



# Welcome to Edmonton Islamic Academy Annual General Meeting (AGM)

June 17, 2020



# Agenda

- ❖ 2019-20 Governance
- ❖ Administrative Details
- ❖ Elementary Details
- ❖ Secondary Details
- ❖ Security Update
- ❖ Budget Review
- ❖ Covid-19 Re-cap
- ❖ Ramadan Re-cap
- ❖ Anti-Racism Initiatives
- ❖ Options for 2020 – 21 Academic Year
- ❖ Questions & Answers



# 2019-2020 Governance Structure

# EIA Board of Trustees

- **Chairman** – Khalid Tarabain
- **Secretary** – Dr. Taha Jomha
- **Acting Chair** – Khalid Mouallem
- **Treasurer** - Tariq Deeb
- **Advisor to the Board** – Dr. Mona Nashman

- **Board Member** – Nadia Ababna
- **Board Member** – Dr. Yassin Abdelrehman
- **Board Member** – Dr. Farook Al-Shamali
- **Board Member** – Abdul-Wahid Alami
- **Board Member** – Mirna Eid
- **Board Member** – Ahmed Jomha
- **Board Member** – Halal Jomha
- **Board Member** – Dr. Salma Kiani
- **Board Member** – Anwar Mirza
- **Board Member** – Hani El-Zein
- **Board Member** – Walid Zein

# Board Committees

## Policy & Planning

- o Mirna Eid
- o Ahmed Jomha
- o Halal Jomha
- o Hala Cheikh
- o Tayyaba Zahid

## Facility Management

- o Abdul Alami
- o Walid Zein

## Islamic

- o Farook Al-Shamali
- o Abdul Alami
- o Imam Mahmoud

## Strategic Planning

- o Yaasin Abdelrehman
- o Halal Jomha
- o Khalid Mouallem
- o Mariam Abougouche
- o Bahja Mahmoud

## Finance

- o Tariq Deeb
- o Khalid Tarabain
- o Yaqub Hussein
- o Najeeb Abougouche
- o Hani El-Zein
- o Halal Jomha
- o Khalid Mouallem
- o Nada Gebara

## Information Technology

- o Anwar Mirza
- o Hussein Jomha
- o Taha Jomha
- o Nada Gebara
- o Khalid Mouallem
- o Nada Gebara

## Fund Development

- o Salma Kiani
- o Khalid Tarabain
- o Hani El-zein
- o Nadia Ababna
- o Mona Hennawi
- o Imam Mahmoud

# EIA Leadership Team

**Principal** — Abraham Abougouche

## Academic

- **Imam** – Dr. Mahmoud Omar
- **KG-6 Arabic & Islamic Coordinator**– Montaha Haymour
- **Secondary Vice Principal** – Bahja Mahmoud
- **Assistant Principal, Junior High** – Yahia Dalloul
- **Div 2 Assistant Principal** – Dr. Shameeza Khan
- **Div 1 Assistant Principal** – Mariam Abougouche
- **Assistant Principal** – Tayyaba Zahid
- **Assistant Principal Early Elementary** – Hala Househ Cheikh

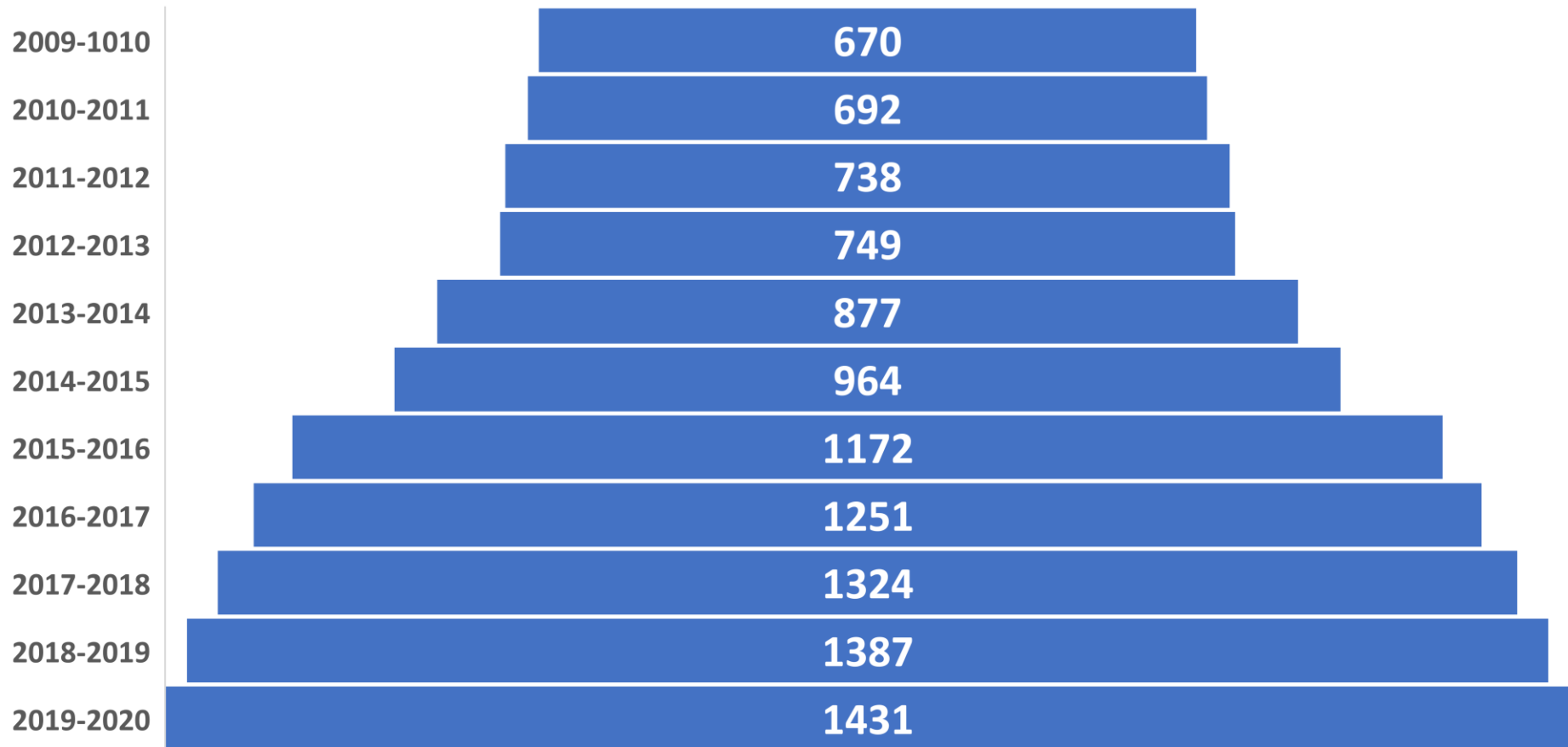
## Operational

- **Business Manager**– Nada Gebara
- **Director of Student Affairs** – Sahar Swaid
- **Marketing & Comm. Coordinator** – Mona Hennawi
- **IT Director** – Imran Qureshi
- **Senior Advisor** – Jawdah Jorf



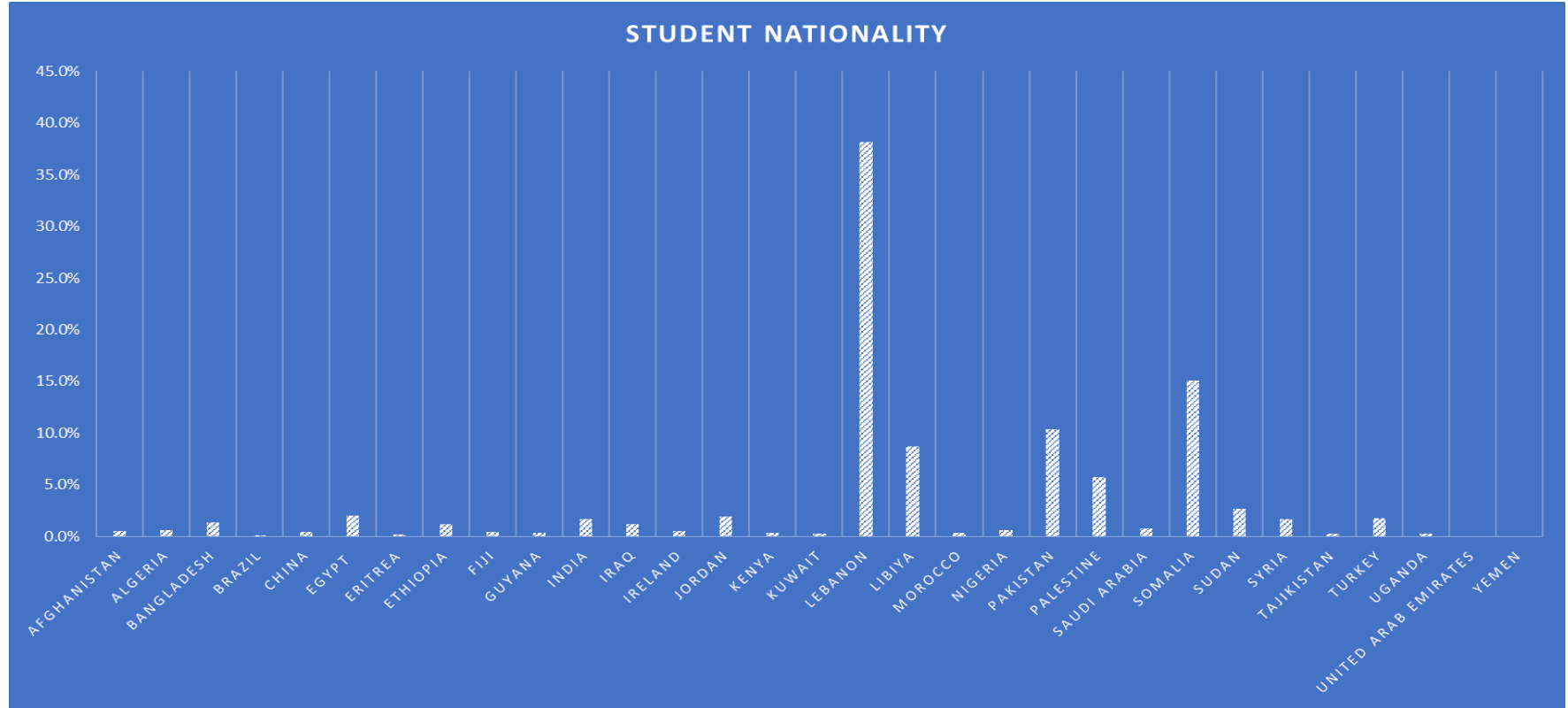
# Administrative Details

# EIA Enrollment History



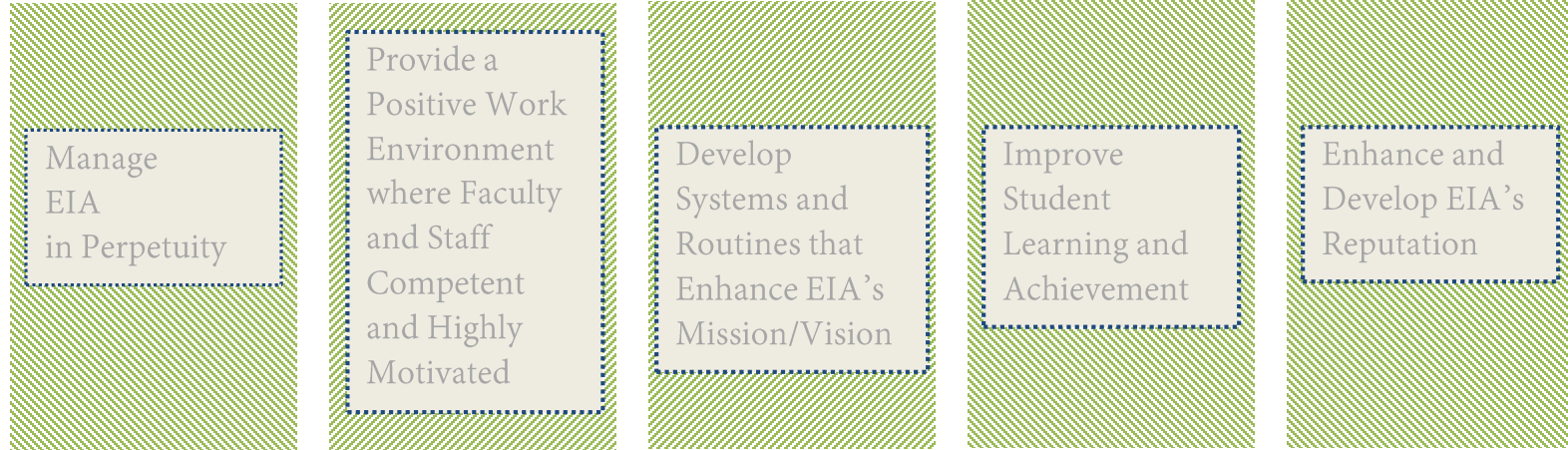


# Nationality of Students



# HOW WE WORK WITHIN THE STRATEGIC PLAN

## EIA Strategic Plan



**Vision:** EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect and use their leadership skills and intellect for the betterment of humanity.

**Mission:** The Edmonton Islamic Academy offers an education of the highest quality, embedded in the values of the Islamic faith, to enable students to become Respectful, Responsible, Successful leaders and contributors to society.

*Pillar I:  
Manage EIA in Perpetuity*

# Pillar I: Manage EIA in Perpetuity

- ❖ The development of a purposeful and user-friendly Board Policy Manual is in progress
  - ❖ Upgraded a salary/benefit package that is financially responsible and allows EIA to be competitive in recruiting and retaining teachers
  - ❖ Developed a budget based on actuals which allows the school to ensure fiscal responsibility and accurate preparation of upcoming budget
- ❖ Developed a transportation strategic plan (new bus every year until we reach a new fleet that's five years old)
  - ❖ Secured bus security and storage. In the process of purchasing GPS system and on-board cameras for the busses
  - ❖ Now hold annual Board of Trustees retreat to allow for professional development and planning (this year the retreat has been postponed due to COVID-19)

*Pillar II:  
Work Environment*

# Faculty and Staff are Competent and Highly Motivated

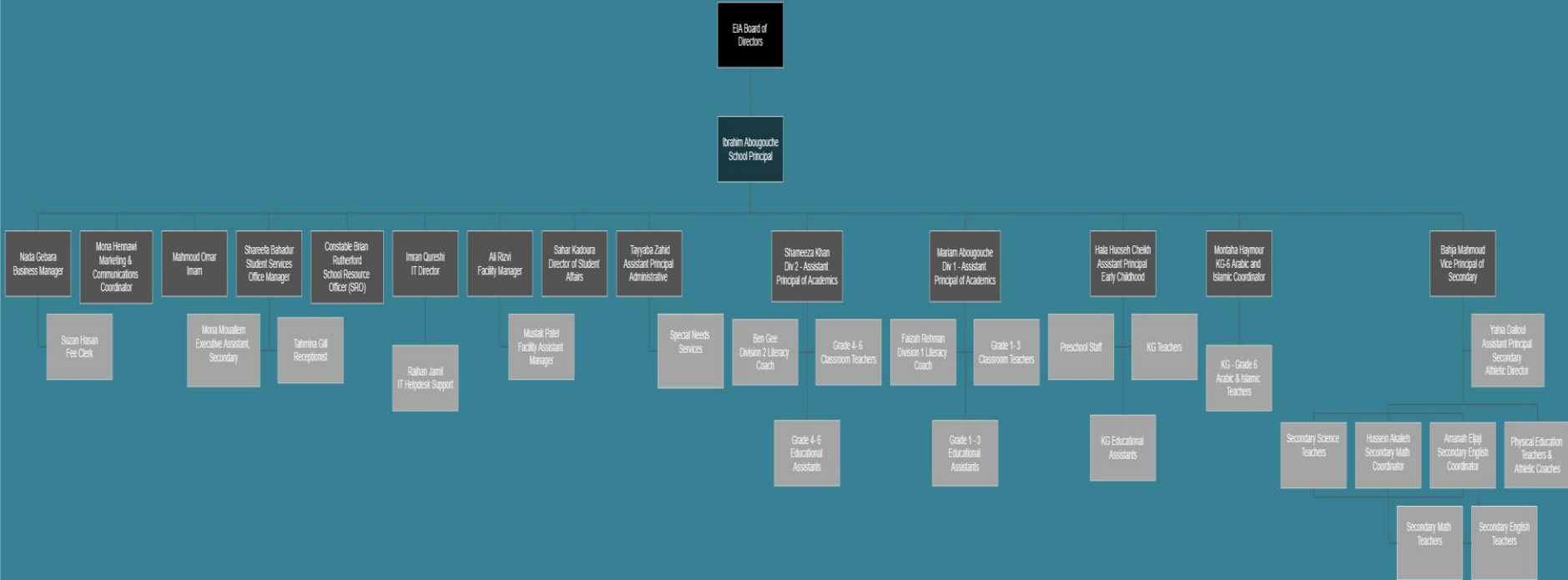
- ❖ Introduced new and highly competitive Teachers Salary Grid. Staff is very pleased with this as it provides commitment to growth and recognition of experience
  - ❖ Teacher recruitment and retention strategies have become a primary focus of the leadership team
  - ❖ Introduced Literacy Coach positions in elementary and Subject Coordinators in secondary to develop leadership capacity and opportunities within the organization. These positions were extremely helpful in allowing staff to stay focused on teaching and learning
  - ❖ Faculty and staff are encouraged to lead with new ideas and innovations
- ❖ Staff input into school-wide decisions is consistently sought
  - ❖ Introduced a Social Committee to increase staff morale and collegiately
  - ❖ Staff acknowledgement for successes is regular and genuine
  - ❖ Re-constructed Academic Calendar to allow more emphasis on classroom instruction and quality teaching as opposed to various and multiple events, which burned out staff and took away from student learning
  - ❖ Staff retention is above the industry average
  - ❖ Staff recruitment focuses on quality and the right fit for our school community

# Pillar II (cont'd)

- ❖ Imam deployed to work much closer with students in all divisions. Focused on topics such as Fasting, Tahara, Islamic Etiquettes, and Ablution amongst others.
  - ❖ ESL teacher was employed to support teachers with students still learning the language
  - ❖ Introduced IT Director and Help Desk support to assist classroom teachers and maintain and upgrade current infrastructure.
  - ❖ Adopted Google Platform from grade 4 - 12. Next year, we will branch out to division 1.
  - ❖ Teachers have been supported in their quest for teacher certification. This year we had 10 teachers receive permanent certification !
- ❖ Professional Development was much more explicit. Elementary teachers spent most of the year being trained on “Reading Power”, a writing program that ensures consistency from teacher to the next and from one grade to the next and “Words Their Way”, a spelling program.
  - ❖ We are now focusing on Project –Based Learning and coaching teachers on multi-disciplinary integration and Islamic values that mirrors our Vision statement.
  - ❖ Teachers are provided with ‘performance target indicators’ at regular intervals
  - ❖ A Teacher Growth Rubric was introduced
  - ❖ Individual Professional Plans allow faculty to receive ongoing feedback regarding their performances.

# EIA Organization Chart

## Edmonton Islamic Academy





*Pillar III:  
Systems and Routines*

# Pillar III: Develop Systems and Routines that Enhance EIA's Mission/Vision

- ❖ Governance structure is in place and focuses on finance, strategic development, IT infrastructure, Maintenance, Funding and Sponsorship, Islamic Curriculum, and policy and planning
  - ❖ Currently in the process of introducing Preventative Maintenance Program to assist facility team in managing the facility and fleet
  - ❖ Transportation system revolves around seasonal bus passes
  - ❖ Communication systems to parents include monthly magazine, weekly newsletters and weekly section updates. Since COVI-19, we have introduced weekly video updates from the principal
  - ❖ REMIND has been a success in allowing parents and teachers direct access to one another to enhance this integral partnership
- ❖ Traffic systems now include a daily Traffic Team (including the Principal) and traffic expectations are in place
  - ❖ Succession planning for key positions in the school and on the Board is a priority for 2020-2021
  - ❖ Registration (new and re-enrollment) process is now streamlined and includes new student orientations
  - ❖ New website was launched in January 2020. Much more detailed to both current and prospective families
  - ❖ All Secondary newsletters have been added to our website
  - ❖ Policies are being developed to ensure EIA becomes systemic in its operations, transparent in its expectations, and professional in its delivery of EIA's Mission and Vision.

*Pillar IV:  
Student Achievement*

# Pillar IV: Improve Student Learning and Achievement

- ❖ Incentive-based Home Reading program in elementary program is successful
  - ❖ Specific programs and resources have been introduced to address school-wide concerns
  - ❖ Introduced Literacy Support blocks (Arabic and English) for all elementary teachers
  - ❖ Differentiated Professional Development Program (Ex. Division 1, Division 2, Islamic department)
  - ❖ Academic coordinators focus on student achievement data and action plans to increase student performance
  - ❖ Evidence of Student Growth is provided annually to the Board
- ❖ Introduced a PAT preparatory strategy, including Flex Blocks, to set students up for success in grade 6 & 9
  - ❖ Purchased 200 chrome books and acquired nearly 200 laptops to enhance student skills with technology
  - ❖ Opened STEAM Room in October for secondary students!
  - ❖ Introduced 2 Full Day KG classes
  - ❖ Enhanced Jr. High Options to be more engaging
  - ❖ Special Services continue to be a strength in our early years program
  - ❖ Qualitative and quantitative data is used to help assess EIA's Mission/Vision

*Pillar V:  
Enhance EIA  
Reputation*

# Pillar V: Enhance EIA Reputation



- ❖ **Preparing and attending for Recruitment Fairs** – The way our Academy is showcased at these events has a significant impact on the type of faculty members we can recruit to consider working at our Academy

- ❖ **Develop and implement positive and sustainable relationships with our donors** by ensuring that any deliverables made in the sponsorship agreements are met accordingly by the Academy

- ❖ **Promote the school with TV media channels** such as CTV and City News (who both featured EIA this academic year)



- ❖ **Launched a digital magazine** to improve the way our parents receive news from our school



- ❖ **Develop promotional videos** which will capture all the elements our Academy offers to our students – these will be utilized to attract prospective parents and new faculty members

# Pillar V: Enhance EIA Reputation

- ❖ Developed and launched our new and improved school website. Our goal for the site was to make it more informative to current and prospective students and their families
- ❖ The site <https://www.islamicacademy.ca/> includes current news, upcoming events, the upcoming Legend game schedule, the weekly cafeteria menu, Arabic and Islamic resources, and so much more. We urge you to look through the site and let us know what you think!

- ❖ Current Social Media Standings:



[EdmontonIslamicAcademy/](https://www.islamicacademy.ca/)

Facebook

Followers – 1,825

Likes – 1,734

Instagram

Followers – 1,000



# Elementary Details



# Student Numbers in Elementary

2019-2020

Kindergarten to Grade 6

- KG: 123, 6 Classes
- Gr.1: 126, 5 Classes
- Gr.2: 125, 5 Classes
- Gr.3: 126, 5 Classes
- Gr.4: 126, 5 Classes
- Gr.5: 126, 5 Classes
- Gr.6: 125, 5 Classes

**Total 877 Students**

2020-2021

Kindergarten to Grade 6

- KG: 123, 6 Classes
- Gr.1: 125, 5 Classes
- Gr.2: 127, 5 Classes
- Gr.3: 125, 5 Classes
- Gr.4: 125, 5 Classes
- Gr.5: 125, 5 Classes
- Gr.6: 129, 5 Classes

**Total 879 Students**

# Continuous Professional Development and Support for Teachers

Reading Power  
Program

Words Their  
Way

STEAM  
Education

Google  
Classroom

Project-Based  
Learning

Establishing  
Student  
Portfolios

New Report Card  
Training

- Student-led  
Conferences

Writing Power

Curriculum  
Alignment

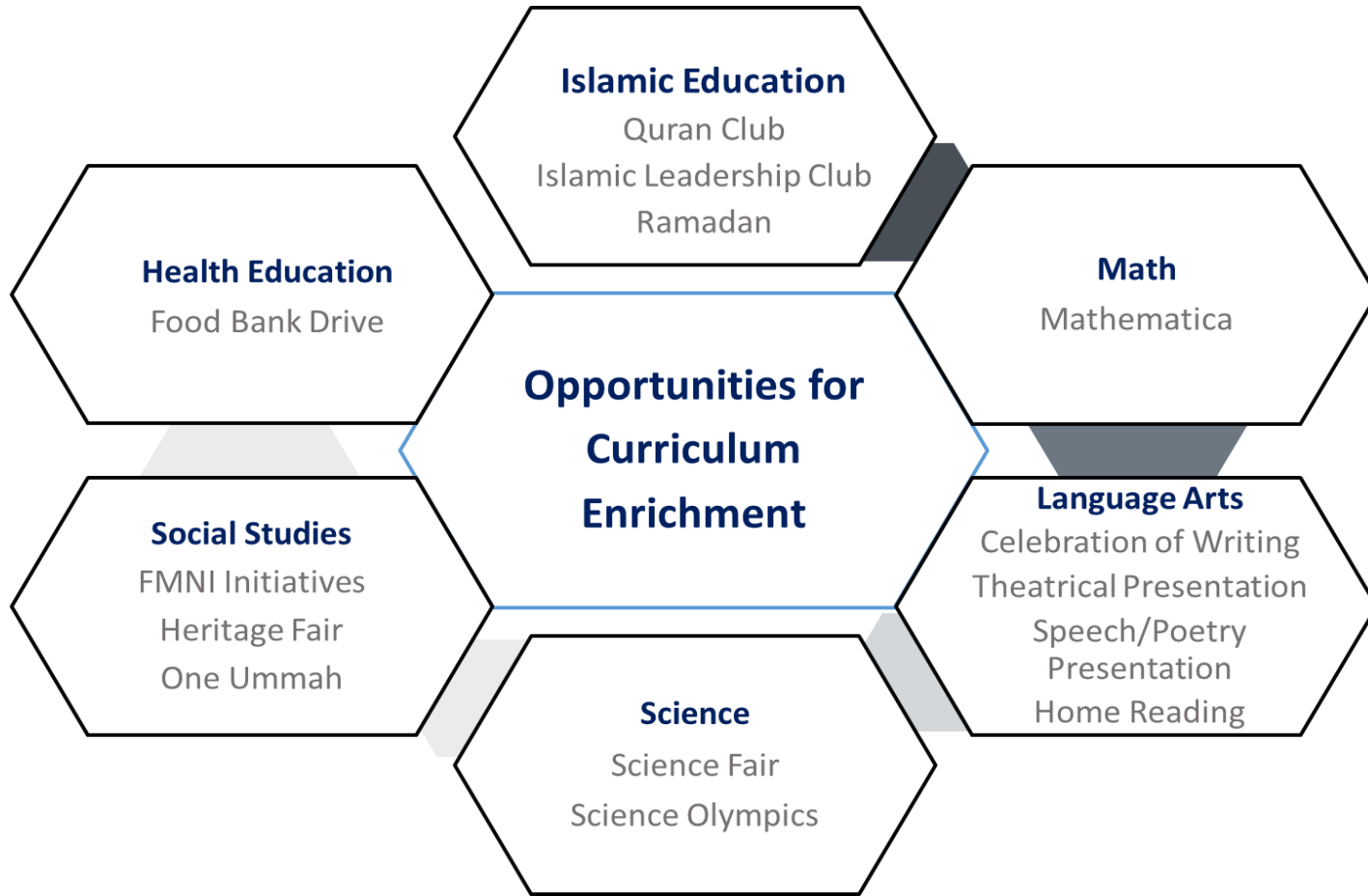
Inquiry Based  
Approach to  
Learning

6+1 Writing  
Traits

Flex Blocks and  
PAT Prep

DIBELS

Teacher  
Leaders



# Academic Performance (Grade 6 PAT Results) 2019

Standards demonstrated by EIA Grade Six Students in comparison the Province of Alberta Students.

Grade 6  
June 2019 PAT Results  
Alberta Education

<b>Grade 6 Subjects</b>	<b>EIA</b>	<b>Province</b>
<b>Social Studies</b>	68.2	67.0
<b>Science</b>	73.2	67.4
<b>Math</b>	67.0	63.6
<b>English</b>	72.3	68.4



# Secondary Details

# Student Numbers in Secondary

2019-2020

Grade 7 to Grade 12

- Gr.7: 107, 4 Classes
- Gr.8: 96, 4 Classes
- Gr.9: 95, 4 Classes
- Gr.10: 55 Students
- Gr.11: 57 Students
- Gr.12: 52 Students

**Total 461 Students**

2020-2021

Grade 7 to Grade 12

- Gr.7: 125, 5 Classes
- Gr.8: 103, 4 Classes
- Gr.9: 92, 4 Classes
- Gr.10: 69 Students
- Gr.11: 53 Students
- Gr.12: 50 Students

**Total 492 Students**

# 2018-2019 GRADE 9 PAT RESULTS

Grade 9 PAT	English 9		Reading		Writing		Math 9		Science 9		Social 9	
	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA
Averages	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA	Prov	EIA
2017-18	66.9%	71.3%	66.7%	73.1%	66.9%	69.6%	54.1%	67.9%	68%	78.7%	67.4%	80.8%
2018-19	65.8%	72.7%	64.4%	70.7%	67.3%	74.5%	58.2%	74.4%	68.2%	82.4%	65.4%	77.6%
+/-	-1.1%	+1.4%	-2.3%	-2.4%	+0.4%	+4.9%	+4.1%	+6.5%	+0.2%	+3.7%	-2%	-3.2%

# 2018-19 Semester 2 Diploma Exam Results

## Provided by Alberta Education

June 2019	Diploma examination Mark (Average)		Above 80%	Highest Mark
	EIA	Province		
Biology 30	86.6	69.3	67%	100% (1 student)
Chemistry 30	77.8	71.1	60%	98% (2 students)
Physics 30	86.3	72.3	77.3%	100% (1 student)
English 30-1	64.6	64.3	20%	86% (1 student)
Social 30-1	69.6	65.4	21%	95% (1 student)



# 2019-20 Semester 1 Diploma Exam Results

## Provided by Alberta Education

January 2020	Diploma examination Mark (Average)		Above 80%	Highest Mark
	EIA	Province		
Biology 30	82.7	69.3	80%	95% (2 students)
Chemistry 30	88.3	69.8	90%	98% (1 student)
Physics 30	76.3	73.1	57%	96% (1 student)
Math 30-1	82.8	67.1	66%	99% (2 students)
English 30-1	75.9	64.8	35%	93% (2 students)

# Measuring Growth

January	Biology 30		Chemistry 30		Physics 30		Math 30-1		English 30-1	
Averages	EIA	Province	EIA	Province	EIA	Province	EIA	Province	EIA	Province
Jan-2019	75.5	69.1	90.0	72.2	-	-	83.5	67.2	70.2	64.4
Jan-2020	82.7	69.3	88.3	69.8	76.3	73.1	82.8	67.1	75.9	64.8
+/-	+7.2	+0.2	-1.7	-2.4			-0.7	-0.1	+5.7	+0.4



# Security Update

# School Resource Officer

- ❖ In response to an EIA parental survey, there was an overwhelming response to have a School Police Officer (formally known as a School Resource Officer (SRO)) to be based at our school on a full-time basis
- ❖ A 3-year MOU Agreement between the Edmonton Police Service (EPS) and EIA was established. This agreement provides our Academy with the best security service the Academy can offer
- ❖ An additional School Resource Officer Security Fee of \$50.00 (\$5.00 per month) per student will be added at the start of the 2020-2021 school year



Constable Brian Rutherford  
EIA's School Resource Officer (SRO)

## School Resource Officers Role in the School:

- ❖ Work cooperatively with school administrators, staff, students, parents, and the community to proactively identify and address school concerns or problems;
- ❖ Utilize problem solving initiatives to address issues in schools;
- ❖ Conduct investigations and enforce laws/statutes.
- ❖ Assist with enforcement of school policies, such as parking lot traffic flow and addressing traffic violations
- ❖ Provide EIA with first class security measures



# Budget Review

# Revenue 2019-2020

Revenue	Budget 2019-20
Alberta Education Grants	<b>\$9,067,743</b>
Program Generated Funds	<b>\$382,230</b>
Tuition K-12	<b>\$3,734,125</b>
Sponsorship	<b>\$310,000</b>
Transportation 1-9	<b>\$130,000</b>
Cafeteria Sales	<b>\$100,000</b>
Other Revenue	<b>\$89,600</b>
<b>Total Revenue</b>	<b>\$13,813,698</b>

# Costs 2019-2020

Instructional Costs		Budget 2019-20
Salaries and Benefits		<b>\$8,379,937</b>
Educational Resources		<b>\$284,500</b>
Program Expenses		<b>\$361,000</b>
<b>Total Instructional Costs</b>		<b>\$9,025,437</b>
Operational Costs		Budget 2019-20
Cafeteria		<b>\$100,000</b>
Professional Expenses (Legal/Accounting)		<b>\$25,000</b>
Administrative Expenses		<b>\$254,500</b>
Amortization		<b>\$500,000</b>
Rent		<b>\$1,500,000</b>
Rent Pre-School		<b>\$104,220</b>
Local Improvement		<b>\$250,000</b>
Other Operating Costs		<b>\$136,500</b>
Automotive and Building Insurance		<b>\$173,000</b>
Repair and Maintenance		<b>\$330,000</b>
Cleaning Contract		<b>\$235,000</b>
Transportation/Bus Maintenance & Fuel		<b>\$105,000</b>
Utilities		<b>\$417,000</b>
PUF Program		<b>\$700,665</b>
Mild/Moderate Program		<b>\$154,179</b>
<b>Total Operational Costs</b>		<b>\$4,985,064</b>
<b>Total Expenses</b>		<b>\$14,010,501</b>
<b>Surplus / (-Deficit)</b>		<b>-\$196,803</b>



# COVID-19 Re-cap



# COVID-19 Recap

- ❖ March 15, classes cancelled around Alberta due to COVID-19
- ❖ By March 18, all classes in EIA were up and running online
- ❖ By March 20, all parents were allowed access to school to collect personal items. This was carefully scheduled and efficiently executed
- ❖ Ensured all physical distancing and disinfection protocols were in place to allow staff to work in a safe work environment
- ❖ Extensive Professional Development was provided to allow teachers to adapt to online instruction
- ❖ Students without electronic devices were provided one (loan) from EIA
- ❖ Teachers adapted quickly and quality improved over time
- ❖ Communication between school and parents was increased and allowed families to stay connected with school and informed about challenges
- ❖ Educational Assistants were assigned to ensure students with special needs or learning challenges were supported
- ❖ Developed curb side pickup strategy to pass along learning resources
- ❖ Many successful initiatives took place in Ramadan and were all organized under AHS restrictions:
  1. Rohingya Bottle Drive (\$15,000)
  2. Sponsored 14 orphans
  3. Food Drive (155)
  4. Eid Gift Deliveries
  5. Al Rashid Iftars
  6. Built 3 wells in Africa
  7. Ramadan Parade



# Ramadan Re-cap

# Positive Ramadan !

Many successful initiatives took place in Ramadan and were all organized under AHS restrictions:

Rohingya Bottle Drive (\$15,000)

Sponsored 14 orphans

Food Drive (155)

Eid Gift Deliveries

Al Rashid Iftars

Built 3 wells in Africa

Ramadan Parade!

Ramadan Schedule accommodated for students to participate in Ramadan rituals and activities





# A Look Ahead Into 2020-2021

# New Initiatives (in a normal school year)

- ❖ Continue with focus on Literacy
- ❖ New focus will branch off into mathematics
- ❖ Science Labs (Scientific Inquiry) will be emphasized greater
- ❖ Jr. High Option will continue to be a focus and linked to student growth in non-academic areas
- ❖ Arabic will be streamlined by ability to ensure that students are receiving instruction at the right level
- ❖ Fantastic Fridays – Making Jummaa a major success and relevant for all
- ❖ Project-Based Learning will be an expectation for all grades and be linked to Islamic values
- ❖ Islamic Conduct for all staff, students, and parents will be more prevalent
- ❖ Safety and security will continue to be a priority
- ❖ Technology/STEAM will be integrated across whole school. **400+ Chrome Books added 😊**
- ❖ Quran will continue to be a priority. Juz' Amma will go from KG – Grade 9. In elementary, memorization and establishing a foundation will be key. In Jr. High, understanding and applying will be the focus.



# Anti-Racism Initiatives

# Anti-Racism Exists in our School Community

We ALL play a part in rectifying this. But for this to happen, we must:

1. Acknowledge it exists.
2. Listen to those who have been victimized of racism or discrimination. Their perspective is integral. Let them be heard.
3. Look yourself in the mirror and identify any conscious or unconscious biases or discriminatory thoughts. We all must reflect on what we do, what we say, how we model for our children. Racism is a learned behaviour. They are learning it from somewhere.
4. The final step is to be a part of the solution. Actions speak louder than words.
5. Understand Islam and learn to live it.

# Anti-Racism Initiatives

- ❖ Friday Khutba has OFTEN been linked to bullying and anti-racism
  - ❖ Our morning assemblies regularly address anti-racism in Islam
  - ❖ One Ummah Celebration is an anti-racism initiative
  - ❖ Black History Month has been a priority. Assigned committee of black teachers to educate staff and lead this initiative
  - ❖ We have recruited teachers of various ethnic groups
- ❖ Zero-tolerance for any racist-type behaviors or language in the school. This includes student, staff, and parents.
  - ❖ Create policy that informs reporting, discipline, professional development at all levels, and accountability for all. Most importantly, policy should ensure that all stakeholders, including students, have access to a safe and caring environment
  - ❖ In our Media and Communications department, it is our policy that we show representation of all ethnicities



# Anti-Racism Initiatives

- ❖ IMPACT (parent council) are purposefully diverse and represent various ethnic groups in our school. Anti-bullying and anti-racism are top priorities for IMPACT.
- ❖ Anti-Racism Task Force. This is a combination of Parent Council and Staff and represents various ethnicities, including our Black community. They will lead many initiatives and make recommendations to the Board of Trustees for Policy Change that ensures all students, staff, and parents have equal rights and opportunities.
- ❖ We have organized at least 1 "Family Night", where we encouraged parents of all races to come and interact. We want our parents to feel as one community.
- ❖ Parent Halaqat aim to educate parents and connect our understandings on this topic to Islam
- ❖ Islamic Studies review and classroom integration



# Potential Scenarios for 2020-21

# Re-Entry Plan for 2020-2021

## Three potential scenarios:

1. Near-Normal Start
2. Partial In-class/At-Home Learning
3. At Home Learning

Final Decision made by Alberta Government by August 1, 2020

Schools and families should be prepared for any scenario at any time should the COVID-19 pandemic escalate

Decisions are made by the Alberta Government – not the school authority

Regional considerations for re-entry and school operations

Schools given autonomy to plan out calendar and safety protocols so long as they meet AHS guidelines

# Scenario 1

## Near-Normal Start

- ❖ This would be a near normal start
- ❖ This is “extremely likely” as expressed by Minister of Education
- ❖ First day of classes would take place on September 1
- ❖ Students would be in school on full-time basis and there would be some health measures to abide by

## For Example:

- ❖ Normal Class Sizes
- ❖ No large gatherings/assemblies
- ❖ No sharing policy (ie. Food, resources, equipment)
- ❖ Physical Distancing (special seating plan, 1-way halls)
- ❖ No masks or PPE mandated
- ❖ Frequent Handwashing/sanitizing
- ❖ Sick students/staff must stay home
- ❖ Hygiene protocols on bus & high touch areas
- ❖ Safety protocols visitors, drop-off/pickup
- ❖ No Field Trips
- ❖ Staggered Lunch and Recess
- ❖ Visitors allowed in provided they follow guidelines

# Scenario 2

## Partial In-Class Learning

- ❖ September 1 start but only partial in-class instruction will be provided
- ❖ Students will spend remaining part of week learning from home. They would likely alternate between home and school throughout the week
- ❖ Class sizes will be limited to 15 students only
- ❖ School will be expected to modify school calendar
- ❖ Schedules will be modified; students frequent class less often
- ❖ Increased frequency of cleaning/disinfection
- ❖ Clean hands before entering /exiting school & classroom.
- ❖ Water fountains remain open (reg. cleaned)
- ❖ Physical Distance in classrooms (2 meters)
- ❖ Strict Drop-off/Pickup procedures
- ❖ No non-essential visitors allowed in school. Parents only allowed in if invited to meeting.
- ❖ Must screen all people who enter the school
- ❖ Diploma/PAT will take place
- ❖ Staff, students, parents responsible for self-screening
- ❖ More emphasis on core subjects
- ❖ Staggered schedules
- ❖ Mental Health supports must be in place
- ❖ No sharing policy. Food must be pre-packed.

# Scenario 3

## At Home Learning

- ❖ The situation would be exactly as it is today
- ❖ This is the least likely scenario for September, however, schools and parents need to be prepared to switch to At-Home Learning should the situation with COVID-19 escalate or in the event that a school is closed.
- ❖ Temporary until situation improves
- ❖ Can only occur if decided by Government



Thank you for joining us!

Questions & Answers