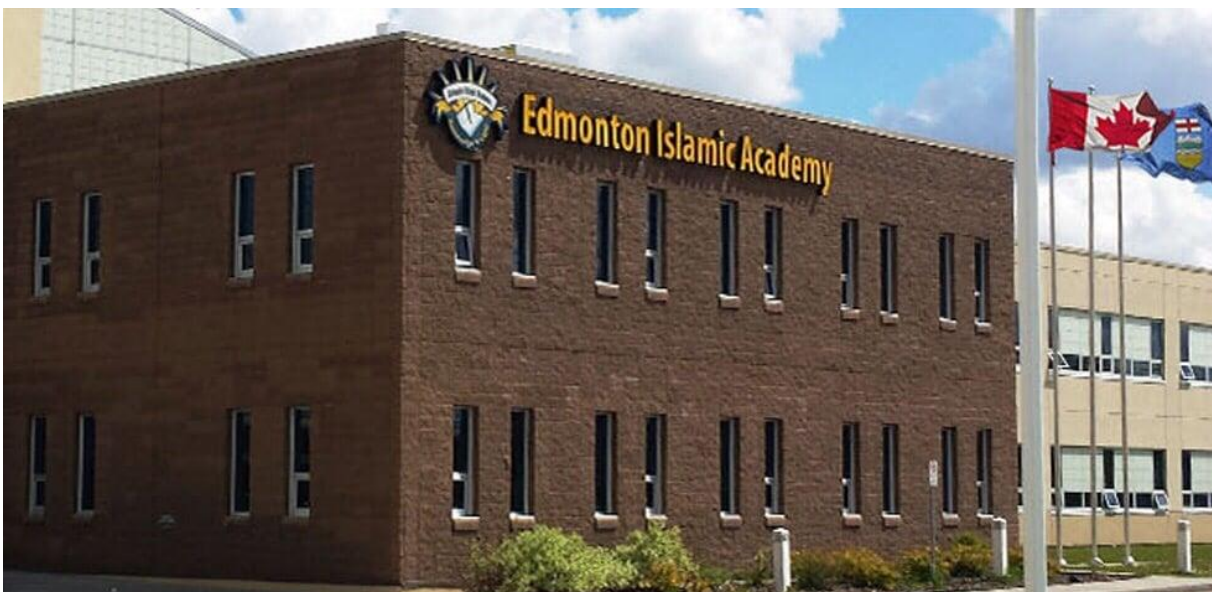# Three Year Education Plan
&
Education Results Report

2020-2023

November 2020

Accountability Statement

The Annual Education Results Report for the 2020-2021 school year and the Education Plan for the three years commencing September 1, 2020 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 combined Annual Education Results Report for the 2020/2021 school year and the three-year Education Plan for 2020/ 2023 on November 23, 2020.

Khalid Tarabain   November 23/2020

_____   _____   _____
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 Authority: 9269 Edmonton Islamic School Society Page 4 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 Khutba (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.

Summary of Accomplishments

- The high school diploma results in the individual sciences and mathematics exceeded our expectations. EIA significantly outperformed other schools in the province in the areas of sciences and math. The English school average on diploma exams are currently match that of Alberta average results. Social Studies results were nearly in alignment with the internal assessments of our students.

- Cross moderation of student assignments in our English department is becoming more and more the norm at all grade levels (grades 7 – 12) in our secondary program. This year we have introduced an English Coordinator to assist in leading this department.

- Student leadership continues to develop at EIA, where high school students planned the following trips/activities
  - Student Leadership Symposium in Brussels (March, 2020)
  - Model UN in Tokyo (March 2020)
  - journey to Mecca/Medina for Umrah (March, 2020)
  - The International Schools Arabic Debating Championships in Qatar (March, 2020)
    [All the above activities were cancelled due to COVID-19 outbreak]

  - Big Brother Big Sister program
  - Gandhi conference for peace
  - Student Council
  - Initiated and led several clubs such as coding club

- The opening of the STEAM Room

- EIA elementary students prepared brown bag lunches and handed them out to the homeless on Boyle Street

- EIA high school students participated in a big brother/big sister mentorship program for newcomers

- EIA students collected food for the IFSSA (Islamic Family and Social Services Association)

- EIA organized the Remembrance Day assembly, which focused on the importance of freedom and peace in Islam and observed a moment of silence for all those who lost their lives in ensuring Canada's democracy.

- EIA hosted several athletic tournaments throughout the year and were Tier 3 city champions in both girls and boys Jr. High basketball.

- EIA student council (grade 3 – 12) was organized and formalized as voices of the students for the school's decision-making process.

- EIA hosted its 5th annual neighborhood 'holiday luncheon' just prior to the winter break to build community support, understanding and respect for EIA's Mission and Vision.

- EIA parents were involved in the management of traffic in and around the school; tutoring students in Arabic language; fund raising; library support; career day; reading week; and classroom field trips.

- EIA students participated in AP Chemistry, AP Biology, and Calculus

- Every grade 12 student was accepted into a university program for 2020/2021.

- Five $1000 scholarships were awarded to grade 12 students who attained the top academic results.

May 2020 *Accountability Pillar Overall Summary*

Measure Category	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
Safe and Caring Schools	Safe and Caring	90.3	89.1	87.3	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	71.9	67.7	62.7	82.4	82.2	82.0	Low	Improved Significantly	Good
	Education Quality	90.9	90.5	86.5	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	0.0	0.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	97.6	88.7	87.7	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	91.7	90.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	34.0	29.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	93.8	91.6	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	53.3	45.9	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	97.6	85.7	84.3	56.4	56.3	55.6	Very High	Improved Significantly	Excellent
	Rutherford Scholarship Eligibility Rate	97.5	100.0	93.0	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	89.9	97.4	99.1	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	90.9	84.4	83.6	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	85.3	83.3	80.9	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	84.9	78.9	79.9	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	83.7	80.7	78.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. 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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. 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.

Measure Evaluation Reference (Optional)

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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 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
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 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
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.
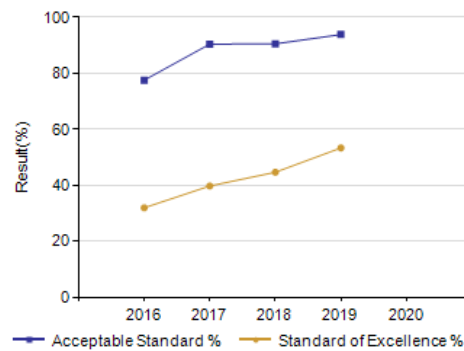
Diploma Examination Results – Measure Details

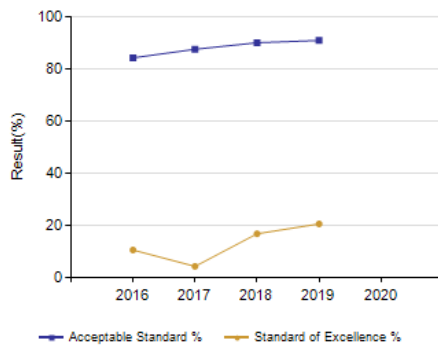| Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.2	10.5	87.5	4.2	90.0	16.7	90.9	20.5	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	70.0	36.7	100.0	57.1	94.4	61.1	92.6	74.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	66.7	3.7	70.0	10.0	82.1	3.6	90.5	21.4	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	91.3	52.2	91.4	51.4	92.9	64.3	95.5	63.6	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	66.7	33.3	100.0	61.1	88.5	57.7	95.6	75.0	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	94.4	61.1	90.9	54.5	95.0	70.0	100.0	77.3	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	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. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Graph of Diploma Examination Results – Overall
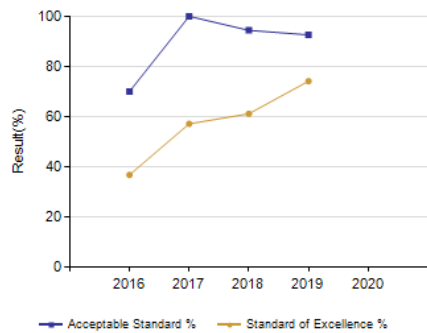

Diploma Examination Results by Course
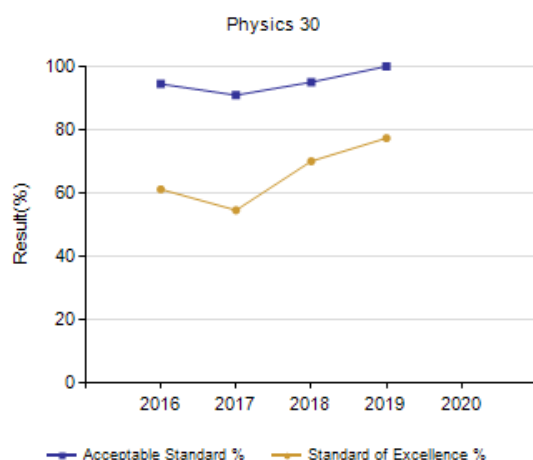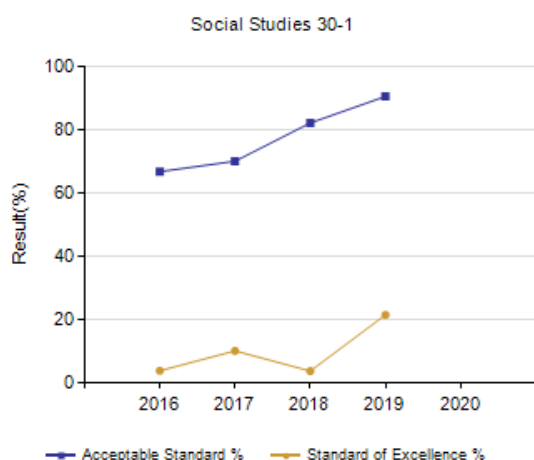

English Lang Arts 30-1
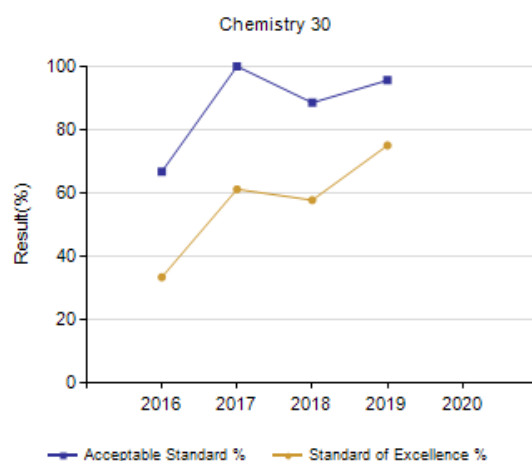
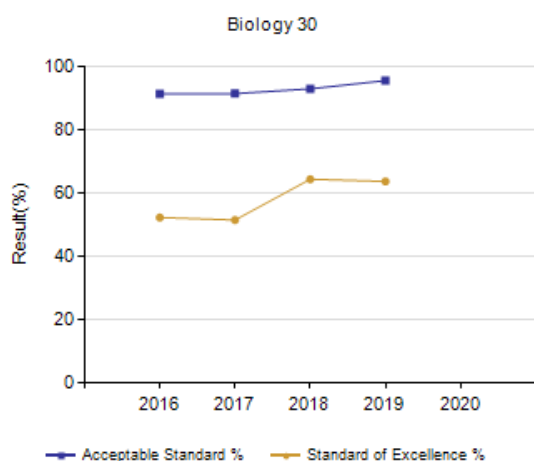[No Data for English Lang Arts 30-2]

Mathematics 30-1

[No Data for Mathematics 30-2]

Diploma Examination Results by Course

Social Studies 30-1

Physics 30

for

Biology 30

Chemistry 30

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2020 N	2020 %	Prev 3 Year Average N	Prev 3 Year Average %	2020 N	2020 %	Prev 3 Year Average N	Prev 3 Year Average %
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	33	89.5	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	33	13.8	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	30	95.7	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	30	64.1	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	30	80.9	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	30	11.7	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	93.2	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	59.8	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	37	94.7	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	37	64.6	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	95.3	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	67.3	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Data gathering and analysis

- Hire and/or appoint experienced teachers at these grade levels to support the learning of our students and understand data driven decision making.
- Continue with gap analysis for each subject and close examination of gaps in the curriculum from grades 10 to 12 will be addressed.
- Focus the faculty's attention on successful delivery of the Alberta curriculum in alignment with differentiation strategies to meet the needs of all students through cross moderation of student work

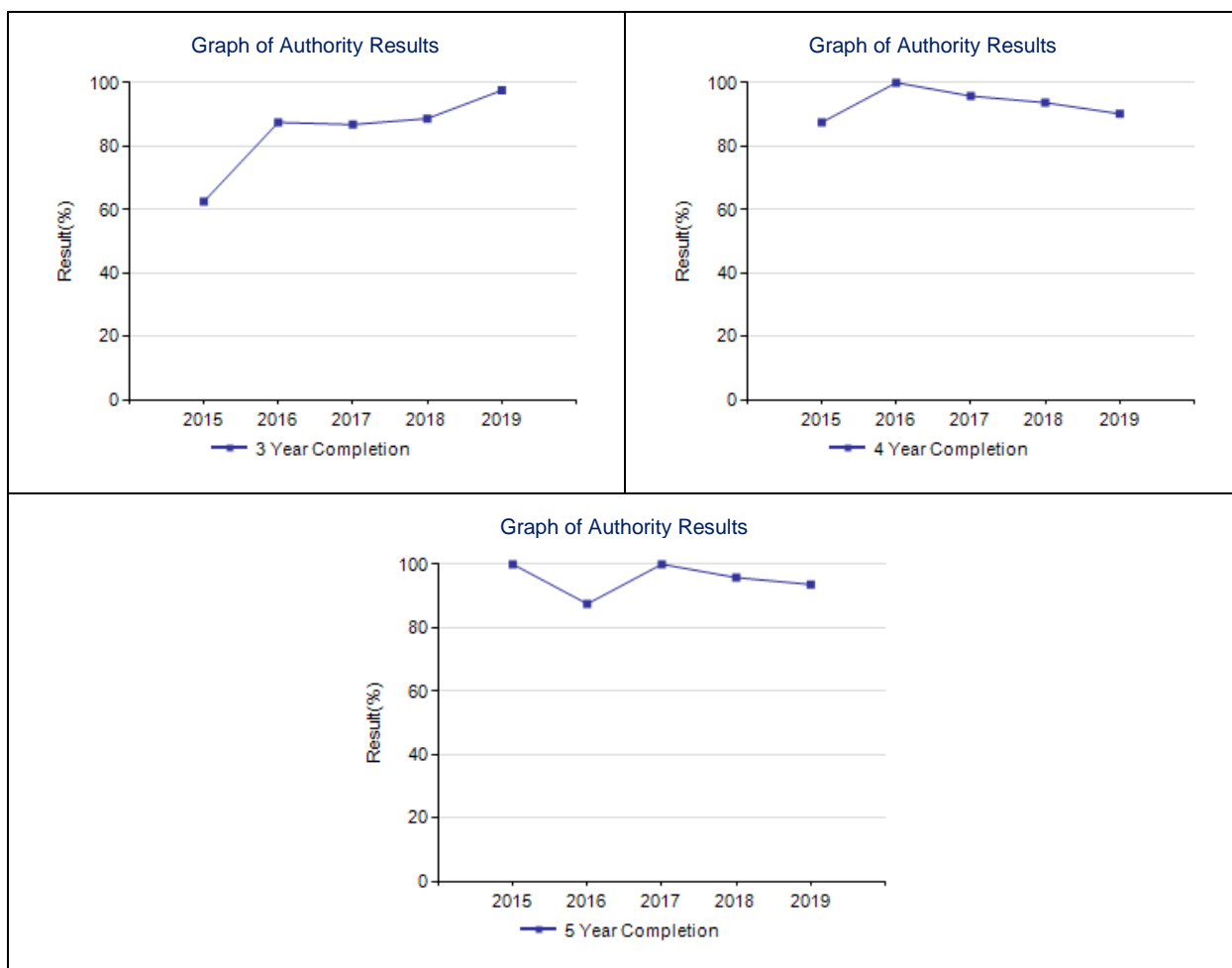### Motivate students to reach their 'maximum potential':

- Students will be recognized for their hard work through public and private announcements (award ceremonies, report cards).
- Alumni will provide insights into the university life for grade 12 students from each faculty
- The triangular relationship between teacher, student and the students' parents, will be strengthened with more formal and regular meetings to assess student performance. These meetings will be logged and outcomes will be monitored on a specific timeline that is communicated to all parties

> • Every parent will be communicated with regarding each student's academic performance. These contact times will be logged and maintained.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
3 Year Completion	62.5	87.5	86.8	88.7	97.6	76.5	78.0	78.0	79.1	79.7
4 Year Completion	87.5	100.0	95.8	93.7	90.2	81.0	81.2	82.6	82.7	83.5
5 Year Completion	100.0	87.5	100.0	95.8	93.6	82.1	83.2	83.4	84.8	84.9

Graph of Authority Results — 3 Year Completion

Graph of Authority Results — 4 Year Completion

Graph of Authority Results — 5 Year Completion

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
Drop Out Rate	0.0	0.3	0.0	0.0	0.0	3.2	3.0	2.3	2.6	2.7
Returning Rate	n/a	n/a	*	*	n/a	18.2	18.9	19.9	22.7	18.2

Graph of Authority Results — Drop Out Rate

Graph of Authority Results — Returning Rate
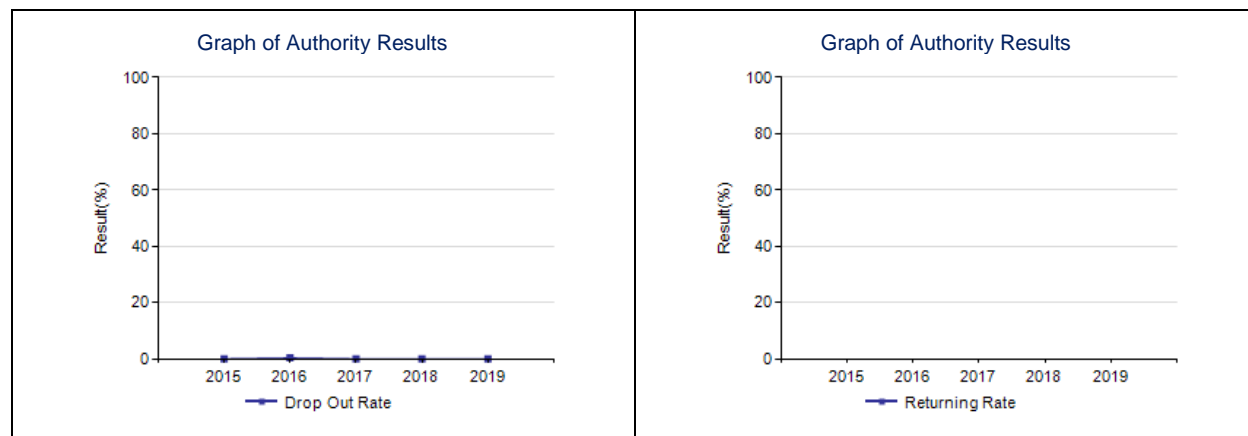
High School to Post-Secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
4 Year Rate	97.5	67.4	75.7	82.0	96.3	37.0	37.0	39.3	40.1	40.8
6 Year Rate	n/a	100.0	100.0	97.4	89.9	59.4	57.9	58.7	59.0	60.1

Graph of Authority Results — 4 Year (%)

Graph of Authority Results — 6 Year (%)
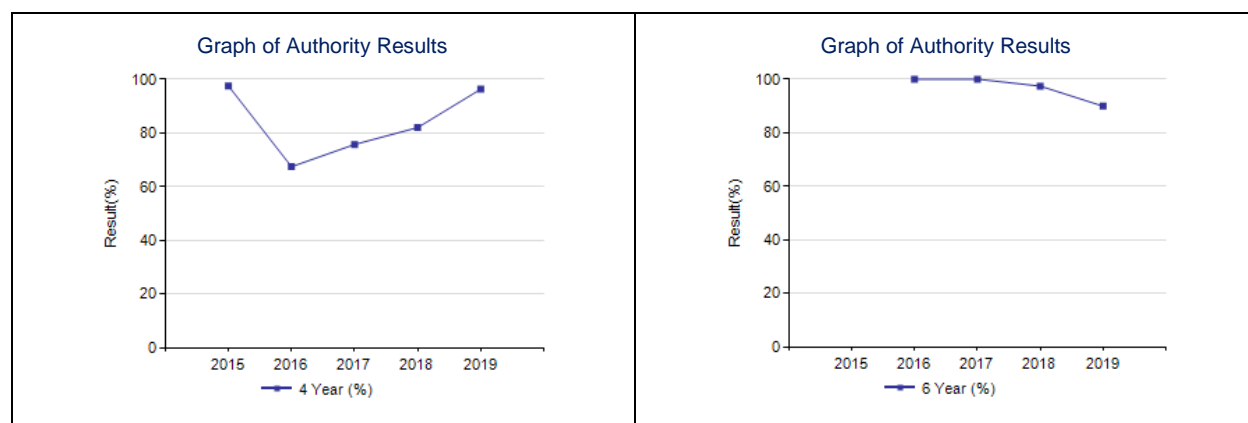
Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
Rutherford Scholarship Eligibility Rate	90.9	83.3	95.7	100.0	97.5	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
		Grade 10 Rutherford		**Grade 11 Rutherford**		**Grade 12 Rutherford**		**Overall**	
Reporting School Year	**Total Students**	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	11	6	54.5	10	90.9	6	54.5	10	90.9
2016	24	19	79.2	16	66.7	12	50.0	20	83.3
2017	23	20	87.0	20	87.0	15	65.2	22	95.7

| 2018 | 24 | 23 | 95.8 | 21 | 87.5 | 19 | 79.2 | 24 | 100.0 |
| 2019 | 40 | 38 | 95.0 | 39 | 97.5 | 31 | 77.5 | 39 | 97.5 |

Graph of Authority Results

Result(%)

% Eligible for Scholarship
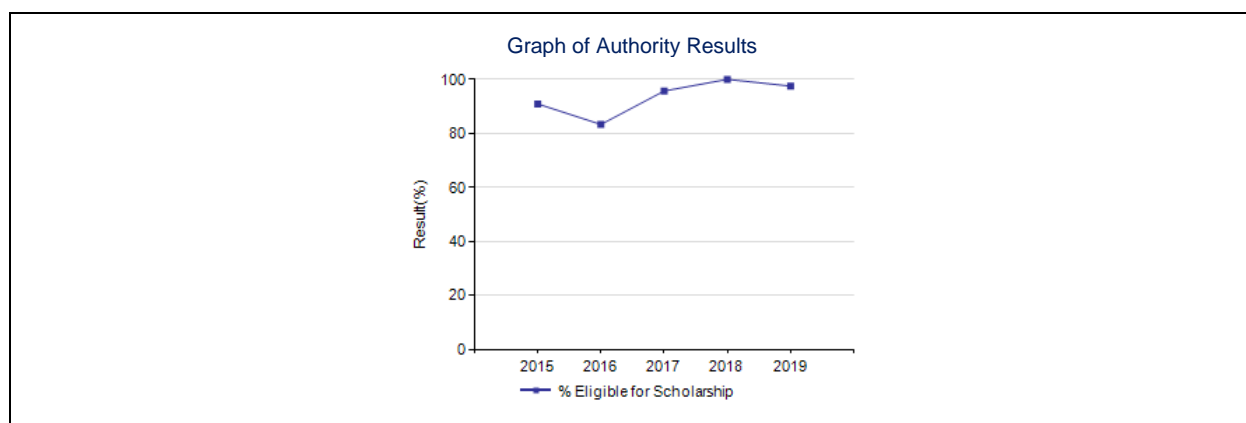
Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
% Writing 0 Exams	0.0	0.0	2.4	2.4	0.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	100.0	100.0	97.6	97.6	100.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	100.0	100.0	94.0	91.7	100.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	87.5	100.0	90.4	91.7	97.6	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	**75.0**	**87.5**	**79.5**	**85.7**	**97.6**	**54.6**	**54.9**	**55.7**	**56.3**	**56.4**
% Writing 5+ Exams	62.5	70.8	72.3	79.8	95.1	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	12.5	41.7	43.4	35.5	41.5	13.8	13.6	13.9	14.2	13.6

Graph of Authority Results

Result(%)

% Writing 4+ Exams
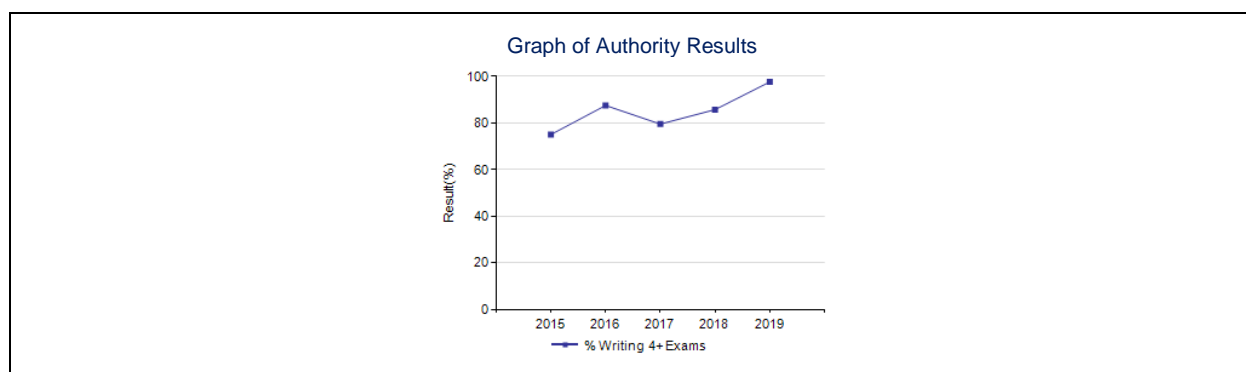
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	75.0	95.8	92.9	88.9	100.0	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	25.0	0.0	0.0	0.0	0.0	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	**100.0**	**95.8**	**92.9**	**88.9**	**100.0**	**79.5**	**80.1**	**80.9**	**81.1**	**81.3**
Social Studies 30-1	75.0	100.0	89.3	86.1	100.0	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	12.5	0.0	3.6	0.0	0.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	**87.5**	**100.0**	**92.9**	**86.1**	**100.0**	**79.5**	**80.3**	**80.7**	**81.4**	**81.3**
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	75.0	75.0	82.1	80.6	92.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	0.0	8.3	0.0	0.0	2.4	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	**75.0**	**83.3**	**82.1**	**80.6**	**95.1**	**57.6**	**58.3**	**58.6**	**59.3**	**59.1**
Biology 30	62.5	75.0	67.9	75.0	87.8	40.6	40.7	41.7	42.7	42.3
Chemistry 30	87.5	87.5	75.0	77.8	97.6	35.7	35.6	35.1	35.8	35.1
Physics 30	12.5	54.2	60.7	44.4	51.2	19.9	19.3	18.6	18.7	17.6
Science 30	12.5	4.2	0.0	0.0	0.0	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	**87.5**	**100.0**	**85.7**	**86.1**	**97.6**	**59.8**	**60.5**	**61.2**	**61.8**	**61.8**
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**3.0**	**3.1**	**3.3**	**3.0**	**2.9**

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

This is an area that EIA continues to maintain and while we are pleased that our overall student performance is 'excellent'. According the Frazer Institute report, the EIA ranked the 6th in the province of Alberta and the 3rd in Edmonton. We believe that we should be aiming for 100% in all areas. In examining our results, we are cognizant of the resolve by some students to accept tutorials and afterschool help while others choose to accept a standard that is below their ability or potential.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Survey students to get data on what is preventing them from completing all studies in EIA
- University planning procedure will continue for each grade 12 student.
- 3-year plan for every grade 10 student is set, prior to their entry to grade 10, to keep students focused on their academic journey in high school
- A youth conference, activities and trips for high school students will be organized for students to engage, globally, in discourse around topics that are meaningful to them, such as:
  - Student Leadership Symposium in Brussels
  - Model UN in Tokyo
  - Journey to Mecca/Medina for Umrah
  - Big Brother Big Sister program
  - Qatar Debate

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					**Province**				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	84.7	82.7	76.5	83.3	85.3	83.9	83.7	83.0	82.9	83.3
Teacher	89.8	89.8	83.0	93.4	90.0	94.5	94.0	93.4	93.2	93.6
Parent	91.6	87.7	85.0	86.0	95.5	82.9	82.7	81.7	81.9	82.4
Student	72.9	70.7	61.6	70.6	70.4	74.5	74.4	73.9	73.5	73.8
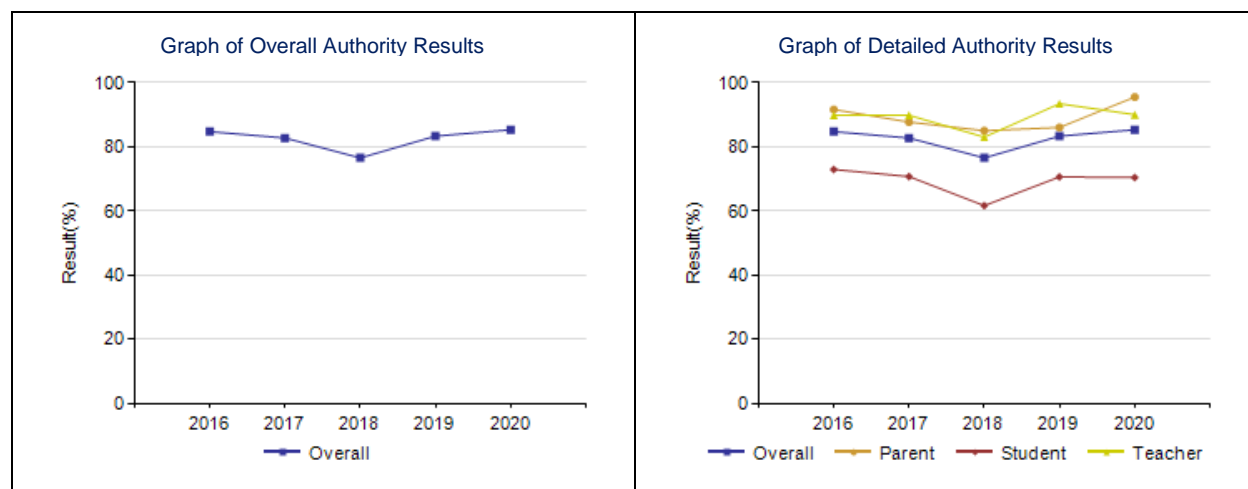
Graph of Overall Authority Results

Graph of Detailed Authority Results

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Although we have achieved and exceeded our goal in this area, more needs to be done to reach a larger percentage of students, teachers and parents who are satisfied in active citizenship. In addition, characteristics of attitudes and behaviors that will help our students become successful at work are important components of EIA's Vision and Mission. Also, active citizenship is a fundamental aspect of Islam and needs to be made a priority in the education program for all students in EIA.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Providing opportunities for students to model the characteristics of active citizenship embedded in Islamic values.
- Adopt school-wide initiative of Project Based Learning. Projects will include character development, empathy, active citizenship, and STEAM related components. Pilot will commence in Semester 2.
- The school's Islamic Studies teachers will be involved in the creation of Islamically driven programs that provide learning outcomes that highlight active citizenship and Islamic Conduct.
- The Islamic Studies and Health programs will address the attitudes and behaviors necessary for students to become successful leaders and contributors to society.
- Monitor student learning assessments to ensure achievement of outcomes

Create Effective Citizenship and School Leadership Program
- Promote the concept of cultural diversity through daily lessons, i.e. group discussions, projects, debates. etc. and ensure that teachers include this important aspect in their plans.
- Maximize cultural diversity awareness by hosting the Annual Muslim Heritage Fair (One Ummah).

- Reach out to society organizations and get the students to volunteer with them to emphasize effective citizenship.
- Form a dynamic Student Council, members of which are students elected by the school student body, and get them involved in the setting of school wide policies and leading initiatives to further improve the quality experience of an EIA student.
- Provide leadership workshops and meetings with senior leadership team to Student Council members and direct them to lead school wide activities, to advance their leadership skills.
- Provide extracurricular activities to students.
- Enhance awareness and support of local and global causes through academic curriculum, extracurricular activities and social justice conferences.
- Organize school-wide initiatives to fundraise for nonprofit organizations (Food Bank, Canadian Diabetes, Make-a-Wish foundation, Breast Cancer Association, Stollery Children's Hospital, IFSSA, etc.)
- Create more opportunities for students to lead and organize school events.
- Utilize Alberta Education leadership resources.
- Promote perfect attendance and monitor students' tardiness and absentees.
- Revisit and continue the Khateeb Program (Friday Sermon).
- ☐Introduce a daily Public Speaking platform after Prayer where students can prepare a speech or share an Islamic fable to the student body
- ☐continue with the Leaders of Change Program to entice future leaders and community service

Celebrate the success in achieving the school values among the students throughout the year
- Celebrate student's academic, leadership, Islamic conduct and sport achievements at the ISLAM award night in June, 2021.
- Recognize excellent citizenship and leadership through monthly Islamic themes (ie. being beneficial to others, interfaith respect, holiday brunch for neighbors)
- Host a Career Day for students that highlight opportunities for professional careers
- Recognize excellent citizenship and leadership through the award assemblies, bulletin boards, newsletters and website

Work Preparation – Measure Details

| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					**Province**				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	88.6	85.4	81.0	84.4	90.9	82.6	82.7	82.4	83.0	84.1
Teacher	88.9	92.0	80.4	90.2	86.2	90.5	90.4	90.3	90.8	92.2
Parent	88.2	78.7	81.7	78.6	95.5	74.8	75.1	74.6	75.2	76.0

Graph of Overall Authority Results

Graph of Detailed Authority Results
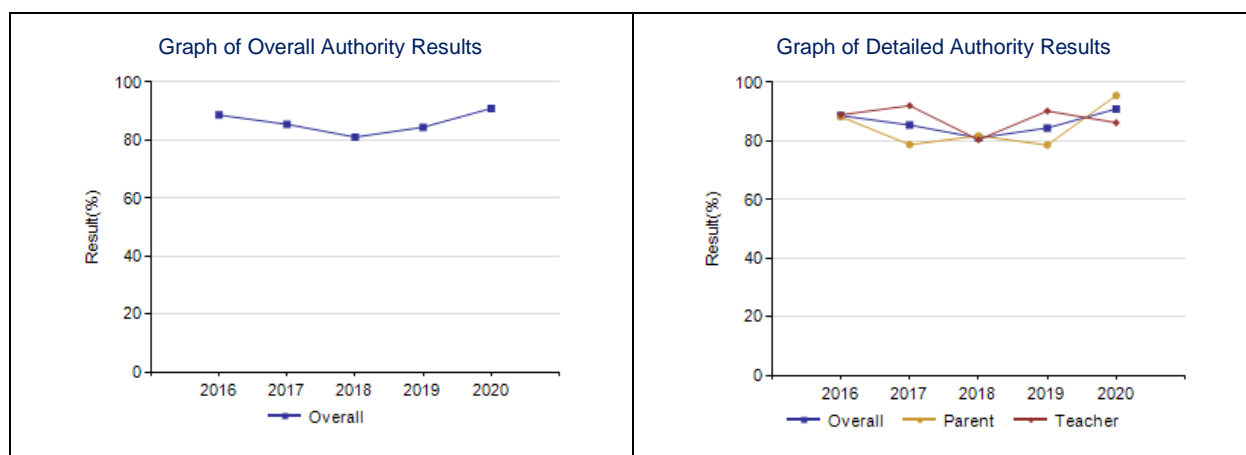
Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.4	80.5	71.7	79.3	87.4	70.7	71.0	70.9	71.4	72.6
Teacher	81.1	76.0	73.5	81.2	83.5	77.3	77.3	77.8	78.8	80.6
Parent	77.8	85.1	69.9	77.5	91.3	64.2	64.8	64.0	64.0	64.6

Graph of Overall Authority Results

Graph of Detailed Authority Results
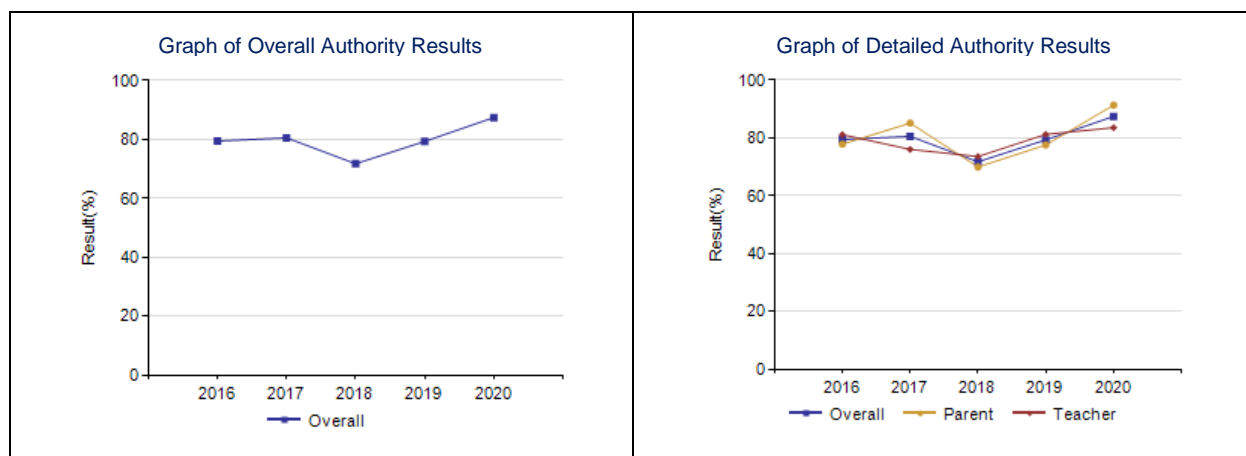
Comment on Results (OPTIONAL)

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	94.0	32.5	90.3	20.4	95.7	34.0	100.0	24.0	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	78.3	20.5	72.0	14.0	84.0	16.0	87.0	16.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	85.5	31.3	91.4	26.9	91.5	28.7	96.0	36.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	80.7	24.1	76.3	18.3	92.6	26.6	90.0	18.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	91.4	17.1	89.5	18.4	98.7	17.1	92.0	32.0	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	91.4	32.9	85.5	38.2	90.8	30.3	85.3	49.3	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	87.1	30.0	93.4	27.6	98.7	46.1	94.7	63.2	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	78.6	27.1	85.5	32.9	96.1	39.5	86.7	46.7	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	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. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.
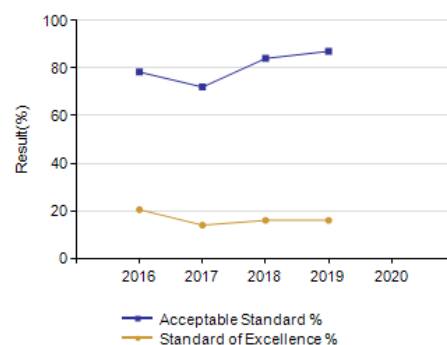
Graph of Overall Provincial Achievement Test Results
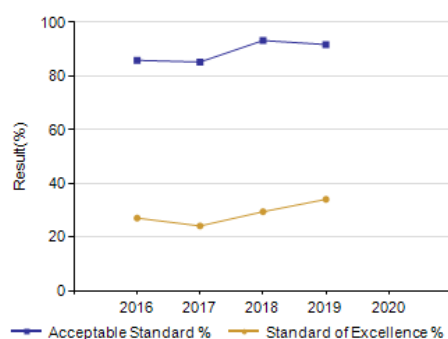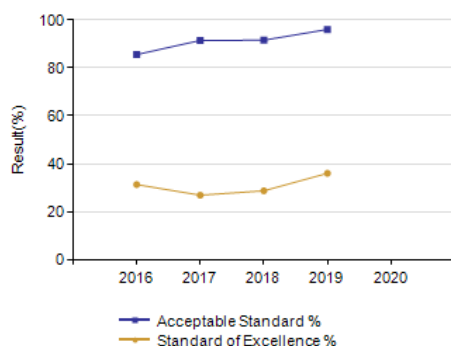

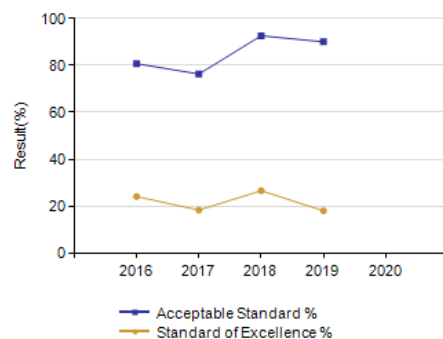## Graph of Provincial Achievement Test Results by Course
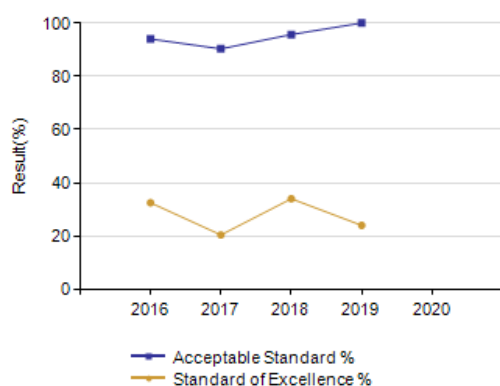
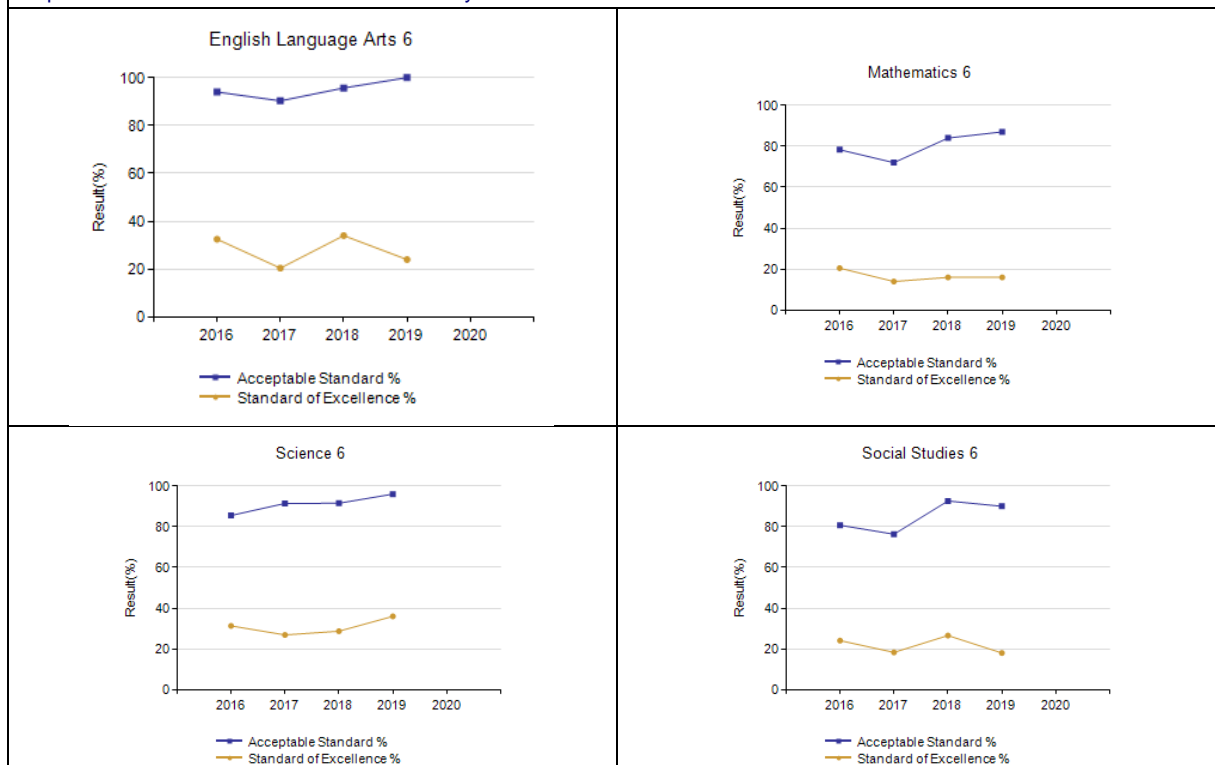### English Language Arts 6

Mathematics 6

Science 6

Social Studies 6

Graph of Provincial Achievement Test Results by Course

English Language Arts 6

Mathematics 6

Science 6

Social Studies 6

Graph of Provincial Achievement Test Results by Course

English Language Arts 9

Mathematics 9

Graph of Provincial Achievement Test Results by Course

Science 9

Social Studies 9
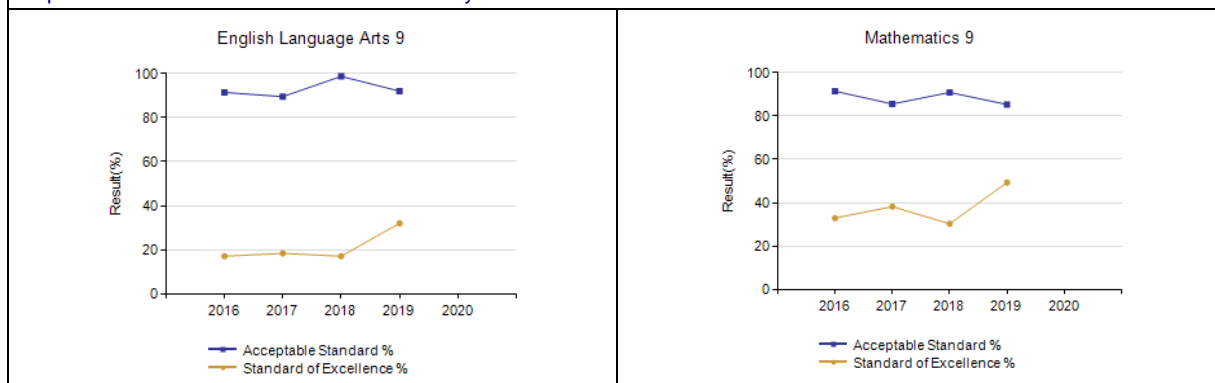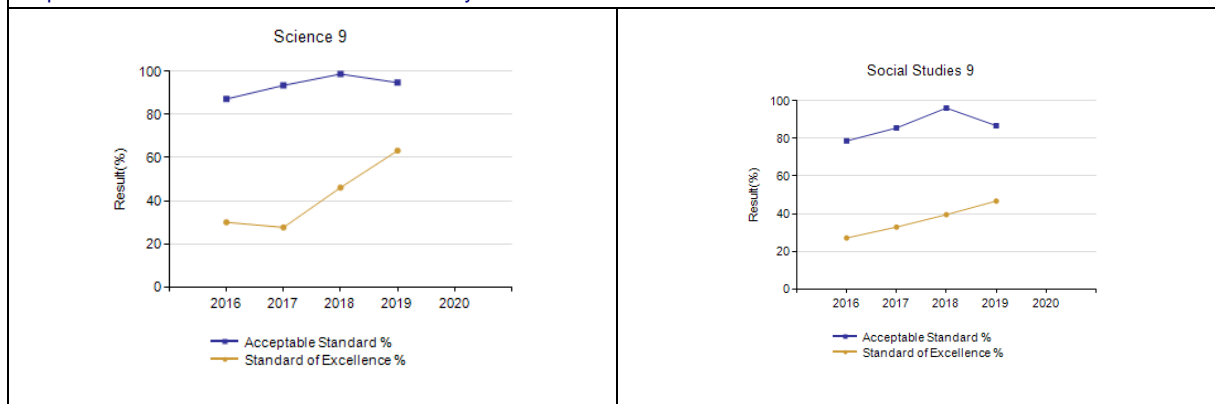
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course	Measure	Achievement	Improvement	Overall	2020 N	2020 %	Prev 3 Year Average N	Prev 3 Year Average %	2020 N	2020 %	Prev 3 Year Average N	Prev 3 Year Average %
		Edmonton Islamic Sch Society							Alberta			
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	96	95.4	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	96	26.2	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	96	81.0	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	96	15.3	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	96	93.0	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	96	30.5	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	96	86.3	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	96	21.0	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	76	93.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	76	22.5	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	76	87.2	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	76	39.3	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	76	95.6	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	76	45.6	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	76	89.4	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	76	39.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Program of Studies – Measure Details

	Authority					Province				
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.										
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	64.2	61.0	59.4	67.7	71.9	81.9	81.9	81.8	82.2	82.4
Teacher	60.9	61.2	58.7	72.6	72.1	88.1	88.0	88.4	89.1	89.3
Parent	79.5	75.8	73.1	73.4	81.6	80.1	80.1	79.9	80.1	80.1
Student	52.3	45.9	46.6	56.9	61.9	77.5	77.7	77.2	77.4	77.8
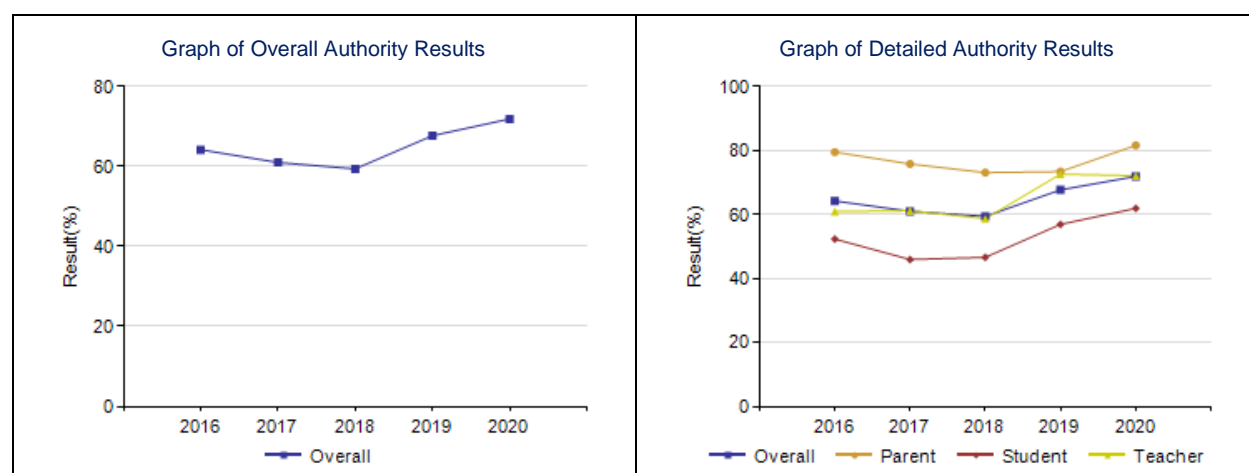
Graph of Overall Authority Results
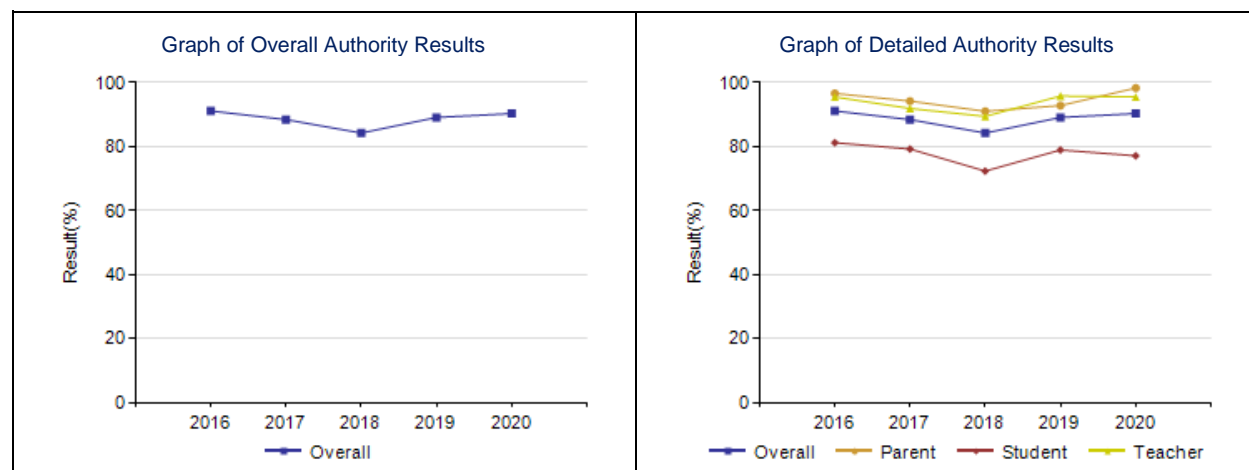

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

	Authority					Province				
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	83.3	81.0	79.8	78.9	84.9	80.9	81.2	81.2	81.3	81.8
Teacher	85.8	80.0	76.3	79.6	91.2	88.4	88.5	88.9	89.0	89.6
Parent	80.8	82.0	83.2	78.3	78.7	73.5	73.9	73.4	73.6	73.9
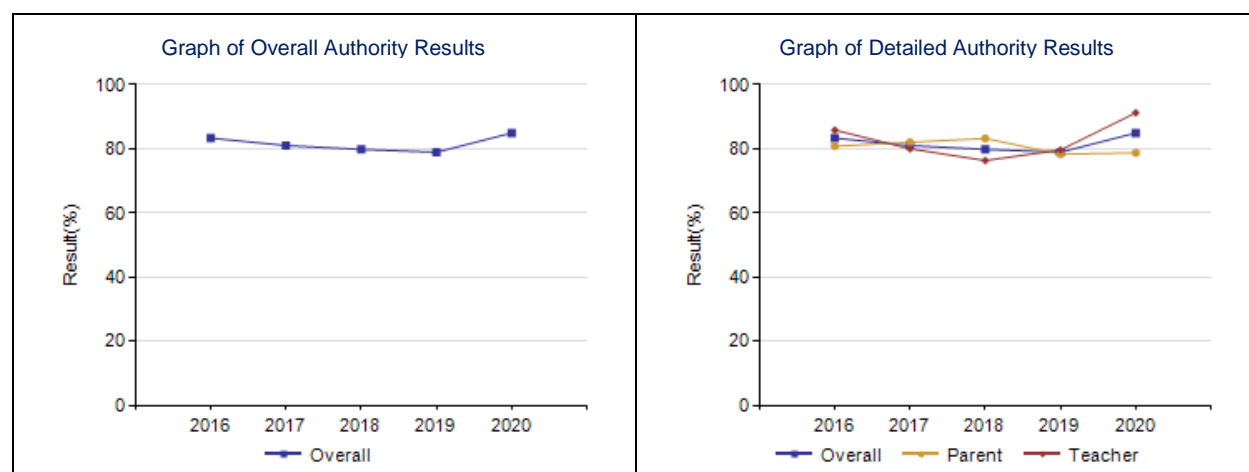
Graph of Overall Authority Results

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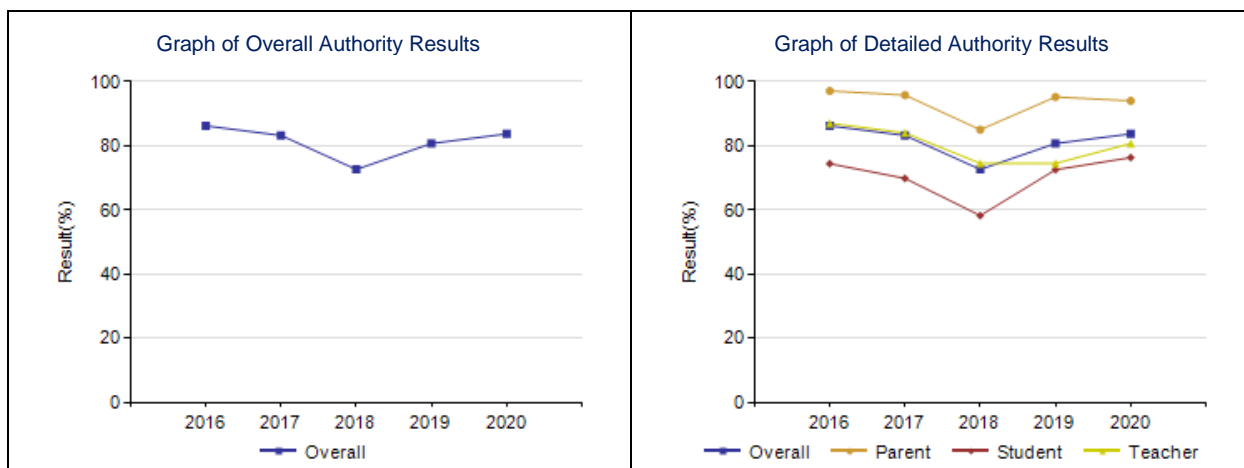
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					**Province**				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	90.5	88.3	80.7	90.5	90.9	90.1	90.1	90.0	90.2	90.3
Teacher	94.2	92.6	85.3	98.7	93.3	96.0	95.9	95.8	96.1	96.4
Parent	91.1	88.7	79.7	87.1	93.0	86.1	86.4	86.0	86.4	86.7
Student	86.4	83.5	77.0	85.6	86.3	88.0	88.1	88.2	88.1	87.8
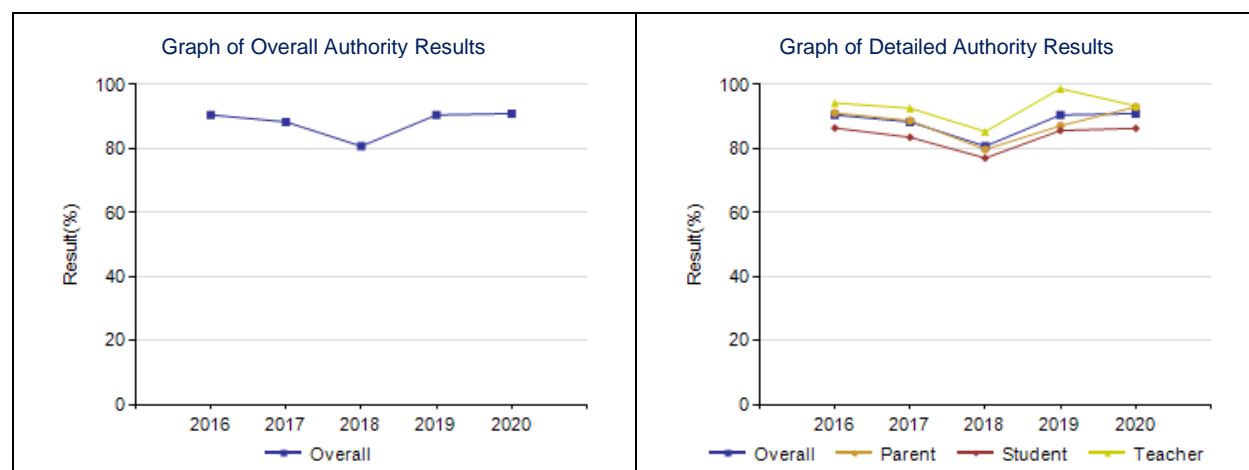
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					**Province**				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	91.1	88.4	84.2	89.1	90.3	89.5	89.5	89.0	89.0	89.4
Teacher	95.5	91.9	89.4	95.8	95.5	95.4	95.3	95.0	95.1	95.3
Parent	96.6	94.2	91.0	92.8	98.3	89.8	89.9	89.4	89.7	90.2
Student	81.2	79.2	72.3	78.9	77.1	83.4	83.3	82.5	82.3	82.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	86.2	83.2	72.6	80.7	83.7	81.2	81.4	80.3	81.0	81.5
Teacher	87.0	84.0	74.5	74.5	80.7	82.3	82.2	81.5	83.4	85.0
Parent	97.1	95.8	85.0	95.2	94.0	79.7	80.8	79.3	80.3	80.0
Student	74.4	69.8	58.2	72.5	76.3	81.5	81.1	80.2	79.4	79.6

Graph of Overall Authority Results

Graph of Detailed 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 (*).

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Although the results in this outcome display significant improvement in some areas and sustainability in others. this outcome remains as our highest priority. While there is consistency in the area of parent involvement in school-wide decisions, more must be done to ensure a "high quality education, embedded in Islamic values", is delivered across the grade levels and across the curriculum. One area that is encouraging to see is the stakeholder satisfaction with the overall quality of basic education. With a new leadership team designed to support academics, an emphasis on hiring experienced teachers, a targeted focus on improving literacy and sharing practices, and our new STEAM initiative, we believe that we will continue make significant growth in this area and in overall student achievement.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Create opportunities for parental involvement.
- Parents are encouraged to meet with their child's teacher(s) at any time to discuss educational concerns and/or provide input in their child's educational journey.
- Online student-led Conferences and meetings to be implemented to show case evidence of learning to parents. Secondary conferences are to include assessment portfolios to provide evidence of learning.
- Periodic surveys will be sent out to all key stakeholders, including teachers, parents, and students for general feedback and input into future school plans.

Strengthen the academic program and quality of program
- Utilize the STEAM Room to make a significant impact in secondary in effort to increase student knowledge in 21st century skills and innovation.

- Continue with the Project-Based Learning as a means to involve STEAM and embed humanitarian projects into our curriculum. These projects are intended to "live out" our schools Mission of having students *use skills and intellects for the betterment of humanity*.
- The elementary program will adopt a balanced literacy approach that is supported by common assessments, common goals, common language, and common strategies to increase the quality of teaching.
- Literacy Coaches in Division 1 and 2 have been assigned to support the literacy program and provide teachers with guidance in support of creating a high-quality program.
- All elementary teachers will be trained in "Writing Power" and "Reading Power" which will become an expectation in all classrooms.
- Subject Coordinators in Secondary have been assigned to support teaching and learning in various subjects to ensure high quality teaching and learning.
- All assistant principals have been assigned as Academic Assistant Principals with direct role to support teaching and learning and transform programs into high quality.
- Greater focus has been put on the Islamic program. The EIA has implemented a Quran Recovery Incentive Program designed to support students in memorizing Juz 'Amma.
- Math and English Tutoring sessions will be provided after school for the Grades 6 - 12.

Establish a Strict health and wellness Policies

Due to the COVID-19 Pandemic the EIA:

- Create a COVID-19 re-entry plan
- Create a policy regarding staff isolation
- Create policy and procedure regarding active cases in the school
- Increase the number of Janitorial staff for disinfecting around the hour
- Purchase sanitizing and disinfecting supply and equipment
-

Edmonton Islamic Academy - Board of Trustees 3-Year Strategic Plan (2019 – 2021)

August 31, 2018

The Edmonton Islamic Academy three-year Strategic Plan is based on *five pillars* that include:

Pillar I: Manage EIA in Perpetuity

Pillar II: Provide a Positive Work Environment where Faculty and Staff are Competent and Highly Motivated

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

Pillar IV: Improve Student Learning, Student Achievement and Islamic Conduct

Pillar V: To Enhance and Develop EIA's Reputation

This document provides the outcomes, expectations and indicators that follow the Board's 2018-2021 Strategic Vision.

Pillar I: Manage EIA in Perpetuity

Foundational Expectations

A. Fiduciary Responsibility

1. Financial policy establishes guidelines for ordering and procuring materials and services

2. New assignments/appointments are ratified by the Board of Trustees

3. Capital and asset replacements are covered by a dedicated fund

4. Annual budget needs to be presented based on line items for every cost of the school's operations and capital expenditures

5. Annual and operational budgets are presented and maintained in accordance with Board approval

6. Automated process for collecting of fees needs to be in place.

B. Strategic Responsibility

1. Board reviews strategic vision and expectations annually

2. Principal and his leadership team develop annual action plan that deliver on the Board's Strategic Goals

3. Board identifies resources required to deliver on strategic vision and the PRINCIPAL's approved action plan

4. Decisions and strategies in the Academy are data driven, student focused, and results oriented

5. Discussions and decisions are in alignment with the school's Mission and Vision

6. Establish a faith-based policy that aligns with the Mission of the school

C. Leadership Responsibility

1. Board ensures systems are in place for a highly effective governance and management of EIA in perpetuity

2. Board recruits a highly qualified and capable PRINCIPAL to manage the day-to-day operations of EIA

3. Board regularly provides feedback to the PRINCIPAL to ensure he is delivering on the school's Mission/Vision and the Board's strategic goals

4. Board conducts an annual review of its performance based on good governance practices

Pillar II: Provide a Positive Work Environment where Faculty and Staff are Competent and Highly Motivated

Foundational Expectations

A. Recruit and Retain Highly Effective Faculty and Staff

1. Competitive salary and benefit packages are offered to all EIA employees

2. EIA is recognized locally, nationally, and globally by highly qualified teachers and educational leaders

3. Principal attends various recruitment fairs across Canada to recruit and promote EIA

4. Robust and effective Professional Development and Training Program is provided to all staff (Oct 1 - PD Plan)

5. Annual survey of staff provides feedback on school's successes and areas that require attention

6. Collaborate with post-secondary institutes across Alberta to recruit new teachers to EIA

B. Optimize Work Conditions for Professional and Personal Fulfillment

1. Leadership team invites staff input on decision making when appropriate

2. Clear and encompassing communication channels and protocols are maintained

3. Staff achievements are recognized and celebrated in relation to EIA's Mission/Vision

4. Staff involvement in maintaining a collaborative and positive school culture is regularly asked for and encouraged by the leadership team

5. Initiatives and strategies to enhance and maintain high staff morale is a leadership priority

C. Design Faculty Appraisal Processes that help develop Professional Growth

1. EIA employees have one line manager

2. The annual appraisal process is collaborative and focuses on EIA's Mission/Vision

3. Professional Growth Plans will align with Mission/Vision and be supported by PGP Rubric

4. Newly hired staff are mentored and observed during the probationary period (of 3 months)

5. Professional feedback for all EIA employees is ongoing, documented (when necessary), and motivating

6. Staff in crisis are identified by LT and placed on a Teacher Support Plan with SMART goals, regular documentation, and consistent feedback. The TSP is intended to support underperformers.

7. Appraisal process, professional development and consistent feedback is in place for all staff

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

Foundational Expectations

A. Establish Effective Systems and Procedures

1. Board policy reflects the diverse demographics needed to establish a balanced student population

2. Systems and procedures are in place for transportation, student supervision, security, public announcements, maintenance, student accountability, parent accountability, and staff and faculty accountability

3. Institutional records are electronically organized, archived, and retrieved efficiently

4. Faculty respect Islamic values and traditions and use available resources to integrate relevant knowledge across the curriculum (develop committee)

5. All personnel work in an environment where responsibilities are clear and accountability is fully accepted

6. An automated business office program is installed to help establish efficient and accurate accounting practices

7. All parent complaints are channeled through the proper channels and only after they have met with the required teacher, Assistant Principal, Vice-Principal or Principal and they remain dissatisfied, should parent complaints be dealt with by the Board

B. Establish Clear Admission Requirements

1. Admission tests are approved and considered alongside student report cards

2. Probation periods are set for students who may not be able to succeed due to special resources at EIA

3. The Principal has the authority to deny admission to a student if he deems it necessary

4. Class sizes will not exceed 25 students

5. A new Admissions and Acceptance procedure is in place with clear criteria and is followed consistently and objectively

C. Establish Clear Policy to Ensure Islamic Conduct maintains status as a Priority

1. The school will introduce Discipline Policy that is aligned with Islamic Conduct

2. Develop initiatives to ensure Islamic Conduct is engulfed throughout the entire school and led by the school Imam.

Pillar IV: Improve Student Learning and Achievement

Foundational Expectations

A. Ensure Curriculum Alignment

1. Teaching practices and assessment strategies in all classes (including the Arabic Language) are fully aligned with the Alberta Curriculum Plan of Study

2. Newly graduated teachers receive sufficient coaching and mentoring in the areas of curriculum alignment, assessment practices, classroom management, and unit planning

3. Teachers collaborate and plan as a team across the elementary grades and across subject areas in the secondary grades

4. Appraisal process for faculty reflects curriculum alignment and valid student assessment

5. External and internal assessments are *continually analyzed* for the purpose of improving instruction and student achievement

6. Evidence that curriculum alignment is in place is provided by faculty during their annual Teacher Performance Reviews

7. Professional Development provides faculty with guidance on how to differentiate literacy curriculum to ensure all students have the opportunity to reach their maximum potential

B. Provide Necessary Resources to Enhance Student Achievement

1. EIA provides appropriate resources (including technology and literacy resources) to compliment the teaching and learning domains

2. Instruction is differentiated to challenge high achieving students

3. Underachieving students are supported and engaged in learning

4. Parents are involved in their children's education

5. Ensure a productive and meaningful volunteer program addresses student learning both in and outside the classroom

6. Ensure the PE and Outdoor Pursuits program have the equipment and resources needed to provide a high quality PE program from Kindergarten to grade 9 and Outdoor Ed in Jr. High

7. Ensure students in grades 6, 9 and 12 are provided the necessary resources and support to successfully challenge provincial exams

8. Ensure all grade 12 students have university guidance and assistance for their applications

9. Introduce new electives in Junior High are well equipped and resourced to find success

10. Strategically set schedule to allow all homeroom teachers and Arabic teachers in elementary to provide additional academic support

11. Introduce Literacy Coaches and Subject Coordinators to support staff and students.

12. Introduce a mandated High School Islamic Course; required for enrollment

C. To Establish Data-Driven, Measurable, and Shared Academic Goals

1. Elementary faculty will establish shared literacy goals, driven by common assessments, shared data, and shared strategies
2. Islamic department will establish Quran memorization goals that are directed at achieving Juz 'Amma in (KG-6) and Juz Tabarak in Grade 6 - 9.
3. Invest in common assessments throughout the faculties to ensure authentic, reliable, and consistent data is collected and regularly analyzed

D. To Develop Respectful, Responsible, Successful Muslim Leaders

1. Friday sermons motivate students to become leaders and contributors to society

2. Students have a sense of pride in their identities as Canadian Muslims

3. Quran and Islamic studies are delivered in alignment of an approved curriculum which significantly contributes to the achievement of the vision, mission and philosophy of the Edmonton Islamic Academy

4. Quran Club is established to promote and support Quranic teachings

5. Islamic Leadership Club is established to promote Islamic leadership inside/outside school

6. Faculty provide role model to students in professionalism and conduct

7. Student at EIA are independent learners

8. Students make positive contributions to school and community at large

9. Students develop healthy and environmentally friendly lifestyle

10. Students have the opportunity to travel globally in order to develop cultural and spiritual agility

11. Establish monthly Halaqaat for staff and parents to enhance Islamic environment

12. Re-structure role of Resident Imam to promote and monitor Islam within the school

E. Improve Islamic Conduct throughout the School

1. The Principal will create a job description for a Resident Imam which target student growth in the areas of Islamic conduct, Islamic etiquettes, and living an Islamic lifestyle
2. Resident Imam will provide the principal with a weekly plan. The plan will consist of initiatives for all four divisions
3. Introduce Islamic resources for Islamic department that focus on Islamic conduct and behavior
4. Introduce Islamic themes that target Islamic etiquettes
5. Introduce a discipline procedure titled *"Guideline for Implementing EIA Policy"*
6. Introduce an Islamic Coordinator position
7. Provide Halaqaat for students after each prayer

Pillar V: To Enhance and Develop EIA's Reputation

Foundational Expectations

A. Improve Communication with all Stakeholders

1. Reporting procedures for students are meaningful, understandable, and relevant

2. Communication with parents is timely and built upon collaboration and cooperation

3. Communication with Alberta Education is respectful, collaborative, and timely

4. Communication with Edmonton Public and Edmonton Catholic Schools are open and collaborative

5. Neighborhood luncheon continues as an outreach to the secular community

B. Develop Strong Ties with local, National, and International Bodies

1. Alumni leaders establish and manage an active EIA Alumni Executive Council

2. EIA activities, assemblies, and events are of the highest quality

3. The EIA website (and the related social media) is updated to look professional, celebrates achievements, and is parent friendly which provides accurate and up-to-date information

4. EIA participates in regional and national sports events and other youth programs

5. EIA is a member of professional organizations (ie. AISCA) and it is represented at appropriate regional and national functions/meetings

6. Principal and/or his delegate represents EIA at relevant government functions and at recruitment fairs

7. Principal and/or his delegate is visible at major community events and functions

Note:

Summary of Financial Results
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Summary of Financial Results- 2019-2020

REVENUES	
Alberta Education (excluding Home Education)	$9,195,021
Alberta Education - Home Education	$0.00
Total Alberta Education Revenues	**9,195,021**
Instruction fees / Tuition fees	$2,058,117
Non-instructional (O&M, Transportation, Admin fees, ets.)	$126,764
Other sales and services	$107,708
Gifts and Donations	$2,380,418
Gross school generated funds	$160,467
Amortization of Capital Allocations	$37,080
TOTAL REVENUES	**14,065,575**
EXPENSES	
Certificated salaries (excluding Home Education)	$4,169,889
Certificated benefits (excluding Home Education)	$351,436
Non-certificated salaries and wages (excluding Home Education)	$2,954,408
Non-certificated Benefits (excluding Home Education)	$244,044
Services, contracts and supplies (excluding Home Ed.)	$2,374,912
Leases - Building	$1,867,738
Severe Disabilities / Program Unit (excluding Home Ed.)	$108,004
Early Literacy (excluding Home Education)	$31,881
English as a Second Language (excluding Home Ed.)	$149,368
Capital and debt services	
Amortization of capital assets from unrestricted funds	$819,167
TOTAL EXPENSES	**$13,231,314**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**$834,261**

Budget Summary
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Budget Summary 2020-02021

REVENUES

Alberta Education (excluding Home Education)	9,902,959
Total Alberta Education Revenues	**9,902,959**
Federal Government and/or First Nations	$0
Other Alberta school authorities	$0
Instruction fees / Tuition fees	$3,734,125
Non-instructional (O&M, Transportation, Admin fees, ets.)	$363,830
Gross school generated funds	$0
TOTAL REVENUES	**$14,000,914**

EXPENSES

Certificated salaries (excluding Home Education)	$4,579,313
Certificated benefits (excluding Home Education)	$457,931
Non-certificated salaries and wages (excluding Home Education)	$2,250,062
Non-certificated Benefits (excluding Home Education)	$225,006
Services, contracts and supplies (excluding Home Ed.)	$1,826,548
Leases – Building **Leases- Other**	$1,763,518 $104,220
Severe Disabilities / Program Unit (excluding Home Ed.)	$159,711
Program Unit	$1,458,960
English as a Second Language (excluding Home Ed.)	$228,690
Gross School generated funds	$300,000
Amortization of capital assets	$500,000
TOTAL EXPENSES $0	**$13,853,960**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**($256,095)**

Capital and Facilities Projects
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

  The capital and facilities projects have included:

- An elementary school building is planned for the future

Summary of Facility and Capital Plans
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

  In the future, we hope to construct a new purpose built, state-of-the-art elementary building that will house our preschool and Kindergarten to grade six program.

Parental Involvement
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Due to the COVID-19 pandemic; parental involvement is limited to virtual tasks
- All Board of Trustees members are parents of the EIA students or parents of alumni
- All school activities, weekly academic outcomes, assessment dates are communicated with the parents through the weekly curriculum updates
- All teachers communicate parents through "Reminds"
- Parents are informed about the school activities through the monthly school magazine
- The website is updated on a regular basis

Timelines and Communication
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

  The 3 Year Plan and AERR was discussed at Board level and approved on November 20th and signed by the chair of the board on November 23rd, 2020.

  The 3-Year Plan, The AERR and the financial reports will be communicated to parents through the Edmonton Islamic Academy website; www.islamicacademy.ca on November 30th, 2020.

Whistleblower Protection

There were no disclosures for the school-year 2019 - 2020.

Whistleblower Protection
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Whistleblower Policy and Procedure
Edmonton Islamic Academy
2020-2021

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 so 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

Workplace grievance?

Consult the school's grievance policy, if available, and report to the person responsible for employment and staff grievances, 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 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 taking action 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

Edmonton Islamic Academy

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.