Edmonton Islamic Academy

Annual Education Assurance Measures Report (AEAM)

January 2023

School Authority Results Summary

Accountability Statement

The Annual Education Assurance Measures Report from the fall of 2022 (2022-2023 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 2022-2023 school year for the purpose of developing the three-year Education Plan.

Khalid Tarabain		January 29, 2023
Chair of the Board	Signature	Date

Foundation Statements

EIA's Mission:

> *The Edmonton Islamic Academy offers a high-quality education, embedded in Islamic Values, to enable students to become:*
>
> - *Respectful*
> - *Responsible*
> - *Successful*
> *leaders and contributors to society.*

EIA's Vision:

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

Philosophy

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

We believe in

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

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

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

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

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

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

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

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

Beliefs

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

<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 2022 Authority: 9269 Edmonton Islamic School Society

Assurance Domain	Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.1	82.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.1	81.7	84.3	81.4	83.2	83.1	High	Declined Significantly	Issue
	3-year High School Completion	89.6	95.8	94.8	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	100.0	91.1	93.5	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	91.2	n/a	91.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	39.9	n/a	34.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	94.4	n/a	93.8	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	41.1	n/a	53.3	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.9	86.3	90.7	89.0	89.6	90.3	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	85.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.8	77.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.4	82.4	81.9	78.8	79.5	81.5	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.
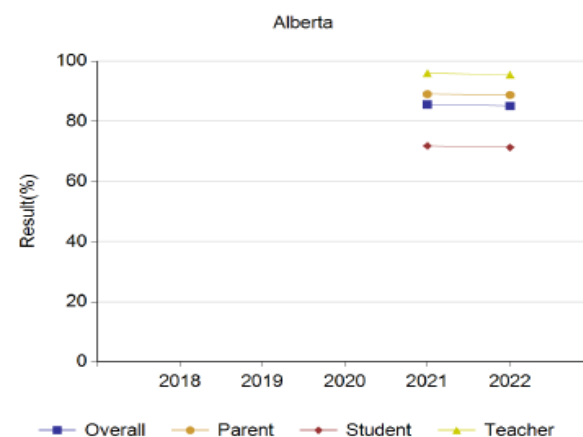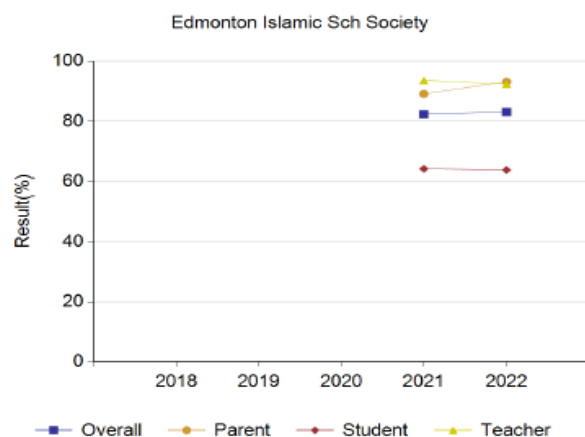
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Assurance Domain:
Student Growth & Achievement

Student Learning Engagement – Measure History

Authority: 9269 Edmonton Islamic School Society

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	814	82.3	847	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	51	89.1	63	93.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	700	64.2	722	63.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	63	93.6	62	92.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Edmonton Islamic Sch Society — Result(%) vs year (2018–2022). Legend: Overall, Parent, Student, Teacher.

Alberta — Result(%) vs year (2018–2022). Legend: 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.

Comment on Results
Student learning engagement post-pandemic required many newly adopted strategies and resources. While school doors remained open for much of the year, lengthy self-isolation periods, an increase in At-Home Learning, and government mandates to shift to online or At-Home Learning significantly impacted student engagement throughout the province, including EIA. Despite the turbulence, parents and teachers reported that, under the circumstances, student engagement remained quite consistent. Clearly, students (both locally and provincially) reported a much different experience as learning through various forms of media and technology is never ideal. Despite this, EIA leadership is proud of the efforts made by staff, students, and parents as we transioned back to "normal" school life.

Key Strategies
- Returned most our school events to our school calendar. The majority of these events did not include parents until the final
- Added class sets of Chromebooks for all students from Grade 3 – 12.. Student Chrome Books allowed students to ease transition back to full-time in-class learning and stay engaged with the teacher.
- Returned extra-curricular programs such as Coding Club, Athletics, and after-school programs.
- Introduced Google Classroom as a shared resource throughout Grade 4 – 12. K – 3 adopted Class Dojo as their platform to keep students connected.

Citizenship – Measure History

Authority: 9269 Edmonton Islamic School Society

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	713	76.5	780	83.3	805	85.3	815	81.7	848	79.1	High	Declined Significantly	Issue	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	62	85.0	42	86.0	72	95.5	51	87.7	63	87.5	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	600	61.6	686	70.6	675	70.4	701	68.1	723	63.7	Intermediate	Declined Significantly	Issue	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	51	83.0	52	93.4	58	90.0	63	89.3	62	85.9	Low	Maintained	Issue	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7
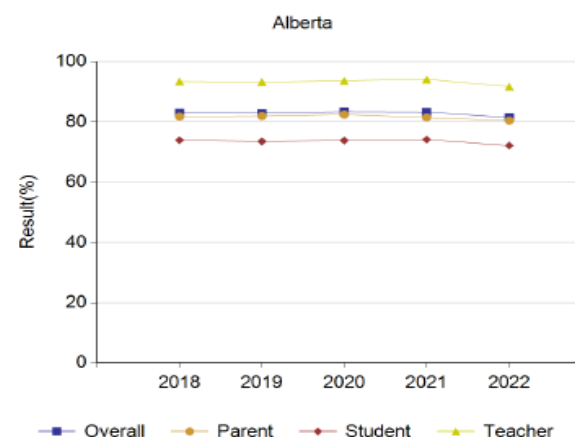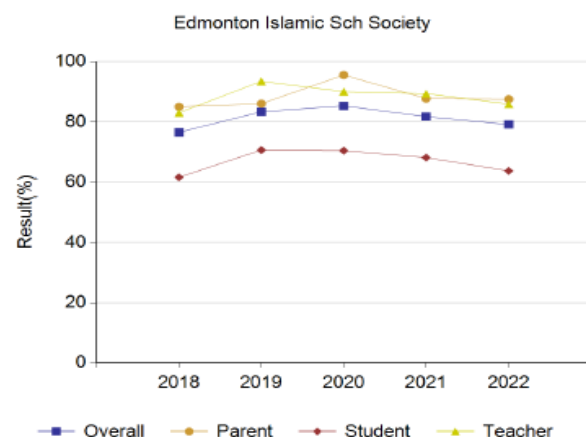
Notes:

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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.
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.

1.

Comment on Results

The results over the past few years are relatively consistent, despite a slight decline parent and student satisfaction in 2022. Admittedly, EIA did not prioritize this aspect of the school's program as priorities and focus shifted to student and staff safety. Many of our traditional strategies based around active citizenship were slowly re-introduced. In addition, a rise in social media misuse has negatively impacted students and families resulting in a decline in character in some cases. Despite this, students are still provided numerous opportunities to develop their character and active citizenship as school life slowly returns back to normal.

Key Strategies
- Project Based learning will enable students to partake in character building initiatives that enable students to develop a sense of citizenship through their faith.
- Re-structured the Grade 7 – 12 Islamic Studies scope and sequence to address issues and develop students understanding of the real world, including the importance of active citizenship.
- Several initiatives, including those targeting active citizenship have been scheduled for 2022-2023 school year.

High School Completion Rate – Measure History

Authority: 9269 Edmonton Islamic School Society

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	87.9	36	90.9	41	97.6	48	95.8	55	89.6	Very High	Maintained	Excellent	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	24	95.8	28	93.7	36	92.0	41	100.0	48	96.1	Very High	Maintained	Excellent	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	8	100.0	24	95.8	28	93.6	36	91.1	41	100.0	Very High	Improved	Excellent	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1
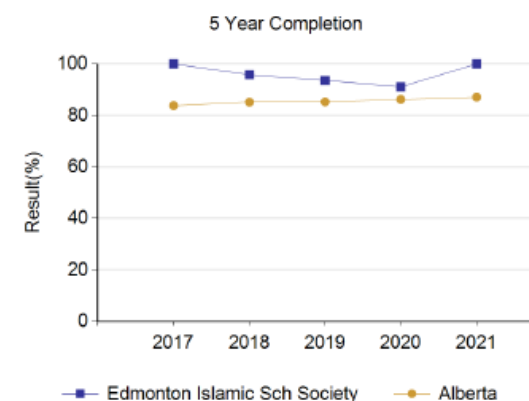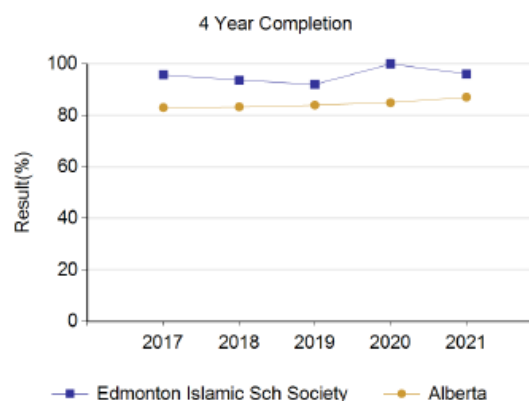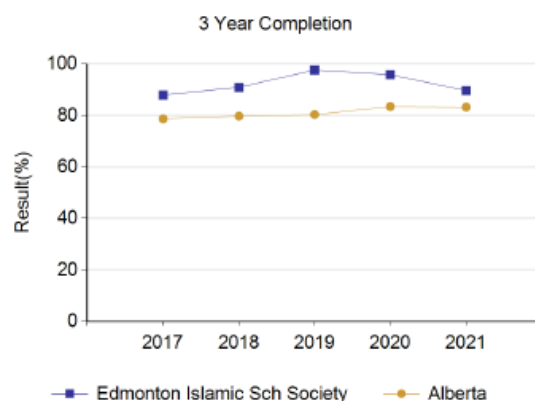
3 Year Completion — 4 Year Completion — 5 Year Completion

— Edmonton Islamic Sch Society   — Alberta

Notes:
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2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

Comment on Results
High school students continue to find success in EIA's high school program in comparison to the provincial results.

Key Strategies
- Small class sizes provide high school students with more personal experience with their teacher
- Students are prepared for diploma exams and university life during their time at EIA.

High School Completion Rate – Measure History

Authority: 9269 Edmonton Islamic School Society (ESL)

	Edmonton Islamic Academy (ESL)										Measure Evaluation			Alberta (ESL)								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	4	*	2	*	2	*	6	83.3	6	100.0	Very High	Improved	Excellent	3,071	75.7	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5
4 Year Completion	1	*	3	*	n/a	n/a	2	*	6	83.3	Intermediate	n/a	n/a	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4
5 Year Completion	n/a	n/a	1	*	3	*	n/a	n/a	2	*	*	*	*	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1
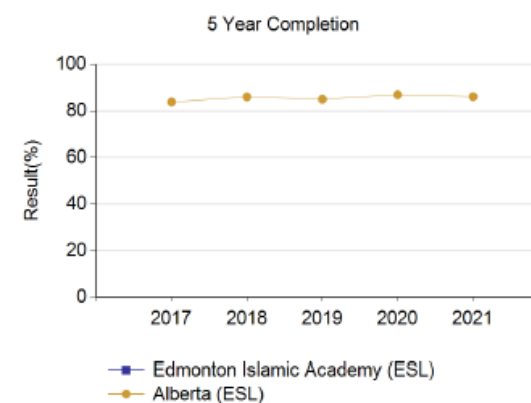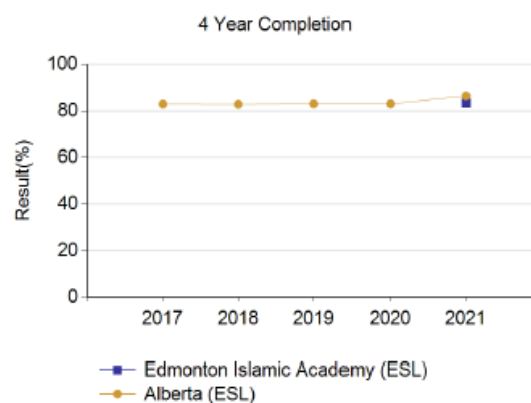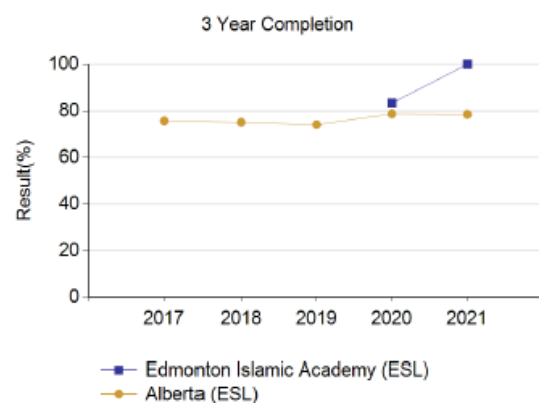
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Comment on Results
ESL High school students continue to find success in EIA's high school program in comparison to the provincial results.

Key Strategies
- Small class sizes provide ESL high school students with more personal experience with their teacher
- ESL support helps prepare ESL student for high school success including success with 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 Sch Society					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	68	83	n/a	n/a	89	65,736	65,117	n/a	n/a	58,444
Acceptable Standard %	90.5	93.8	n/a	n/a	94.4	83.7	83.6	n/a	n/a	75.2
Standard of Excellence %	44.6	53.3	n/a	n/a	41.1	24.2	24.0	n/a	n/a	18.2
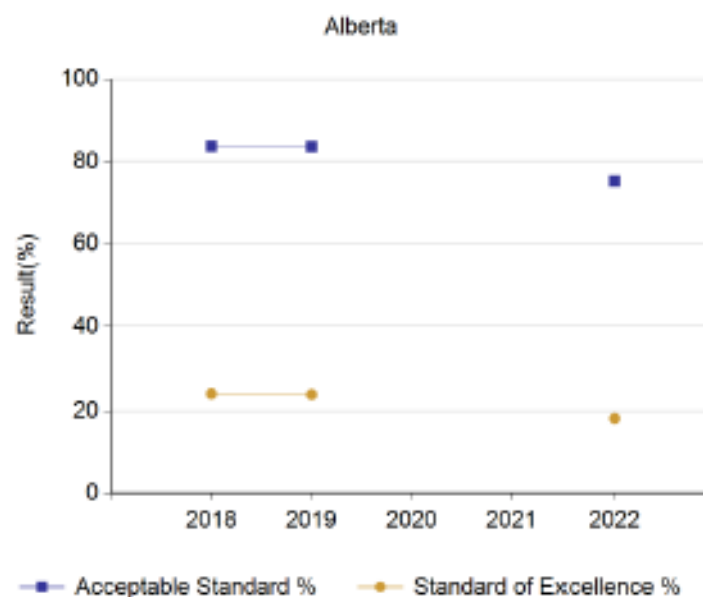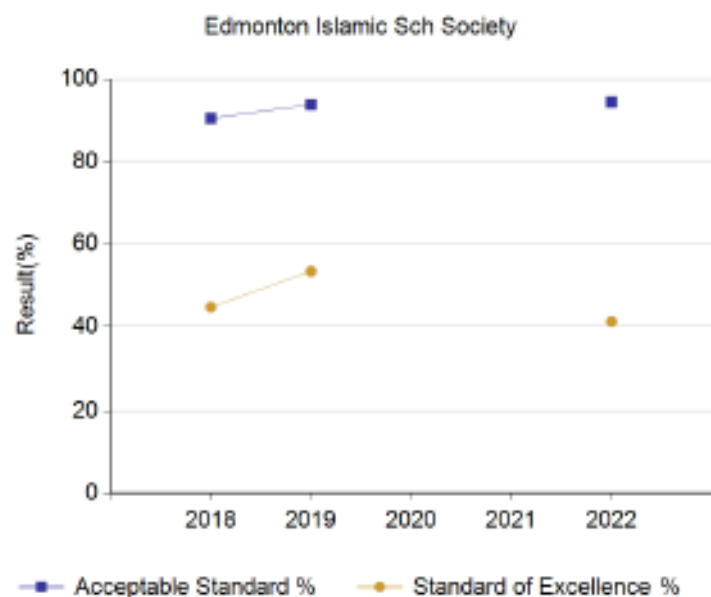
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Exam Results Course by Course Summary with Measure Evaluation

Course	Measure	Edmonton Islamic Sch Society							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	16	100.0	44	90.9	17,372	78.8	29,832	86.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	16	6.3	44	20.5	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	80.8	16,640	87.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	12.3	16,640	12.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	27	92.6	9,102	63.6	19,389	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	27	74.1	9,102	23.0	19,389	35.1
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,872	61.5	14,465	76.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	33	90.9	42	90.5	13,811	81.5	21,610	86.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	33	21.2	42	21.4	13,811	15.8	21,610	17.0
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	11,131	72.5	20,758	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	12	100.0	22	95.5	13,449	74.3	22,442	83.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	12	66.7	22	63.6	13,449	25.2	22,442	35.5
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	31	93.5	68	95.6	10,196	77.1	18,525	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	31	61.3	68	75.0	10,196	31.1	18,525	42.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	27	92.6	22	100.0	5,560	78.5	9,247	87.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	27	55.6	22	77.3	5,560	34.6	9,247	43.5
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. 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

| | | | | | Edmonton Islamic Sch Society | | | | Alberta | | | |
| | | | | | | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
Course	Measure	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	128	93.8	100	100.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	128	35.2	100	24.0	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	128	85.9	100	87.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	128	26.6	100	16.0	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	128	89.8	100	96.0	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	128	35.9	100	36.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	128	93.0	100	90.0	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	128	41.4	100	18.0	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	97	91.8	75	92.0	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	97	19.6	75	32.0	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	97	91.8	75	85.3	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	97	53.6	75	49.3	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	97	96.9	76	94.7	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	97	67.0	76	63.2	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	97	87.6	75	86.7	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	97	46.4	75	46.7	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Student Growth and Achievement (Grades K-9)

PAT Results By Number Enrolled Measure History

School: 7901 Edmonton Islamic Academy (ESL)

	Edmonton Islamic Academy (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	47	50	n/a	n/a	22	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	86.7	91.0	n/a	n/a	83.0	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	12.8	23.5	n/a	n/a	30.7	15.5	16.4	n/a	n/a	15.2

Edmonton Islamic Academy (ESL)


Alberta (ESL)
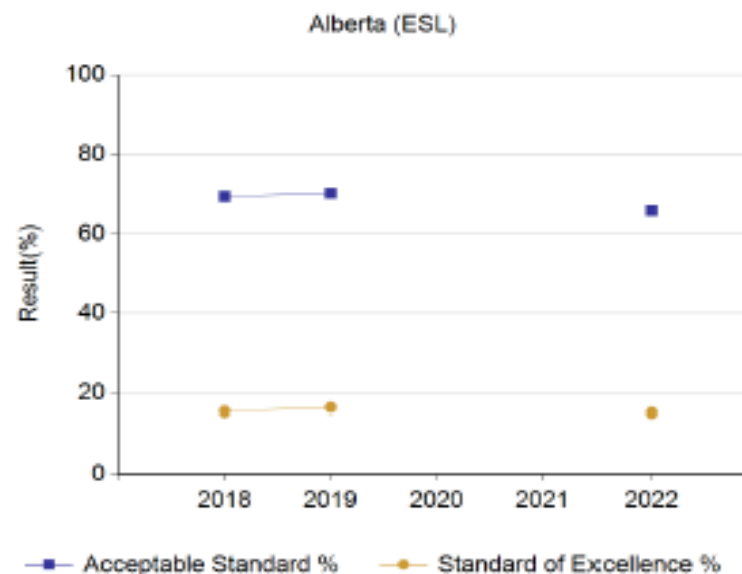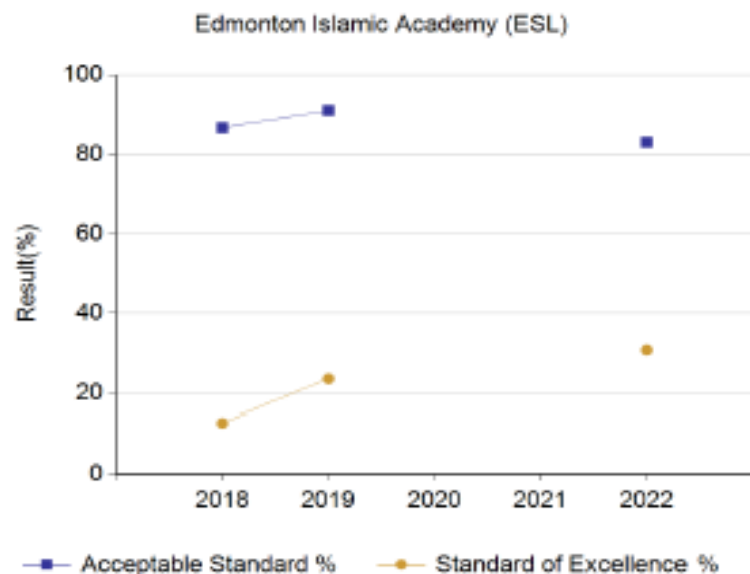
Comment on Results
EIA students are provided with support throughout the year throughout the year. Our Specialized Services team worked hard in preparing our ESL students for academic success.
Key Strategies
Deploying ESL support teachers in a pullout program has resulted in student achievement for all ESL students.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority										Measure Evaluation			Province										
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	104	0.3	124	0.0	139	0.0	161	0.0	187	0.0	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	n/a	n/a	1	n/a	2	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1
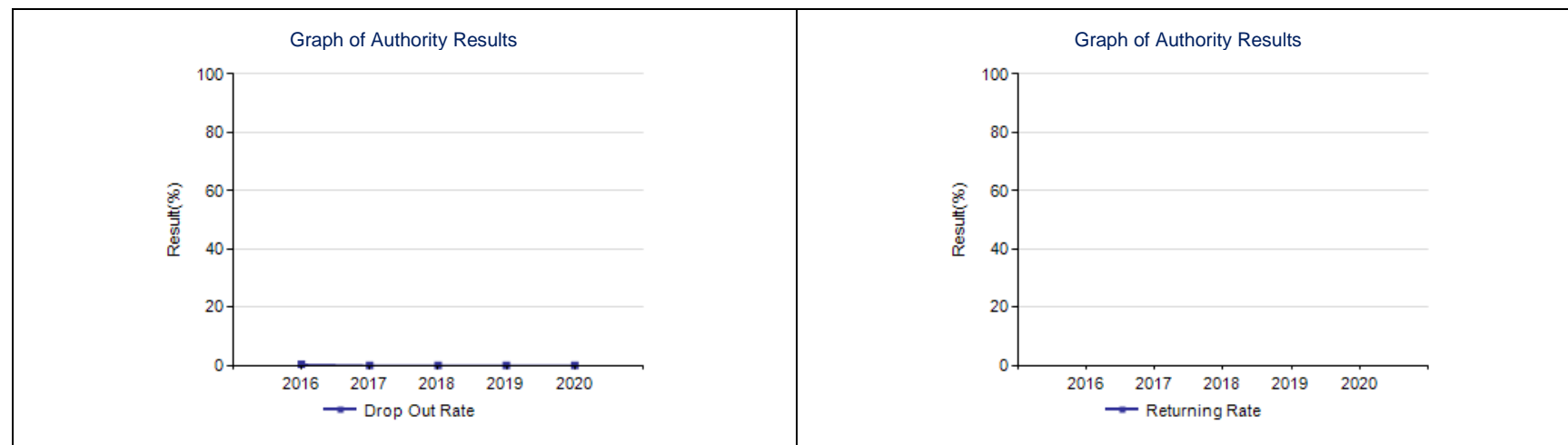
Graph of Authority Results — Drop Out Rate

Graph of Authority Results — Returning Rate

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 2019, 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 Sch Society										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	24	75.7	28	82.0	36	98.3	41	83.5	48	89.9	Very High	Maintained	Excellent	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Transition	8	100.0	8	97.4	24	89.9	28	94.3	36	99.9	Very High	Improved	Excellent	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Graph of Authority Results — 4 Year Transition (%)
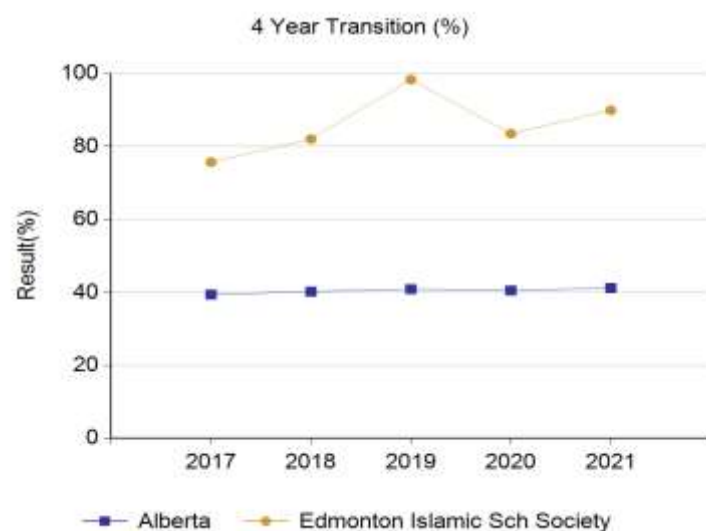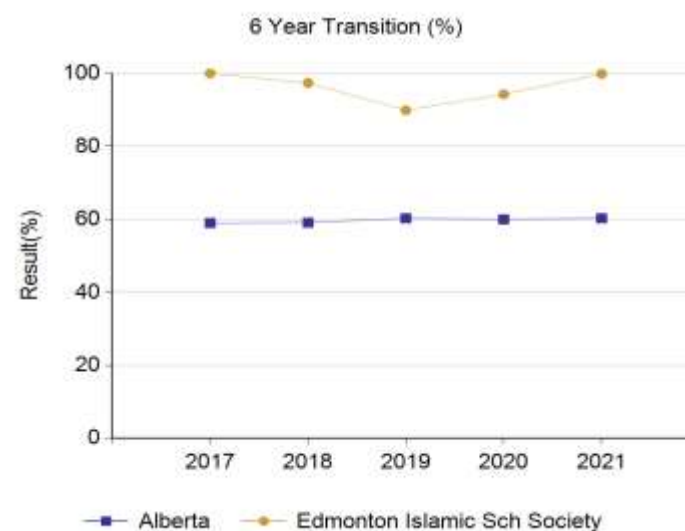
Graph of Authority Results — 6 Year Transition (%)

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 Sch Society					Measure Evaluation			Alberta				
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2017	2018	2019	2020	2021
Total Gr 12 Students	23	24	40	52	50	n/a	n/a	n/a	60,127	60,559	58,970	59,357	58,631
Percent Eligible for Scholarship	95.7	100.0	97.5	94.2	100.0	Very High	Improved	Excellent	63.4	64.8	66.6	68.0	70.2

Graph of Authority Results
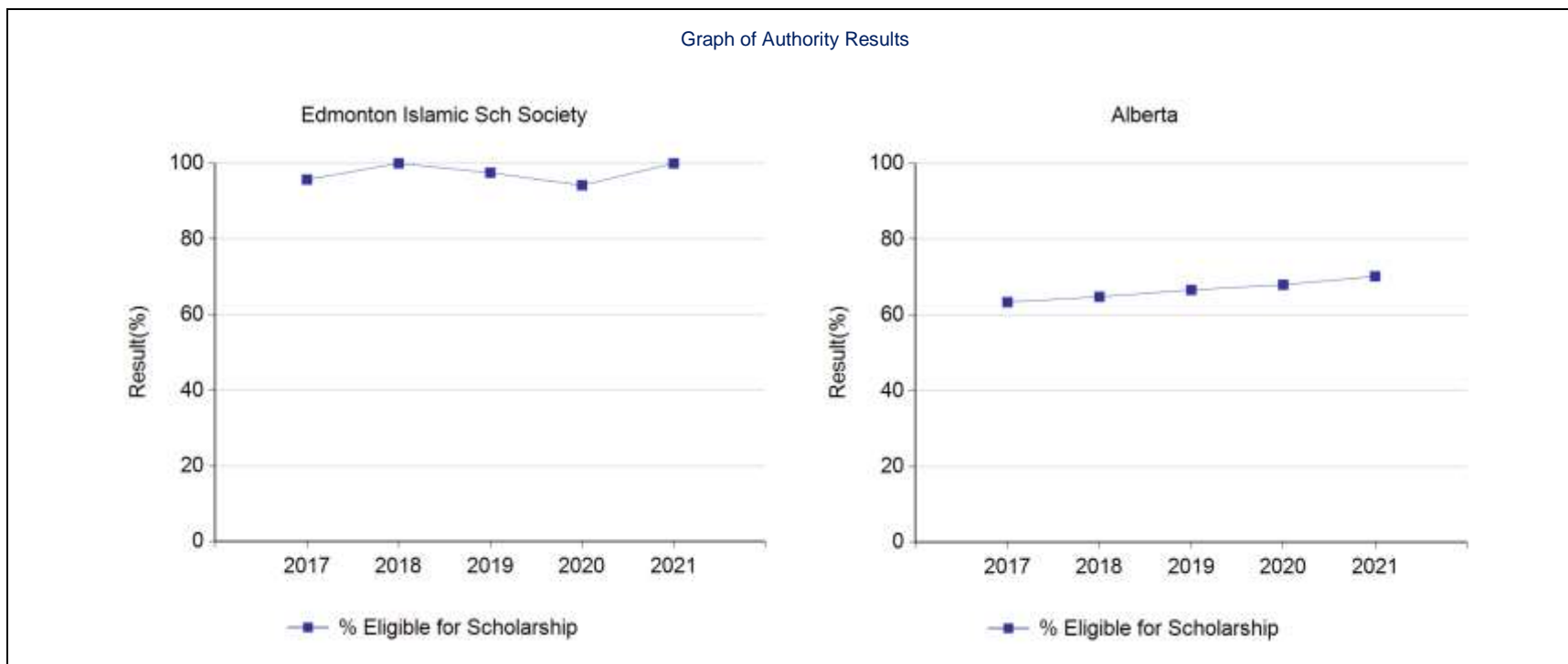
Notes:
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Starting in 2019, 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.
6. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

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

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	97.6	88.7	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.0	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	74.1	71.9	66.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	94.2	97.5	97.7	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	88.7	90.3	87.9	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	82.1	83.7	79.0	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	94.3	89.9	95.7	60.0	60.3	59.5	Very High	Maintained	Excellent
Work Preparation	87.5	90.9	85.4	85.7	84.1	83.2	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. 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.

	Achievement				
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 & Learning

Education Quality – Measure History

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	713	80.7	780	90.5	807	90.9	814	86.3	844	85.9	Intermediate	Declined Significantly	Issue	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	62	79.7	42	87.1	72	93.0	51	85.8	63	86.4	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	600	77.0	686	85.6	677	86.3	700	81.3	719	80.6	Very Low	Declined Significantly	Concern	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	51	85.3	52	98.7	58	93.3	63	91.9	62	90.6	Low	Declined	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0
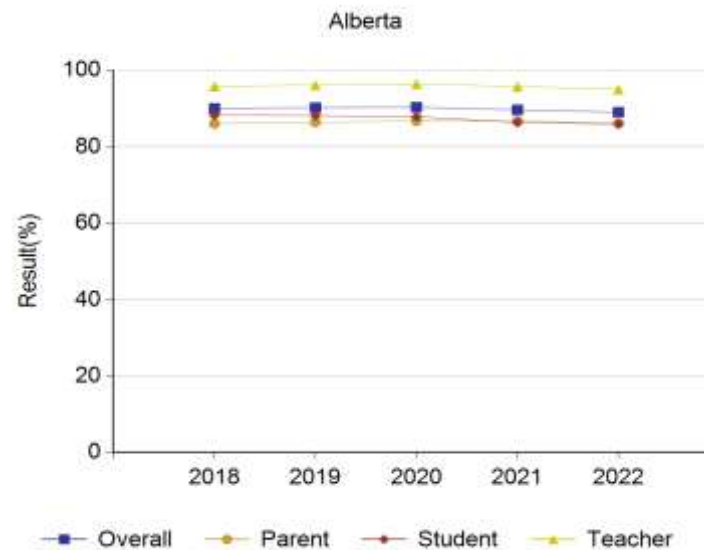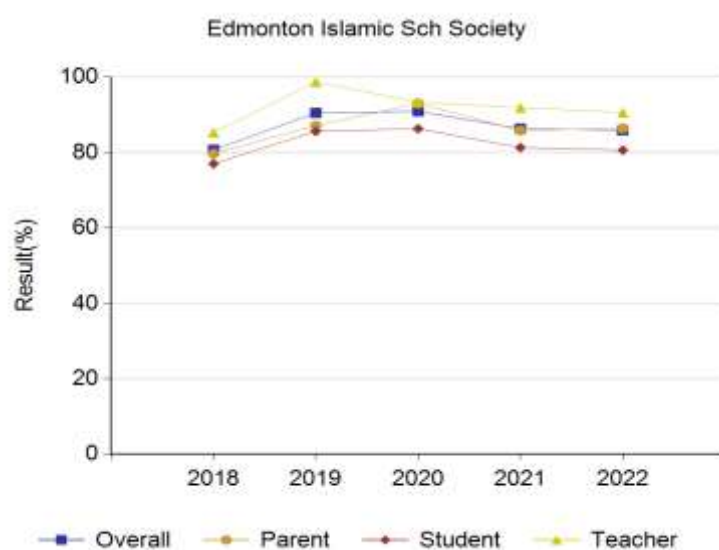
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results
It is understood that the quality of education was impacted by the COVID-19 pandemic. With a rise in student and teacher absences due to increased illnesses, close contact protocols, and requirements to self-isolate, the quality was undoubtedly impacted. However, the staff and students demonstrated much resiliency and courage to continue on under the difficult circumstances and are captured in the satisfaction results.

Parental Involvement – Measure Details

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

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	62	79.7	42	87.1	72	93.0	51	85.8	63	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Parent - Grade 4-6	26	76.1	17	91.9	35	92.8	22	89.3	32	83.8	16,226	87.0	16,113	87.6	16,667	88.1	13,941	88.8	14,320	87.3
Parent - Grade 7-9	20	78.2	16	82.3	23	91.2	19	80.4	15	91.1	10,985	85.9	10,892	85.8	11,640	86.3	9,886	85.5	10,028	85.3
Parent - Grade 10-12	16	87.5	9	87.0	14	96.4	10	88.3	16	87.1	8,288	84.2	8,257	84.9	8,588	84.7	7,197	84.1	7,380	84.8

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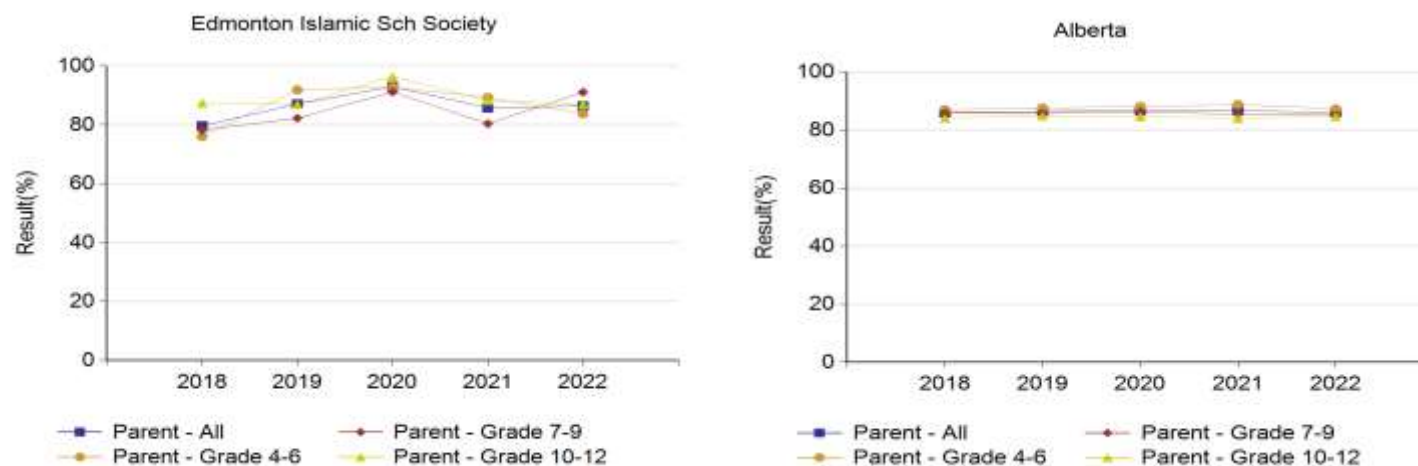
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Comment on Results
In a time where parents and visitors were unable to physically join a cohort, it was highly challenging to find effective ways to involve parents. However, many efforts have been made to retransition parental involvement inside the school. As protocols eased, we have been able to include parent volunteers in our program and school life on a regular basis.

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

Measure History by Group - Students

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	600	77.0	686	85.6	677	86.3	700	81.3	719	80.6	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Student - Grade 4-6	287	85.0	330	93.6	349	90.8	340	85.4	331	90.2	78,026	95.2	83,900	95.1	80,156	95.1	72,276	94.6	76,565	93.9
Student - Grade 7-9	225	66.1	218	75.9	240	76.7	263	77.7	309	74.2	58,965	84.6	63,972	84.1	63,763	83.8	57,049	82.4	62,794	82.4
Student - Grade 10-12	88	79.9	138	87.2	88	91.3	97	80.9	79	77.5	48,897	85.0	49,410	85.0	49,844	84.6	40,264	82.0	47,475	81.5
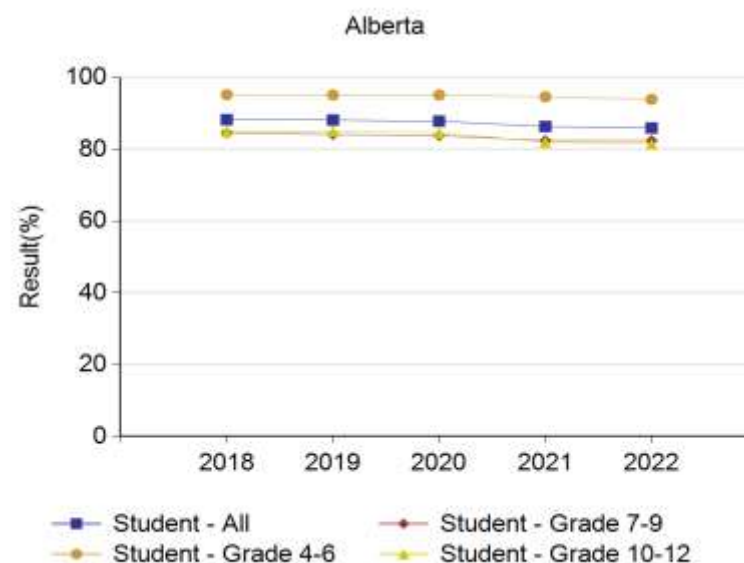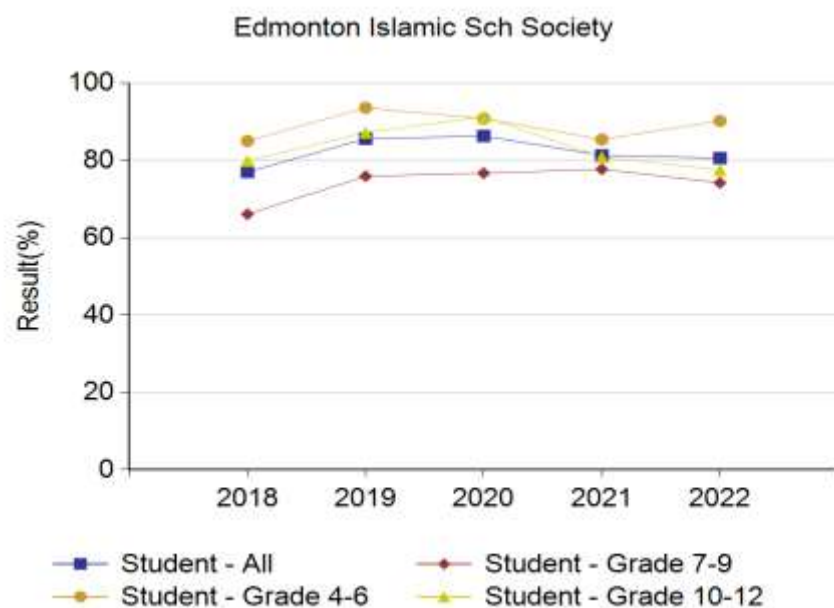
Measure History by Group - Teachers

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	51	85.3	52	98.7	58	93.3	63	91.9	62	90.6	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0
Teacher - Grade 4-6	4	*	6	97.1	6	100.0	6	97.0	7	100.0	5,279	96.7	5,373	97.0	5,320	97.3	4,537	96.8	4,730	96.3
Teacher - Grade 7-9	10	83.3	6	100.0	6	75.0	8	95.7	6	83.3	6,748	95.1	6,956	95.2	7,084	95.5	5,742	94.9	6,312	93.8
Teacher - Grade 10-12	10	91.7	9	100.0	9	92.6	12	81.7	11	87.9	6,894	93.8	7,072	94.4	7,260	94.6	5,896	93.4	6,227	92.6
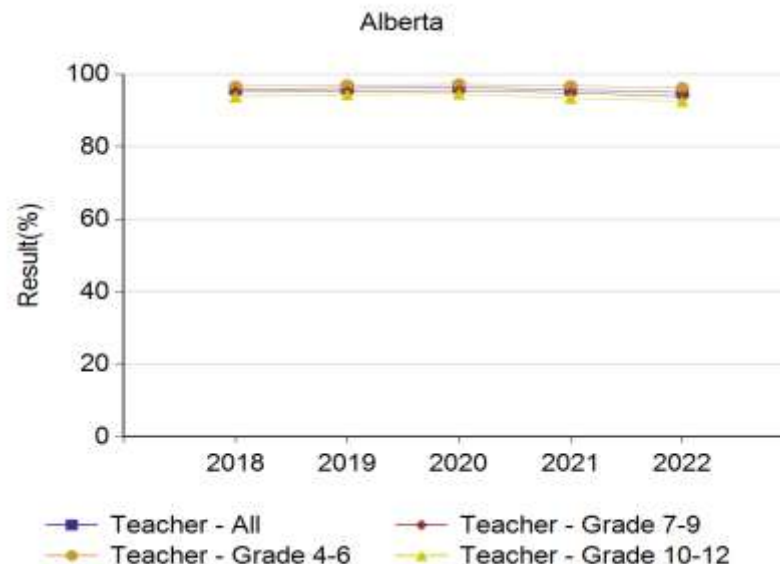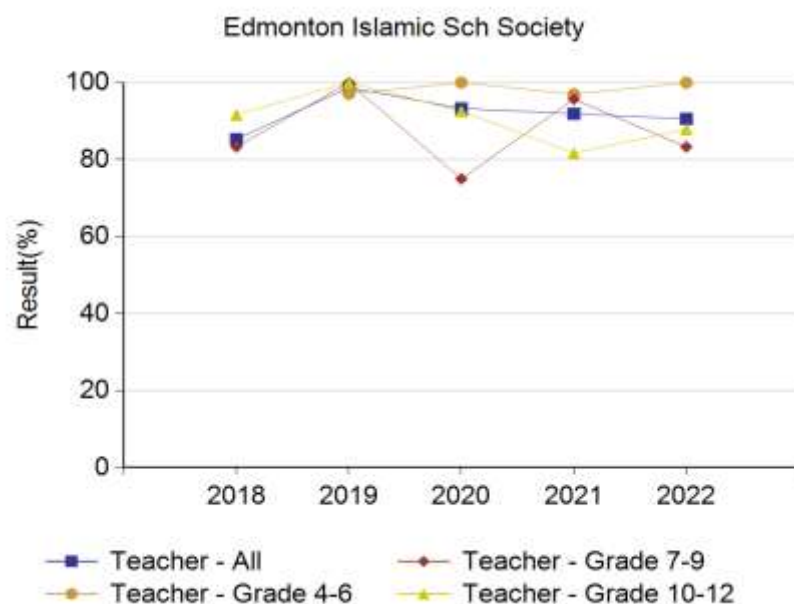
Lifelong Learning

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

	Edmonton Islamic Sch Society													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	111	71.7	93	79.3	126	87.4	111	84.9	123	82.7	Very High	Maintained	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	60	69.9	42	77.5	68	91.3	48	85.1	62	85.1	Very High	Maintained	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	51	73.5	51	81.2	58	83.5	63	84.7	61	80.3	Intermediate	Maintained	Acceptable	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4
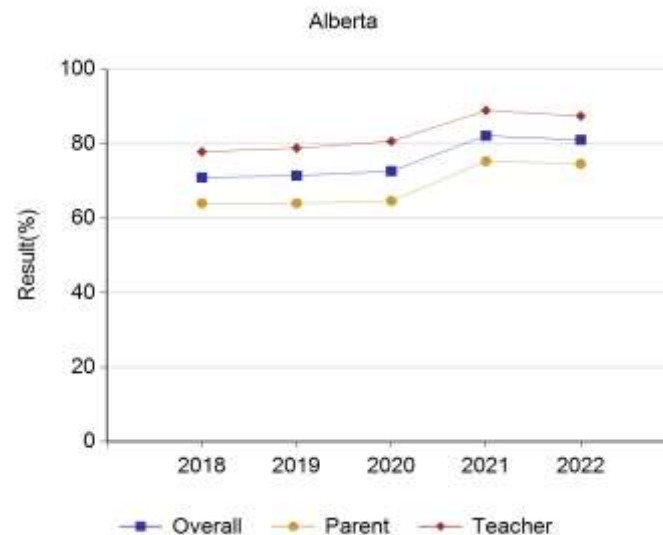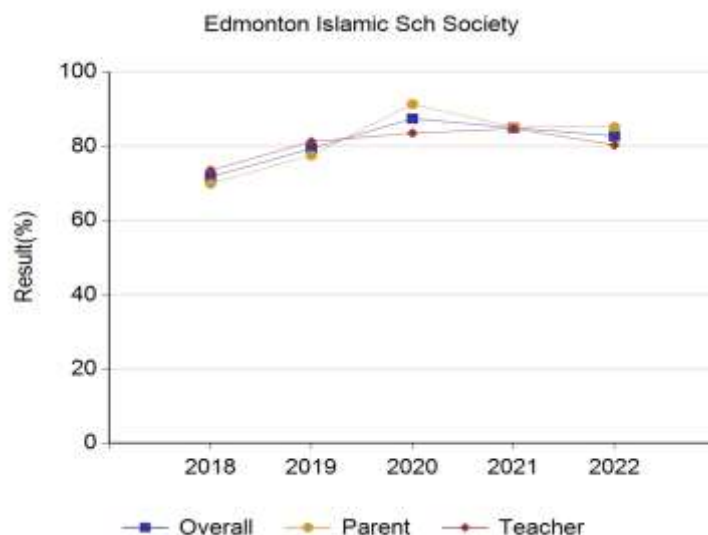
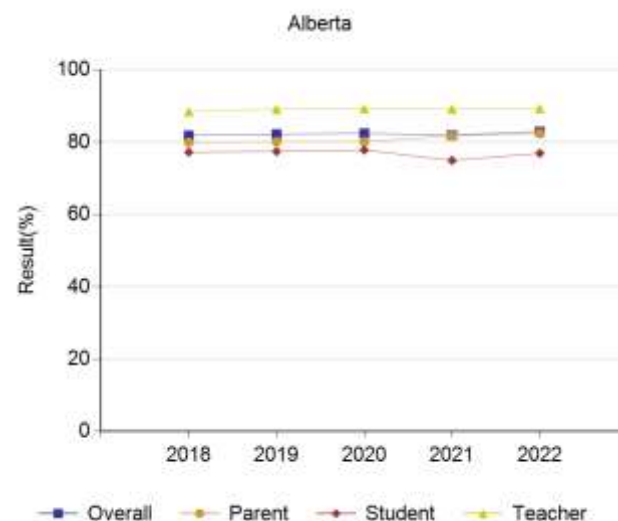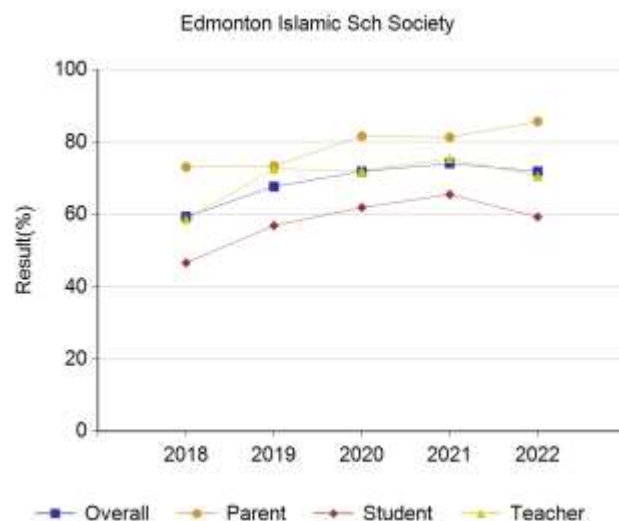| Comment on Results |
|---|
| AT EIA, we will continue to strive to apply our school's mission and vision which is built around creating lifelong learning, contributing to society, and bettering humanity. Teachers and staff have instilled the mission and vision throughout the year and will continue to seek ways to develop students into lifelong learners. |
| **Key Strategies** |
| • Islamic Studies program is intended to encourage lifelong learning
• Project-Based Learning is a great opportunity to develop leaders and contributors to society.
• Home Reading program encourages life-long readers and learners
• Athletics program introduces opportunity for living a healthy lifestyle
• International excursions are important initiatives and promote continual learning. |

Program of Studies

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	426	59.4	450	67.7	457	71.9	474	74.1	512	71.9	Low	Maintained	Issue	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	62	73.1	42	73.4	72	81.6	51	81.3	62	85.7	Very High	Improved	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	313	46.6	356	56.9	327	61.9	360	65.5	388	59.3	Very Low	Maintained	Concern	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	51	58.7	52	72.6	58	72.1	63	75.5	62	70.6	Very Low	Maintained	Concern	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Edmonton Islamic Sch Society — Result(%) by year (2018–2022): Overall, Parent, Student, Teacher

Alberta — Result(%) by year (2018–2022): Overall, Parent, Student, Teacher

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

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

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely
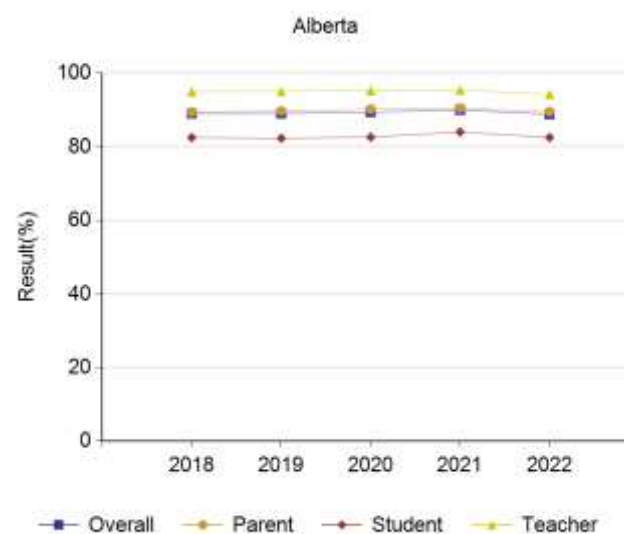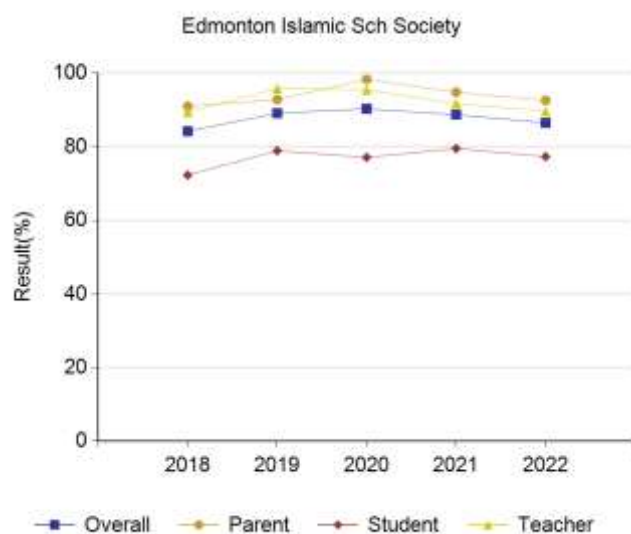
	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	713	76.6	780	82.5	804	87.6	814	78.4	848	79.8	Low	Declined Significantly	Concern	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	62	79.3	42	83.2	72	92.4	51	86.5	63	84.8	High	Maintained	Good	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	600	68.8	686	77.0	674	76.8	700	70.6	723	73.6	Very Low	Declined	Concern	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	51	81.6	52	87.2	58	93.5	63	78.1	62	81.1	Very Low	Declined	Concern	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Edmonton Islamic Sch Society

Alberta
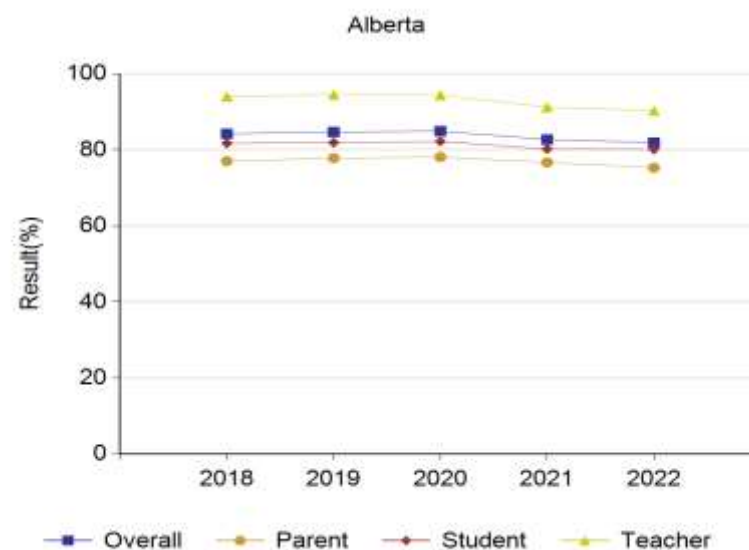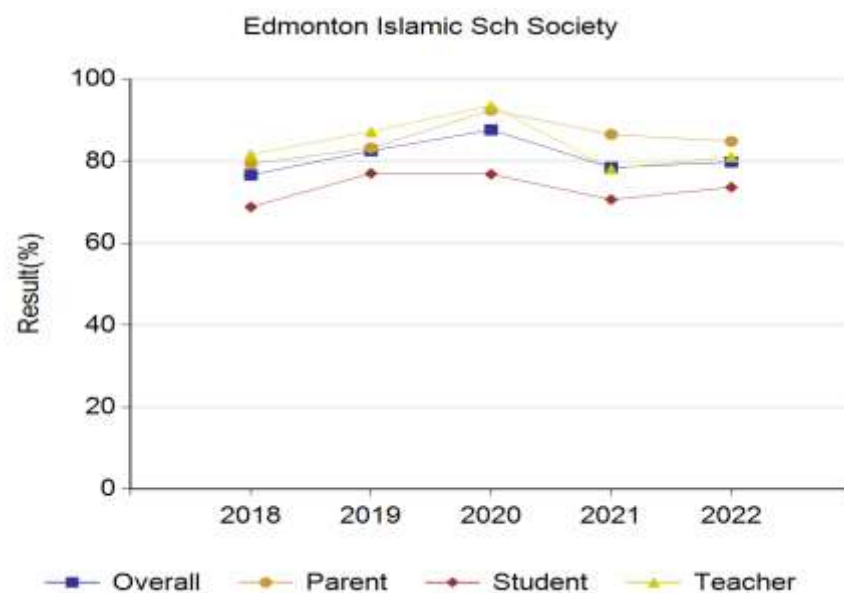
Safe and Caring

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

| | Edmonton Islamic Sch Society | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	713	84.2	779	89.1	804	90.3	815	88.7	848	86.5	High	Declined Significantly	Issue	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	62	91.0	42	92.8	72	98.3	51	94.8	63	92.6	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	600	72.3	685	78.9	674	77.1	701	79.5	723	77.3	Intermediate	Maintained	Acceptable	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	51	89.4	52	95.8	58	95.5	63	91.7	62	89.6	Low	Declined	Issue	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Edmonton Islamic Sch Society — Alberta
Result(%) charts for Overall, Parent, Student, Teacher (2018–2022)

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.
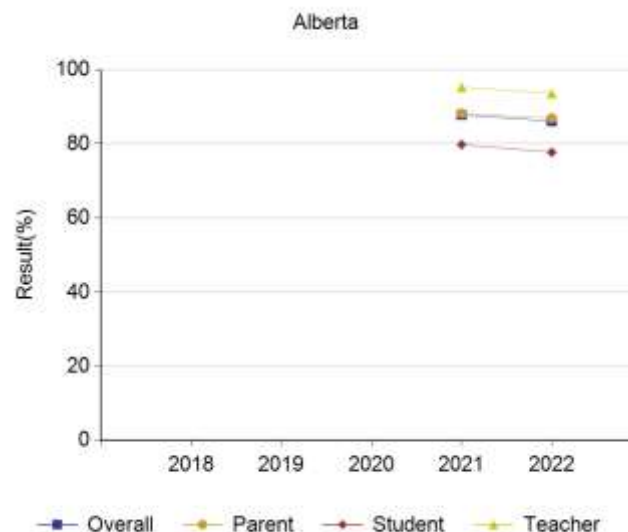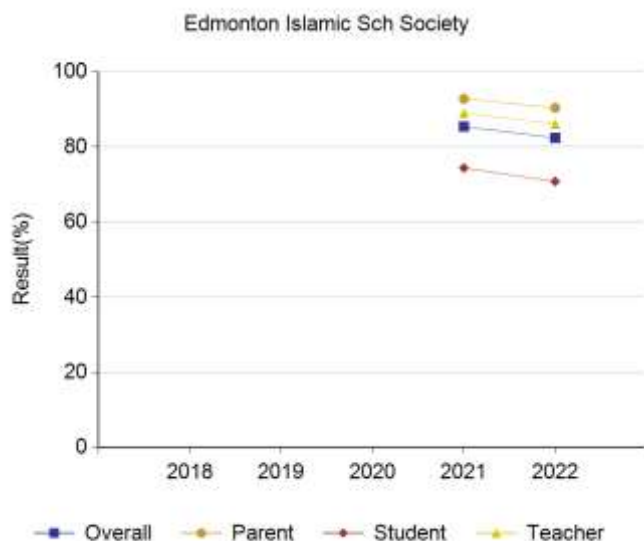
Key Strategies

- Introduce anti-bullying initiatives
- Introduce mental health day (Legends Day)
- Schedule excursions with mental health initiatives

Assurance Domain:
Learning Supports

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

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	815	85.4	849	82.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	51	92.8	63	90.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	701	74.4	724	70.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	63	89.0	62	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Edmonton Islamic Sch Society

Alberta

Legend: Overall, Parent, Student, Teacher

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. While all schools, including EIA, continuously seek to improve in areas of bullying, racism, and other actions contrary to our beliefs, the school is working hard towards school improvement.
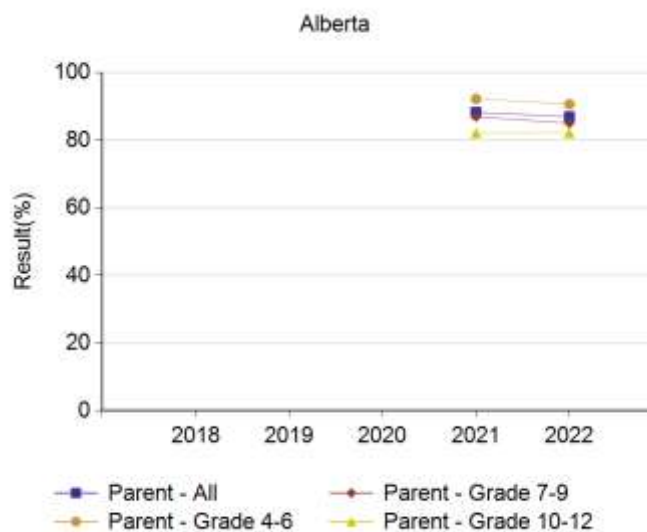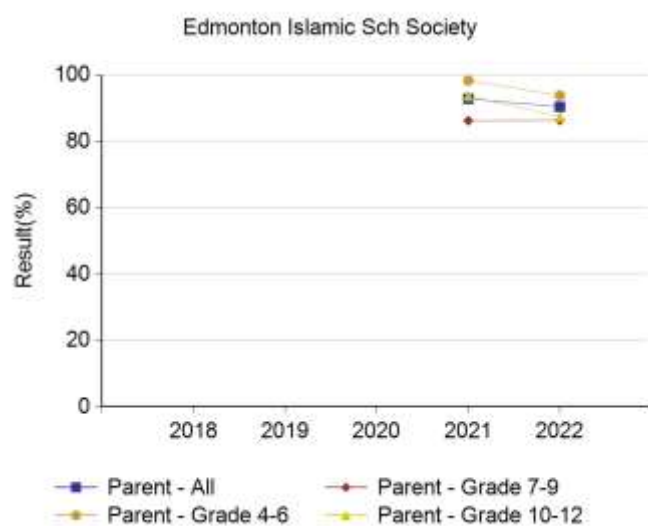
Key Strategies
- Introduced SRO to assist with enhanced safety protocols
- Re-structured Islamic Studies curriculum to focus more on virtue building
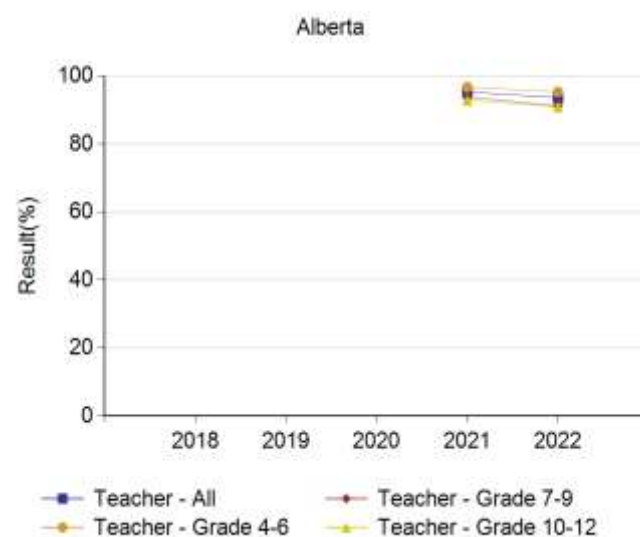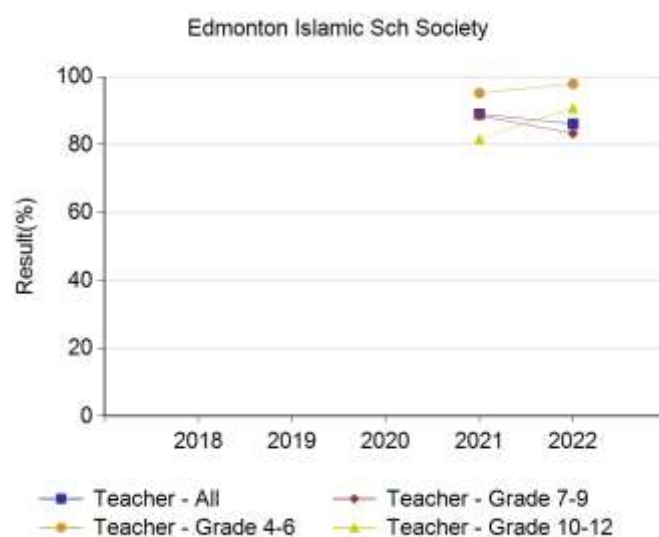- Introduced PBL which are built around the mission and vision of EIA

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
Measure History by Group – Parents

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

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	51	92.8	63	90.4	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	22	98.3	32	93.8	n/a	n/a	n/a	n/a	n/a	n/a	13,927	92.2	14,315	90.6
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	19	86.2	15	86.3	n/a	n/a	n/a	n/a	n/a	n/a	9,871	86.9	10,025	85.0
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	10	93.7	16	87.4	n/a	n/a	n/a	n/a	n/a	n/a	7,182	82.2	7,375	82.2

Edmonton Islamic Sch Society

Alberta

- Parent - All
- Parent - Grade 4-6
- Parent - Grade 7-9
- Parent - Grade 10-12

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Measure History by Group - Teachers

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

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	n/a	n/a	n/a	n/a	63	89.0	62	86.1	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6
Teacher - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	6	95.2	7	97.9	n/a	n/a	n/a	n/a	n/a	n/a	4,537	96.7	4,731	95.3
Teacher - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	8	88.5	6	83.3	n/a	n/a	n/a	n/a	n/a	n/a	5,743	93.7	6,313	91.2
Teacher - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	12	81.7	11	90.8	n/a	n/a	n/a	n/a	n/a	n/a	5,897	92.8	6,226	90.9

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
Measure History by Group - Students

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
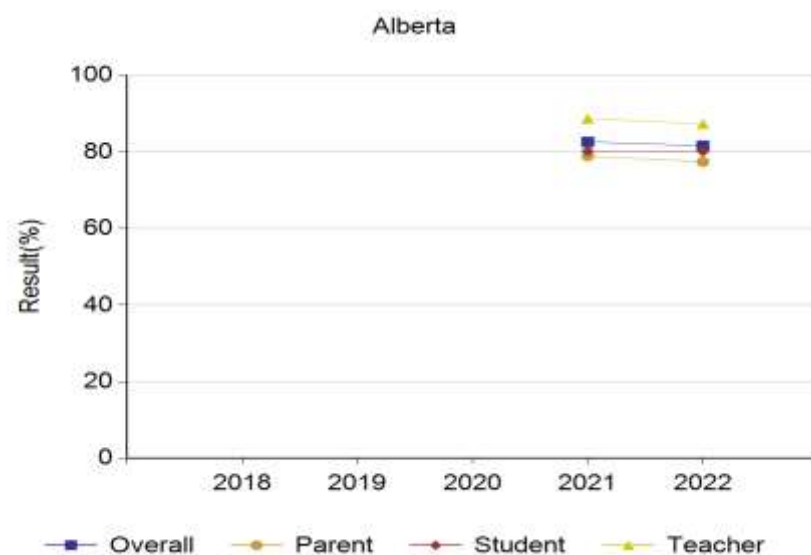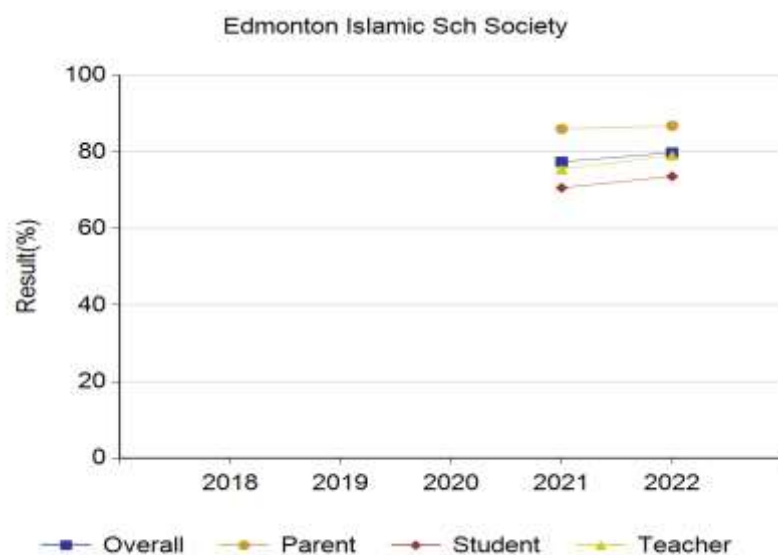
	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	701	74.4	724	70.8	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	341	68.9	336	70.4	n/a	n/a	n/a	n/a	n/a	n/a	72,734	82.2	77,172	80.9
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	263	69.4	309	62.5	n/a	n/a	n/a	n/a	n/a	n/a	56,991	78.6	62,712	76.4
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	97	84.8	79	79.5	n/a	n/a	n/a	n/a	n/a	n/a	40,175	78.6	47,374	75.9
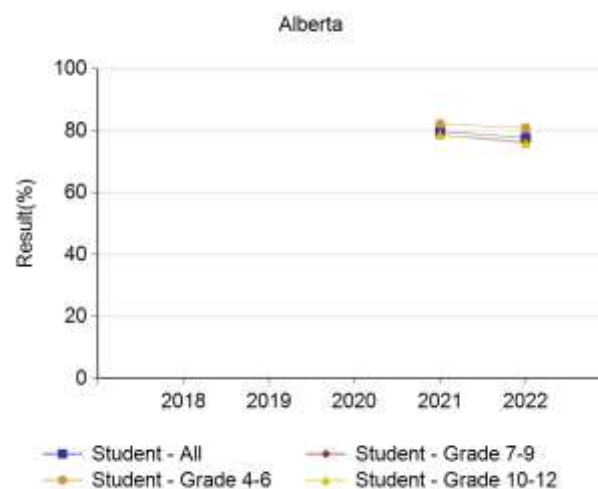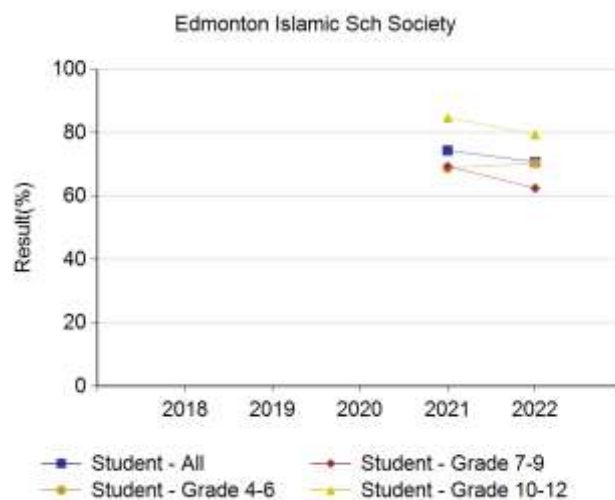
Access to Supports & Services – Measure Details

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	814	77.4	848	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	51	86.0	63	86.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	700	70.6	723	73.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	63	75.5	62	79.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Edmonton Islamic Sch Society — Alberta

Legend: Overall, Parent, Student, Teacher

Comment on Results

Parents scored the highest which indicates that our communication and promotion of various supports are being understood and utilized by the parents. However, it is clear that students and staff are unaware of some of the resources available to them.
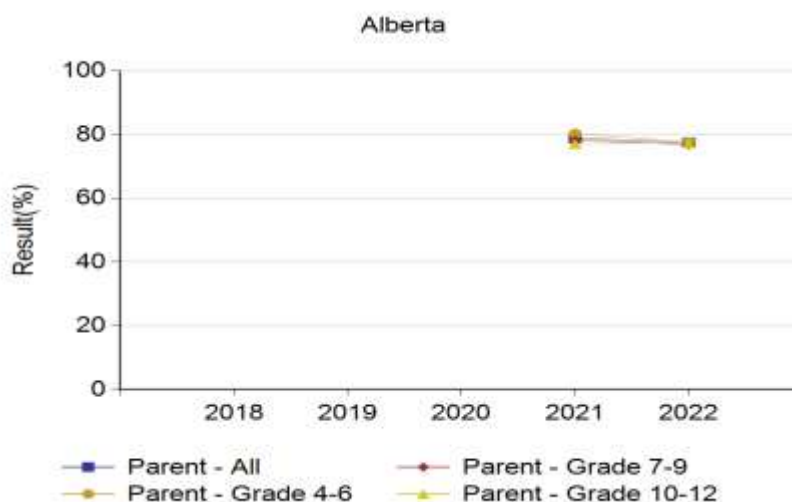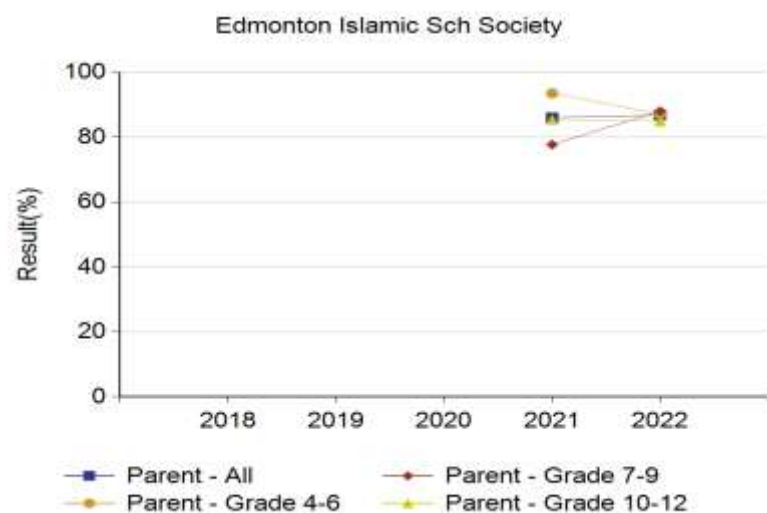
Key Strategies

- 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.
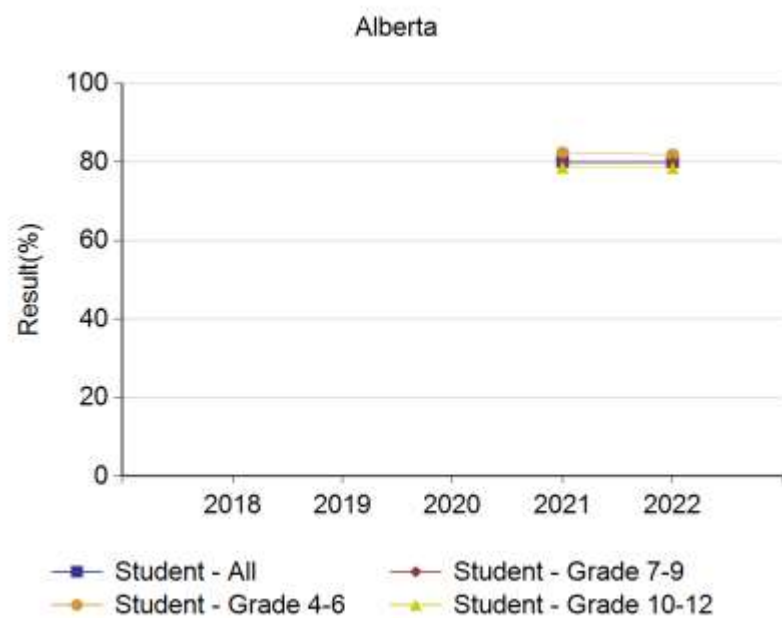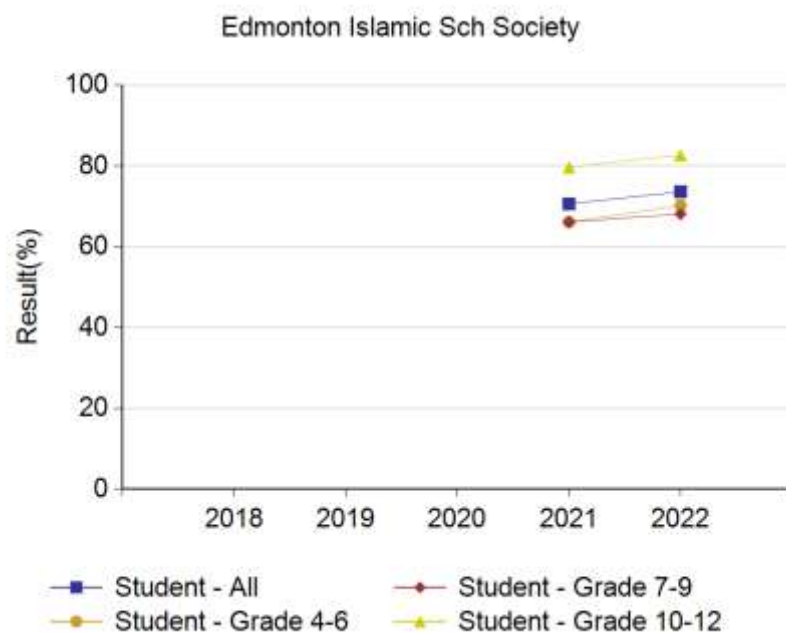
Access to Supports and Services
Measure History by Group - Parents

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

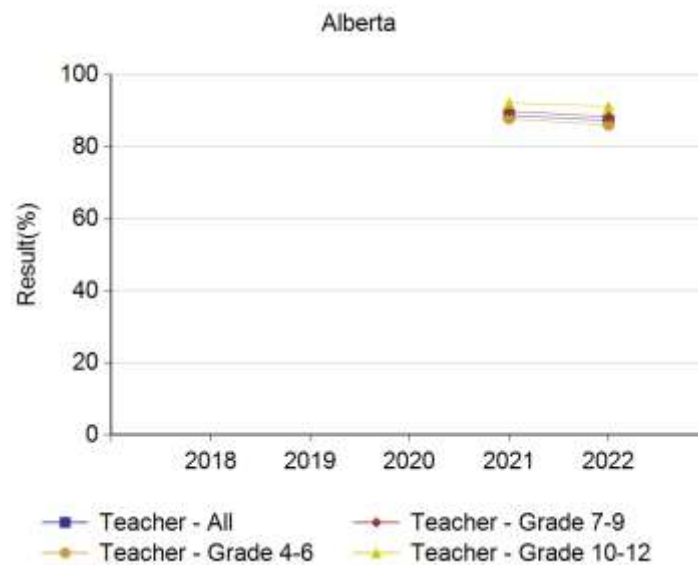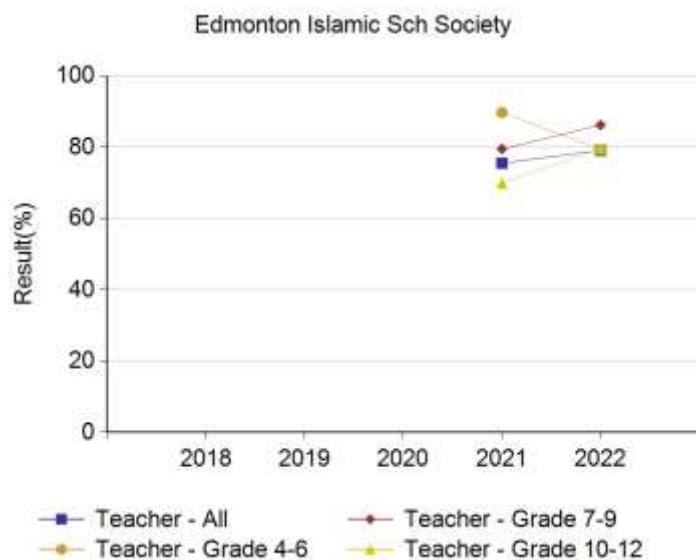|	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	51	86.0	63	86.8	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	22	93.5	32	87.1	n/a	n/a	n/a	n/a	n/a	n/a	13,906	80.3	14,304	77.7
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	19	77.7	15	88.0	n/a	n/a	n/a	n/a	n/a	n/a	9,846	78.2	10,015	76.9
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	10	85.4	16	85.0	n/a	n/a	n/a	n/a	n/a	n/a	7,184	77.1	7,365	77.4

Access to Supports and Services
Measure History by Group - Students

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

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	700	70.6	723	73.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	341	66.1	335	70.2	n/a	n/a	n/a	n/a	n/a	n/a	72,632	82.4	77,043	81.9
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	262	66.1	309	68.1	n/a	n/a	n/a	n/a	n/a	n/a	56,872	79.6	62,606	79.7
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	97	79.7	79	82.7	n/a	n/a	n/a	n/a	n/a	n/a	40,127	78.6	47,286	78.5

Edmonton Islamic Sch Society

- Student - All
- Student - Grade 7-9
- Student - Grade 4-6
- Student - Grade 10-12

Alberta

- Student - All
- Student - Grade 7-9
- Student - Grade 4-6
- Student - Grade 10-12

Access to Supports and Services
Measure History by Group - Teachers

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

| | Edmonton Islamic Sch Society | | | | | | | | | | Alberta | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	n/a	n/a	n/a	n/a	63	75.5	62	79.1	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3
Teacher - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	6	89.7	7	79.4	n/a	n/a	n/a	n/a	n/a	n/a	4,534	87.8	4,730	86.0
Teacher - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	8	79.5	6	86.2	n/a	n/a	n/a	n/a	n/a	n/a	5,742	89.9	6,310	88.3
Teacher - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	12	70.0	11	79.6	n/a	n/a	n/a	n/a	n/a	n/a	5,895	92.2	6,225	91.2

Edmonton Islamic Sch Society

- Teacher - All
- Teacher - Grade 7-9
- Teacher - Grade 4-6
- Teacher - Grade 10-12

Alberta

- Teacher - All
- Teacher - Grade 7-9
- Teacher - Grade 4-6
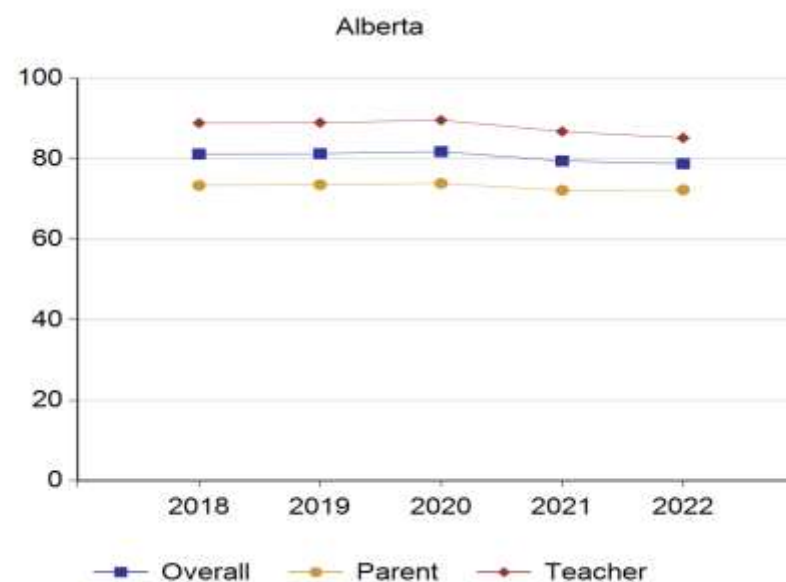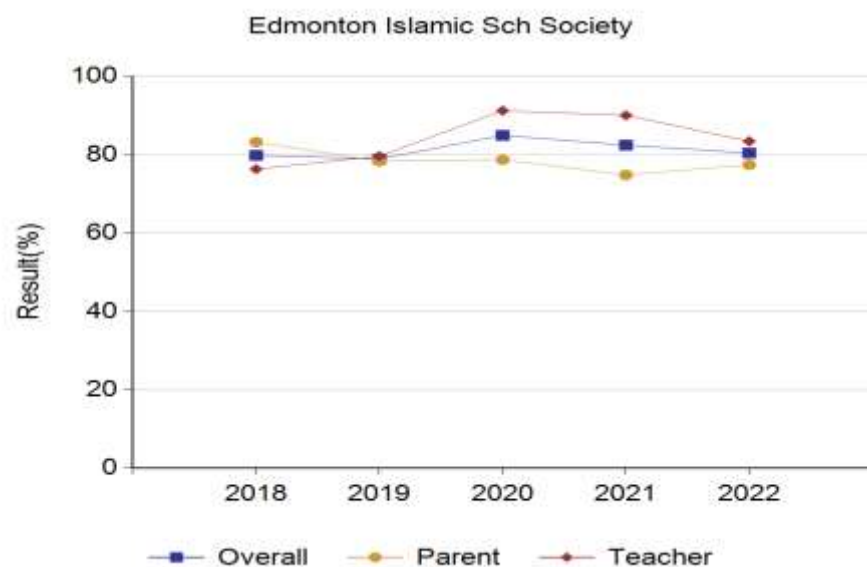- Teacher - Grade 10-12

Assurance Domain:
Governance

Parental Involvement - Measure History

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	112	79.8	94	78.9	128	84.9	114	82.4	125	80.4	High	Maintained	Good	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	61	83.2	42	78.3	70	78.7	51	74.8	63	77.4	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	51	76.3	52	79.6	58	91.2	63	90.0	62	83.4	Low	Maintained	Issue	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

| 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. |

Parental Involvement
Measure History by Group - Parents
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	61	83.2	42	78.3	70	78.7	51	74.8	63	77.4	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Parent - Grade 4-6	26	80.0	17	65.1	35	81.8	22	85.5	32	79.6	15,929	74.3	15,911	74.6	16,453	74.8	13,871	74.2	14,258	73.1
Parent - Grade 7-9	19	80.9	16	89.9	21	81.7	19	59.8	15	77.0	10,843	72.9	10,817	72.9	11,547	73.4	9,849	71.1	9,992	71.3
Parent - Grade 10-12	16	91.3	9	82.2	14	66.7	10	77.6	16	73.4	8,226	72.4	8,216	72.7	8,544	72.8	7,166	69.9	7,348	72.0
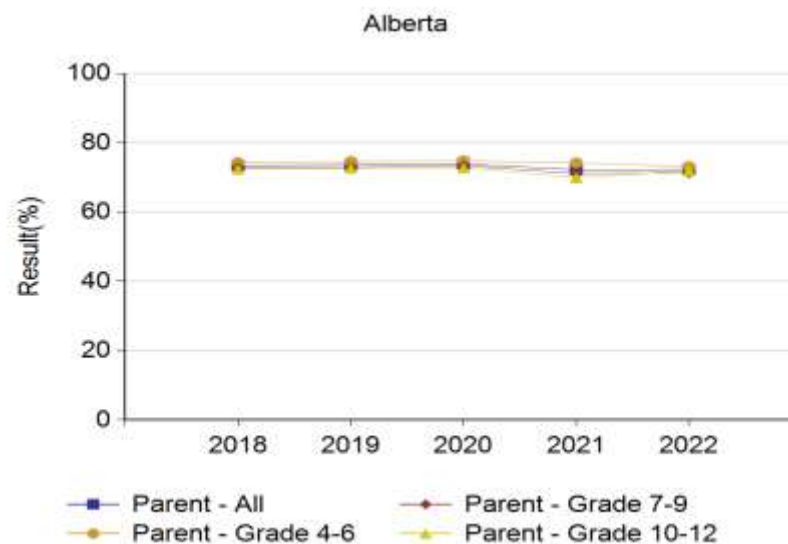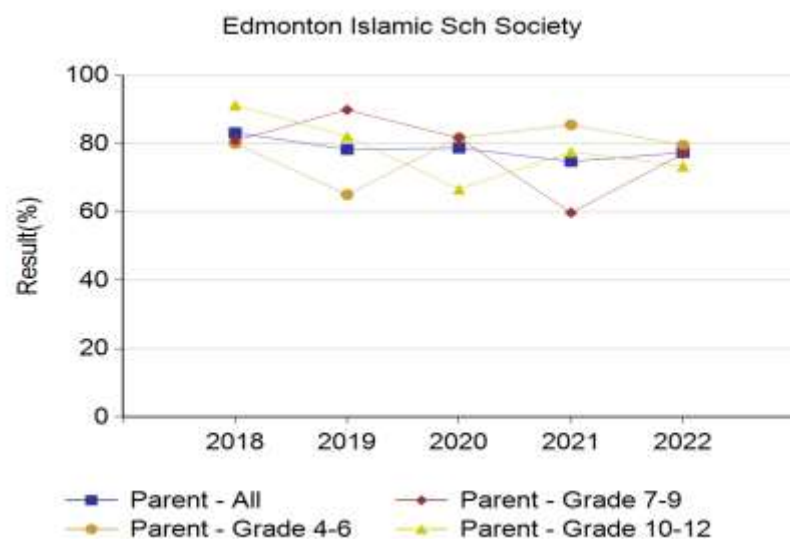
Parental Involvement
Measure History by Group - Teachers

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

	Edmonton Islamic Sch Society										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	51	76.3	52	79.6	58	91.2	63	90.0	62	83.4	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2
Teacher - Grade 4-6	4	*	6	100.0	6	100.0	6	100.0	7	100.0	5,266	91.3	5,364	91.1	5,309	91.7	4,516	88.1	4,709	86.7
Teacher - Grade 7-9	10	70.0	6	96.6	6	80.0	8	100.0	6	80.0	6,740	88.3	6,947	87.7	7,070	88.8	5,727	85.8	6,280	84.2
Teacher - Grade 10-12	10	80.0	9	77.3	9	84.4	12	85.0	11	81.8	6,867	82.9	7,047	83.6	7,233	84.4	5,856	81.6	6,185	79.9
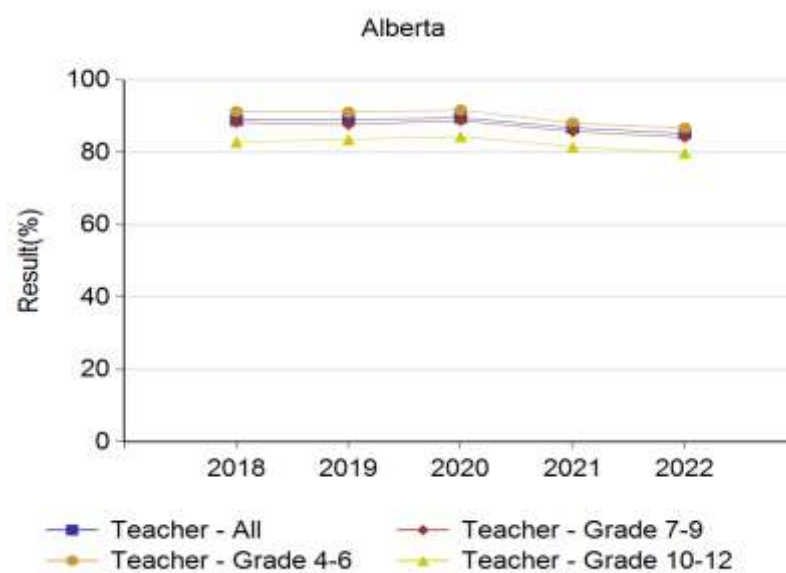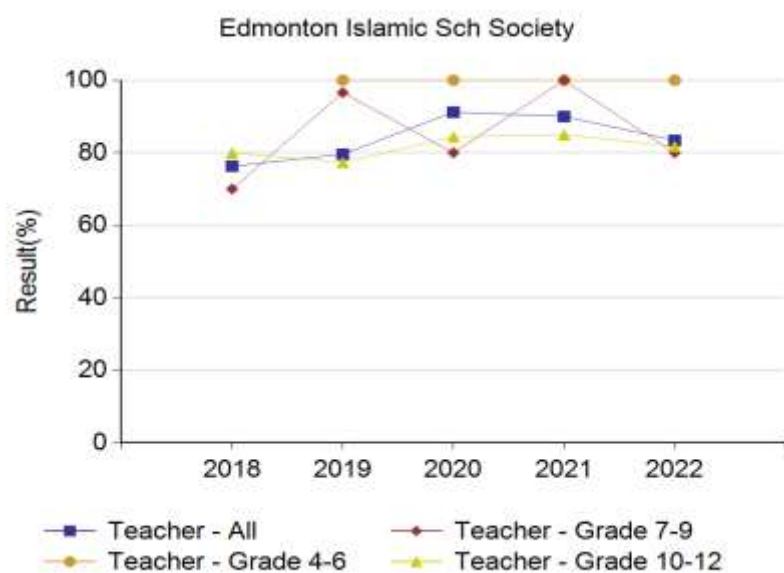
In-Service Jurisdiction Needs

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	51	47.1	52	62.6	58	64.9	60	70.5	58	72.5	Very Low	Maintained	Concern	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	51	47.1	52	62.6	58	64.9	60	70.5	58	72.5	Very Low	Maintained	Concern	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Edmonton Islamic Sch Society

Alberta
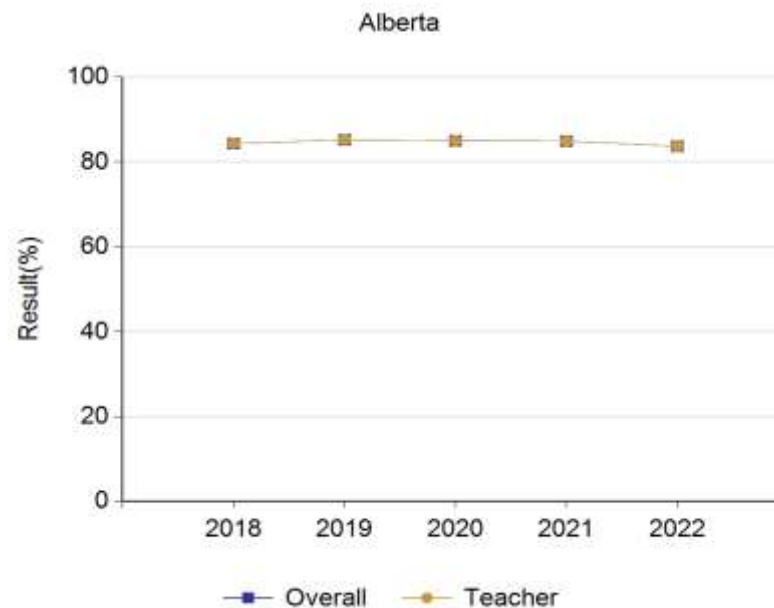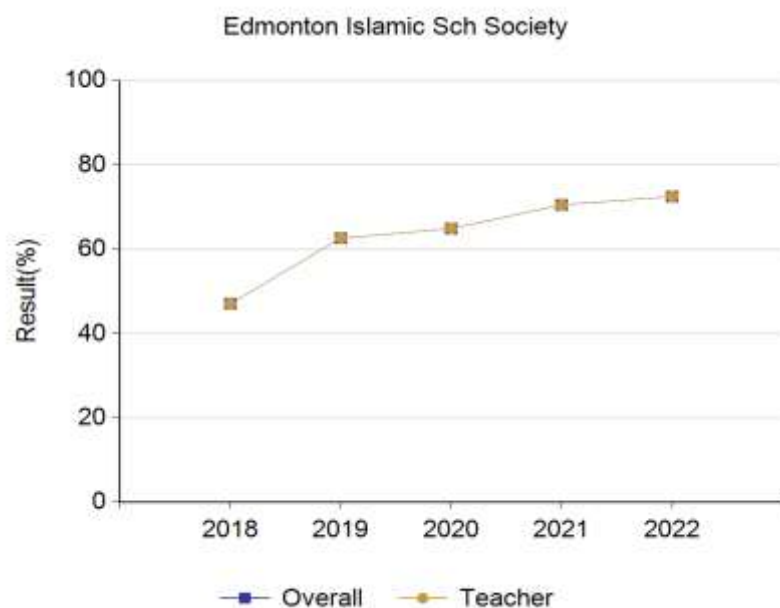
Comment on Results

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
- Differentiated PD to allow for personal and professional growth and improvement.

School Improvement

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

	Edmonton Islamic Sch Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	710	72.6	778	80.7	796	83.7	796	82.1	839	74.9	Intermediate	Declined Significantly	Issue	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	60	85.0	42	95.2	67	94.0	47	91.5	62	75.8	High	Declined Significantly	Issue	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	599	58.2	685	72.5	672	76.3	690	70.0	716	68.6	Low	Declined Significantly	Concern	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	51	74.5	51	74.5	57	80.7	59	84.7	61	80.3	High	Maintained	Good	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Edmonton Islamic Sch Society — Alberta

Legend: Overall, Parent, Student, Teacher
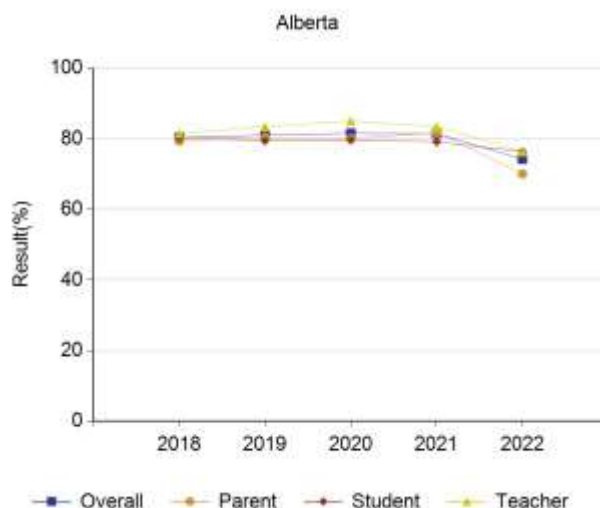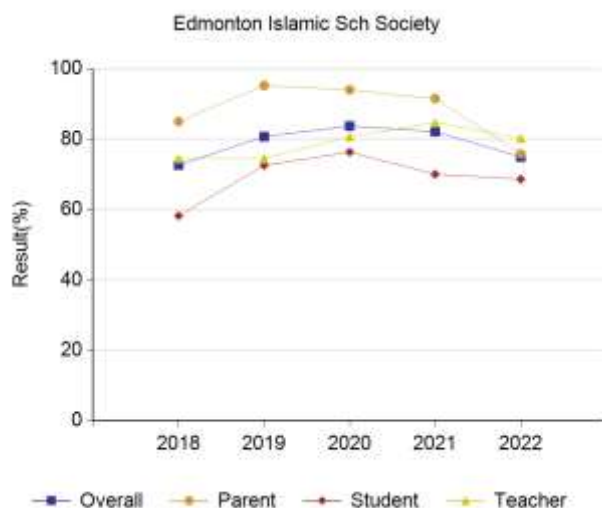
Comment on Results

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

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.

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2022

Authority: 9269 Edmonton Islamic School Society

Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	92.7	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.3	0.0	0.0	2.3	2.6	2.6	Very High	Declined	Good
In-Service Jurisdiction Needs	72.5	70.5	63.8	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	82.7	84.9	83.4	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	71.9	74.1	69.8	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	79.8	78.4	85.0	81.9	82.7	84.8	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	100.0	94.2	97.2	70.2	68.0	66.4	Very High	Improved	Excellent
Safe and Caring	86.5	88.7	89.7	88.8	90.0	89.2	High	Declined Significantly	Issue
Satisfaction with Program Access	72.5	67.6	75.5	72.6	71.8	74.1	Intermediate	Declined	Issue
School Improvement	74.9	82.1	82.2	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	99.9	94.3	93.8	60.3	60.0	59.8	Very High	Improved	Excellent
Work Preparation	84.3	87.5	87.6	84.9	85.7	83.5	High	Maintained	Good

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

	Budget 2022 / 2023	Projected 2021 / 2022	ACTUAL 2020 / 2021 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	$9,949,634	$9,349,765	$9,938,864
Alberta Education - Home Education	$141,100	$0	$0
Total Alberta Education Revenues	$10,090,734	$9,349,765	$9,938,864
Other Government of Alberta	$0	$0	$0
Federal Government and/or First Nations	$0	$0	$0
Other Alberta school authorities	$0	$0	$0
Instruction fees / Tuition fees	$2,454,100	$1,754,750	$2,077,000
Non-instructional (O&M, Transportation, Admin fees)	$1,620,000	$1,793,350	$136,545
Other sales and services	$100,000	$100,000	$47,799
Interest on investments	$0	$0	$0
Gifts and donations	$300,000	$300,000	$2,540,398
Gross school generated funds	$0	$300,000	$97,745
Amortization of capital allocations (where applicable)	$0	$0	$34,732
Other (specify):	$0	$0	$732,576
TOTAL REVENUES $14,564,834	$14,564,834	$13,597,865	$15,605,659

EXPENSES

Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	$8,011,203	$6,829,375	$7,953,349
Certificated benefits and Non-certificated Benefits (excluding Home Education)	$1,201,680	$682,937	$668,823
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	$1,090,000	$3,285,508	$2,953,207
Consulting / Management Fees	$0	$0	$0
Leases - Building	$2,119,816	$1,763,518	$1,867,738
Leases - Other	$0	$104,220	$0
Severe Disabilities / DSEPS	$401,746	$159,711	$166,121
Program Unit	$850,000	$228,690	$228,860
Home Education			
Certificated salaries	$0	$0	$0
Certificated benefits	$0	$0	$0
Non-certificated salaries and wages	$0	$0	$0
Non-certificated Benefits	$0	$0	$0
Payment to parents of a home education student for the purchase of instructional materials	$70,550	$0	$0
Contracts	$41,500	$0	$0
Services and Supplies	$22,825	$0	$0
Gross school generated funds	$0	$300,000	$97,745
Capital and debt services			
Amortization of capital assets			
From restricted funds	$0	$0	$34,732
from unrestricted funds	$750,000	$500,000	$735,707
Total amortization of capital assets	$750,000	$500,000	$770,439
Interest on capital debt	$0	$0	$0
Other interest charges	$0	$0	$0
Losses (gains) on disposal of capital assets	$0	$0	$0
Other (specify):	$0	$0	$0
TOTAL EXPENSES $14,565,545	**$14,559,320**	**$13,853,959**	**$14,706,282**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**$5,513**	**($256,094)**	**$899,377**
	($712)		

AEAM Presentation to Board of Trustees and Parent Body

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

Parental Involvement

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

Whistleblower Protection

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

THERE WERE NO INCIDENTS REPORTED IN 2021-2022.

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

a. not discuss the matter to others in order to better enable the organization to protect the reporting individual from reprisal or detrimental action;

b. make the report to the chief officer as defined in this policy and procedures document, or, if the report is about the chief officer, then the individual should report the matter to Alberta's Public Interest Commissioner;

c. recognize that the chief officer may refer the matter reported, where appropriate, to a person or body charged with addressing such matters, for example, to a student conduct committee, to a staff grievance body, or to a board appeal committee;

d. understand that any report made should be made in good faith and on reasonable grounds and not false, misleading or vexatious;

e. understand that reporting a wrongdoing does not absolve the reporting individual from disciplinary action, if the individual had a role in the wrongdoing;

f. report the matter internally; and,

g. report the matter to the Public Interest Commissioner if in fear of reprisal or for the record.

31.3 The chief officer, when receiving a report will

a.   establish that the individual making the disclosure is formally reporting the matter and if so, the chief officer will commit to handling the matter through the process established under this policy and procedures document;

b.   make a determination about whether the disclosing individual requires any form of protection or support as a result of making the disclosure;

c.   determine the urgency of the disclosure;

d.   ascertain whether the disclosing individual has informed any other person within the school community of the matter being disclosed;

e.   ensure that the individual making the disclosure is aware of his or her right to report in other ways, if appropriate, or to the Commissioner under the *Act*;

f.   inform the disclosing individual that a disclosure must be in writing and include a description of the wrongdoing, the name of the individual or individuals alleged to have committed a wrongdoing or about to commit a wrongdoing, the date and time of the wrongdoing, and any other information deemed important;

g.   establish whether the matter has already been disclosed to the Commissioner; and, if so, inform the disclosing person that prior to proceeding with the disclosure, the chief officer will communicate with the Commissioner's office to determine how best to proceed without duplication;

h.   recommend, if appropriate, that the disclosing individual, should direct the disclosure, if her or she has not already done so, to another appropriate body, for example, a governing board committee or external body such as the labour relations board; and

i.   keep the disclosing person informed about timelines applicable to the disclosure.

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

a.   any decision made must be in keeping with the policies of the school, applicable codes of conduct, standards and Alberta and Canada legislation;

b.   the person about whom a disclosure is made will be informed about the substance of the allegation or disclosure, and supporting evidence, possible impending recommendation(s) or decision(s), relevant criteria for possible recommendations or decisions and possible consequences, including penalties;

c.   the person about whom a disclosure is made will be provided with a reasonable opportunity to be heard or respond (orally or in writing) to an allegation or disclosure before a recommendation or decision is finalized;

d.   any person making a recommendation or decision in respect to a disclosure review or investigation will do so without personal interest in the outcome;

e.   any review and investigation will follow the prescribed timelines whereby a disclosure is: i) acknowledged within five business days of receipt, ii) a decision is made and the disclosing individual is informed about the decision to proceed or not to proceed with a review and investigation within 10 days of receipt of the disclosure, and the investigation report must be complete within 110 days of receipt of the disclosure;

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

a.   to the extent possible, ensure the confidentiality of the individual making the disclosure, the individual about whom the disclosure is made and any witnesses that may be related to the disclosure;

b.   once an investigation report is completed and provided to the chief officer, ensure the confidentiality of the individual making the disclosure, the individual about whom the disclosure was made and any witnesses related to the disclosure.

32. Roles and Responsibilities in Respect to Disclosures

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

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

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

6.4 The chief officer of the school is responsible for:

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

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

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

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

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

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

a.   liaising with the Chief Officer and the Office of the Public Interest Commissioner in respect to a disclosure, or if a designated officer internal to the school, in respect to any disclosure generally;

b.   if a designated officer internal to the school, maintaining a tracking system for all disclosures;

c.   making a determination in respect to a disclosure whether it in fact constitutes a public interest disclosure in keeping with the *Whistleblower Act*;

d.   if the designated officer determines that the disclosure may not constitute a public interest disclosure, then the officer shall report accordingly, in writing, to the Chief Officer and the individual who made the disclosure, and include a recommendation, if appropriate, a legitimate avenue or avenues whereby the substance of the disclosure may best be appropriately addressed;

e.   appoint, if appropriate, a separate investigator;

f.   manage the disclosure process and oversee the investigator, if the designated officer has engaged a separate individual to serve as the investigator of the disclosure;

g.   establish and maintain a confidential filing system that contains all relevant information related to a disclosure;

h.   review the evidence compiled in the course of the investigation of a disclosure and make findings and recommendations to the Chief Officer;

i.   advise the individual who made the initial disclosure of the status of the investigation into said disclosure and inform the individual of the final outcome of the investigation;

j.   take all reasonable measures to keep confidential the identity of the individual making a disclosure as well as the individual(s) who may be the focus of the disclosure;

k.   take all reasonable measures to protect from reprisals individuals making a disclosure or providing evidence in respect to a disclosure;

l.   provide to the Chief Officer and the individual who made the disclosure, in writing, a report of the investigation, the outcomes and recommendations for action;

m.   if an internal designated officer, maintain a tracking system for disclosures of wrongdoing, resulting reports, and the disposition of matters raised and provide information annually to the Chief Officer or school official responsible for producing the school's annual education results report.

33. Confidentiality and Disclosures

7.1 Information about a disclosure must be

a.   shared only among the investigator (if a separate individual), the designated officer, and the Chief Officer;

b.   stored on paper and on electronic files that are kept separate, and to which access is

   i.   limited to only those in 7.1 a) above;

   ii.   held in locked filing cabinets the contents of which are marked "confidential"

   iii.   and/or in password protected electronic files;

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

a.   the impact of the disclosing individual having shared the matter at hand with others within the school;

b.   the likely probability that issue at the heart of the disclosure will be attributed to the individual making the disclosure;

c.   the ability of investigating the issue without alerting those in the school about the identity of the individual making the disclosure;

d.   the Whistleblower *Act* applies notwithstanding a code of professional conduct provision that may result in a negative impact on the person making a disclosure, if the person about whom the disclosure being made is not informed prior to the disclosure, for example, *Practice Review of Teachers Regulation*, Schedule, Section 3 provisions;

e.   the intent of the Act to protect the individual against threats or reprisals for the reporting of wrongdoing;

f.   the possibility that the issue at the heart of the disclosure may or must be addressed, by the designated officer if he or she believes there is reason to believe that it must be reported or disclosed through another process, for example, a report to the police or a complaint about professional conduct or practice, and that such complaints may involve identifying the person making a disclosure; and,

g.   the possibility that the designated officer may determine that the matter must be reported or disclosed through another process, for example, a report to the police or a complaint about professional conduct or practice to the appropriate authority, and that such complaints may involve identifying the person making a disclosure.

8.   Anonymous Disclosures

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

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

a.   sufficient information is defined as the information described on page ii) of Appendix [X] with the exception of the name and contact information of the individual making the disclosure;

b.   a person making an anonymous disclosure must be aware that the issues or risks described under section 7.2 above of this document may apply in the case of an individual making an anonymous disclosure.

c.   notwithstanding the issues and risks involved in making a disclosure, anonymous or otherwise, the school's officers will take all reasonable measures, including those under section 7.1 above, to maintain the anonymity of a disclosure.

9.   Publishing Public Disclosure Information

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

a.   the number of disclosures received within the school year;

b.   the number of disclosures acted on and not acted on, including reasons in cases where the disclosure was not acted on;

c.   the number of investigations pursued by the designated officer and/or an investigator named by the designated officer;

d.   in the case of investigations that resulted in a finding of wrongdoing, a description of the wrongdoing, recommendations for action in the investigation report and remedial actions taken in respect to recommendations, or where not action was taken, the reason(s) for no action being taken.

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

10.   Receiving and Assessing a Disclosure

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

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

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

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

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

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

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

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

h.   review all aspects of the disclosure and make an assessment of the likelihood of a reprisal against the individual making the disclosure and put in place, to the degree possible, mitigating measures; and,

i.   provide in writing to the individual making the disclosure and to the disclosure file, the reasons for proceeding, or not proceeding, with said disclosure.

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

a.   clarify, to the extent possible, the substance of disclosure;

b.   establish the facts or other evidence that support the disclosure's alleged wrongdoing that has or is likely to occur; and,

c.   identify any corroborating documents, witnesses or artifacts that may assist the investigation.

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

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

a.   evidence based supports for the report's findings;

b.   including in appendices or through clear references, evidence supporting the report's findings; and,

c.   recommendations for actions on the part of the school's governing body, Chief Officer or other entity.

11.   Identifying and Acting Upon Imminent Risk

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

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

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

APPENDIX A

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

Public Interest Disclosure Form

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

Name of the person making the disclosure: _____

Contact information for the disclosing individual

Telephone: _____
Address: _____
                            _____
E-mail: _____

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

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

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

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

APPENDIX B

Public Interest Disclosure Investigations

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

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

The objectives of the investigation of a disclosure are to:
·   Gather information through documents, artifacts, witness statements as well as statements from the alleged wrongdoer;
·   Gather information in keeping with procedural fairness principles;
Collate information relating to the disclosure as expeditiously as possible;

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

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

Principles of procedural fairness and natural justice may be reviewed by linking to the Alberta Ombudsman's site at: http://www.ombudsman.ab.ca/fairness-guidelines.php.
Also, comprehensive overview of fairness and natural justice issues is: http://lawjournal.mcgill.ca/documents/27/2/mullan.pdf.