Edmonton Islamic Academy

Annual Education Results Report (AERR)

November 2024

School Authority Results Summary

Accountability Statement

The Annual Education Assurance Measures Report from the fall of 2024 (2024-2025 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 2024-2025 school year for the purpose of developing the three-year Education Plan.

Khalid Tarabain	*[signature]*	November 30, 2024
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.

<u>Assurance Domains</u>

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024 Authority: 9269 Edmonton Islamic School Society

Assurance Domain	Measure	Edmonton Islamic Academy			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	83.5	82.5	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.9	81.8	80.4	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	94.9	97.0	94.2	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	90.9	96.9	96.0	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	86.7	96.0	96.0	68.5	66.2	66.2	Very High	Declined Significantly	Acceptable
	PAT6: Excellence	38.3	40.3	40.3	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	89.3	88.6	88.6	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	35.7	44.3	44.3	15.4	15.5	15.5	Very High	Declined	Good
	Diploma: Acceptable	94.4	92.3	92.3	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	48.8	42.9	42.9	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	87.8	88.5	87.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	85.0	83.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.6	83.3	81.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	82.1	88.5	84.4	79.5	79.1	78.9	High	Maintained	Good

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).

5. Participation in the PATs 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.

6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. 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.

9. 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:
1. 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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	814	82.3	847	83.1	934	82.5	904	83.5	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	51	89.1	63	93.1	50	95.3	66	90.3	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	700	64.2	722	63.8	812	63.3	766	65.9	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	63	93.6	62	92.4	72	88.9	72	94.3	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Edmonton Islamic Academy

Alberta
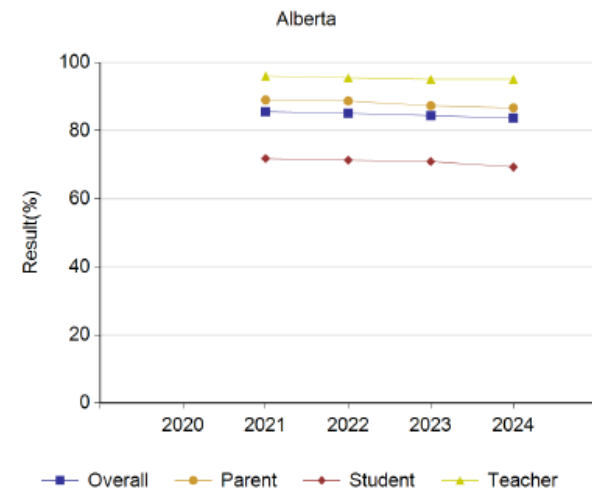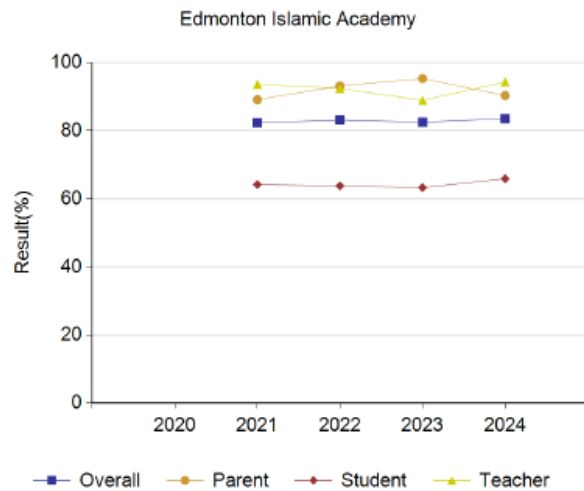
Comment on Results
Overall, student engagement has been maintained. Teachers reported a positive increase in student engagement and strategies put in place last year seem to be making a positive impact. However, increasing class sizes in our school remains a factor, which adds to the complexity of the classroom dynamics. Parents continue to score student engagement at a much higher level than the overall province, however this year there was a slight decrease. Students reported a higher level of student engagement
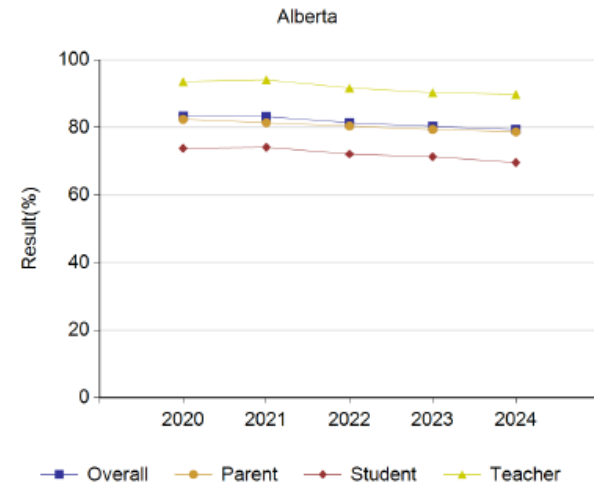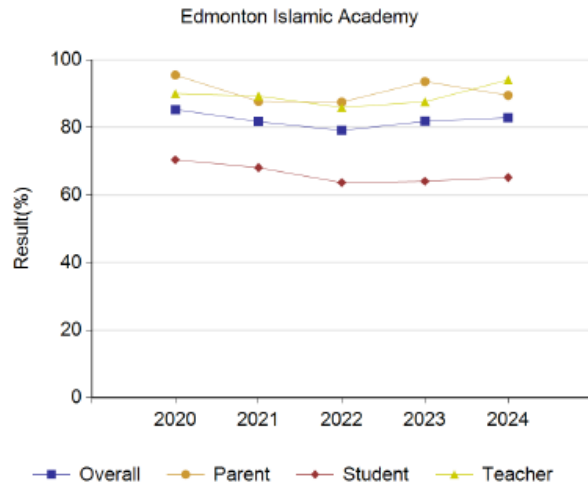
Key Strategies
- Introduce scheduled PLC's to allow for more collaboration periods between teachers in efforts to analyze data and improve shared teaching strategies and differentiation.
- Introduce Gradual Release Model of Responsibility as school wide approach to increase best practices and improve student learning and engagement in all classrooms.
- 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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	805	85.3	815	81.7	848	79.1	935	81.8	906	82.9	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	72	95.5	51	87.7	63	87.5	50	93.6	66	89.5	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	675	70.4	701	68.1	723	63.7	813	64.1	768	65.2	Intermediate	Maintained	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	58	90.0	63	89.3	62	85.9	72	87.6	72	94.1	High	Improved	Good	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Edmonton Islamic Academy / Alberta — line graphs of Result(%) by year (2020–2024) for Overall, Parent, Student, Teacher.

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 in parent satisfaction. Last year, we had more direct focus on student citizenship and teachers and students reported improvements in active citizenship. 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.
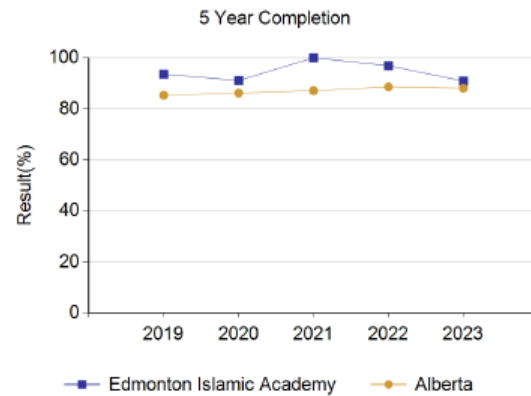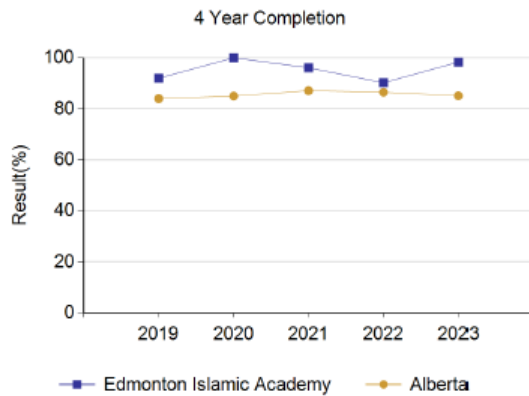
Key Strategies
- Project Based learning will enable students to partake in character building initiatives that enable students to develop a sense of citizenship through their faith.
- Re-structured the Gr 7–12 Islamic Studies scope and sequence to address students understanding of the real world, including the importance of active citizenship.
- Several initiatives, including those targeting active citizenship have been scheduled for 2024-2025 school year.

High School Completion Rate – Measure History

Authority: 9269 Edmonton Islamic School Society

	Edmonton Islamic Academy										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	%
3 Year Completion	41	97.6	48	95.8	55	89.6	51	97.0	59	94.9	Very High	Maintained	Excellent	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	36	92.0	41	100.0	48	96.1	55	90.2	51	98.3	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	28	93.6	36	91.1	41	100.0	48	96.9	55	90.9	High	Maintained	Good	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1
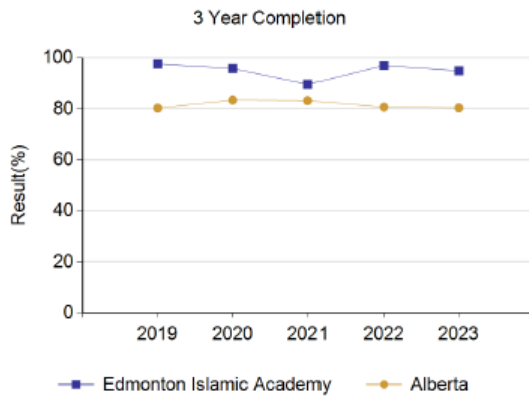
3 Year Completion
Edmonton Islamic Academy — Alberta

4 Year Completion
Edmonton Islamic Academy — Alberta

5 Year Completion
Edmonton Islamic Academy — Alberta

Notes:

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2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

| |
|---|
| **Comment on Results** |
| High school students continue to find success in EIA's high school program in comparison to the provincial results. |
| **Key Strategies** |
| • Strategize to maintain or return to small class sizes as this has provided high school students with more personal experience and support from their teachers
• Students are prepared for diploma exams and university life during their time at EIA. |

Student Growth and Achievement (Grades 10-12)
Diploma Exam Results by Students Writing Measure History

	Edmonton Islamic Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	89	124	128	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	94.4	92.3	94.4	Very High	Maintained	Excellent	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	41.1	42.9	48.8	Very High	Maintained	Excellent	n/a	n/a	18.2	21.2	22.6
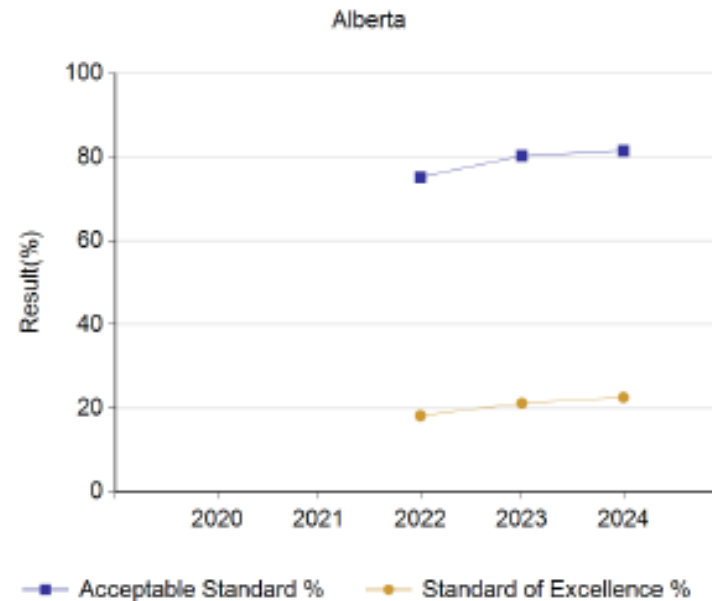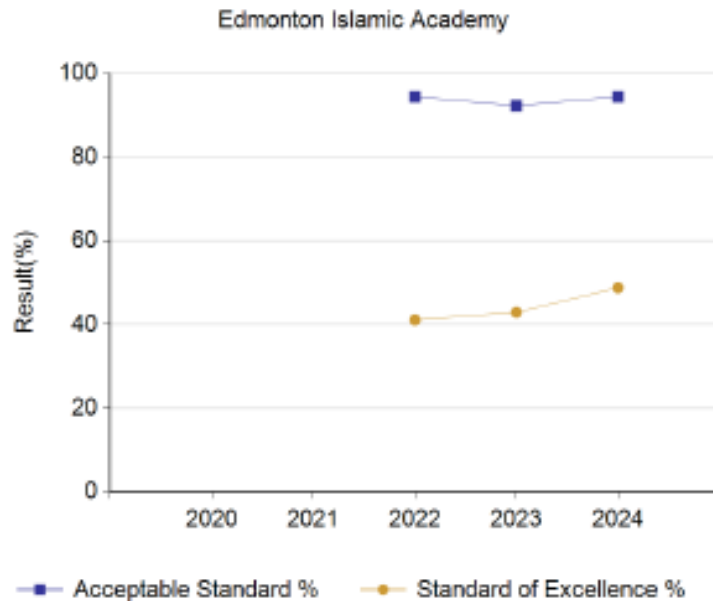
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number 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

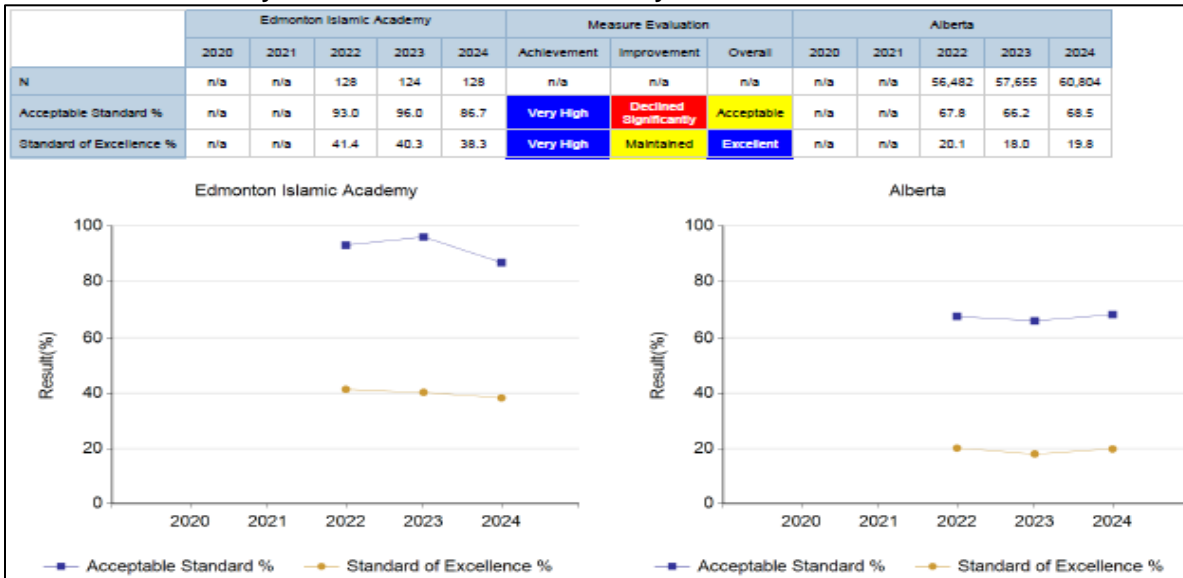|					Edmonton Islamic Academy					Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	High	Declined	Acceptable	41	90.2	54	98.1	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	41	22.0	54	9.3	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	62	87.1	60	73.3	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	62	53.2	60	38.3	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	52	98.1	24	100.0	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	52	42.3	24	50.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	14	92.9	10	100.0	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	Low	Declined	Issue	14	7.1	10	30.0	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	52	100.0	52	98.1	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	52	73.1	52	65.4	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	67	95.5	65	93.8	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	67	59.7	65	55.4	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	28	100.0	42	95.2	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	28	46.4	42	42.9	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	6	16.7	n/a	n/a	8,439	24.6	8,007	23.1

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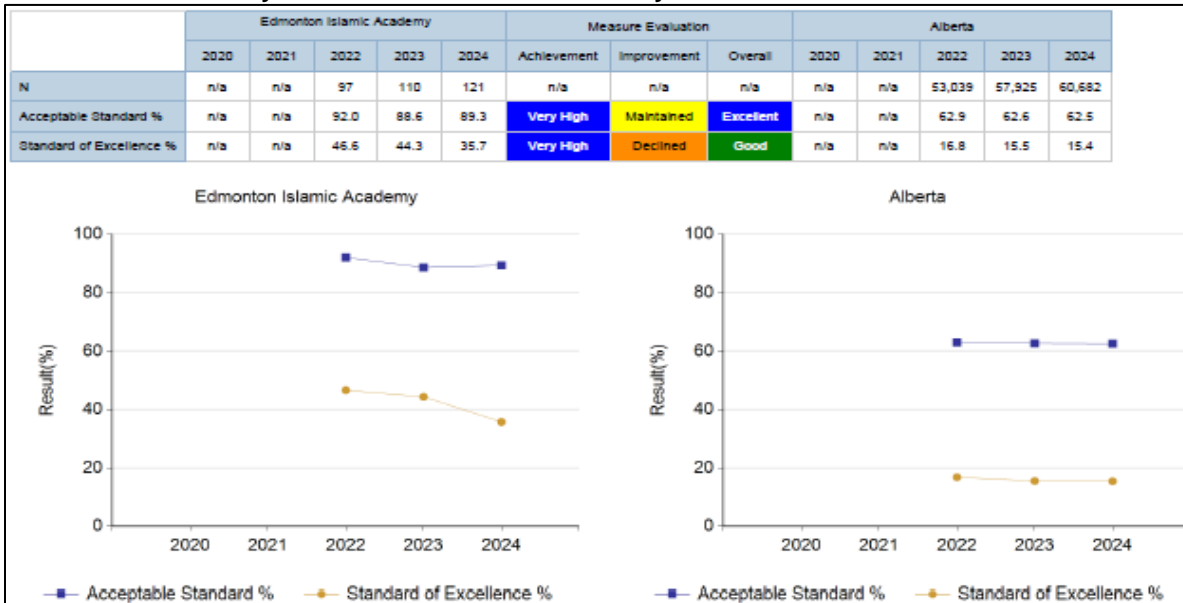
Student Growth and Achievement (Grades K-9)
PAT Results Course by Course Summary By Enrolled With Measure Evaluation

Course	Measure	Edmonton Islamic Academy							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Intermediate	Declined	Issue	128	80.5	124	87.9	53,806	68.8	54,859	66.7
	Standard of Excellence	High	Maintained	Good	128	27.3	124	29.0	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Declined Significantly	Acceptable	128	86.7	124	96.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	128	38.3	124	40.3	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	121	91.7	110	93.6	59,096	69.5	56,255	71.4
	Standard of Excellence	High	Declined Significantly	Issue	121	19.0	110	30.9	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	121	86.8	110	82.7	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Maintained	Excellent	121	40.5	110	38.2	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	121	91.7	110	92.7	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Declined Significantly	Acceptable	121	43.8	110	60.9	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	121	86.8	110	85.5	59,125	60.5	56,309	58.4
	Standard of Excellence	Very High	Declined	Good	121	39.7	110	47.3	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Student Growth and Achievement (Grades K-9)
Grade 6 PAT Results by Number Enrolled Measure History

	Edmonton Islamic Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	128	124	128	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	93.0	96.0	86.7	Very High	Declined Significantly	Acceptable	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	41.4	40.3	38.3	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results by Number Enrolled Measure History

	Edmonton Islamic Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	97	110	121	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	92.0	88.6	89.3	Very High	Maintained	Excellent	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	46.6	44.3	35.7	Very High	Declined	Good	n/a	n/a	16.8	15.5	15.4

Early Years Literacy and Numeracy Assessments

September 2024 Baseline Data				
	Lens	Numeracy	RAN	PAST	CC3
KG 1 AM	48%	47%	100%	Level D – Basic Syllables	NA
KG 1 PM	42%	35%	83%	Level D – Basic Syllables	NA
KG 2AM	56%	50%	92%	Level D – Basic Syllables	NA
KG 2 PM	51%	43%	88%	Level D – Basic Syllables	NA
KG 3 AM	53%	33%	85%	Level D – Basic Syllables	NA
KG 3 PM	21%	23%	78%	Level D – Basic Syllables	NA
KG 4 AM	42%	44%	74%	Level D – Basic Syllables	NA
KG 4 PM	29%	34%	85%	Level D – Basic Syllables	NA
KG Average	43%	39%	86%	Level D – Basic Syllables	NA
According to Learn Alberta KG At Risk	58%	51%	1st Year taking this assessment	PAST – Level D – Basic Syllables	KG do not take this assesment

	Lens	Numeracy	RAN	PAST	CC3
1A	36%	24%	99%	Level E – Basic Syllables	NA
1B	67%	26%	99%	Level E – Basic Syllables	NA
1C	44%	29%	97%	Level E – Basic Syllables	NA
1D	36%	23%	97%	Level D – Basic Syllables	NA
1E	63%	26%	96%	Level E – Basic Syllables	NA
1F	68%	26%	99%	Level E – Basic Syllables	NA
Gr. 1 Average	52%	26%	98%	Level E – Basic Syllables	NA
According to Learn Alberta Gr. 1 At Risk	Lens less than 51%	Numeracy – Less than 59%	1st Year taking this assessment	PAST – Norms not Available	CC3 –Norms not Available

	Lens	Numeracy	RAN	PAST	CC3
2A	66%	41%	NA	NA	44%
2B	66%	34%	NA	NA	50%
2C	65%	48%	NA	NA	40%
2D	57%	31%	NA	NA	34%
2E	63%	37%	NA	NA	36%
2F	67%	37%	NA	NA	45%
Gr. 2 Average	64%	38%	NA	NA	42%
According to Learn Alberta Gr. 2 At Risk	Lens – Less than 80%	Numeracy – Less than 78%	Grade 2 do not take this assessment	Grade 2 do not take this assessment	CC3 – Less than 90%

	Lens	Numeracy	RAN	PAST	CC3
3A	NA	39%	NA	NA	59%
3B	NA	37%	NA	NA	60%
3C	NA	58%	NA	NA	56%
3D	NA	66%	NA	NA	59%
3E	NA	47%	NA	NA	72%
3F	NA	58%	NA	NA	64%
Gr. 3 Average	NA	51%	NA	NA	62%
GradAccording to Learn Alberta Gr. 3 At Riske 3 At Risk	Grade 3 do not take this assessment	Numeracy – less than 73%	Grade 3 do not take this assessment	Grade 3 do not take this assessment	CC3 – less than 69%

Summary of Early Years Literacy and Numeracy Assessments

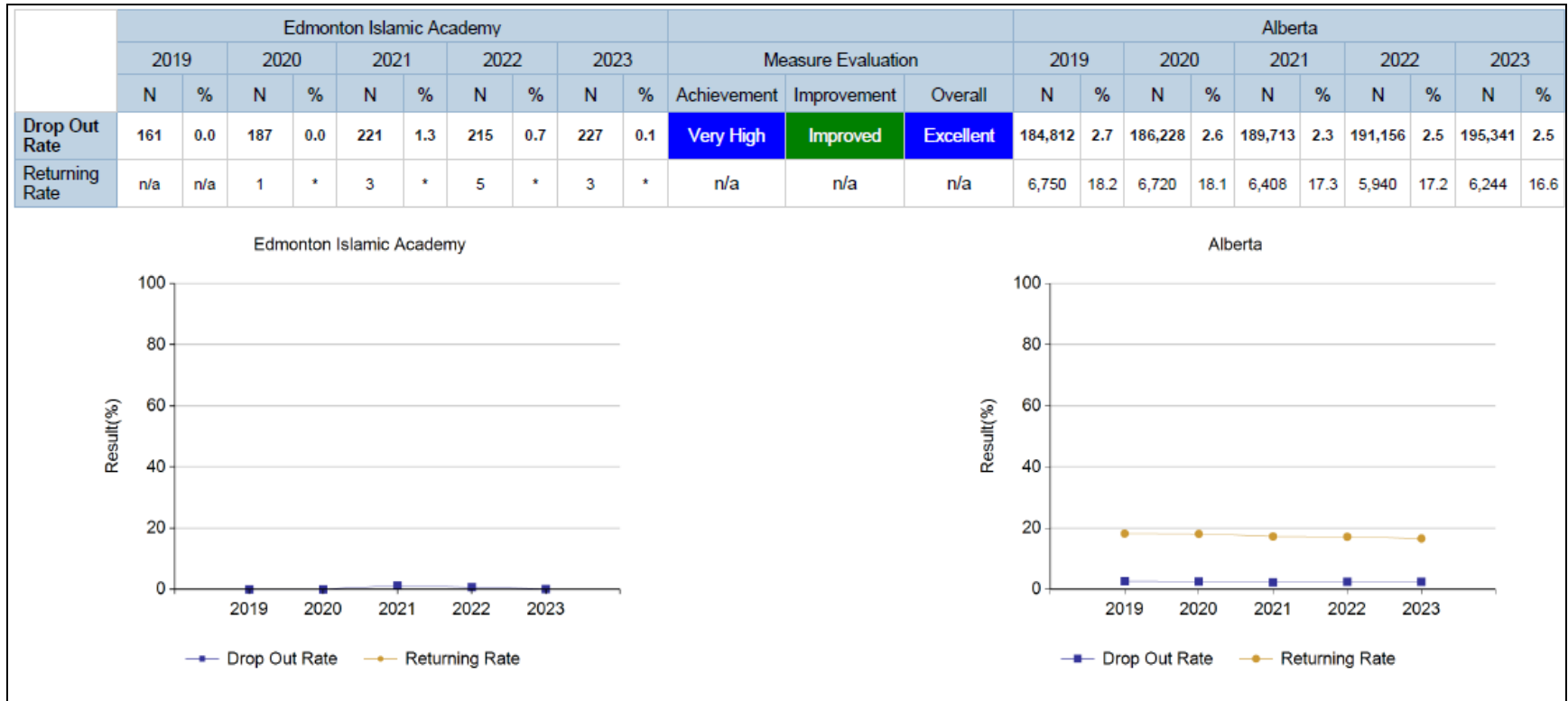| The total number of students assessed at the beginning of the school year at each grade level:	
KG	140
Grade 1:	156
Grade 2:	156
Grade 3:	130

A summary of support strategies used for students identified as being at risk at each grade level.
KG - Gr. 3: UFLI daily lessons
KG: Heggerty daily lessons
Teacher and EA working with small groups
Numeracy intervention
Reading Intervention
ESL
EA pull out or push in

The total number of students identified as being at risk at the beginning and at end of the school year at each grade level		
KG	**Beginning**	**End**
Literacy:	78 at risk	25 at risk
Numeracy	89 at risk	52 at risk
Grade 1:	**Beginning**	**End**
Literacy:	147 at risk	16 at risk
Numeracy	132 at risk	6 at risk
Grade 2:	**Beginning**	**End**
Literacy:	73 at risk	8 at risk
Numeracy	149 at risk	59 at risk
Grade 3:	**Beginning**	**End**
Literacy:	79 at risk	21 at risk
Numeracy	132 at risk	49 at risk

The average number of months behind grade level after the administration of the initial and final assessments for at risk students		
	Month Behind Grade Level After Initial Assessment	**Months Gained After Final Assessment**
KG Literacy:	4 months	8 Months
KG Numeracy	4 months	8 Months
Gr 1 Literacy:	4 months	8 Months
Gr 1 Numeracy	4 months	8 Months
Gr 2 Literacy:	4 months	8 Months
Gr 2 Numeracy	4 months	8 Months
Gr 3 Literacy:	4 months	8 Months
Gr 3 Numeracy	4 months	8 Months

Drop Out Rate – Measure Details

	Edmonton Islamic Academy										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	%
Drop Out Rate	161	0.0	187	0.0	221	1.3	215	0.7	227	0.1	Very High	Improved	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	n/a	n/a	1	*	3	*	5	*	3	*	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

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

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

High School to Post-secondary Transition Rate – Measure Details

	Edmonton Islamic Academy										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	%
4 Year Transition	36	98.3	41	83.5	48	89.9	55	81.3	51	85.0	Very High	Maintained	Excellent	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Transition	24	89.9	28	94.3	36	99.9	41	86.2	48	94.8	Very High	Maintained	Excellent	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1
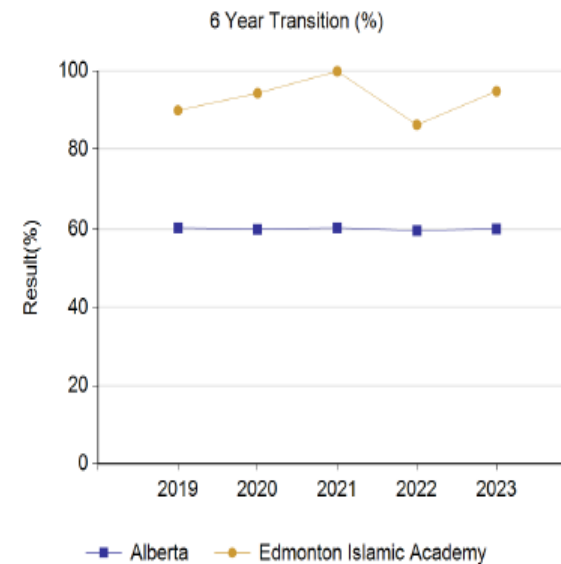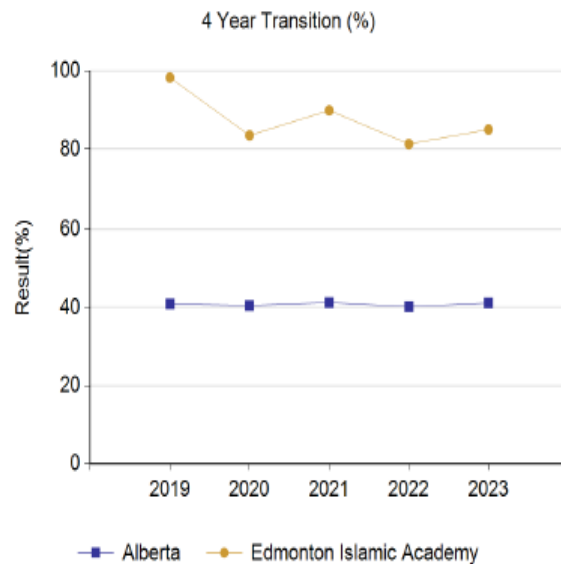
4 Year Transition (%)

6 Year Transition (%)

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 Academy					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Total Gr 12 Students	40	52	50	47	61	n/a	n/a	n/a	58,970	59,357	58,631	57,307	58,930
Percent Eligible for Scholarship	97.5	94.2	100.0	100.0	100.0	Very High	Improved	Excellent	66.6	68.0	70.2	71.9	70.7
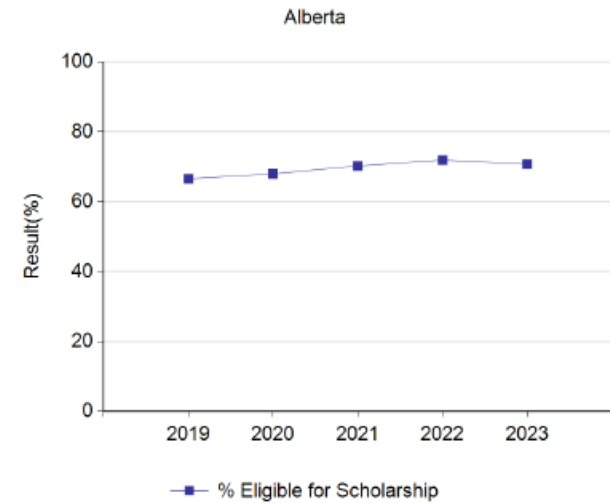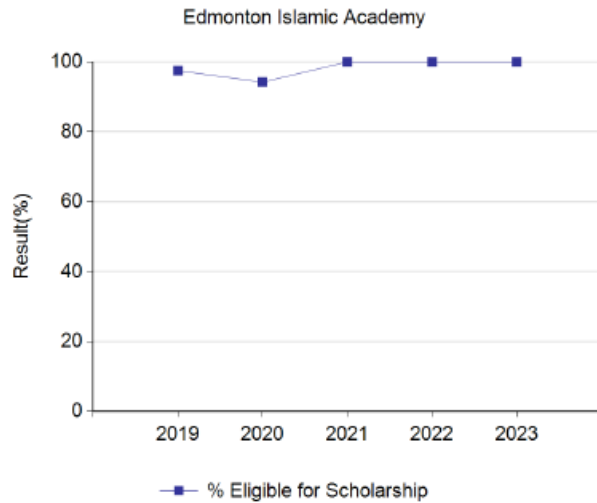
Edmonton Islamic Academy — % Eligible for Scholarship

Alberta — % Eligible for Scholarship

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 Academy			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)	94.9	7.9	n/a	52.7	3.5	n/a	Very High	n/a	n/a
Drop Out Rate	0.1	0.7	0.7	2.5	2.5	2.4	Very High	Improved	Excellent
In-Service Jurisdiction Needs	77.9	74.0	73.2	81.1	82.2	83.0	Low	Maintained	Issue
Lifelong Learning	82.5	87.3	85.0	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	77.1	79.7	75.8	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	79.6	84.3	82.1	80.6	81.2	81.5	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	100.0	100.0	98.1	70.7	71.9	70.0	Very High	Improved	Excellent
Safe and Caring	86.8	88.7	87.6	87.1	87.5	88.1	High	Maintained	Good
Satisfaction with Program Access	72.7	76.3	74.4	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
School Improvement	85.6	83.6	79.2	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	94.8	86.2	93.5	60.1	59.7	60.0	Very High	Maintained	Excellent
Work Preparation	84.5	90.0	87.2	82.8	83.1	84.0	High	Maintained	Good

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:
1. 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%.
2. 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.
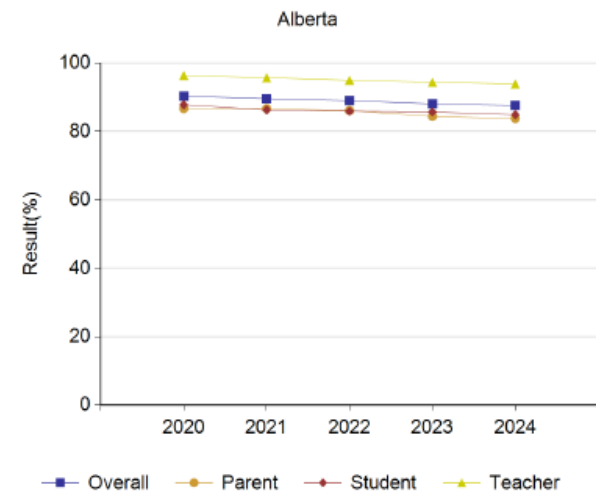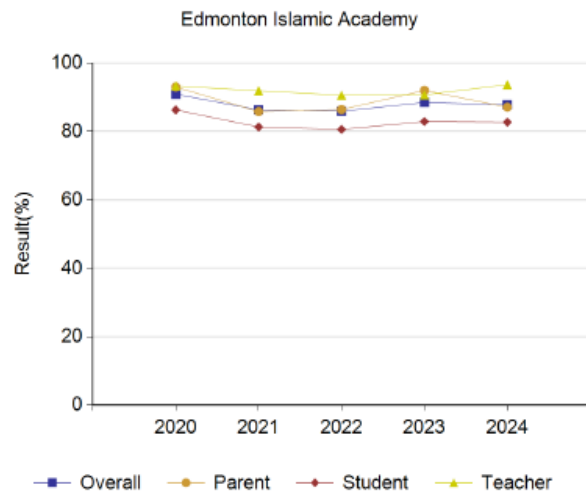
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Assurance Domain:
Teaching & Leading

Education Quality – Measure History

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

	Edmonton Islamic Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	807	90.9	814	86.3	844	85.9	935	88.5	908	87.8	High	Maintained	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	72	93.0	51	85.8	63	86.4	50	92.0	66	87.1	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	677	86.3	700	81.3	719	80.6	813	82.9	770	82.7	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	58	93.3	63	91.9	62	90.6	72	90.7	72	93.7	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Edmonton Islamic Academy — Overall, Parent, Student, Teacher

Alberta — Overall, Parent, Student, Teacher

Comment on Results
In general, stakeholders have reported an increase in quality of education at EIA. Our wait list is over 1400 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 teachers score has increased to highest level since pre-pandemic.

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

Parental Involvement – Measure Details

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

	Edmonton Islamic Academy										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	72	93.0	51	85.8	63	86.4	50	92.0	66	87.1	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Parent - Grade 4-6	35	92.8	22	89.3	32	83.8	27	90.1	26	87.7	16,667	88.1	13,941	88.8	14,320	87.3	14,398	86.0	14,764	85.2
Parent - Grade 7-9	23	91.2	19	80.4	15	91.1	17	93.1	25	84.6	11,640	86.3	9,886	85.5	10,028	85.3	9,694	83.4	10,220	82.8
Parent - Grade 10-12	14	96.4	10	88.3	16	87.1	6	97.2	15	90.0	8,588	84.7	7,197	84.1	7,380	84.8	7,798	82.6	8,266	82.8
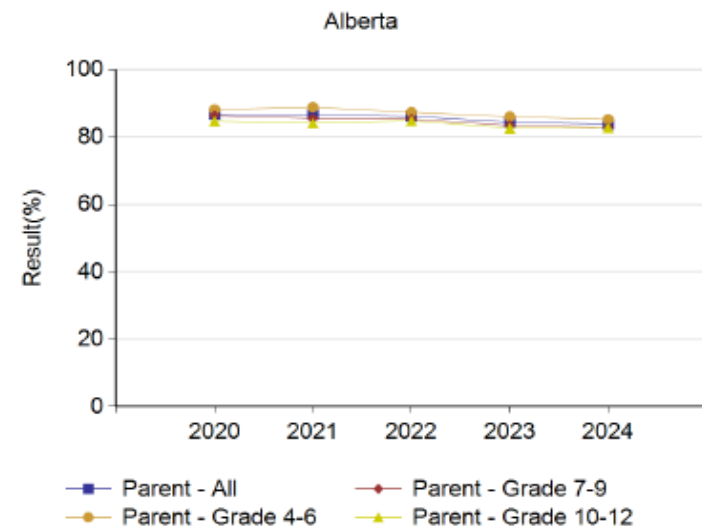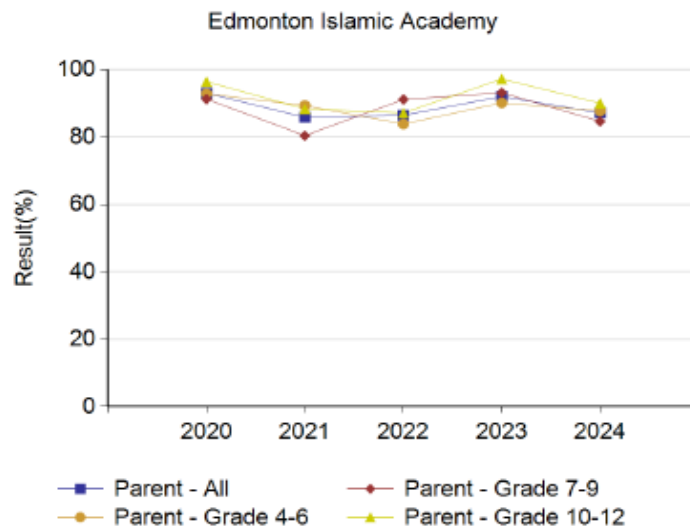
Edmonton Islamic Academy / Alberta

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.
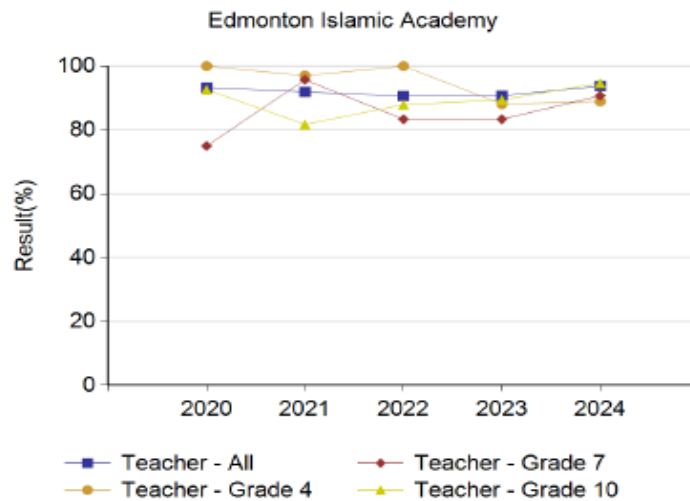
Key Strategies
- Introduced REMIND app to ensure that communications with parents is consistent.
- Returned the Parent Volunterr Requirement (20 hours per year) policy.
- Use of Google Classroom allows for parents to stay involved with their child's classwork.
- Introduced Parent Engagement Night (Halaqah) to offer parenting sessions.
- 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, parents and students satisfied with the overall quality of basic education.

	Edmonton Islamic Academy										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	58	93.3	63	91.9	62	90.6	72	90.7	72	93.7	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9
Teacher - Grade 4	6	100.0	6	97.0	7	100.0	7	88.1	6	88.9	5,320	97.3	4,537	96.8	4,730	96.3	4,795	95.6	4,829	94.7
Teacher - Grade 7	6	75.0	8	95.7	6	83.3	10	83.3	9	90.7	7,084	95.5	5,742	94.9	6,312	93.8	6,553	93.3	6,609	92.7
Teacher - Grade 10	9	92.6	12	81.7	11	87.9	11	89.4	13	94.7	7,260	94.6	5,896	93.4	6,227	92.6	6,959	91.9	6,918	92.5
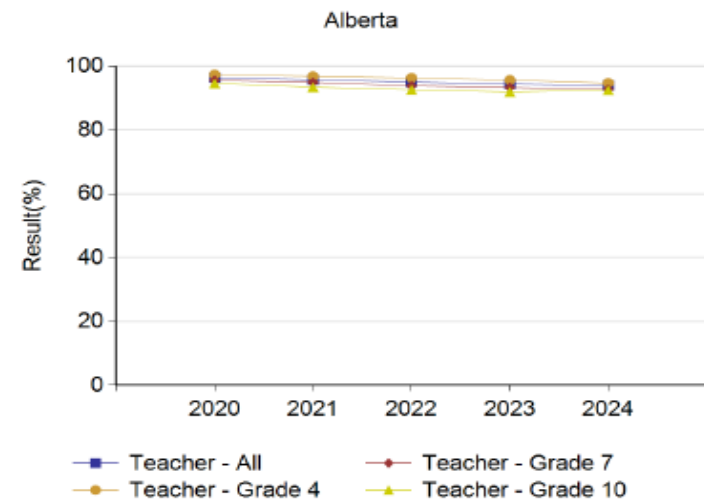
Notes:
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results
Teachers in Grade 4 and 7 show a major increase in parental involvement.

Key Strategies
- 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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	126	87.4	111	84.9	123	82.7	118	87.3	135	82.5	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	68	91.3	48	85.1	62	85.1	49	91.7	63	78.9	Very High	Declined	Good	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	58	83.5	63	84.7	61	80.3	69	82.9	72	86.1	Intermediate	Maintained	Acceptable	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6
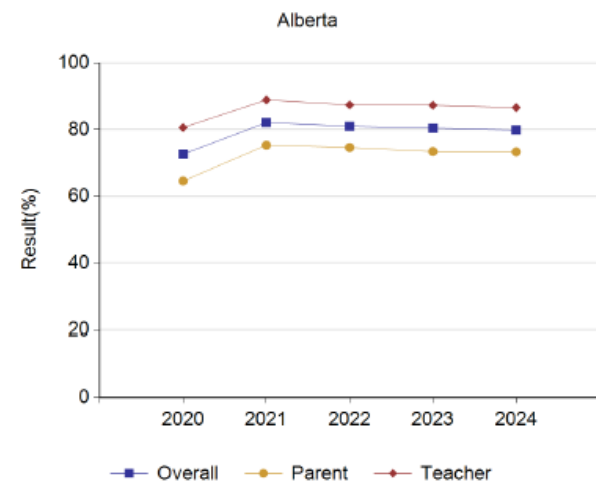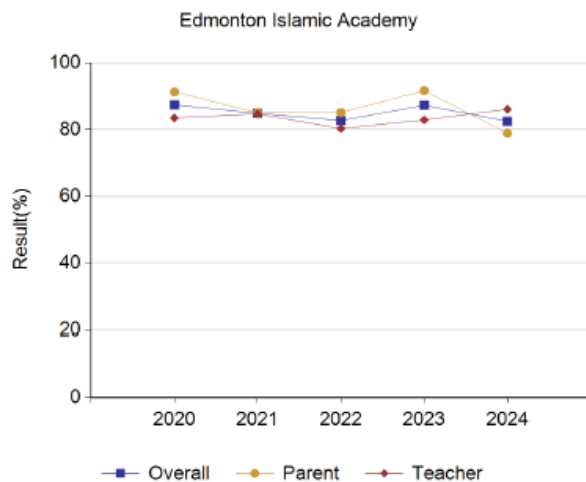
Edmonton Islamic Academy

Alberta

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.
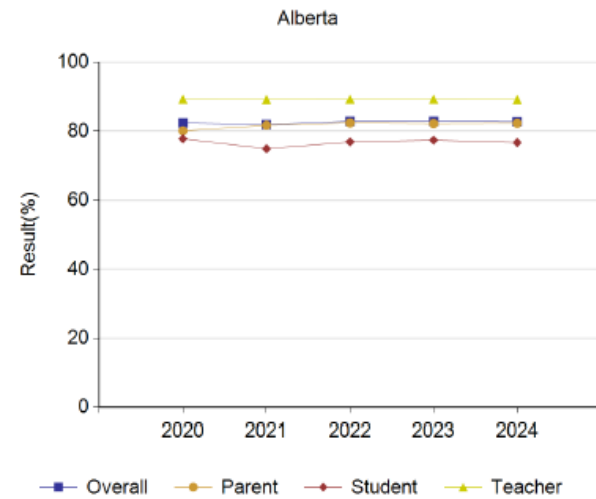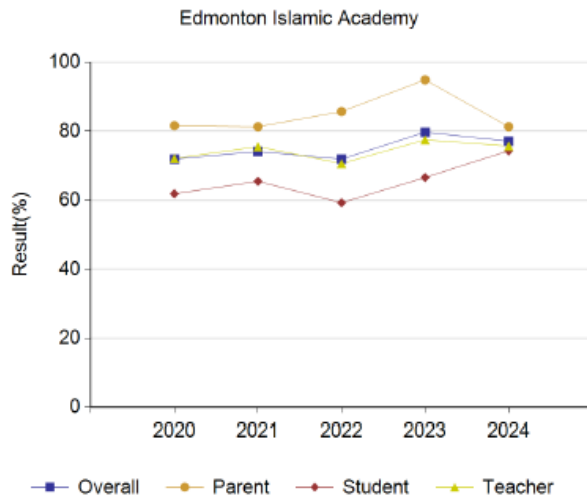
Key Strategies
- Islamic Studies program is intended to encourage lifelong learning
- Project-Based Learning is a great opportunity to develop leaders and contributors to society.
- Home Reading program encourages life-long readers and learners
- Student volunteer initiative led by Student Council will assist in this area.
- 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 Academy										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	457	71.9	474	74.1	512	71.9	583	79.7	537	77.1	Intermediate	Maintained	Acceptable	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	72	81.6	51	81.3	62	85.7	49	94.9	66	81.3	High	Declined	Acceptable	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	327	61.9	360	65.5	388	59.3	462	66.6	399	74.3	High	Improved Significantly	Good	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	58	72.1	63	75.5	62	70.6	72	77.5	72	75.7	Low	Maintained	Issue	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Edmonton Islamic Academy — Overall, Parent, Student, Teacher results (%) 2020–2024

Alberta — Overall, Parent, Student, Teacher results (%) 2020–2024

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.
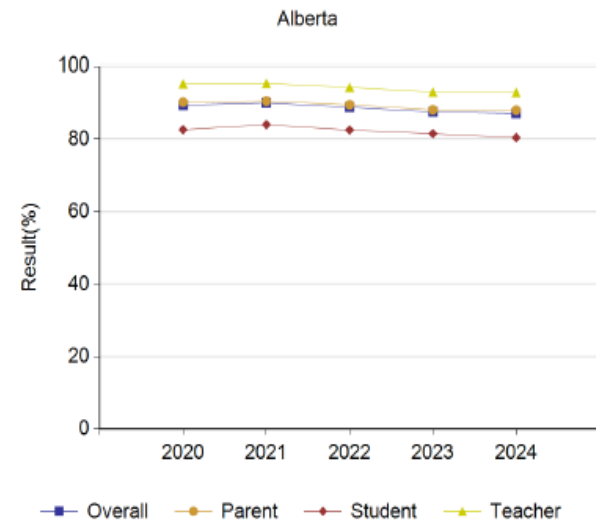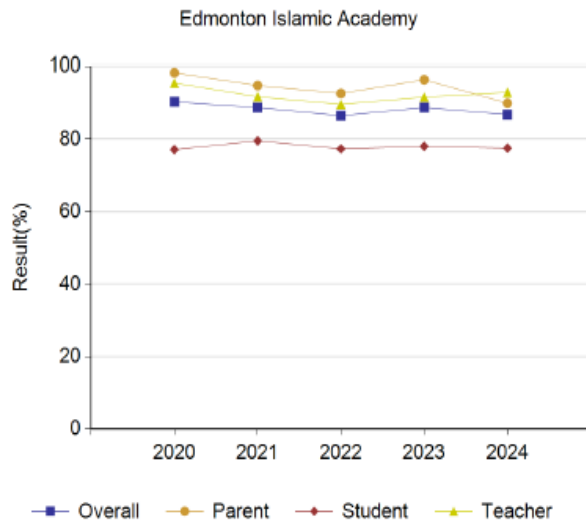
Key Strategies
- Introduce drama class to Jr High
- Continue to utilize STEAM Room to develop an environment where students can use innovation and creativity
- Enhance secondary options

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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	804	87.6	814	78.4	848	79.8	935	84.3	903	79.6	Very Low	Declined	Concern	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	72	92.4	51	86.5	63	84.8	50	93.9	66	79.2	Intermediate	Declined	Issue	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	674	76.8	700	70.6	723	73.6	813	71.5	765	73.2	Very Low	Maintained	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	58	93.5	63	78.1	62	81.1	72	87.5	72	86.3	Very Low	Maintained	Concern	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5
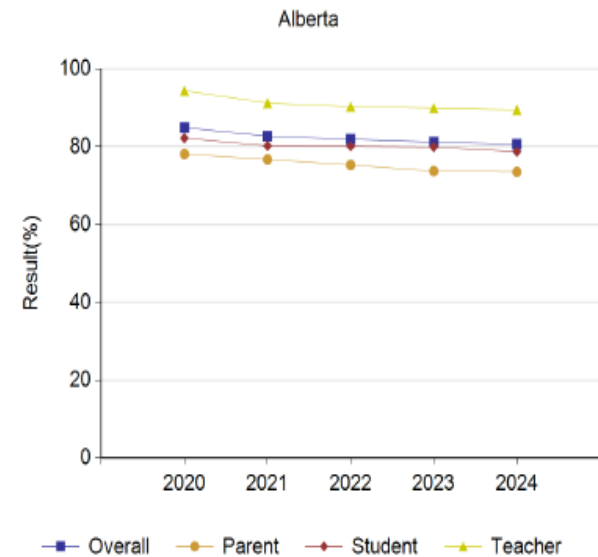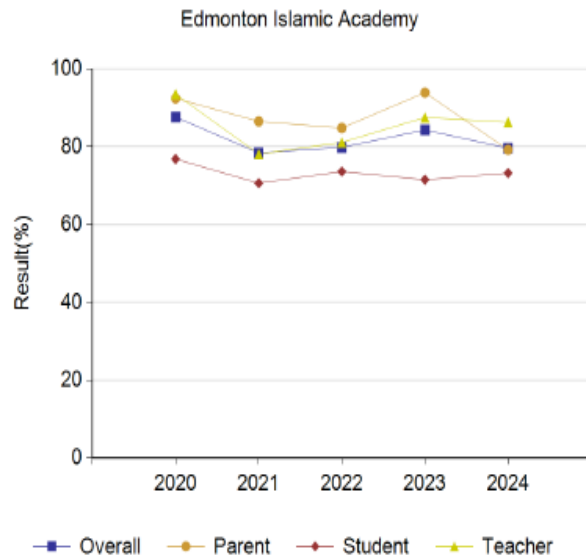
Notes:
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Comment on Results
Much of this reflects both increased class sizes and the teachers inability to support all students as needed. It also reflects the need to review registration criteria to ensure EIA has the services, programs and resources necessary to support all students. , which is being reviewed at the Board level.

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

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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	804	90.3	815	88.7	848	86.5	935	88.7	906	86.8	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	72	98.3	51	94.8	63	92.6	50	96.4	66	89.9	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	674	77.1	701	79.5	723	77.3	813	78.0	768	77.5	Intermediate	Maintained	Acceptable	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	58	95.5	63	91.7	62	89.6	72	91.6	72	92.9	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Edmonton Islamic Academy

Alberta

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

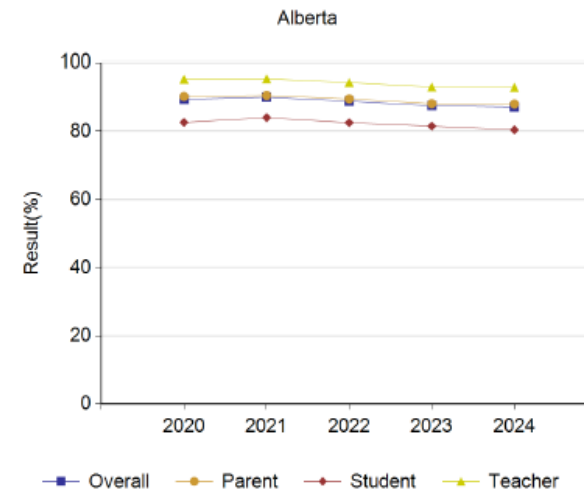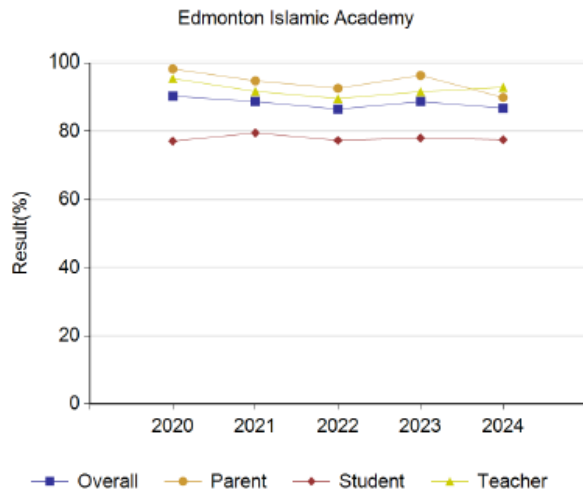# Professional Learning, Supervision, and Evaluation Process

1. Lesson Observation by member(s) of Leadership Team

2. Self -Reflection by Teacher

*9. Formal Evaluation

3. Debriefing with member(s) of Leadership Team

8. Formal Observation by SLT (Evaluating progress made)

4. Teacher to develop Crisis Intervention Plan or edit Personal Professional Development Plan

7. Pre-observation conference with principal (and Leadership Team)

6. Modeled lesson and/or coaching by select SLT members

5. Peer Visitation(s)

Assurance Domain:
Learning Supports

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

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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	804	90.3	815	88.7	848	86.5	935	88.7	906	86.8	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	72	98.3	51	94.8	63	92.6	50	96.4	66	89.9	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	674	77.1	701	79.5	723	77.3	813	78.0	768	77.5	Intermediate	Maintained	Acceptable	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	58	95.5	63	91.7	62	89.6	72	91.6	72	92.9	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Edmonton Islamic Academy

Alberta

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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

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Edmonton Islamic Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	801	77.8	811	67.6	846	72.5	931	76.3	888	72.7	Intermediate	Maintained	Acceptable	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	69	92.3	48	75.5	62	83.2	47	91.0	61	76.3	Very High	Declined	Good	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	674	77.5	700	68.4	722	68.6	812	71.0	756	70.4	Very Low	Maintained	Concern	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	58	63.7	63	58.8	62	65.6	72	66.9	71	71.4	Low	Maintained	Issue	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Edmonton Islamic Academy

Alberta
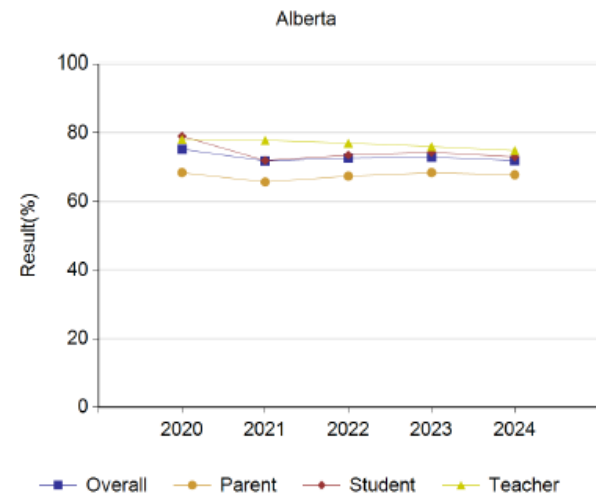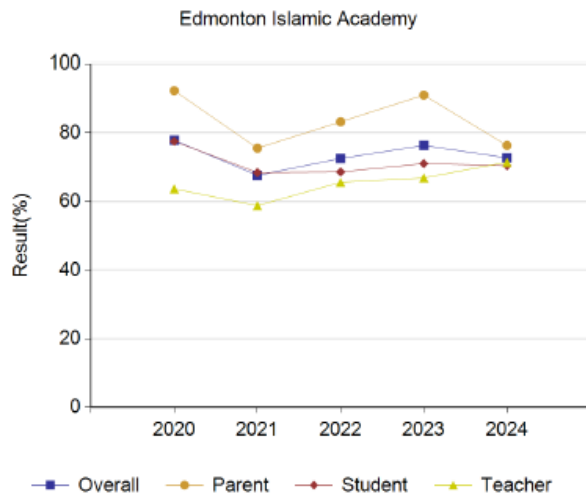
Comment on Results
Despite the decline, parents scored the highest which indicates that our communication and promotion of various supports are being understood and utilized by the parents. Teachers have also reported a slight decrease which indicates more efforts need to be made. However, it is clear 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.

First Nations, Metis and Inuit Success

Comment on Results (OPTIONAL)

No FNMI students are enrolled in the Edmonton Islamic Academy

Local Strategies

For supporting the implementation of Truth and Reconciliation Commission recommendations
☐ Increase library materials in support of FNMI curriculum infusion.
☐ Invite guest speakers to educate the students about FNMI in each grade level.
☐ Collaborate with Prince Charles Elementary School on an exchange between FNMII and Muslim students
☐ Celebrate FNMI traditions and customs with FMNI students at Prince Charles and ask Prince Charles students to attend traditions and customs at EIA.
☐Include First Nations to EIA One Ummah Festival (Muslim Heritage Festival)
☐Integrate compare and contrast activities between Muslim history and First Nations history.
☐Include Day of Truth and Reconciliation, Orange Shirt Day, and National Indigenous Peoples Day within Academic Calendar

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	128	84.9	114	82.4	125	80.4	122	88.5	138	82.1	High	Maintained	Good	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	70	78.7	51	74.8	63	77.4	50	90.5	66	76.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	58	91.2	63	90.0	62	83.4	72	86.5	72	87.4	Intermediate	Maintained	Acceptable	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Edmonton Islamic Academy — Overall, Parent, Teacher

Alberta — Overall, Parent, Teacher
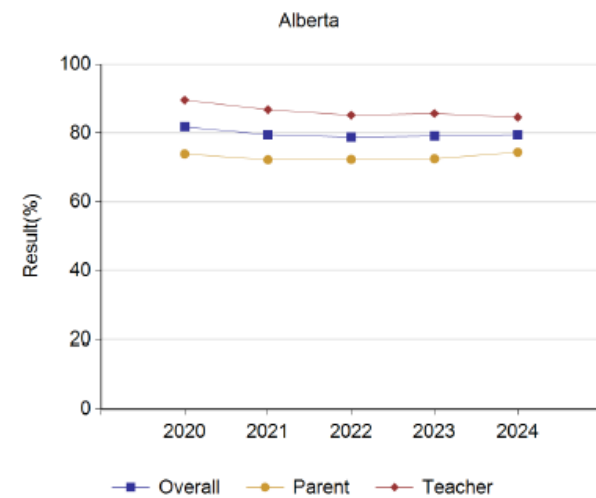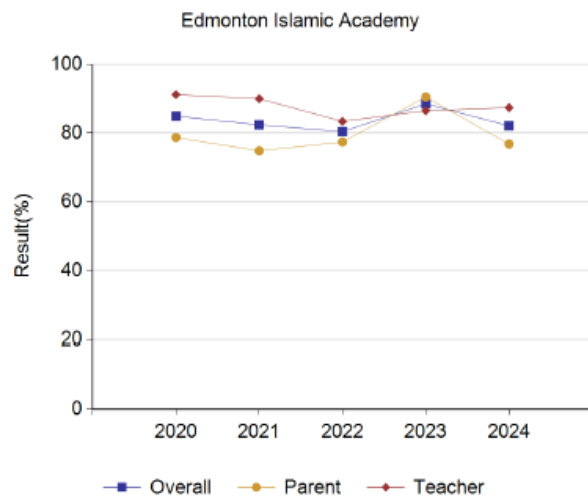
| **Comment on Results** |
| Many efforts have been made to keep communications and parent information high as we understand the value of parental involvement in a child's education. |
| **Key Strategies** |
| • Introduced REMIND app to ensure that communications with parents is consistent.
 • Use of 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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	58	64.9	60	70.5	58	72.5	68	74.0	66	77.9	Low	Maintained	Issue	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	58	64.9	60	70.5	58	72.5	68	74.0	66	77.9	Low	Maintained	Issue	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Edmonton Islamic Academy

Alberta
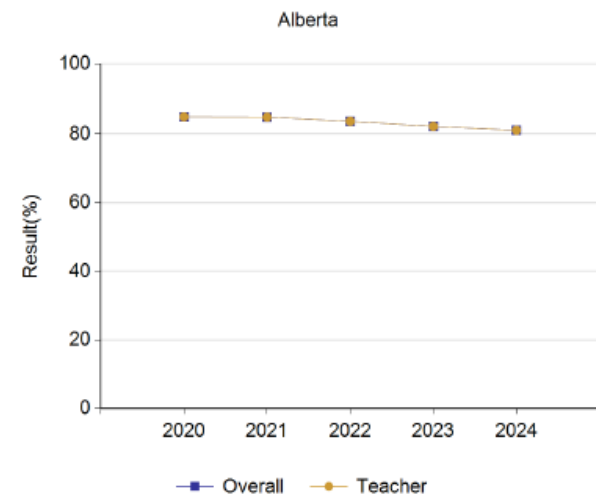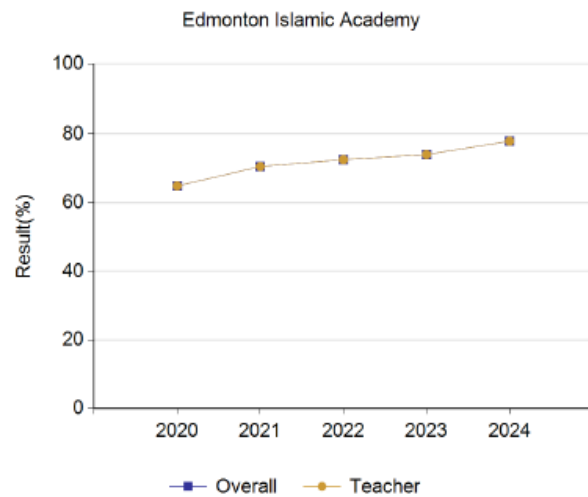
Comment on Results

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 (GRMR)
- Differentiated PD to allow for personal and professional growth and improvement.
- AISCA Teachers Convention

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 Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	796	83.7	796	82.1	839	74.9	924	83.6	889	85.6	Very High	Improved Significantly	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	67	94.0	47	91.5	62	75.8	47	100.0	64	93.8	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	672	76.3	690	70.0	716	68.6	807	67.9	760	73.8	Intermediate	Improved Significantly	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	57	80.7	59	84.7	61	80.3	70	82.9	65	89.2	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Edmonton Islamic Academy — Result(%) by year (2020–2024): Overall, Parent, Student, Teacher

Alberta — Result(%) by year (2020–2024): Overall, Parent, Student, Teacher
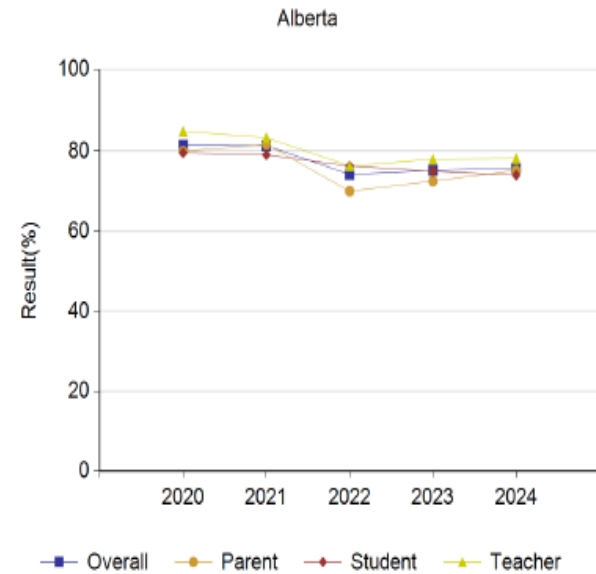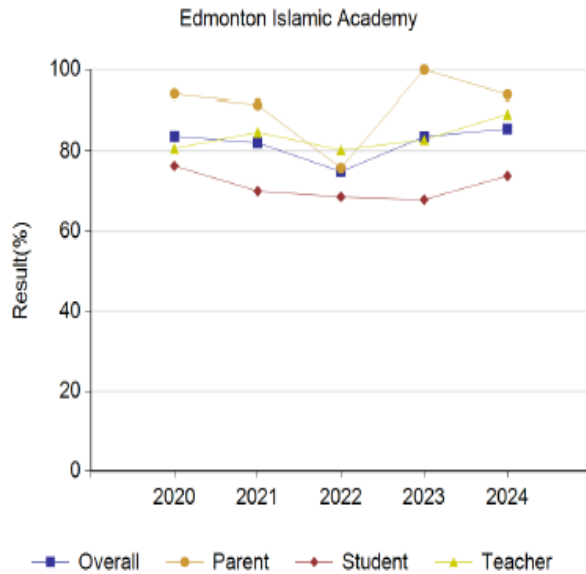
Comment on Results

Over the past 3 school years, EIA has been steadily improving its overall program. 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 with students and will 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 Academy			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)	94.9	7.9	n/a	52.7	3.5	n/a	Very High	n/a	n/a
Drop Out Rate	0.1	0.7	0.7	2.5	2.5	2.4	Very High	Improved	Excellent
In-Service Jurisdiction Needs	77.9	74.0	73.2	81.1	82.2	83.0	Low	Maintained	Issue
Lifelong Learning	82.5	87.3	85.0	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	77.1	79.7	75.8	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	79.6	84.3	82.1	80.6	81.2	81.5	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	100.0	100.0	98.1	70.7	71.9	70.0	Very High	Improved	Excellent
Safe and Caring	86.8	88.7	87.6	87.1	87.5	88.1	High	Maintained	Good
Satisfaction with Program Access	72.7	76.3	74.4	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
School Improvement	85.6	83.6	79.2	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	94.8	86.2	93.5	60.1	59.7	60.0	Very High	Maintained	Excellent
Work Preparation	84.5	90.0	87.2	82.8	83.1	84.0	High	Maintained	Good

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 2024/2025	Projected 2023/2024	ACTUAL 2022/2023 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	$13,503,521	$12,860,068	$10,165,129
Alberta Education - Home Education	$463,114	$410,856	$244,800
Total Alberta Education Revenues	$13,966,635	$13,270,924	$10,409,929
Other Government of Alberta	$0	$0	$30,000
Federal Government and/or First Nations	$0	$0	$0
Other Alberta school authorities	$0	$0	$0
Instruction fees / Tuition fees	$2,700,000	$2,600,600	$2,443,520
Non-instructional fees (O&M, Transportation, Admin fees)	$149,018	$190,000	$128,812
Other sales and services	$400,000	$310,000	$820,459
Interest on investments	$0	$0	$0
Gifts and donations	$3,000,000	$2,860,000	$2,658,853
Amortization of capital allocations (where applicable)	$24,715	$24,715	$26,613
Other (specify):	$0	$0	$0
TOTAL REVENUES $20,240,368	$20,240,368	$19,256,239	$16,518,186
EXPENSES			
Home Education	$463,114	$410,856	$304,108
Instruction - ECS	$3,628,152	$3,550,000	$3,328,462
Instruction - Grades 1 to 12	$12,251,150	$11,460,000	$11,025,187
Operations and maintenance	$1,096,553	$985,000	$815,518
Transportation	$677,064	$527,000	$0
Board and System Administration	$2,124,335	$2,300,000	$2,213,314
External Services	$0	$0	$58,805
TOTAL EXPENSES $20,240,367	$20,240,367	$19,232,856	$17,745,394
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	$1	$23,383	($1,227,208)
	$1		

More information can be found on EIA's website or by contacting the Treasurer at Board@islamicacaemy.ca.

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.

Stakeholder Engagement
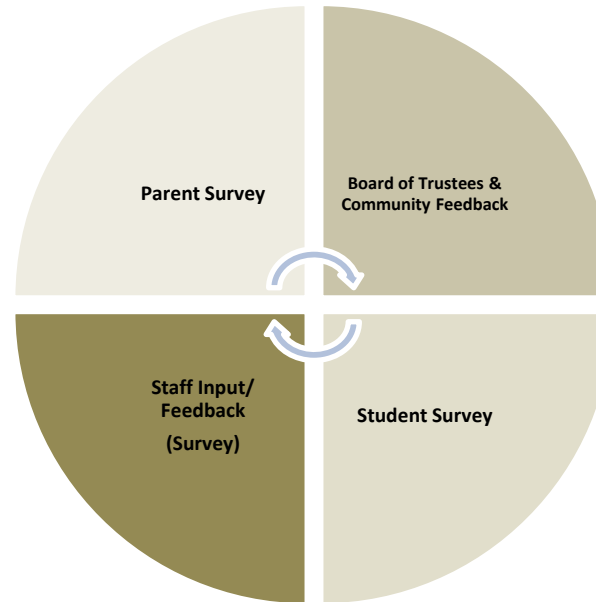
Stakeholder Involvement

- 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 2023-2024.

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 wronging 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

School: 7901 Edmonton Islamic Academy

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;

Page 46

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.