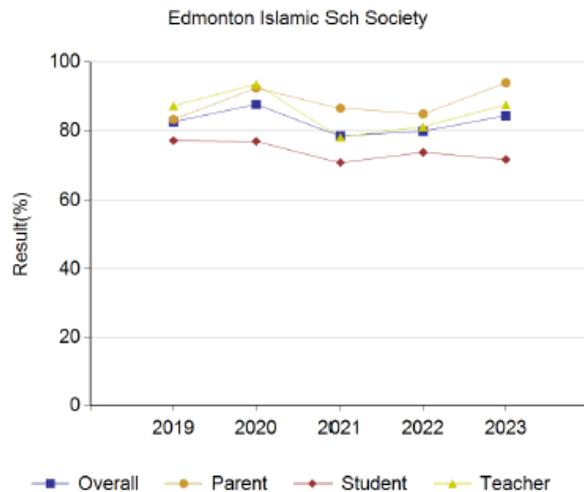
Key Strategies

- Introduce drama class to Jr High
- Continue to utilize STEAM Room to develop an environment where students can use innovation and creativity

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	780	82.5	804	87.6	814	78.4	848	79.8	935	84.3	Intermediate	Maintained	Acceptable	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	42	83.2	72	92.4	51	86.5	63	84.8	50	93.9	Very High	Maintained	Excellent	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	686	77.0	674	76.8	700	70.6	723	73.6	813	71.5	Very Low	Declined	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	52	87.2	58	93.5	63	78.1	62	81.1	72	87.5	Very Low	Maintained	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9



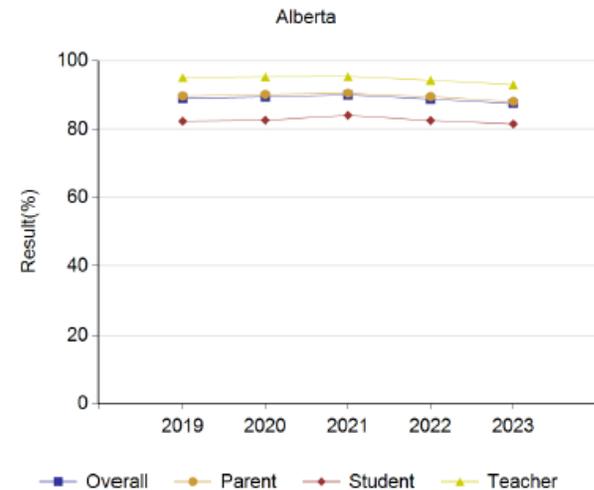
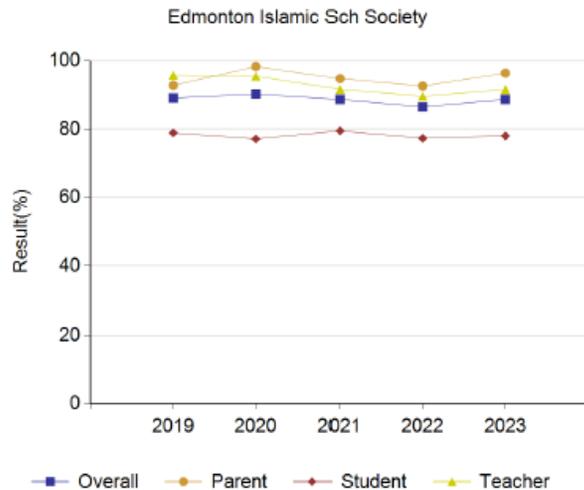
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	779	89.1	804	90.3	815	88.7	848	86.5	935	88.7	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	42	92.8	72	98.3	51	94.8	63	92.6	50	96.4	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	685	78.9	674	77.1	701	79.5	723	77.3	813	78.0	Intermediate	Maintained	Acceptable	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	52	95.8	58	95.5	63	91.7	62	89.6	72	91.6	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Comment on Results

These results indicate that much effort is being put into this area. It is, however, noteworthy to identify that the student body, while improving up years past, still feel that more needs to be done. Having students feel that they attend a safe and caring school is a priority for EIA.

Key Strategies

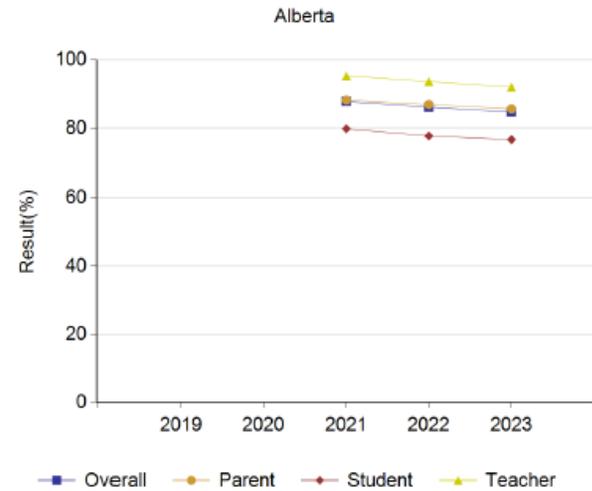
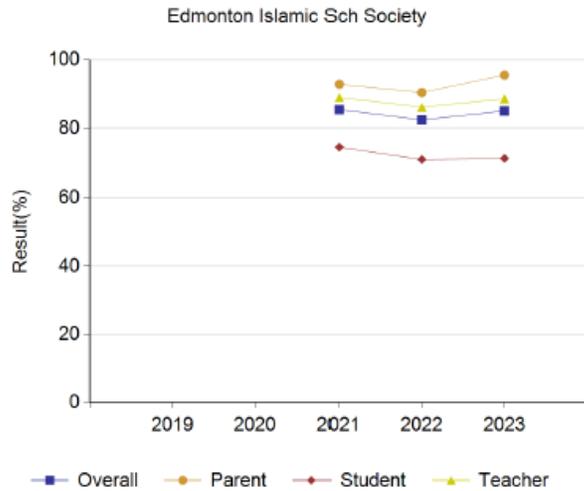
- Introduce anti-bullying initiatives
- Introduce mental health day (Legends Day)
- Schedule excursions with mental health initiatives
- RE-introduce safety protocols, including SRO program
- Spiritual Development plan to include Character Building strategies

Assurance Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	815	85.4	849	82.4	935	85.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	88.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	51	92.8	63	90.4	50	95.5	n/a	Improved	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	701	74.4	724	70.8	813	71.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	189,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	63	89.0	62	86.1	72	88.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



Comment on Results

AT EIA, we have made safety our top priority. Parents, students, and staff are provided with a safe and welcoming environment founded on the missions and vision of EIA, which is to enable students to be respectful, responsible, and successful.

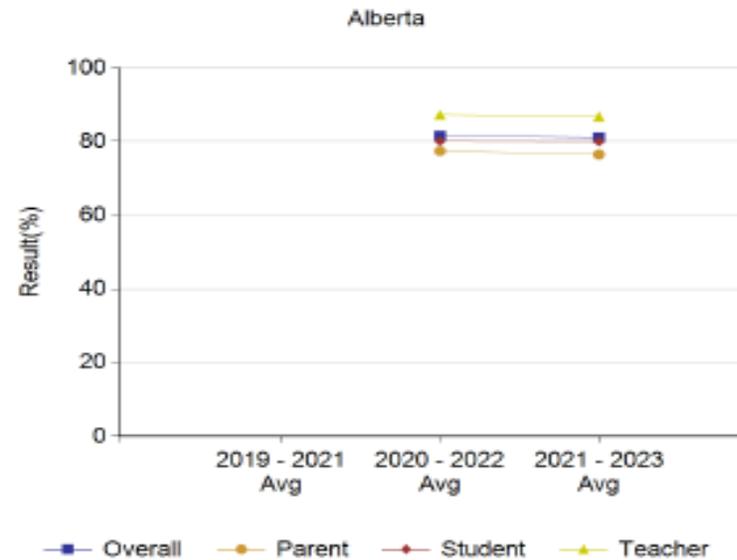
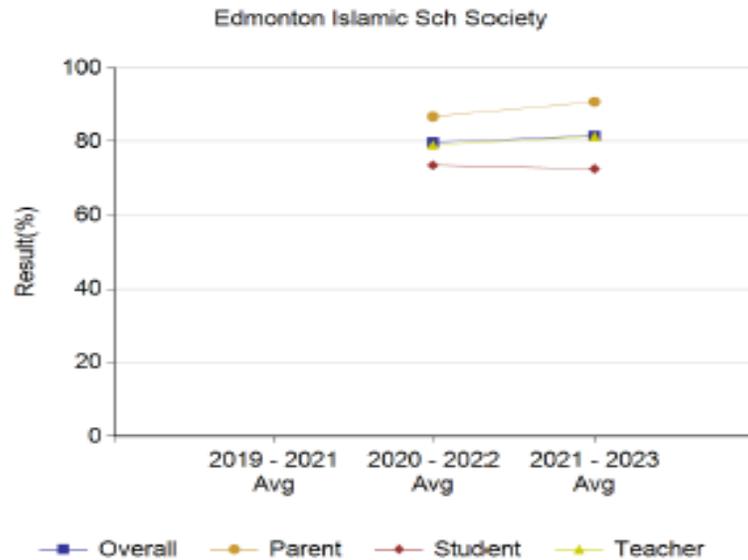
Key Strategies

- Re-Introduce SRO to assist with enhanced safety protocols
- Re-structured Islamic Studies curriculum to focus more on virtue building
- Introduced PBL which are built around the mission and vision of EIA

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Edmonton Islamic Sch Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	848	79.8	892	81.6	n/a	n/a	249,570	81.6	253,282	81.1
Parent	n/a	n/a	63	86.8	57	90.8	n/a	n/a	31,684	77.4	31,766	76.5
Student	n/a	n/a	723	73.6	768	72.6	n/a	n/a	186,935	80.1	189,870	80.0
Teacher	n/a	n/a	62	79.1	67	81.4	n/a	n/a	30,951	87.3	31,647	86.8



Comment on Results

Parents scored the highest which indicates that our communication and promotion of various supports are being understood and utilized by the parents. Teachers have also reported an increase which indicates our efforts have been making a positive impact. However, it is clear that students are unaware of some of the resources available to them.

Key Strategies

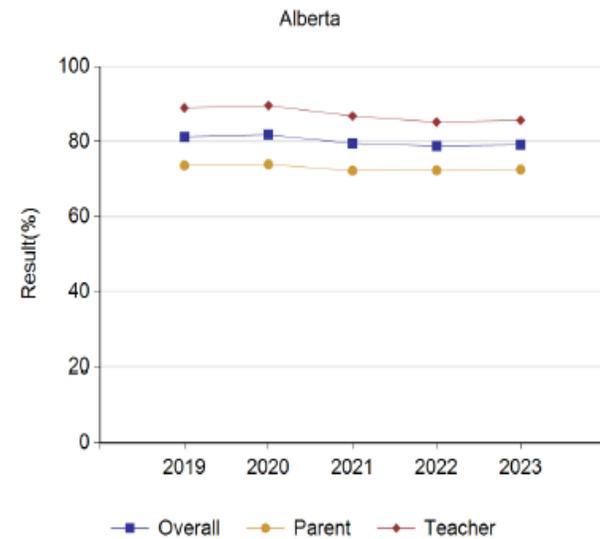
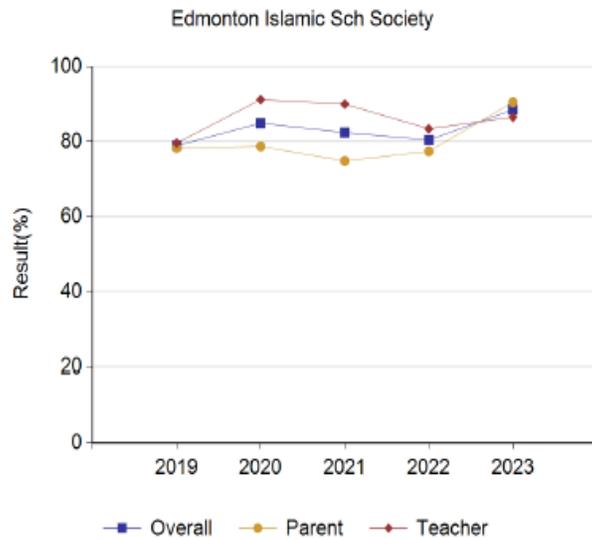
- As a result, we have introduced a Specialized Services Coordinator on our team to provide additional support.
- Each ECS classroom is staffed with an educational assistant to provide support to student learning and teachers.
- A STEAM Room coordinator has been introduced to coordinate STEM education activities.
- SLP/OT services continue to be provided to students with specific needs
- Director of Students Services and SRO both provide adequate counseling and mental health support.

Assurance Domain: Governance

Parental Involvement - Measure History

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	94	78.9	128	84.9	114	82.4	125	80.4	122	88.5	Very High	Improved	Excellent	68,116	81.3	70,377	81.8	80,919	79.5	82,412	78.8	83,935	79.1
Parent	42	78.3	70	78.7	51	74.8	63	77.4	50	90.5	Very High	Improved	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	52	79.8	58	91.2	63	90.0	62	83.4	72	86.5	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Comment on Results

Many efforts have been made to keep communications and parent information high as we understand the value of parental involvement in a child's education.

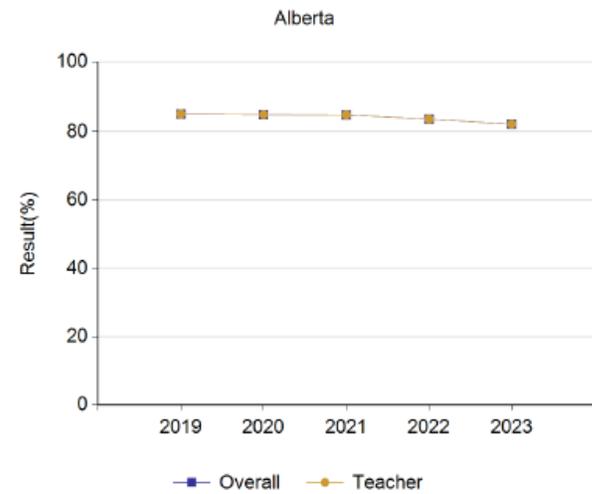
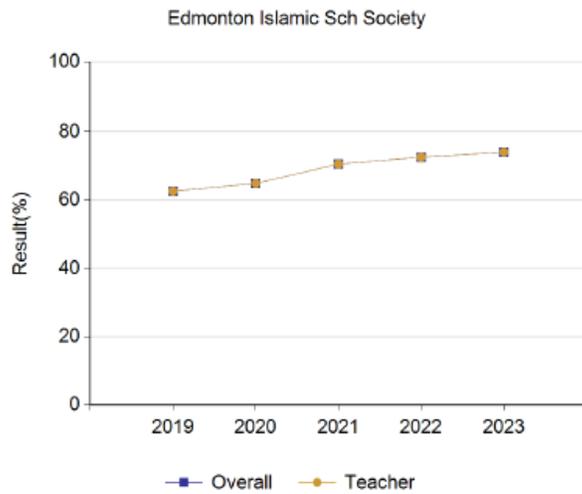
Key Strategies

- Introduced REMIND app to ensure that communications with parents is consistent.
- Use of Google Classroom allows for parents to stay involved with their child's classwork.
- Social media pages allow for parents to view school life and to observe the several initiatives we have ongoing at EIA.

In-Service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	62.6	58	64.9	60	70.5	58	72.5	68	74.0	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	52	62.6	58	64.9	60	70.5	58	72.5	68	74.0	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

The climbing trend can be attributed to the continual improvements with the school's PD planning. Several PD Days have been calendared and targeted PD programs have been initiated for all staff such as project-based learning, anti-racism, STEM education, literacy in elementary, and professional learning communities. EIA will continue to work towards improved PD.

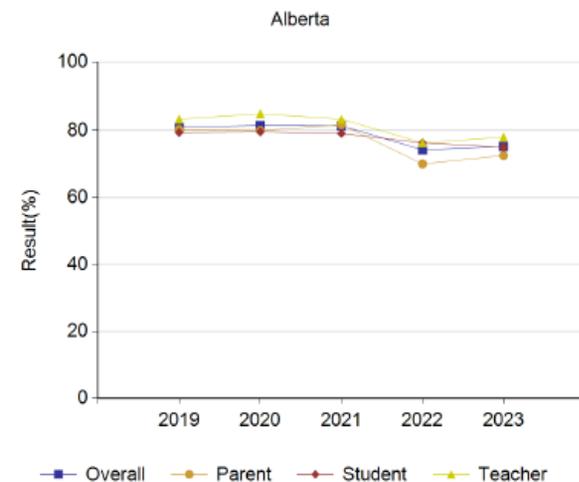
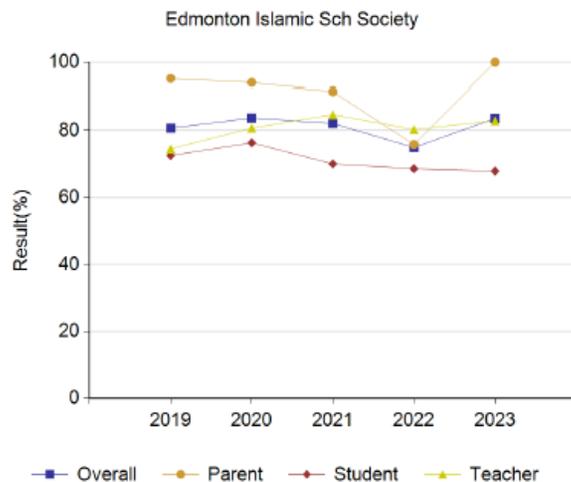
Key Strategies

- Introduced shared approaches amongst faculty
- Differentiated PD to allow for personal and professional growth and improvement.

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	778	80.7	796	83.7	796	82.1	839	74.9	924	83.6	Very High	Improved Significantly	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	42	95.2	67	94.0	47	91.5	62	75.8	47	100.0	Very High	Improved Significantly	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	685	72.5	672	76.3	690	70.0	716	68.6	807	67.9	Low	Declined	Issue	196,592	79.4	182,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	51	74.5	57	80.7	59	84.7	61	80.3	70	82.9	High	Maintained	Good	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

Over the past 3 school years, EIA has been steadily improving its overall program, despite a dip in parent and student satisfaction. This of course can be attributed to the difficult experience most young people experienced throughout the pandemic. Regardless of reason, EIA is committed to overall school improvement and aims to offer a high-quality education program embedded in Islamic values. We had a strong bounce back in this area and continue to work towards school improvement in all areas.

Key Strategies

- Develop education plan to address deficiencies and set goals for school improvement
- Seek perceptual data from all stakeholders and use to gauge ongoing school performance
- Direct resources to support student learning and the mental, emotional, and social well being of our student body.
- Create stakeholder interviews or focus groups with students to understand their perspectives on how school improvement can take place.

Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 9269 Edmonton Islamic School Society

Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	7.9	n/a	97.6	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.7	1.3	0.4	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	74.0	72.5	68.7	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	87.3	82.7	85.1	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	79.7	71.9	71.9	82.9	82.9	82.6	High	Improved Significantly	Good
Program of Studies - At Risk Students	84.3	79.8	83.7	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	100.0	100.0	97.2	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	88.7	86.5	88.4	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	76.3	72.5	75.1	72.9	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	83.6	74.9	79.3	75.2	74.2	77.9	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	86.2	99.9	94.7	59.7	60.3	60.2	Very High	Declined	Good
Work Preparation	90.0	84.3	87.6	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
 (in dollars)

	Budget 2023/2024	Projected 2022/2023	ACTUAL 2021/2022 <small>(Note 1)</small>
REVENUE			
Alberta Education (excluding Home Education)	\$12,640,685	\$10,140,427	\$10,004,904
Alberta Education – Home Education	\$254,082	\$248,200	\$141,100
Total Alberta Education Revenues	\$12,894,767	\$10,388,627	\$10,146,004
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$2,709,600	\$2,559,600	\$2,359,600
Non-instructional fees (O&M, Transportation, Admin fees)	\$190,000	\$173,113	\$173,113
Other sales and services	\$0	\$0	\$82,063
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$3,009,253	\$2,859,253	\$2,659,253
Gross school generated funds	\$310,000	\$309,940	\$282,158
Amortization of capital allocations (where applicable)	\$24,715	\$24,715	\$24,715
Other (specify):	\$0	\$0	\$0
TOTAL REVENUES	\$19,138,335	\$16,315,248	\$15,726,906

EXPENSES			
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	\$9,149,189	\$8,895,833	\$8,823,490
Certificated benefits and Non-certificated benefits (excluding Home Education)	\$914,919	\$889,583	\$835,843
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$3,447,453	\$3,000,000	\$2,807,474
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$2,724,335	\$2,383,335	\$2,383,335
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS	\$621,224	\$401,746	\$280,146
Program Unit	\$1,039,900	\$0	\$0
<u>Home Education</u>			
Certificated salaries	\$75,000	\$75,000	\$0
Certificated benefits	\$7,500	\$7,500	\$0
Non-certificated salaries and wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$124,100	\$124,100	\$0
Contracts	\$0	\$0	\$109,486
Services and Supplies	\$0	\$0	\$0
Gross school generated funds	\$310,000	\$309,940	\$282,158
Capital and debt services			
Amortization of capital assets			
from restricted funds	\$24,715	\$24,715	\$24,715
from unrestricted funds	\$700,000	\$629,718	\$629,718
Total amortization of capital assets	\$724,715	\$654,433	\$654,433
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$0	\$0	(\$3,796)
TOTAL EXPENSES	\$19,186,235	\$19,138,335	\$16,741,470
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	(\$0)	(\$426,222)	(\$445,663)
	(\$47,900)		

AEAM Presentation to Board of Trustees and Parent Body

The principal, in collaboration with the BOT, will present the AEAM results at the Annual General Meeting. In addition, the AEAM will be posted on the school's website.

Parental Involvement

- All Board of Trustees members are parents of the EIA students or parents of alumni
- Parents-Volunteer Committees are created for each school activities and events
- Parents are required to put 20 hour/year of volunteer work at the academy through academic support, field trip, volunteering, fundraisers, library, book fair, Science Fair, Heritage Fair, event organizing, etc.
- All school activities, weekly academic outcomes, assessment dates are communicated with the parents through the weekly curriculum updates
- Parent Advisory Committee has been established once again this year.
- Arabic tutorial program, led by volunteers, has continued this school-year
- Parent volunteers for field trips and special events have been re-introduced.

Whistleblower Protection

The Edmonton Islamic Academy does have an official Whistle Blower Policy. This policy is posted on our website and is in accordance with the guidelines set forth by Alberta Education. The Edmonton Islamic Academy is fully committed to investigating and reporting any reported incidents and acting in accordance to Alberta Education legislation and EIA Whistle Blower Policy to ensure EIA staff and students and all school assets are protected.

THERE WERE NO INCIDENTS REPORTED IN 2022-2023.

Whistleblower Policy and Procedure

Edmonton Islamic Academy

1. Policy Statement

Edmonton Islamic Academy is committed to providing students the best possible, quality learning opportunities in a safe and caring environment characterized by behavior consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and chief officer, [position title], teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

[Independent School Name] commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's chief executive officer, will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of Edmonton Islamic Academy the school's whistleblower policy and procedures is available on the school's website.

2. Purpose of the Procedures

The purpose of whistleblower procedures is to allow teachers and other employees to report any wrongdoing to the chief officer [position title] so that the matter may be addressed in keeping with the principles of due process and of fundamental justice.

Should the individual witnessing or alleging wrongdoing report the matter to the Public Interest Commissioner, as named under Alberta's *Public Interest Disclosure Act*, the school's chief officer, [position title], will make every effort to assist the Commissioner and his office in dealing with said report of wrongdoing and to bring the matter to a reasonable and just conclusion.

Wrongdoing includes:

- a. a contravention of Canadian and Alberta legislation, including regulations and requirements mandated by legislation;
- b. an act or omission that creates
 - i) a substantial and specific danger to the life, health or safety of individuals other than a danger inherent in the performance of duties or functions of an employee, or
 - ii) a substantial and specific danger to the environment;
- c. gross mismanagement of public and/or school funds or asset(s); and,
- d. knowingly directing or counseling an individual to commit a wrongdoing mentioned in clauses a) to c).

What are some examples of behaviours or actions a teacher or other employee, a parent and/or student, or member of the school community may report and to whom?

Bullying or Harassment?

Consult the school's bullying and harassment policy and report to the individual indicated, most often a teacher or the school principal.

Workplace grievance?

Consult the school's grievance policy, if available, and report to the person responsible for employment and staff grievances, the Human Resource Department if one exists, or the principal.

Workplace health or safety?

If the school has a health and safety person, speak to him or her; failing that, report your concern to the school principal.

Official Misconduct or a Reprisal?

Report the matter to the school's chief executive officer, normally the school principal or headmaster; if that is not appropriate, then report it to the chair of the school's governing body.

Maladministration or waste of public or school funds?

This may be a public interest disclosure that should be reported to the school's chief executive officer; failing that, the matter should be reported to the governing board's treasurer.

Not sure about the wrongdoing or a failure to act?

Speak to the school's chief officer in order to clarify and then report your concerns.

29. Purposes of the Policy and Procedures

Pursuant to Alberta's *Public Disclosure (Whistleblower) Protection Act*, this policy and attendant procedures aim to:

- facilitate disclosure and investigation of serious wrongdoing at Edmonton Islamic Academy as defined in the *Act* and outlined in the school' policy;
- protect employees and others who make disclosures in good faith;
- manage, investigate and make recommendations in respect to disclosures of wrongdoing and reprisals for disclosure; and,
- promote confidence in the administration and operations of school among all members of the school community.

30. Definitions

- a. "chief officer" means the head of school.
- b. "designated officer" means the senior official assigned or individual contracted by the school governing body to manage and investigate any disclosure under this policy.

- c. "teacher or employee" means a teacher or individual employed by, or a teacher or employee who has suffered a reprisal, including a termination, owing to a disclosure.
- d. "public entity" means an accredited private school including Edmonton Islamic Academy.
- e. "wrongdoing" means:
 - i) a contravention of Canadian and Alberta legislation, including regulations, and school policies and requirements mandated by legislation;
 - ii) an act or omission that creates
 - a) a substantial and specific danger to the life, health or safety of individuals other than a danger inherent in the performance of duties or functions of an employee, or
 - b) a substantial and specific danger to the environment;
 - c) gross mismanagement of public and/or school funds or asset(s);
 - d) knowingly directing or counseling an individual to commit a wrongdoing mentioned in clauses a) to c).
- f. "reprisal" means any adverse employment action, or adverse action taken against a parent or student or member of the school community who seeks advice about making a disclosure, makes a disclosure, cooperates in investigating a disclosure, or refuses to participate in obscuring or hiding a disclosure. The meaning of "reprisal" may include adverse employment related action including dismissal, layoff, suspension, demotion or transfer, elimination of a position, reduction in wages or hours of work, or a reprimand; any other measures that adversely impact an individual including bullying, shaming or shunning; and, threats to do any of the above.

31. The Disclosure Process

31.1 Employees who have witnessed a wrongdoing should report to the school's chief officer, any of the following or any other matter that represents wrongdoing:

- o Corrupt conduct
- o Fraud and theft
- o Official misconduct
- o Maladministration
- o Waste of public resources
- o Reprisal against a report of Wrongdoing.
- o Endangerment of the health and safety of students, staff or the public
- o Endangering of the environment
- o Any other matter the reporting individual, in good faith, deems to be serious wrongdoing.

31.2 When reporting a matter, the individual should

- a. not discuss the matter to others in order to better enable the organization to protect the reporting individual from reprisal or detrimental action;
- b. make the report to the chief officer as defined in this policy and procedures document, or, if the report is about the chief officer, then the individual should report the matter to Alberta's Public Interest Commissioner;
- c. recognize that the chief officer may refer the matter reported, where appropriate, to a person or body charged with addressing such matters, for example, to a student conduct committee, to a staff grievance body, or to a board appeal committee;
- d. understand that any report made should be made in good faith and on reasonable grounds and not false, misleading or vexatious;
- e. understand that reporting a wrongdoing does not absolve the reporting individual from disciplinary action, if the individual had a role in the wrongdoing;
- f. report the matter internally; and,
- g. report the matter to the Public Interest Commissioner if in fear of reprisal or for the record.

31.3 The chief officer, when receiving a report will

- a. establish that the individual making the disclosure is formally reporting the matter and if so, the chief officer will commit to handling the matter through the process established under this policy and procedures document;
- b. make a determination about whether the disclosing individual requires any form of protection or support as a result of making the disclosure;
- c. determine the urgency of the disclosure;
- d. ascertain whether the disclosing individual has informed any other person within the school community of the matter being disclosed;
- e. ensure that the individual making the disclosure is aware of his or her right to report in other ways, if appropriate, or to the Commissioner under the *Act*;
- f. inform the disclosing individual that a disclosure must be in writing and include a description of the wrongdoing, the name of the individual or individuals alleged to have committed a wrongdoing or about to commit a wrongdoing, the date and time of the wrongdoing, and any other information deemed important;
- g. establish whether the matter has already been disclosed to the Commissioner; and, if so, inform the disclosing person that prior to proceeding with the disclosure, the chief officer will communicate with the Commissioner's office to determine how best to proceed without duplication;
- h. recommend, if appropriate, that the disclosing individual, should direct the disclosure, if her or she has not already done so, to another appropriate body, for example, a governing board committee or external body such as the labour relations board; and
- i. keep the disclosing person informed about timelines applicable to the disclosure.

31.4 The chief officer will ensure that the individual making a disclosure clearly understands that any review and investigation of a disclosure is consistent with the principles of procedural fairness and natural justice, including the requirements that:

- a. any decision made must be in keeping with the policies of the school, applicable codes of conduct, standards and Alberta and Canada legislation;
- b. the person about whom a disclosure is made will be informed about the substance of the allegation or disclosure, and supporting evidence, possible impending recommendation(s) or decision(s), relevant criteria for possible recommendations or decisions and possible consequences, including penalties;
- c. the person about whom a disclosure is made will be provided with a reasonable opportunity to be heard or respond (orally or in writing) to an allegation or disclosure before a recommendation or decision is finalized;
- d. any person making a recommendation or decision in respect to a disclosure review or investigation will do so without personal interest in the outcome;
- e. any review and investigation will follow the prescribed timelines whereby a disclosure is: i) acknowledged within five business days of receipt, ii) a decision is made and the disclosing individual is informed about the decision to proceed or not to proceed with a review and investigation within 10 days of receipt of the disclosure, and the investigation report must be complete within 110 days of receipt of the disclosure;

31.5 When a disclosure is made about an alleged wrongdoing, the chief officer must:

- a. to the extent possible, ensure the confidentiality of the individual making the disclosure, the individual about whom the disclosure is made and any witnesses that may be related to the disclosure;
- b. once an investigation report is completed and provided to the chief officer, ensure the confidentiality of the individual making the disclosure, the individual about whom the disclosure was made and any witnesses related to the disclosure.

32. Roles and Responsibilities in Respect to Disclosures

6.1 A teacher or other staff member employed by the school may make a disclosure in writing to the chief officer [principal, head master].

6.2 A written disclosure may be made using the form in Appendix [X] of this document or in a manner that provides the information outlined on page [ii] of Appendix [X].

6.3 It is understood that the Edmonton Islamic Academy has designated officers who have clear responsibilities with respect to disclosures.

6.4 The chief officer of the school is responsible for:

- a. maintaining an environment in which disclosure of wrongdoing is viewed as a responsibility and obligation on the part of all engaged in the school community;
- b. communicating to the school community the commitment of the school to the highest standards of ethical and accountable conduct;
- c. establishing an ongoing process for ensuring that those engaged in the life of the school are aware of the whistleblower policy and have access to the procedures for disclosing wrongdoing;
- d. ensuring that members of the school community are aware of the internal disclosure procedure and the school's commitment to upholding the protection Alberta legislation affords individuals making a disclosure;
- e. carry out the duties outlined in 5.3 and 5.4 above;
- f. naming a designated officer, who may be a senior person internal to the school or a person contracted by the school who will investigate (or designate an investigator), report and make finding(s) and recommendations in respect to a disclosure of alleged wrongdoing;
- g. providing resources, including making available documents, staff and space to that enables the designated officer to reasonably investigate, report and make recommendations for action in respect to a disclosure;
- h. receiving a report and recommendations in respect to a disclosure and acting on recommendations or recommendations in keeping with required timelines;
- i. ensuring that due processes are in place to mitigate the risk of reprisals;
- j. managing the workplace to reduce the impact of reprisals or threats of reprisal;
- k. reporting to the Commissioner any reprisal or threat of reprisal against a person making a disclosure or providing witness information about a disclosure;
- l. taking remedial action in respect to any finding arising from a disclosure of alleged wrongdoing and recommending to the governing board changes to school policy, or him or herself amending operational procedures, to address any future systemic issues; and,
- m. where the school is relatively small and the Chief Officer names designated officers (and/or investigators) external to the school, then the Chief Officer will maintain a tracking system for disclosures of wrongdoing, resulting reports, and the disposition of matters raised and provide annually information to the school official responsible for producing the school's annual report under legislation governing independent schools.
- n. ensure that information about any PIDA related disclosure is annually reported as part of the annual education results report.

6.5 The designated officer is an individual appointed by the Chief Officer to review, investigate and report on a disclosure of alleged wrongdoing.

6.5.1 The designated officer may be a senior school official who enjoys credibility with staff, parents, students and the supporting school community on the basis of preparation and experience; or, the designated officer may be a contracted individual external to the school who will serve as the designated officer upon being so named by the chief officer in respect to a specific disclosure.

6.5.2 Whether internal or external, pursuant to 6.4.1 above, the designated officer shall be an individual who:

- a. has strong interpersonal and communication skills;
- b. understands that the tasks of reviewing, investigating, reporting and making findings and recommendations must be completed in a unbiased manner that is evidence based;
- c. respects the evidence and views of all concerned;
- d. makes sound, fact-based judgments;
- e. has investigation and or reporting expertise or access to such expertise; and,
- f. has a sound understanding and appreciation of the letter and spirit of Alberta's PIDA, legal considerations that may arise and a sound understanding of the school's policy framework.

6.5.3 The designated officer is responsible for carrying out duties pursuant to Alberta's PIDA, including:

- a. liaising with the Chief Officer and the Office of the Public Interest Commissioner in respect to a disclosure, or if a designated officer internal to the school, in respect to any disclosure generally;
- b. if a designated officer internal to the school, maintaining a tracking system for all disclosures;
- c. making a determination in respect to a disclosure whether it in fact constitutes a public interest disclosure in keeping with the *Whistleblower Act*;
- d. if the designated officer determines that the disclosure may not constitute a public interest disclosure, then the officer shall report accordingly, in writing, to the Chief Officer and the individual who made the disclosure, and include a recommendation, if appropriate, a legitimate avenue or avenues whereby the substance of the disclosure may best be appropriately addressed;
- e. appoint, if appropriate, a separate investigator;
- f. manage the disclosure process and oversee the investigator, if the designated officer has engaged a separate individual to serve as the investigator of the disclosure;
- g. establish and maintain a confidential filing system that contains all relevant information related to a disclosure;
- h. review the evidence compiled in the course of the investigation of a disclosure and make findings and recommendations to the Chief Officer;
- i. advise the individual who made the initial disclosure of the status of the investigation into said disclosure and inform the individual of the final outcome of the investigation;
- j. take all reasonable measures to keep confidential the identity of the individual making a disclosure as well as the individual(s) who may be the focus of the disclosure;
- k. take all reasonable measures to protect from reprisals individuals making a disclosure or providing evidence in respect to a disclosure;
- l. provide to the Chief Officer and the individual who made the disclosure, in writing, a report of the investigation, the outcomes and recommendations for action;
- m. if an internal designated officer, maintain a tracking system for disclosures of wrongdoing, resulting reports, and the disposition of matters raised and provide information annually to the Chief Officer or school official responsible for producing the school's annual education results report.

33. Confidentiality and Disclosures

7.1 Information about a disclosure must be

- a. shared only among the investigator (if a separate individual), the designated officer, and the Chief Officer;
- b. stored on paper and on electronic files that are kept separate, and to which access is
 - i. limited to only those in 7.1 a) above;
 - ii. held in locked filing cabinets the contents of which are marked "confidential"
 - iii. and/or in password protected electronic files;

7.2 The designated officer whether internal or external shall advise the individual making a disclosure of the risks to confidentiality and the circumstances under which confidentiality may not be maintained, including, but not limited to:

- a. the impact of the disclosing individual having shared the matter at hand with others within the school;
- b. the likely probability that issue at the heart of the disclosure will be attributed to the individual making the disclosure;
- c. the ability of investigating the issue without alerting those in the school about the identity of the individual making the disclosure;

- d. the Whistleblower Act applies notwithstanding a code of professional conduct provision that may result in a negative impact on the person making a disclosure, if the person about whom the disclosure being made is not informed prior to the disclosure, for example, *Practice Review of Teachers Regulation*, Schedule, Section 3 provisions;
- e. the intent of the Act to protect the individual against threats or reprisals for the reporting of wrongdoing;
- f. the possibility that the issue at the heart of the disclosure may or must be addressed, by the designated officer if he or she believes there is reason to believe that it must be reported or disclosed through another process, for example, a report to the police or a complaint about professional conduct or practice, and that such complaints may involve identifying the person making a disclosure; and,
- g. the possibility that the designated officer may determine that the matter must be reported or disclosed through another process, for example, a report to the police or a complaint about professional conduct or practice to the appropriate authority, and that such complaints may involve identifying the person making a disclosure.

8. Anonymous Disclosures

8.1 Under Section 21 of Alberta's PIDA, a person may make an anonymous disclosure directly to the Public Interest Disclosure Commissioner. The Commissioner may choose to investigate the matter or refer the disclosure to a public entity, including an independent school, to investigate and address; where the Commissioner refers a matter, the Commissioner may request regular updates and follow up as to the status of the matter, including recommendations and the extent to which they have been implemented.

8.2 An anonymous report must contain sufficient information to permit the Commissioner or a public entity to review or investigate the matter:

- a. sufficient information is defined as the information described on page ii) of Appendix [X] with the exception of the name and contact information of the individual making the disclosure;
- b. a person making an anonymous disclosure must be aware that the issues or risks described under section 7.2 above of this document may apply in the case of an individual making an anonymous disclosure.
- c. notwithstanding the issues and risks involved in making a disclosure, anonymous or otherwise, the school's officers will take all reasonable measures, including those under section 7.1 above, to maintain the anonymity of a disclosure.

9. Publishing Public Disclosure Information

9.1 The Chief Officer, or where the designated officer is internal to the school, shall maintain annual records that include:

- a. the number of disclosures received within the school year;
- b. the number of disclosures acted on and not acted on, including reasons in cases where the disclosure was not acted on;
- c. the number of investigations pursued by the designated officer and/or an investigator named by the designated officer;
- d. in the case of investigations that resulted in a finding of wrongdoing, a description of the wrongdoing, recommendations for action in the investigation report and remedial actions taken in respect to recommendations, or where not action was taken, the reason(s) for no action being taken.

9.2 The information outlined in Section 9.1 shall be annually reported in a section of the school's annual education results report and a copy of that report must be readily available to all members of the school community and the public.

10. Receiving and Assessing a Disclosure

The chief officer of [school] shall receive all disclosures, acknowledge receipt of a written disclosure and refer the disclosure to the internal or external designated officer for review and investigation within the required timelines.

The Chief Officer, at the request of the designated officer may extend the timelines applicable to the processing of a disclosure as per section 5.4 e) above.

The chief officer shall put in place a file tracking system for disclosures that includes but is not limited to the following:

- a. the original copy of the complaint including the date, time and by whom it was received;
- b. confirmation of receipt and notification of complainant and confirmation of
- c. adherence to the required timelines as per section 5.4 e) above;
- d. information collected as part of the review or investigation of a disclosure, including documents, lists of witnesses, witness interviews signed by witnesses and any other artifacts;
- e. the designated officer's and investigator's report (if the investigator is other than the designated officer) including findings and recommendations for action; and,
- f. implementation of report recommendations or actions taken or not taken, including reason for inaction.

The Chief Officer will make a preliminary analysis of the alleged wrongdoing to ensure it constitutes a wrongdoing under this policy and Alberta's *Public Interest Disclosure Act*.

- a. Not included in an alleged wrongdoing is a "grievance" which is a personal complaint about the complainant's own employment situation; in a public interest disclosure, the person making a disclosure is normally a witness, whereas in a grievance, an employee normally is a complainant.
- b. The Chief Officer also may make a determination that the matter is one that should forthwith be reported to the appropriate police services, or is better addressed as a professional conduct or professional practice complaint.
- c. Where the Chief Officer makes a determination under b) above, then the Chief Officer will afford the disclosing individual the opportunity to make the required report or complaint; or, failing timely action on the part of the disclosing individual, the Chief Officer will initiate the report or make the complaint;
- d. On the basis of information available, the Chief Officer may determine that the subject of the disclosure constitutes a dispute or difference between or among individuals and parties and may recommend to the individual making the disclosure and another party, recourse to a mediation process;
- e. If a Chief Officer takes action under a), b) c) or d) above, the Officer will maintain written record of the disposition of the matter.

When making the preliminary analysis of a disclosure, the Chief Officer will take into account the following matters and determine:

- a. the validity and credibility of the information provided, including, if necessary, interviewing the individual making a disclosure;
- b. the gravity of the disclosure for the individual making the disclosure, for the school and the education system, including independent schools generally, and the public interest generally;
- c. whether the complaint is trivial, frivolous or vexatious, if possible;
- d. whether the critical nature of the disclosure requires immediate action, for example in the case of a criminal act or impending criminal act, or, an imminent concern for the health and safety of students or other members of the school community;
- e. if other dispute resolution processes may redress the alleged wrongdoing more effectively than the PIDA process;
- f. sources of information that may provide sufficient support to prove or disprove the disclosure;
- g. take into account the time that has elapsed between the alleged wrongdoing and the disclosure of the wrongdoing;

- h. review all aspects of the disclosure and make an assessment of the likelihood of a reprisal against the individual making the disclosure and put in place, to the degree possible, mitigating measures; and,
- i. provide in writing to the individual making the disclosure and to the disclosure file, the reasons for proceeding, or not proceeding, with said disclosure.

The designated officer or the investigator, if the investigator is a person other than the designated officer, when assigned a disclosure, shall forthwith meet with the individual making the disclosure to:

- a. clarify, to the extent possible, the substance of disclosure;
- b. establish the facts or other evidence that support the disclosure's alleged wrongdoing that has or is likely to occur; and,
- c. identify any corroborating documents, witnesses or artifacts that may assist the investigation.

The designated officer or the investigator, if the investigator is a person other than the designated officer, when assigned a disclosure and after having completed the steps outlined under 10.6 above, shall develop an investigation plan consistent with the content of Appendix [XX].

The designated officer or the investigator, if the investigator is a person other than the designated officer, shall complete a written investigation report providing

- a. evidence based supports for the report's findings;
- b. including in appendices or through clear references, evidence supporting the report's findings; and,
- c. recommendations for actions on the part of the school's governing body, Chief Officer or other entity.

11. Identifying and Acting Upon Imminent Risk

Under Section 10(2) of PIDA, an employee who discloses a matter that involves imminent risk is required to disclose the matter directly to the Public Interest Disclosure Commissioner.

Even though the individual making a disclosure has disclosed the matter to the Commissioner, the individual making the disclosure must also disclose the matter to the Chief Officer of the school where the school does not have an internal designated officer

NOTE:

The Public Interest Disclosure Act may be retrieved from:
<http://www.qp.alberta.ca/documents/Acts/p39p5.pdf>

APPENDIX A

[Name and address of school]
[Name and/or position of chief officer]

Public Interest Disclosure Form

This Form serves as the public disclosure of wrongdoing form of Edmonton Islamic Academy as authorized under Section 13 of Alberta's PIDA.

Name of the person making the disclosure: _____

Contact information for the disclosing individual

Telephone: _____

Address: _____

E-mail: _____

Description of the alleged wrongdoing – including specifically – 1) the wrongdoing; 2) when it took place; 3) where it took place; 4) the context in which it took place; 5) the name of the person who allegedly committed or is about to commit the wrongdoing; 6) any supporting information – documentation, electronic sources, witnesses - that may provide support for the reason to believe that a wrongdoing has been committed.

(if space is insufficient above, please continue the description on the back of the page.)

Has a disclosure of a wrongdoing been made as a report or complaint under other legislation (for example, a professional conduct or practice complaint) or a report of a criminal code violation? Please describe, how, when, where, and to whom. Also, please describe acknowledgement of the report, if any.

Has a disclosure been made to the Public Interest Disclosure Commissioner? Please describe how, when and confirmation of the report, if any.

APPENDIX B

Public Interest Disclosure Investigations

An investigation may be conducted by the designated officer or by an investigator or team of investigators named by the designated officer.

Investigations must be carried out systematically and thoroughly. The evidence gathered through the investigation hopefully will assist with making a determination about the validity and gravity of the disclosure. The investigator will identify the substance of the disclosure and identify evidence in support or otherwise of the disclosure.

The objectives of the investigation of a disclosure are to:

- Gather information through documents, artifacts, witness statements as well as statements from the alleged wrongdoer;
- Gather information in keeping with procedural fairness principles;

Collate information relating to the disclosure as expeditiously as possible;

- Based on the information collected, make evidence-based findings objectively and impartially;
- Make recommendations to the school or other appropriate bodies based on the findings.

When conducting an investigation, good administrative and internal investigation principles must be adhered to, specifically:

- the investigation must be conducted in a timely manner;
- any findings must be objectively determined;
- interviews and the collection of documents are handled in keeping with the principles of procedural fairness and natural justice;
- discretion is practiced when conducting the investigation;
- confidentiality is maintained to the degree possible in the circumstances;
- sensitive information is protected, especially where the investigation may lead to further legal or professional due process procedures; and,
- recommendations, including recommendations for action, are reasonable and practical in the context.

Principles of procedural fairness and natural justice may be reviewed by linking to the Alberta Ombudsman's site at: <http://www.ombudsman.ab.ca/fairness-guidelines.php>.

Also, comprehensive overview of fairness and natural justice issues is: <http://lawjournal.mcgill.ca/documents/27/2/mullan.pdf>.