



# **Edmonton Islamic Academy**

## **Annual Education Assurance Measures Report (AEAM)**

### **Spring 2021**

### **School Authority Results Summary**

**Accountability Statement**

The Annual Education Assurance Measures Report from the spring of 2021 (2020-2021 school year) for the Edmonton Islamic School Society, were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this report for the 2020-2021 school year for the purpose of developing the three-year Education Plan.

Khalid Tarabain

November 29, 2021

Chair of the Board

Signature

Date

## Foundation Statements

### EIA's Mission:

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

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

### EIA's Vision:

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

## Philosophy

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

We believe in

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

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

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

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

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

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

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

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

### **Beliefs**

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

# **Assurance Domains**

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

### Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.7	85.3	81.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	95.8	97.6	92.1	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	91.1	93.6	96.5	86.2	85.3	84.8	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	92.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	31.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	92.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	49.0	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.3	90.9	87.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.4	84.9	81.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

	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

Grade 9 Mathematics (Form 1) Achievement Test - Written in English  
School Report  
2020-2021 School Year

9269 Edmonton Islamic Sch Society

7901 Edmonton Islamic Academy

**Table 3**  
**Students Achieving Standards on Total Test, by Program**

Program <sup>a</sup>	Total Writing				Achieved the Acceptable Standard				Achieved the Standard of Excellence			
	School n = 86		Province n = 1086		School n = 70		Province n = 771		School n = 31		Province n = 299	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Regular <sup>b</sup>	69	80.2	974	89.7	57	82.6	709	72.8	27	39.1	278	28.5
French Immersion	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Francophone	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Bilingual Language other than French	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English as a Second Language	17	19.8	65	6.0	13	76.5	46	70.8	4	23.5	19	29.2
Special Education	0	0.0	41	3.8	N/A	N/A	14	34.1	N/A	N/A	2	4.9
Cycled <sup>c</sup>	0	0.0	4*	0.4	N/A	N/A	2	50.0	N/A	N/A	1	25.0
Online Programming	0	0.0	1*	0.1	N/A	N/A	1	100.0	N/A	N/A	0	0.0
Knowledge and Employability	0	0.0	2*	0.2	N/A	N/A	0	0.0	N/A	N/A	0	0.0
Francisation	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other <sup>d</sup>	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<sup>a</sup> These reporting categories are not exclusive; some students are included in more than one category.

<sup>b</sup> Refers to students in programs not listed below.

<sup>c</sup> Includes only those students who completed the course in a year before the date of testing.

<sup>d</sup> Program information unavailable or incomplete.

\* This group has fewer than six students; therefore, results shall not be publicly released.

Grade 9 English Language Arts Achievement Test  
School Report  
2020-2021 School Year

9269 Edmonton Islamic Sch Society

7901 Edmonton Islamic Academy

**Table 3**  
**Students Achieving Standards on Total Test, by Program**

Program <sup>a</sup>	Total Writing				Achieved the Acceptable Standard				Achieved the Standard of Excellence			
	School n = 89		Province n = 437		School n = 77		Province n = 409		School n = 18		Province n = 150	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Regular <sup>b</sup>	70	78.7	372	85.1	63	90.0	356	95.7	16	22.9	141	37.9
French Immersion	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Francophone	0	0.0	21	4.8	N/A	N/A	17	81.0	N/A	N/A	3	14.3
Bilingual Language other than French	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English as a Second Language	18	20.2	31	7.1	14	77.8	24	77.4	2	11.1	6	19.4
Special Education	1 <sup>*</sup>	1.1	15	3.4	0	0.0	11	73.3	0	0.0	1	6.7
Cycled <sup>c</sup>	0	0.0	1 <sup>*</sup>	0.2	N/A	N/A	1	100.0	N/A	N/A	0	0.0
Online Programming	0	0.0	1 <sup>*</sup>	0.2	N/A	N/A	1	100.0	N/A	N/A	0	0.0
Knowledge and Employability	0	0.0	2 <sup>*</sup>	0.5	N/A	N/A	1	50.0	N/A	N/A	0	0.0
Francisation	0	0.0	2 <sup>*</sup>	0.5	N/A	N/A	2	100.0	N/A	N/A	0	0.0
Other <sup>d</sup>	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<sup>a</sup> These reporting categories are not exclusive; some students are included in more than one category.<sup>b</sup> Refers to students in programs not listed below.<sup>c</sup> Includes only those students who completed the course in a year before the date of testing.<sup>d</sup> Program information unavailable or incomplete.<sup>\*</sup> This group has fewer than six students; therefore, results shall not be publicly released.

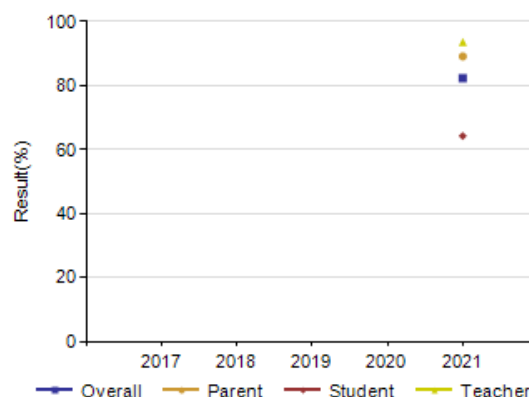
# **Assurance Domain: Student Growth & Achievement**

### Student Learning Engagement – Measure Details

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

	Authority											Province											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	814	82.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	89.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	700	64.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	93.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of Authority Results



Notes:

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

#### Comment on Results

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

#### Key Strategies

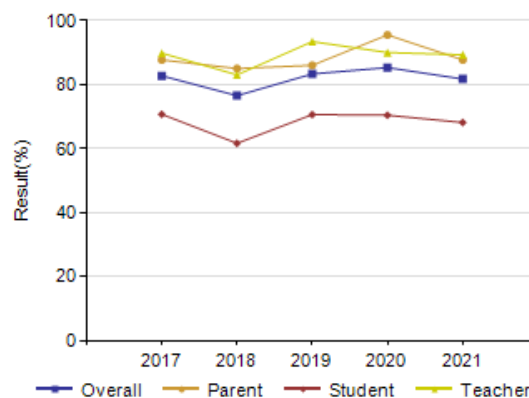
- Made Chromebooks mandatory for all students from Grade 4 – 12. This was included in students school supplies lists. Student Chrome Books allowed students who were on At-Home Learning to stay engaged with the teacher.
- Introduced live streaming cameras to allow students at home to stay connected with their teacher and cohort.
- Introduced Google Classroom as a shared resource throughout Grade 4 – 12. K – 3 adopted Class Dojo as their platform to keep students connected.

## Citizenship – Measure Details

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

	Authority											Province											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	631	82.7	713	76.5	780	83.3	805	85.3	815	81.7	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	49	87.7	62	85.0	42	86.0	72	95.5	51	87.7	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	532	70.7	600	61.6	686	70.6	675	70.4	701	68.1	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	50	89.8	51	83.0	52	93.4	58	90.0	63	89.3	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. 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.

### Comment on Results

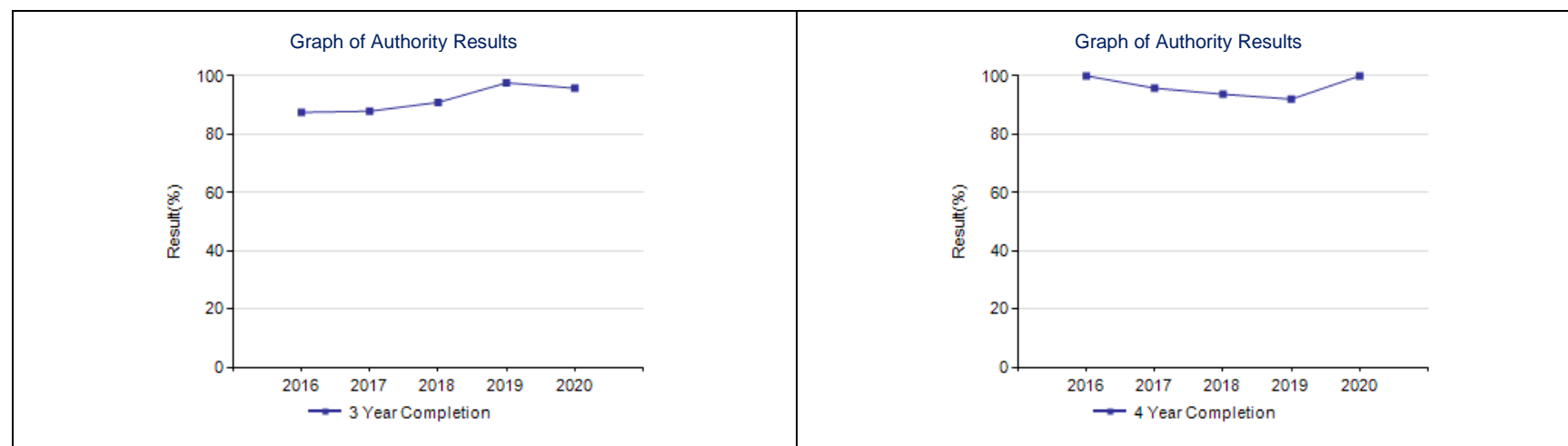
The results over the past few years are relatively consistent, despite a slight decline parent and student satisfaction in 2021. Admittedly, EIA did not prioritize this aspect of the school's program as priorities and focus shifted to student and staff safety, combatting the challenges faced with the COVID-19 pandemic, and adhering to AHS protocols. Many of our traditional strategies based around active citizenship were affected. In addition, a rise in social media misuse has negatively impacted students and families resulting in a decline in character in some cases. Despite this, students are still provided numerous opportunities to develop their character and active citizenship as school life slowly returns back to normal.

### Key Strategies

- Project Based learning will enable students to partake in character building initiatives that enable students to develop a sense of citizenship through their faith.
- Re-structured the Grade 7 – 12 Islamic Studies scope and sequence to address issues and develop students understanding of the real world, including the importance of active citizenship.
- Several initiatives, including those targeting active citizenship have been scheduled for 2021-2022 school year.

## 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										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	24	87.5	28	87.9	36	90.9	41	97.6	48	95.8	Very High	Maintained	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	8	100.0	24	95.8	28	93.7	36	92.0	41	100.0	Very High	Improved	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	8	87.5	8	100.0	24	95.8	28	93.6	36	91.1	High	Maintained	Good	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

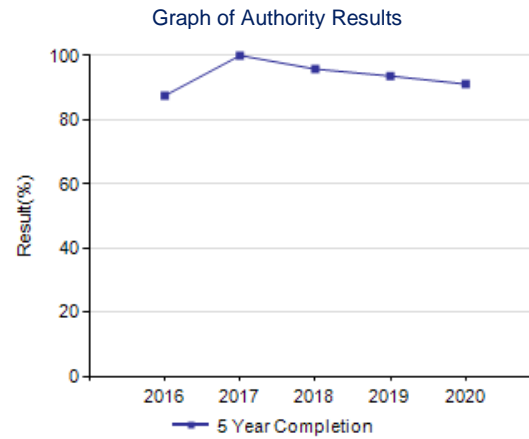
### Comment on Results

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

### Key Strategies

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

## High School Completion Rate – Measure Details



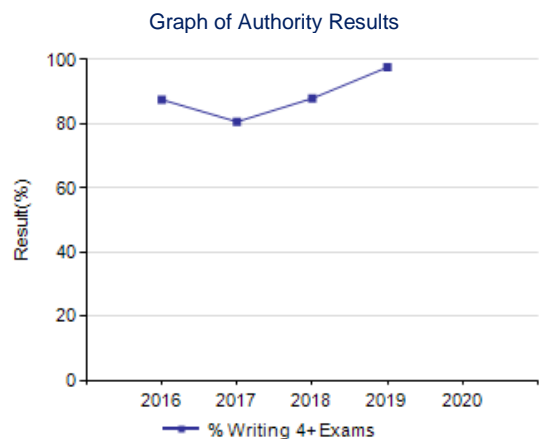
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4. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

**Diploma Examination Participation Rate – Measure Details**

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

	Authority					Measure Evaluation			Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
<b>N</b>	<b>24</b>	<b>28</b>	<b>36</b>	<b>41</b>	<b>48</b>	n/a	n/a	n/a	<b>44,823</b>	<b>44,982</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>
% Writing 0 Exams	0.0	1.1	0.0	0.0	n/a	n/a	n/a	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	100.0	98.9	100.0	100.0	n/a	n/a	n/a	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	100.0	95.3	93.9	100.0	n/a	n/a	n/a	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	100.0	91.6	93.9	97.6	n/a	n/a	n/a	n/a	65.5	66.5	67.1	67.1	n/a
<b>% Writing 4+ Exams</b>	<b>87.5</b>	<b>80.6</b>	<b>87.9</b>	<b>97.6</b>	<b>n/a</b>	n/a	n/a	n/a	<b>55.2</b>	<b>56.0</b>	<b>56.6</b>	<b>56.6</b>	<b>n/a</b>
% Writing 5+ Exams	70.8	73.3	81.8	95.1	n/a	n/a	n/a	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	41.7	44.0	36.4	41.5	n/a	n/a	n/a	n/a	13.7	14.0	14.3	13.7	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. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. 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.
4. 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Diploma Examination Participation Rate – Measure Details

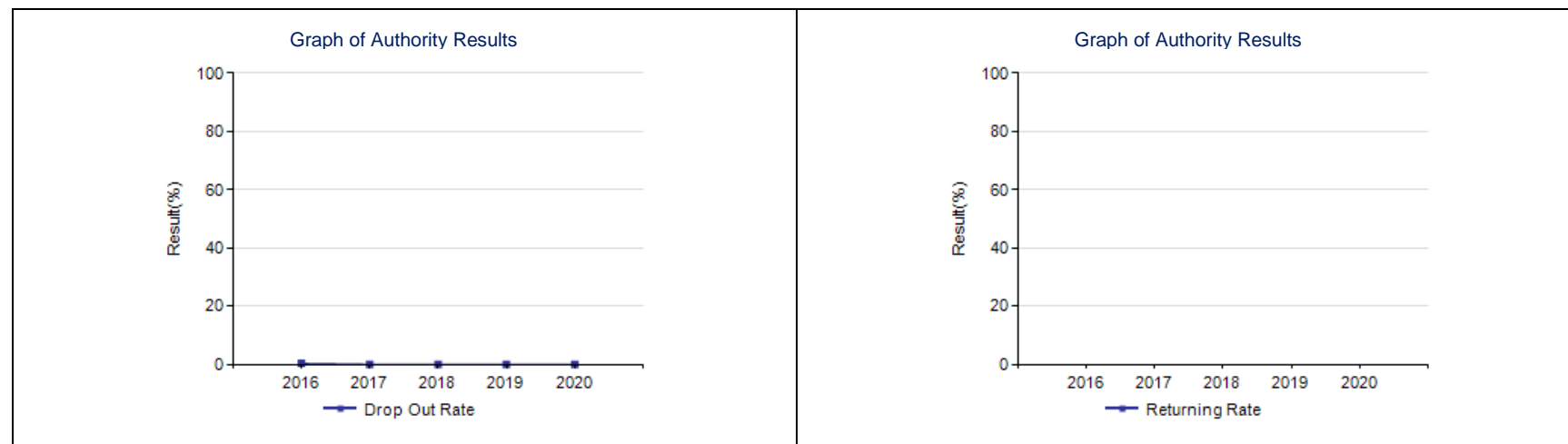
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>N</b>	<b>24</b>	<b>28</b>	<b>36</b>	<b>41</b>	<b>48</b>	<b>44,823</b>	<b>44,982</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>
English Language Arts 30-1	95.8	92.9	88.9	100.0	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	0.0	0.0	0.0	0.0	n/a	28.8	29.0	27.9	29.0	n/a
<b>Total of 1 or more English Diploma Exams</b>	<b>95.8</b>	<b>92.9</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>80.5</b>	<b>81.3</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>
Social Studies 30-1	100.0	89.3	86.1	100.0	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	0.0	3.6	0.0	0.0	n/a	36.0	36.6	37.3	38.0	n/a
<b>Total of 1 or more Social Diploma Exams</b>	<b>100.0</b>	<b>92.9</b>	<b>86.1</b>	<b>100.0</b>	<b>n/a</b>	<b>80.7</b>	<b>81.2</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	75.0	82.1	80.6	92.7	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	8.3	0.0	0.0	2.4	n/a	23.8	25.2	25.0	26.1	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>83.3</b>	<b>82.1</b>	<b>80.6</b>	<b>95.1</b>	<b>n/a</b>	<b>58.6</b>	<b>58.9</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>
Biology 30	75.0	67.9	75.0	87.8	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	87.5	75.0	77.8	97.6	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	54.2	60.7	44.4	51.2	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	4.2	0.0	0.0	0.0	n/a	15.8	17.0	17.1	18.2	n/a
<b>Total of 1 or more Science Diploma Exams</b>	<b>100.0</b>	<b>85.7</b>	<b>86.1</b>	<b>97.6</b>	<b>n/a</b>	<b>60.8</b>	<b>61.6</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. 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.
4. 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	104	0.3	124	0.0	139	0.0	161	0.0	187	0.0	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	n/a	n/a	1	n/a	2	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Comment on Results**

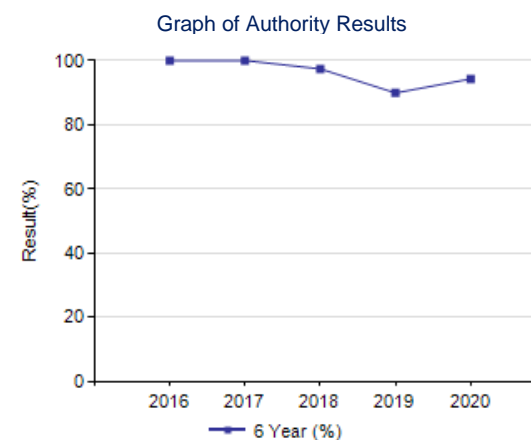
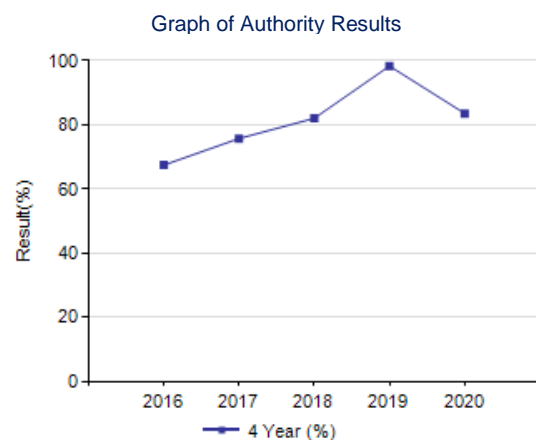
EIA has no record of any student drop outs over the past several years.

**Key Strategies**

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	8	67.4	24	75.7	28	82.0	36	98.3	41	83.5	Very High	Maintained	Excellent	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	7	100.0	8	100.0	8	97.4	24	89.9	28	94.3	Very High	Maintained	Excellent	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:

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

#### Comment on Results

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

#### Key Strategies

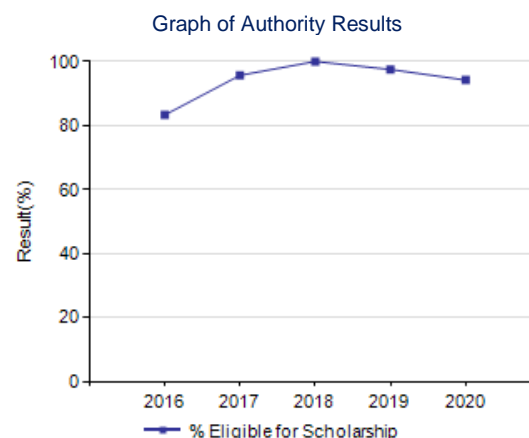
- Provide workshops from various universities
- Recently introduced a career planning course for all high students
- Offer AP courses to HS students

# Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	24	83.3	23	95.7	24	100.0	40	97.5	52	94.2	Very High	Maintained	Excellent	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

## Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		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
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
2020	52	45	86.5	48	92.3	40	76.9	49	94.2



### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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.
- 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.
- Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

### Comment on Results

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

## Supplemental Alberta Education Assurance Measures - Overall Summary

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

## Notes:

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

## Measure Evaluation Reference (Supplemental AEAMs)

### Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

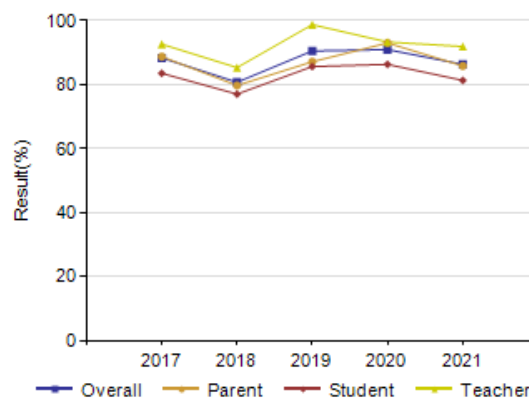
# **Assurance Domain: Teaching & Learning**

## Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	630	88.3	713	80.7	780	90.5	807	90.9	814	86.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	49	88.7	62	79.7	42	87.1	72	93.0	51	85.8	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	531	83.5	600	77.0	686	85.6	677	86.3	700	81.3	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	50	92.6	51	85.3	52	98.7	58	93.3	63	91.9	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of Authority Results



Notes:

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

### Comment on Results

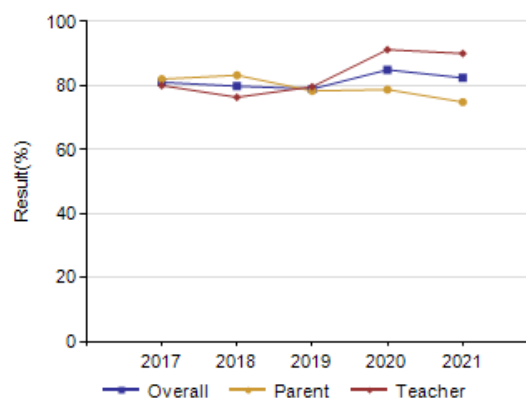
It is understood that the quality of education was impacted by the COVID-19 pandemic. With a rise in student and teacher absences due to increased illnesses, close contact protocols, and requirements to self-isolate, the quality was undoubtedly impacted. However, the staff and students demonstrated much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

## Parental Involvement – Measure Details

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

	Authority											Province											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	99	81.0	112	79.8	94	78.9	128	84.9	114	82.4	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	49	82.0	61	83.2	42	78.3	70	78.7	51	74.8	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	50	80.0	51	76.3	52	79.6	58	91.2	63	90.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of Authority Results



Notes:

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

### Comment on Results

In a time where parents and visitors were unable to physically join a cohort, it was highly challenging to find effective ways to involve parents. However, many efforts have been made to keep communications and parent information high as we understand the value of parental involvement in a child's education. As protocols ease and as we move forward as a society, we look forward to including parents within school life more consistently.

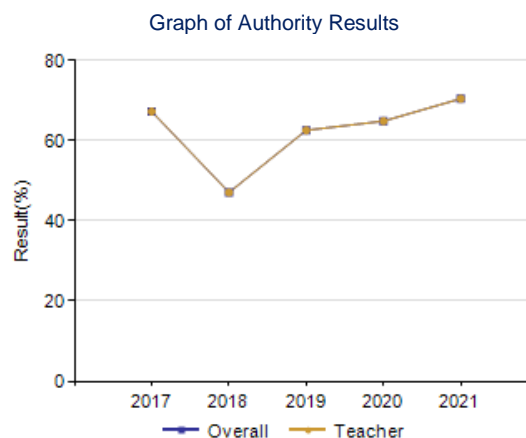
### Key Strategies

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

**In-service Jurisdiction Needs– Measure Details**

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

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	67.3	51	47.1	52	62.6	58	64.9	60	70.5	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	50	67.3	51	47.1	52	62.6	58	64.9	60	70.5	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9



Notes:

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

**Comment on Results**

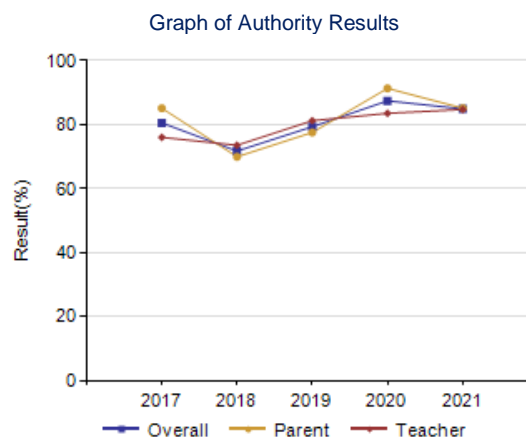
The climbing trend can be attributed to the continual improvements with the school's PD planning. Several PD Days have been calendared and targeted PD programs have been initiated for all staff such as project-based learning, anti-racism, STEM education, literacy in elementary, and professional learning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

**Key Strategies**

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

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	98	80.5	111	71.7	93	79.3	126	87.4	111	84.9	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	48	85.1	60	69.9	42	77.5	68	91.3	48	85.1	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	50	76.0	51	73.5	51	81.2	58	83.5	63	84.7	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9



### Notes:

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

### Comment on Results

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

### Key Strategies

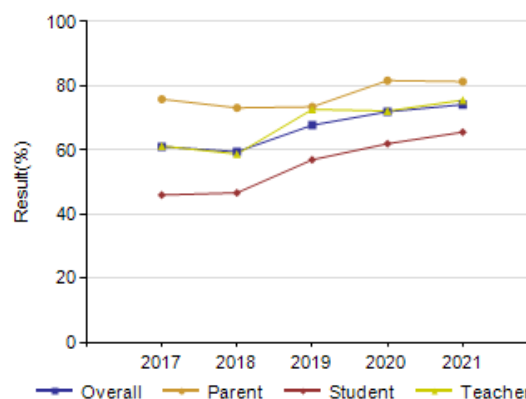
- Islamic Studies program is intended to encourage lifelong learning
- Project-Based Learning is a great opportunity to develop leaders and contributors to society.
- Home Reading program encourages life-long readers and learners
- Athletics program introduces opportunity for living a healthy lifestyle

### Program of Studies – Measure Details

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.

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	395	61.0	426	59.4	450	67.7	457	71.9	474	74.1	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	49	75.8	62	73.1	42	73.4	72	81.6	51	81.3	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	296	45.9	313	46.6	356	56.9	327	61.9	360	65.5	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	50	61.2	51	58.7	52	72.6	58	72.1	63	75.5	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of Authority Results



Notes:

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

### Comment on Results

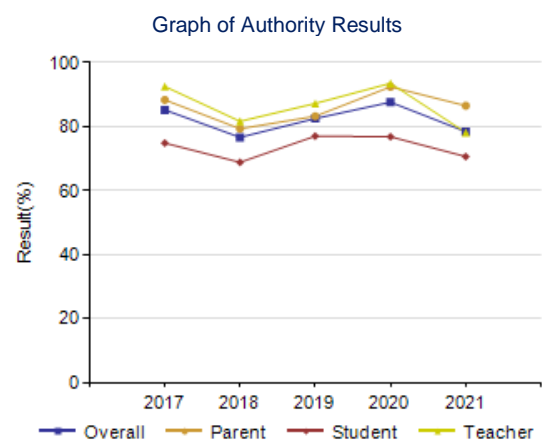
In general, the Program of Studies is not within our control, however their opportunities to improve the implementation of the program of studies and overall program. At EIA, we have been introducing new option classes based on student requests. While the results still require continuous growth, the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

### Key Strategies

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

### Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	631	85.2	713	76.6	780	82.5	804	87.6	814	78.4	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	49	88.3	62	79.3	42	83.2	72	92.4	51	86.5	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	532	74.8	600	68.8	686	77.0	674	76.8	700	70.6	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	50	92.5	51	81.6	52	87.2	58	93.5	63	78.1	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2



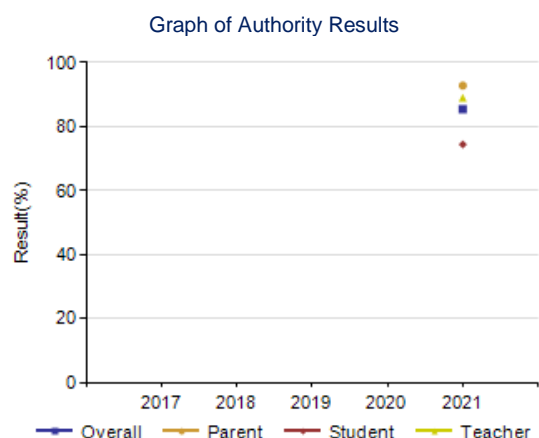
#### Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

# **Assurance Domain: Learning Supports**

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																						
	Authority										Measure Evaluation			Province								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	815	85.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	701	74.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	89.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



### Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

### Comment on Results

AT EIA, we have made safety our top priority. Parents, students, and staff are provided with a safe and welcoming environment founded on the missions and vision of EIA, which is to enable students to be respectful, responsible, and successful. While all schools, including EIA, continuously seek to improve in areas of bullying, racism, and other actions contrary to our beliefs, the school is working hard towards school improvement.

### Key Strategies

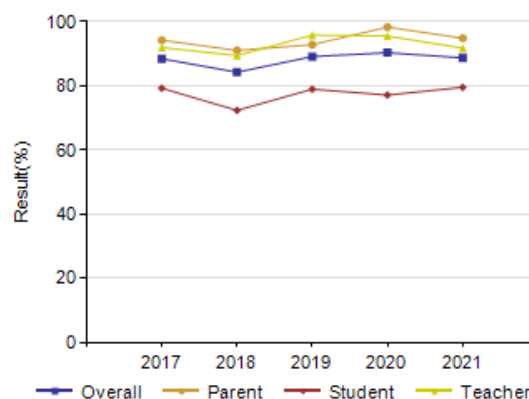
- Introduced SRO to assist with enhanced safety protocols
- Re-structured Islamic Studies curriculum to focus more on virtue building
- Introduced PBL which are built around the mission and vision of EIA

## 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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	631	88.4	713	84.2	779	89.1	804	90.3	815	88.7	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	49	94.2	62	91.0	42	92.8	72	98.3	51	94.8	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	532	79.2	600	72.3	685	78.9	674	77.1	701	79.5	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	50	91.9	51	89.4	52	95.8	58	95.5	63	91.7	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of Authority Results



### Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

### Comment on Results

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

### Key Strategies

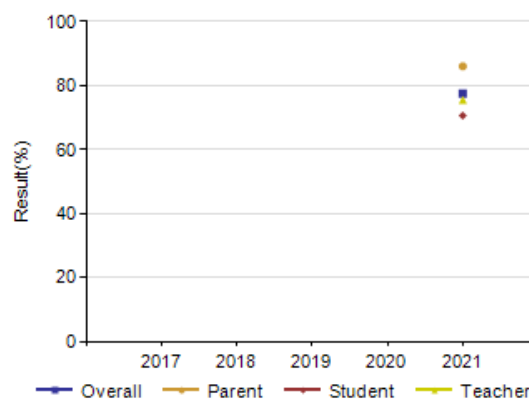
- Introduce anti-bullying initiatives
- Introduce mental health day (Legends Day)
- Schedule excursions with mental health initiatives

**Access to Supports & Services – Measure Details**

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

	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	814	77.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	700	70.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	75.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	

Graph of Authority Results

**Notes:**

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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

**Comment on Results**

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

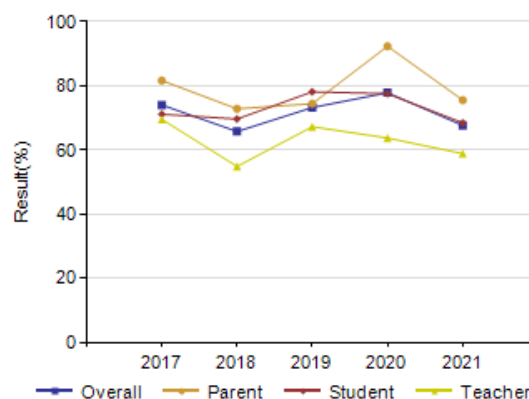
**Key Strategies**

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

### Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	629	74.0	708	65.7	778	73.2	801	77.8	811	67.6	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	49	81.6	59	72.8	42	74.4	69	92.3	48	75.5	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	530	71.1	598	69.6	684	78.1	674	77.5	700	68.4	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	50	69.5	51	54.8	52	67.2	58	63.7	63	58.8	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Graph of Authority Results



#### Notes

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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.

#### Comment on Results

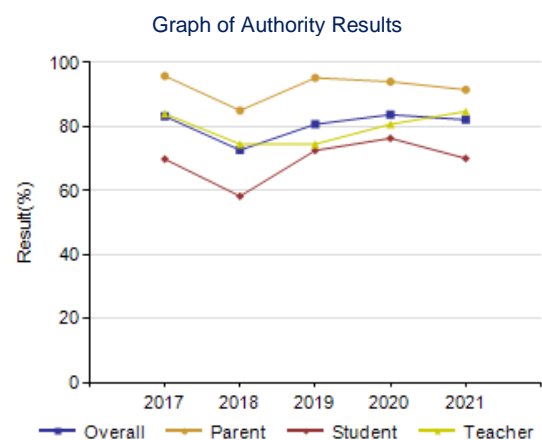
In normal times, this is an area that most schools, including EIA, find challenging, yet accessing extracurricular programs and services during COVID-19 has been much more difficult than usual. Programs such as athletics, robotics, Quran Academy, and other academic and community events all faced interruptions or cancellations which prevented students and staff from accessing external services and programs. As society moves forward from the pandemic, we expect many, if not all services and programs, to continue as they used to be.

#### Key Strategies

- Collaborate with external bodies to provide stakeholders access to additional services and programs
- Seek alternative options that can be executed safely in event of pandemic continuing on.

### 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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	630	83.2	710	72.6	778	80.7	796	83.7	796	82.1	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	48	95.8	60	85.0	42	95.2	67	94.0	47	91.5	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	532	69.8	599	58.2	685	72.5	672	76.3	690	70.0	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	50	84.0	51	74.5	51	74.5	57	80.7	59	84.7	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4



#### Notes:

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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.

#### Comment on Results

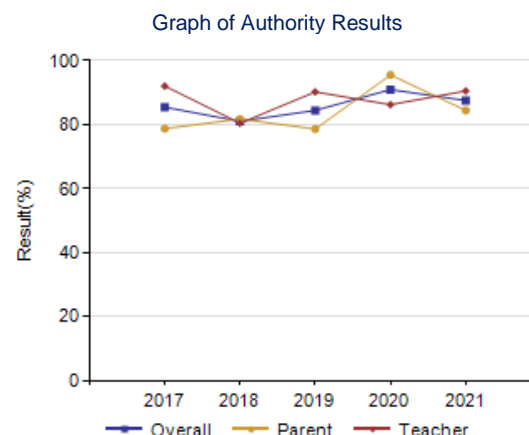
Over the past 3 school years, EIA has been steadily improving its overall program, despite a dip in parent and student satisfaction. This of course can be attributed to the difficult experience most young people experienced throughout the pandemic. Regardless of reason, EIA is committed to overall school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

#### Key Strategies

- Develop education plan to address deficiencies and set goals for school improvement
- Seek perceptual data from all stakeholders and use to gauge ongoing school performance
- Direct resources to support student learning and the mental, emotional, and social well being of our student body.

**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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	97	85.4	111	81.0	93	84.4	125	90.9	108	87.5	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	47	78.7	60	81.7	42	78.6	67	95.5	45	84.4	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	50	92.0	51	80.4	51	90.2	58	86.2	63	90.5	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

**Notes:**

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Comment on Results**

EIA strives to offer a high-quality education embedded in Islamic values, including work ethic. Our program aims to direct students to make good decisions driven by their faith and to adopt a mindset that will be useable for the rest of their lives. While the results in this category are relatively high, EIA will continue to guide its students towards preparation for life after school.

**Key Strategies**

- Maintaining high expectations for students
- Promoting attitudes and behaviours that enable students to be successful through guest speakers, specific programs, and school wide reminders.

# **Assurance Domain: Governance**

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

	Budget 2020 / 2021	Projected 2019 / 2020	ACTUAL 2018 / 2019 (Note 1)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$9,349,765	\$9,066,168	\$8,667,590
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$9,349,765	\$9,066,168	\$8,667,590
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$1,754,750	\$1,828,500	\$1,908,500
Non-instructional (O&M, Transportation, Admin fees)	\$1,793,350	\$143,750	\$159,473
Other sales and services	\$100,000	\$0	\$98,371
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$300,000	\$1,655,625	\$2,180,545
Gross school generated funds	\$300,000	\$275,000	\$324,959
Amortization of capital allocations (where applicable)	\$0	\$27,822	\$27,822
Other (specify):	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$13,597,865</b>	<b>\$12,996,865</b>	<b>\$13,367,260</b>

<b>EXPENSES</b>				
Certificated salaries (excluding Home Education)		\$4,579,313	\$4,354,313	\$3,908,314
Certificated benefits (excluding Home Education)		\$457,931	\$447,931	\$310,393
Non-certificated salaries and wages (excluding Home Education)		\$2,250,062	\$2,107,227	\$2,274,546
Non-certificated Benefits (excluding Home Education)		\$225,006	\$210,703	\$156,524
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)		\$1,826,548	\$1,684,335	\$1,967,849
Consulting / Management Fees		\$0	\$0	\$0
Leases - Building		\$1,763,518	\$1,763,518	\$1,867,738
Leases - Other		\$104,220	\$104,220	\$0
Severe Disabilities / DSEPS		\$159,711	\$26,344	\$65,365
Program Unit		\$1,458,960	\$1,486,173	\$1,333,732
English as a Second Language		\$228,690	\$213,236	\$250,740
<b>Home Education</b>				
Certificated salaries		\$0	\$0	\$0
Certificated benefits		\$0	\$0	\$0
Non-certificated salaries and wages		\$0	\$0	\$0
Non-certificated Benefits		\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials		\$0	\$0	\$0
Contracts		\$0	\$0	\$0
Services and Supplies		\$0	\$0	\$0
Gross school generated funds		\$300,000	\$275,000	\$324,959
<b>Capital and debt services</b>				
Amortization of capital assets				
From restricted funds		\$0	\$27,822	\$27,822
from unrestricted funds		\$500,000	\$500,000	\$766,578
Total amortization of capital assets		\$500,000	\$527,822	\$794,400
Interest on capital debt		\$0	\$0	\$0
Other interest charges		\$0	\$0	\$0
Losses (gains) on disposal of capital assets		\$0	\$0	\$0
Other (specify):		\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$13,853,960</b>	<b>\$13,853,960</b>	<b>\$13,200,822</b>	<b>\$13,254,560</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>				
		<b>(\$256,095)</b>	<b>(\$203,957)</b>	<b>\$112,700</b>
		<b>(\$256,096)</b>		

#### Parental Involvement

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

#### Whistleblower Protection

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

**THERE WERE NO INCIDENTS REPORTED IN 2020-2021.**

## Whistleblower Policy and Procedure

### Edmonton Islamic Academy

#### 1. Policy Statement

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

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

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

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

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

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

## 2. Purpose of the Procedures

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

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

Wrongdoing includes:

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

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

-----  
Bullying or Harassment?

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

Workplace grievance?

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

Workplace health or safety?

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

Official Misconduct or a Reprisal?

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

Maladministration or waste of public or school funds?

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

Not sure about the wrongdoing or a failure to act?

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

## 29. Purposes of the Policy and Procedures

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

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

## 30. Definitions

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

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

### 31. The Disclosure Process

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

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

31.2 When reporting a matter, the individual should

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

31.3 The chief officer, when receiving a report will

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

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

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

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

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

## 32. Roles and Responsibilities in Respect to Disclosures

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

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

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

6.4 The chief officer of the school is responsible for:

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

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

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

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

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

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

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

### 33. Confidentiality and Disclosures

#### 7.1 Information about a disclosure must be

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

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

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

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

## 8. Anonymous Disclosures

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

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

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

## 9. Publishing Public Disclosure Information

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

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

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

## 10. Receiving and Assessing a Disclosure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 11. Identifying and Acting Upon Imminent Risk

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

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

#### NOTE:

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

#### APPENDIX A

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

#### ***Public Interest Disclosure Form***

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

Name of the person making the disclosure: \_\_\_\_\_

Contact information for the disclosing individual

Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

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

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

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

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

## APPENDIX B

### Public Interest Disclosure Investigations

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

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

The objectives of the investigation of a disclosure are to:

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

Collate information relating to the disclosure as expeditiously as possible;

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

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

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

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