



2021 – 2022 Annual Education Results Report (AERR)

Table of Contents

<u>MUSLIM ASSOCIATION OF CANADA (MAC)</u>	<u>5</u>
<u>MESSAGE FROM THE PRINCIPAL</u>	<u>6</u>
<u>ALBERTA EDUCATION ASSURANCE MEASURES ACCOUNTABILITY STATEMENT</u>	<u>8</u>
<u>FOUNDATION STATEMENTS</u>	<u>9</u>
MISSION	9
VISION	9
CORE VALUES	9
<u>TRENDS AND ISSUES</u>	<u>11</u>
<u>SUMMARY OF ACCOMPLISHMENTS</u>	<u>13</u>
<u>ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY</u>	<u>25</u>
<u>SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES – OVERALL SUMMARY</u>	<u>26</u>
<u>ASSURANCE MEASURE EVALUATION REFERENCE</u>	<u>27</u>
<u>ASSURANCE MEASURE: STUDENT GROWTH AND ACHIEVEMENT – PAT RESULTS 2022</u>	<u>29</u>
<u>OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – DIPLOMA EXAM RESULTS (CONTINUED)</u>	<u>33</u>
<u>OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – HIGH SCHOOL (CONTINUED)</u>	<u>34</u>
<u>OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – ACTIVE CITIZENSHIP (CONTINUED)</u>	<u>35</u>
<u>OUTCOME TWO: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS</u>	<u>37</u>

<u>OUTCOME THREE: LEARNING SUPPORTS</u>	<u>39</u>
<u>OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED</u>	<u>41</u>
<u>LOCAL MEASURES: MAC NATIONAL SURVEY</u>	<u>44</u>
<u>BUDGET SUMMARY</u>	<u>46</u>
<u>FUTURE CHALLENGES</u>	<u>50</u>
<u>SUMMARY OF FINANCIAL RESULTS</u>	<u>50</u>
<u>PARENTAL INVOLVEMENT</u>	<u>50</u>
<u>TIMELINES AND COMMUNICATION</u>	<u>51</u>
<u>WHISTLEBLOWER PROTECTION (REQUIRED)</u>	<u>51</u>

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Muslim Association of Canada (MAC)

The Muslim Association of Canada (MAC) is a Canadian, independent, national, faith-based, charitable organization, that provides spaces, services and programs for holistic education and personal development for Canadian Muslims. In addition, MAC focuses on building communities and strengthening neighbourhoods nation-wide, through services and collaborations with groups from different religious, ethnic, and racial backgrounds.

Over the past two decades MAC has grown to be the largest grassroots Muslim organization with a national reach rooted in strong local chapters in 14 cities across Canada. MAC has 50 institutions ranging from full-time school, community centers, weekend school, and child-care centers. In all, MAC serves approximately 49,000 community members weekly.

Our mission is to establish an Islamic presence in Canada that is balanced, constructive, and integrated, though distinct, in the social fabric and culture of Canada. The purpose of our mission stems from our bearing witness to the Oneness of Allah (God), the Creator of all things and the teachings of Prophet Muhammad (PBUH).

Our curriculum is informed by these Islamic moral and ethical imperatives. Those moral values are the foundation of the character-building mandate entrusted to us and expected by our parent community. Through it, our students will develop a strong Muslim-Canadian identity, embody universal values and acquire relevant life skills to meet 21st century challenges.

Message from the Principal

Assalaamu Alaikum – May Peace and Blessings be Upon You,

MAC Islamic School (MIS) is an accredited nonprofit school of choice offering excellence in education since 2012. As a community, we are committed to preparing our students with the skills and knowledge they need to succeed as productive Canadian Muslims. Our aim is to facilitate excellence in all aspects of development: academic, spiritual, physical and social-emotional. To ensure a healthy and safe school environment, extensive efforts are made to support the well-being of all students, families and staff members.

As outlined in MAC Islamic School's *Education Plan 2022 – 2025*, Alberta Education Assurance Measures (AEAMs) and accountability are linked with the following 5 areas: student growth and achievement, teaching and leading, learning supports, governance, and local and societal context. Evidence-based decisions and reflections on various sources of data informs our Education Plan and Annual Education Results Report (AERR).

MIS delivers curriculum in accordance with the guidelines and outcomes described in Alberta Education's Program of Studies. MIS provides all students with classes in iRISE Character Education, Quran, Arabic, and Islamic Studies in adherence with the guidelines provided by MAC National. We ensure implementation of the Alberta Education Program of Studies and the mission of MIS in the teachers' Instructional Calendars and weekly plans. Technology integration is supported by Smartboards, chromebooks and Google Classroom.

We are implementing our third phase of iRISE in the 2021 - 2022 school year in grades 1 to 9. iRISE is an evidence-based, community-driven character education and leadership initiative. Students and staff embody Islamic values and acquire relevant life skills to meet the 21st century challenges. iRISE is rooted in developing a strong relationship with God and God's creations. Our vision for iRISE is to encourage students to embody Islamic character, reach their full potential, have a strong sense of responsibility and care, and to be prepared to rise above any challenges they may face.

Health and safety have become one of our major priorities due to the COVID-19 global pandemic. COVID-19 guidelines provided by Alberta Health Services, Alberta Education, AISCA and MAC National have become our new norm. As a result, we have made rigorous adjustments to our daily routines and procedures to keep our students, families and staff members safe. A Health & Safety Team was formed of staff and parent volunteers. Despite COVID-19, it is important to note that our student enrolment continues to increase. The ongoing support of our dedicated stakeholders (students, families, staff and community members) is very much appreciated.

The results displayed in the Alberta Education Assurance Measure Results (Fall 2022) reveal an overall improvement in all Measure Categories: Safe and Caring Schools, Student Learning Outcomes, Student Learning Achievement, Preparation for Life Long Work/Citizenship, Parental Involvement and Continuous Improvement.

Provincial Achievement Test were written by our grades 6 and 9 students in the spring of 2022, and we are pleased that they continue to demonstrate improvement in their academic progress. It is evident that our teacher plan effective lessons that are aligned with the

Program of Studies and differentiate instruction to keep our students engaged in their learning.

We look forward to a wonderful new chapter in our educational adventure as we have started our very first Grade 10 High School class in the 2022 – 2023 school year. We are optimistic that our students will be well prepared for post-secondary education and qualify for Rutherford Scholarships as they progress through the high school grade levels.

Overall, the collaboration of students, families, staff and community members promote a school climate that embodies the mission of our school. MAC Islamic School is truly blessed to have the support of these dedicated stakeholders thereby supporting optimal learning experiences for our students despite any challenges we may face.

Kind regards,

Mariam Hashmi, Ed.S., M.Ed.
Principal
MAC Islamic School

Alberta Education Assurance Measures Accountability Statement

The *Annual Education Results Report* for the 2020/2021 school year was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

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 plan to improve student learning and results.

This Annual Education Results Report (AERR) for 2021/2022 was approved by the Board on November 28, 2022.

Foundation Statements

The Muslim Association of Canada (MAC) established the MAC Islamic School (MIS) in 2012. MIS is a registered full-time accredited Elementary, Junior High and Senior High School currently serving children from pre-school to grade 10. This is our tenth year in operation. We have about 600 students from varying cultural backgrounds. At MIS we are committed to mainstreaming Islamic values and teachings in all subject areas. We implement the Alberta Education Program of Studies along with iRISE Character Education, Quran, Arabic, and Islamic Studies.

Mission

MAC Islamic School is a school of choice focusing on academic excellence that produces positively influential individuals with exceptional Islamic character, while having fun.

Vision

The purpose of our mission stems from our bearing witness to the Oneness of Allah (God), the Creator of all things and the teachings of Prophet Muhammad (PBUH). Our curriculum is informed by these Islamic moral and ethical imperatives. Those moral values are the foundation of the character-building mandate entrusted to us and expected by our parent community. Through it, our students will develop a strong Muslim-Canadian identity, embody universal values and acquire relevant life skills to meet 21st century challenges.

At MAC Islamic School we are determined to teach our young Muslim students to be lifelong learners, strong members of the community and to accept all of Allah's (SWT) creations with an open heart. We strive to develop a strong relationship with Allah SWT and embody the iRISE values of *Rabbaniya*, *Integrity*, *Service*, and *Excellence*. Furthermore, we want to develop the love of learning in our students and enable them to become confident and productive leaders in society.

Core Values

Passion

Integrity

Quality

To Create a Community of Learners	
Teachers/Staff	Students
<ul style="list-style-type: none"> Create a safe environment Promote love for Allah swt and embody the values of Rabbaniya, integrity, service, excellence 	<ul style="list-style-type: none"> Act kindly, responsibly, and justly Develop a strong relationship with Allah swt and embody the values of Rabbaniya, integrity, service, excellence

Trends and Issues

1. iRISE is an important school-wide initiative implemented in the 2021-22 school year for students in Grades 1 - 9. iRISE is an evidence-based, community-driven character education initiative. Students and staff embody Islamic values and acquire relevant life skills to meet the 21st century challenges. iRISE is rooted in developing a strong relationship with God, cultivating integrity, promoting service and emphasizing excellence. Our vision for iRISE is to encourage students to embody Islamic character, reach their full potential, have a strong sense of responsibility and care, and to be prepared to rise above any challenges they may face.
2. Health and Safety is a priority at MAC Islamic School. Since February 2020, adjustments have been made to cleaning, sanitization and disinfection procedures. Rigorous entry procedures such as sanitization, temperature screening and AHS checklists have strengthened our efforts to maintain a healthy and safe learning/teaching environment. All students and staff have been provided with desk shields. As mandated by Alberta Health Services, masks are mandatory for all adults and students in grades 4 and higher. Signage is placed at entrances to remind everyone of AHS guidelines and signs are used to show capacity limits in bathrooms. Directional arrows guide movements in the hallways. Recesses, lunch/nutrition breaks and prayer times have been staggered to support physical distancing.
3. Provincial Achievement Tests (PATs) were administered in the spring of 2022 to our students in grades 6 and 9. In the spring of 2022, the percentage of students achieving a standard of excellence was 17.5%. The percentage of students who achieved the acceptable standard was 81.8% and has exceeded the provincial average of 67.3%. We will continue to implement strategies to support student learning and challenge students at all levels.
4. Adjustments have been made to with respect to resources, digital learning and cyber safety to accommodate student needs in an online and/or in person learning environment. Google Classroom, RAZ Kids, IXL, Edwin, EdPuzzle, online Arabic resource (Nahla wa Nahil) are used to support student learning. Enhanced technology integration with Smartboards in every classroom and Chromebooks for students. Teachers in Kindergarten to Grade 9 use Google Classroom (G Suite for Education) and all teachers integrate technology in their lesson plans.
5. It is noteworthy that our enrolment has increased in the 2021 - 2022 school year. The number of parents that choose to send their children to our school continues to increase year after year. While other school may have seen a decline in their enrolment, MAC Islamic School's enrolment numbers have increased.
6. Previously, MAC Islamic School had a successful Alberta Education Monitoring visit. In all aspects MAC Islamic School successfully met and exceeded expectations. MAC Islamic School staff, students, families, Management Committee, MAC National and community members are congratulated for their collaborative efforts.
7. Response rates from parents, students, and staff on the Accountability Pillar have increased since the 2017/18 school year. Greater efforts were made to connect with

stakeholders to respond to the surveys distributed by Alberta Education. Survey links were sent out to families, staff, and students several times. The Parent Council was approached to support efforts to increase response rates as well.

8. At MAC Islamic School we strive to ensure that all students, teachers and leadership learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies: celebration of FNMI Cultural Awareness Week, adhering to the Alberta Education Program of Studies integrated lessons, enhancing the FNMI library section, Orange Shirt Day – Sept. 30th, guest speakers (guest speakers from Bent Arrow), field trips to museums and parks honouring our rich history and current events, dedicating a special location in the library for FNMI resources, FNMI STEAM lessons, special morning announcements and literature
9. Overall, parent satisfaction ratings regarding school improvement, student learning opportunities, and citizenship have increased significantly.
10. Academic rigor and implementation of the Program of Studies is monitored by the teachers' Instructional Calendars and weekly curriculum outlines.
11. Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS) are implemented and monitored. They are referenced in the Professional Growth Plans and discussed in follow-up meetings. Ongoing supervision and evaluation procedures connect student learning success, with professional learning, reflection and adjustments made to professional practices.

Summary of Accomplishments

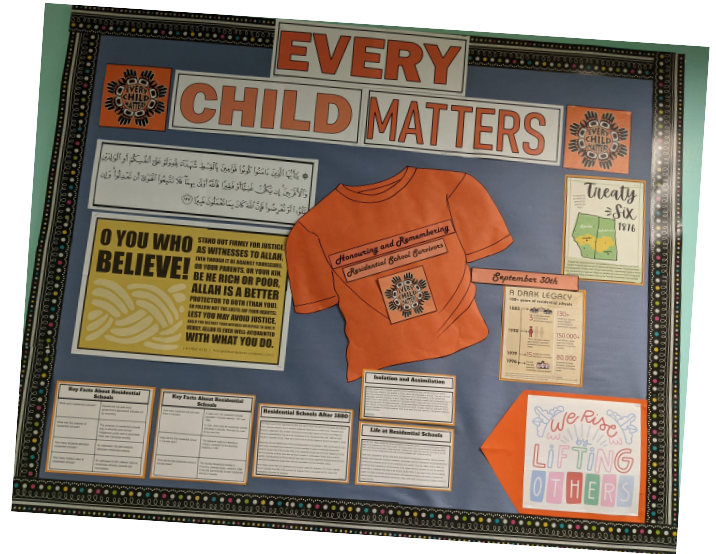
1. School-wide implementation of MAC's iRISE Character Education. The iRISE initiative is supported with staff PD, iRISE Lead position to support teachers, iRISE virtual & in person workshops for students/staff, iRISE virtual assemblies, and iRISE lesson plans/resources for support.
2. A Health & Safety Team was formed with the Parent Council, school staff and principal to inform decisions related to COVID health and safety.
3. We have gone to great lengths to cohort students and staff and ensure that all members of our school community are following the appropriate screening procedures, student cohorts, wearing personal protective equipment and are practicing physical distancing, hand hygiene and respiratory etiquette. In addition, we have taken extensive cleaning and sanitization measures to protect against the spread of the virus within our school. Students and staff members were provided with desk shields and face masks. Specifically, staff members were given medical face masks and rotary staff wear a face shield in addition to a medical face mask.
4. Extra efforts have been made to promote an overall school climate that is welcoming and a school culture that promotes active citizenship.
5. Extensive renovations in the school building (bathrooms, flooring, carpeting, paint) to create an environment that promotes school pride and creates a welcoming environment.
6. Stakeholder feedback is valued and data gathered impacts decision-making. As a result, response rates have increased in the Accountability Pillar Survey. Other opportunities are provided to stakeholders to share feedback: surveys, informal feedback slips in the main office, informal feedback bottle cap station in the main office.
7. A HUB was created to support new staff at MAC Islamic School and to streamline efforts in administration and governance. The HUB has information related to curriculum, assessment, instructional practices, administrative documents, virtual field trips, enrichment, Distributive Leadership, safety procedures & drills, supervision & evaluation, timetables, discipline.
8. Professional Development goals and calendar is created to plan and implement professional learning based on the needs of the students and staff. Professional learning is based on school-wide goals and personal goals.
9. Staff Professional Growth Plans are developed, monitored and supported.
10. Students are supported and encouraged to do their best by the implementation of Student Support Plans for students scoring below 70%. Specific strategies are communicated to parents and students to support improvement. Teachers provide extra help tutorial sessions, guided reading and guided math lessons to students needing extra support.
11. Student "Differentiation Folders" track progress of students and guide differentiated instruction.
12. Professional Learning Communities promote staff collaboration to discuss the progress of the students and collaborate to share strategies to support student success.

13. Distributive Leadership is implemented to empower teachers to take on leadership roles. Distributive Leadership teams guide goal setting, professional development, school culture, enrichment/extracurricular, and instructional leadership (curriculum, instruction, assessment).
14. SLA's were administered to students in Grade 3 in October 2021 to gauge progress, guide goal setting and inform instructional practices.
15. Teachers analyze SLA and past PAT results to make adjustments to instructional practices and resources: Teachers in Grades 1-3 review the SLA results; Teachers in Gr. 4-6 analyze the grade 6 PAT results and blueprints; Teachers in Gr. 7-9 analyze the Gr.9 PAT results and blueprints
16. Prior to COVID, field trips, guest speakers and in-school visits from experts enhance student experiences. Since February 2020, we have connected with experts virtually and engaged in online field trips.
17. Arabic Drama Club and Arabic Reading Club
18. A grade four student is a winner in a prestigious International Arabic Competition
19. Before COVID - Various Enrichment Clubs: Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts. Since February 2020 we have adjusted our Enrichment so that student cohorts are maintained. Enrichment opportunities are offered during the school day to provide access to all students.
20. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature. Librarians visit students in our school to promote reading programs and our students make regular visits to the Public Library. Due to COVID regulations, we collaborate the EPS library virtually.
21. Collaboration with APEGA (Association of Physicists, Engineers and Geoscientists of Alberta) and the University of Alberta to support STEM implementation: APEGA STEM Night at school, participation APEGA Science Olympics Competition (students won many awards), field trips, Let's Talk Science, WISEST, 2020 CHOICES Conference. Adjustments are being made to participate in these opportunities virtually.
22. Collaboration with Edmonton Public Schools in the HLAT testing. MIS selected to offer exemplars of student writing to EPS for their future programming.
23. Positive guidance disciplinary approach
24. Counselling provided by a registered psychologist from IFSSA (Islamic Family Social Services) is provided to students as needed.
25. PD for staff in iRISE Character Education, Empowering Writers, G-Suite for Education, zones of regulation, mindfulness, positive guidance strategies, mental health. Provided by J&S Wellness, IFSSA, RCSD, Alberta Regional Health Services and MAC National.
26. Cyber Safety and Anti-Bullying student sessions provided by Edmonton Police Services, YMCA, IFSSA and NISA Homes
27. Parent Council is revived and new parents are partnered with returning parents to support growth and sharing of responsibilities.

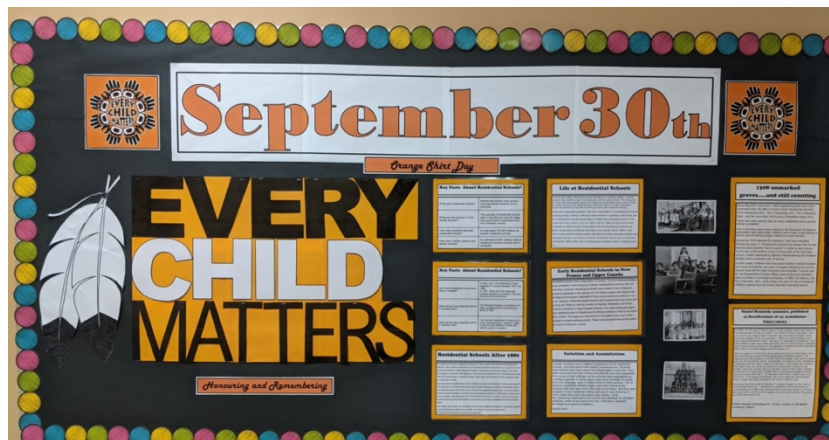
28. We hold several events over the year that not only bring the school community together but also strengthen it: Quran competition; Arabic Festival (celebrating language and culture); Arabic Spelling Bee, English Spelling Bee, Science Olympics, FNMI Cultural Learning Week, Taste of MAC, Business Expo, Canadian Flag Day, Multicultural Day, First Nations Children's Action Research and Education Service at the U of A: Spirit Bear Virtual Screening, Islamic Heritage Month: Honouring the Resilience and Achievements of Black Muslims, International Dot Day: Make Your Mark!; Virtual Author Visits



FNMI Words of Wisdom



FNMI Guest Speakers from Bent Arrow



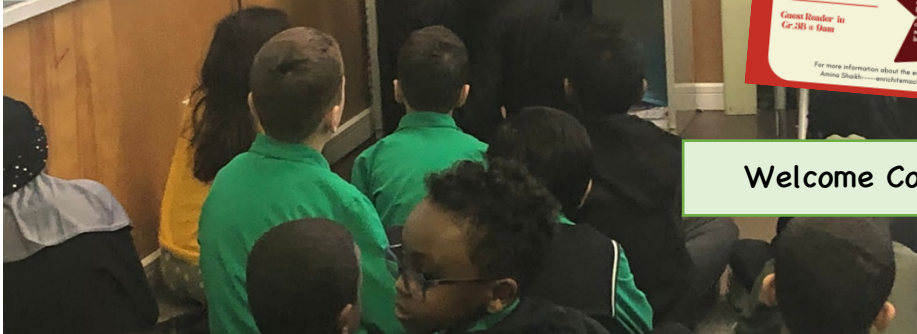


Jump Rope for Heart

Jr. High students collaborating with
Elementary student to lead Jump
Rope for Heart Activity Stations.



Mystery Readers & Literacy Spotlights



Welcome Councillor Ruthford!

Welcome EPS!

Student Leadership in Action



Welcome EPS!



The Mayor
is here!
The Mayor
is here!



Serving our
Community



iRISE: Generosity in Action & Community Outreach

Care packages for Boyle Street.



Eid Toy Drive



We donated Back to School
Care Packages



We donated to the
Dovercourt Community
Food Bank.



More donations for
community members in
need.





We donated 77 copies of the Clear Quran.

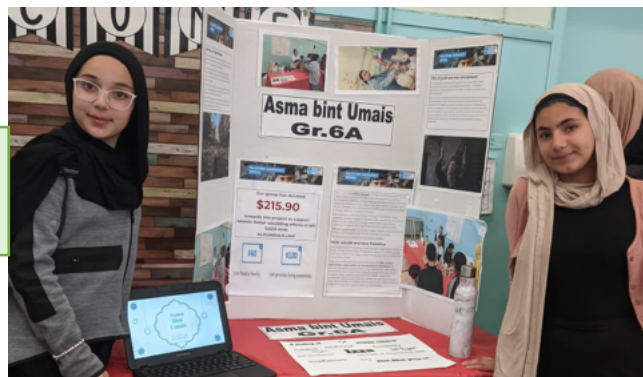
We raised \$398 for a Clear Water project in Somalia.



Let's care for animals and support animal shelters!



We raised \$215 for Palestinian Emergency Relief





Alberta Education Assurance Measures - Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1557 MAC Islamic School

Assurance Domain	Measure	MAC Islamic School			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	84.9	83.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.0	83.4	81.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	81.1	n/a	83.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	17.5	n/a	28.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	86.9	88.8	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.5	86.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.2	78.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.5	80.3	75.7	78.8	79.5	81.5	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures – Overall Summary



Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1557 MAC Islamic School

Measure	MAC Islamic School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	*	n/a	0.0	2.3	2.6	2.6	*	*	*
In-Service Jurisdiction Needs	95.7	100.0	68.4	83.7	84.9	85.1	Very High	Improved Significantly	Excellent
Lifelong Learning	88.3	91.7	58.2	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	74.2	75.6	61.8	82.9	81.9	82.3	Intermediate	Improved	Good
Program of Studies - At Risk Students	82.1	77.7	80.7	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	89.6	88.7	86.8	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	73.0	60.6	52.5	72.6	71.8	74.1	Intermediate	Improved Significantly	Good
School Improvement	75.6	81.8	77.2	74.2	81.4	81.3	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	93.8	91.5	89.6	84.9	85.7	83.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Assurance Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

School: 1557 MAC Islamic School

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five 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%.





Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

School: 1557 MAC Islamic School

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 five improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Assurance Measure: Student Growth and Achievement – PAT Results 2022

Performance Measure	Results (in percentages)				Target	Evaluation		Targets		
	2017	2018	2019	2022	Achievement	Improvement	Overall	2023	2024	2025
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.4	75.9	83.7	81.1	High	Maintained	Good	80	83	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	9.5	28.3	17.5	Intermediate	Declined	Acceptable	20	23	25

Student Growth and Achievement (Grades K-9)

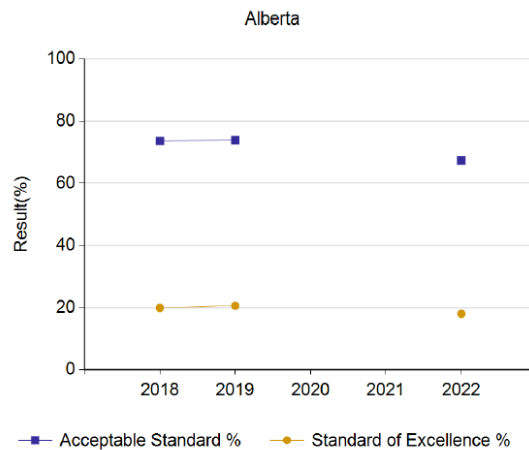
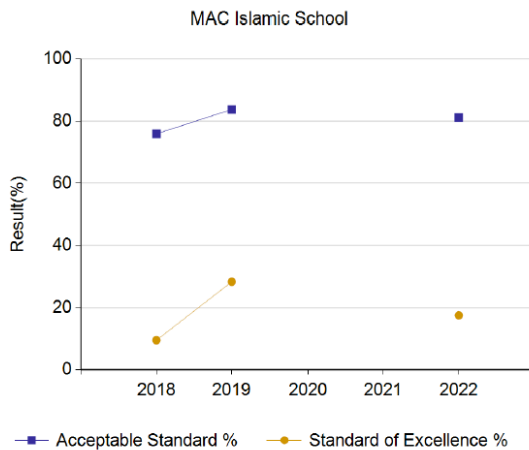


PAT Results By Number Enrolled Measure History

School: 1557 MAC Islamic School

Province: Alberta

	MAC Islamic School					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	29	23	n/a	n/a	53	100,210	104,264	n/a	n/a	109,833
Acceptable Standard %	75.9	83.7	n/a	n/a	81.1	73.6	73.8	n/a	n/a	67.3
Standard of Excellence %	9.5	28.3	n/a	n/a	17.5	19.9	20.6	n/a	n/a	18.0



Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1557 MAC Islamic School

Course	Measure	MAC Islamic School								Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average			2022		Prev 3 Year Average	
					N	%	N	%		N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	40	85.0	20	85.0	56,065	78.1	54,820	83.2	
	Standard of Excellence	n/a	n/a	n/a	40	10.0	20	25.0	56,065	18.9	54,820	17.8	
French Language Arts 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	78.9	3,559	87.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7	
Français 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6	
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	40	75.0	20	80.0	56,019	64.1	54,778	72.5	
	Standard of Excellence	n/a	n/a	n/a	40	15.0	20	15.0	56,019	12.6	54,778	15.0	
Science 6	Acceptable Standard	n/a	n/a	n/a	40	87.5	20	80.0	56,451	71.5	54,879	77.6	
	Standard of Excellence	n/a	n/a	n/a	40	20.0	20	45.0	56,451	23.7	54,879	28.6	
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	40	70.0	20	85.0	56,483	67.8	54,802	76.2	
	Standard of Excellence	n/a	n/a	n/a	40	22.5	20	40.0	56,483	20.1	54,802	24.4	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	13	92.3	n/a	n/a	35,521	89.6	47,485	75.1	
	Standard of Excellence	n/a	n/a	n/a	13	7.7	n/a	n/a	35,521	12.9	47,485	14.7	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4	
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3	
Français 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	13	69.2	n/a	n/a	32,890	53.0	46,764	60.0	
	Standard of Excellence	n/a	n/a	n/a	13	23.1	n/a	n/a	32,890	16.7	46,764	19.0	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2	
Science 9	Acceptable Standard	n/a	n/a	n/a	13	92.3	n/a	n/a	31,215	88.0	47,489	75.2	
	Standard of Excellence	n/a	n/a	n/a	13	23.1	n/a	n/a	31,215	22.6	47,489	26.4	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	13	82.3	n/a	n/a	30,108	60.8	47,496	68.7	
	Standard of Excellence	n/a	n/a	n/a	13	23.1	n/a	n/a	30,108	17.2	47,496	20.6	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,468	55.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,468	15.0	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Report Generated: Nov 04, 2022
Locked with Suppression for Fall 2022

Report Version 1.0
Data Current as of Aug 24, 2022

Comment on Results

Provincial Achievement Tests (PATs) were administered in the spring of 2022 to our students in grades 6 and 9. The results of the PATs are used to guide the implementation effective strategies to prepare the students for PATs and overall academic success. We use the PAT data gathered from the spring of 2022 to guide decision-making in regards to curriculum, instruction and assessment.

In the spring of 2022, the percentage of students achieving a standard of excellence was 17.5%. The percentage of students who achieved the acceptable standard was 81.8% and has exceeded the provincial average of 67.3%. We will continue to implement strategies to support student learning and challenge students at all levels.

Despite the challenges faced due to COVID related health and safety, the students scoring acceptable standard at MAC Islamic School significantly exceeded the provincial average in all subject areas.

Strategies

A greater emphasis has been placed to support student success, professional learning, and overall school climate at MAC Islamic School. The following strategies have been implemented to support student learning:

1. Technology (Google Classroom, IXL, Edwin, RAZ Kids) is used for communication and educational support whether teaching and learning at school and/or from home
2. We will continue to put concerted efforts to increase survey participation rates among students, staff, and parents.
3. Professional Growth Plans for all staff (teachers, educational assistants, principal) and follow-up meetings
4. Regular classroom visits (supervision) and scheduled staff evaluations with follow-up meetings & visits
5. Follow-up with implementation of the Program of Studies using Instructional Calendars (yearly pacing guide), weekly plans, and term curriculum check-in to review the coverage of the Program of Studies
6. Deliberate and planned preparation for Provincial Achievement Tests: review previous exams, test taking strategies, support with stress related to testing, use of graphic organizers and review notes
7. Professional Development: school-wide goals to include mental health (executive functioning, self-regulation), mindfulness, iRISE Character Education, New Teacher Support, ELL strategies (vocabulary, reading comprehension); Mentoring
8. Professional development in G-Suite for Education and technology support for staff
9. ELL support from educational assistants and use of ELL Benchmarks to guide progress.
10. Student "Differentiation Folders" track progress of students and guide differentiated instruction
11. Professional Learning Communities: staff collaborate regularly to discuss the progress of the students and collaborate to share strategies to support student success

12. Distributive Leadership implemented thereby empowering teachers to guide goal setting, professional development, school culture, enrichment/extracurricular, and instructional leadership (curriculum, instruction, assessment)
13. SLA's were administered to students in Grade 3 in October 2021 to gauge progress, guide goal setting and inform instructional practices
14. Teachers analyze SLA and PAT results in PLCs to make adjustments to instructional practices and resources: Teachers in Grades 1-3 review the SLA results; Teachers in Gr. 4-6 analyze the grade 6 PAT results and blueprints; Teachers in Gr. 7-9 analyze the Gr.9 PAT results and blueprints

Outcome One: Alberta's students are successful – Diploma Exam Results (continued)

No Data for Diploma Exam Results

Comment on Results

Not Applicable to MAC Islamic School. Diploma Exams are not administered at MIS in the 2021 – 2022 school year.

Strategies

Not Applicable to MAC Islamic School. Diploma Exams not administered at MIS in the 2021 – 2022 school year.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful – High School (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021		Achievement	Improvement	Overall	2023	2024	2025
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Comment on Results (OPTIONAL)

Not Applicable to MAC Islamic School. High School is not implemented in the 2021 – 2022 school year at MAC Islamic School.

Strategies

Not Applicable to MAC Islamic School. High School is not implemented in the 2021 – 2022 school year at MAC Islamic School.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Two: Alberta's students are successful – Active Citizenship

Performance Measure	Results (in percentages)				Evaluation			Targets		
	2019	2020	2021	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship .	76.0	87.7	83.4	85.0	Very High	Maintained	Excellent	85	87	87

Student Growth and Achievement

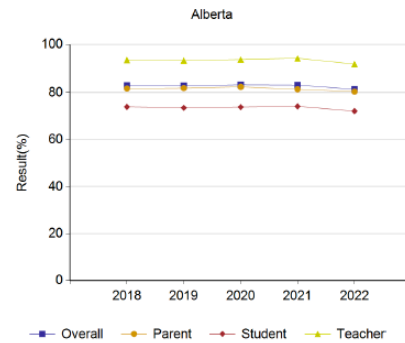
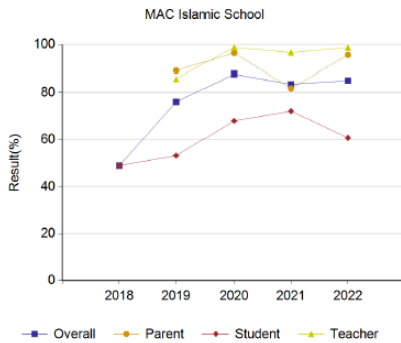
A.6 Citizenship - Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Measure Evaluation			Alberta											
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	77	48.9	138	76.0	152	87.7	145	83.4	203	85.0	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4		
Parent	3	*	11	89.1	17	96.4	12	81.7	9	95.6	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4		
Student	77	48.9	106	53.2	119	67.9	115	72.1	178	60.7	Low	Maintained	Issue	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1		
Teacher	2	*	21	85.7	16	98.8	18	96.6	16	98.7	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7		



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 2020/21. Caution should be used when interpreting trends over time.

Comment on Results

Overall, the performance measure for Active Citizenship is still considered Very High despite the decline in the student response category. It may be fair to assume that due to COVID related health and safety restrictions and disruptions with in person learning, that some students reported lower scores in the Spring 2022 survey results. Compared to the previous year, it is interesting to note that the teachers and parents scored higher in all areas. It is evident that parents, students and staff members collaboratively promote a positively structured environment based on respect and trust. Increased participation in the surveys is a factor that has also increased the percentage points. Informal feedback sessions with the students, staff and parents provide valuable insight thereby guiding improvement efforts.

Strategies

Several strategies are implemented to address how we exceeded our target of 80% for 2021:

1. Promote an overall school climate that is welcoming and a school culture that promotes active citizenship.
2. Actively engage stakeholders in Accountability Pillar Survey, school level surveys, teacher administered surveys, principal administered surveys, informal feedback slips in the main office, informal feedback bottle cap station in the main office (prior to COVID), Google Surveys
3. Implementation of MAC's iRISE Character Education: school-wide iRISE implementation for the 2021 - 2022 school year and beyond. iRISE implementation is supported with staff iRISE PD, iRISE Lead position to support teachers, iRISE workshops for students/staff, iRISE assemblies, and iRISE lesson plans/resources for support. "Service" is an important component of iRISE and therefore students will deeper sense of purpose with regards to serving others and engage in community service projects. At MAC Islamic School we rise to care for others!
4. Students are supported and encouraged to do their best by the implementation of Student Learning Support Plans for students scoring below 70%. Specific strategies are communicated to parents and students to support improvement. Teachers provide extra help tutorial sessions to students needing extra support. Educational Assistants provide support to students in guided reading/math groups and individual tutoring sessions. Parents are informed of student progress and learning strategies.
5. School-wide discipline approach is based on a progressive discipline model and restorative practices.
6. School spirit days: monthly themes for dress-up and enhancement of school spirit are brainstormed by the student body
7. Extra support and follow up will be provided to students with excessive absences due to illness.

Outcome Two: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	65.8	87.4	90.3	86.9	87.3	High	Maintained	Good	85	87	87

Comment on Results

The satisfaction rating with regards to satisfaction with the overall quality of basic education has exceeded our goal, however a slight decline has been reported since 2020. It is commendable to note that prior to COVID related learning disruptions, our satisfaction rating was very high at 90.3%. Despite our efforts to support online learning through Google Classroom, Zoom sessions, and printed packages, students reported a decline in their overall satisfaction rating. Although this is an area of concern for us, however are optimistic that we can continue to improve as learning is primarily in person and Alberta Health guidelines for class isolations have been revised.

Strategies

We plan to work towards achieving our target goal implementing the following strategies:

1. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
2. Provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions.
3. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
4. The budget for resources in physical education, and options classes (art classes, foods, technology, STEM) has been increased. Feedback from students and teachers is taken into consideration when purchasing equipment.
5. Guidelines in the Program of Studies are used to guide decision-making with regards to purchasing resources and scheduling of classes.
6. Online collaboration with experts and sessions with guest speakers
7. In-person (prior to COVID) and virtual field trips to enhance student experiences
8. Various Enrichment Clubs: Drama, Debate, Arabic Club, Quran Club, Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts; Due to COVID related guidelines all enrichment is done within cohort groups during the school day
9. Science Olympics
10. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature. Prior to COVID, librarians visit students in our school to promote reading programs and our students make regular visits to the Public Library.

Teaching & Leading

A.4 Education Quality - 3 Year Rolling Average

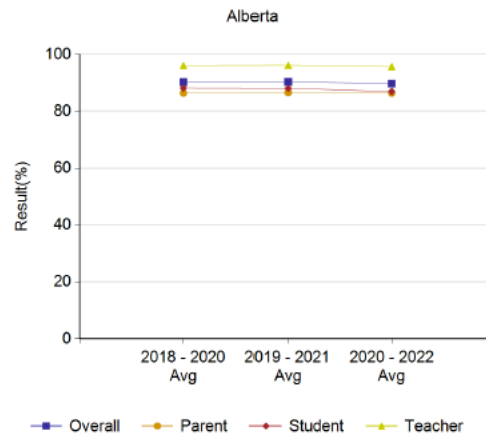
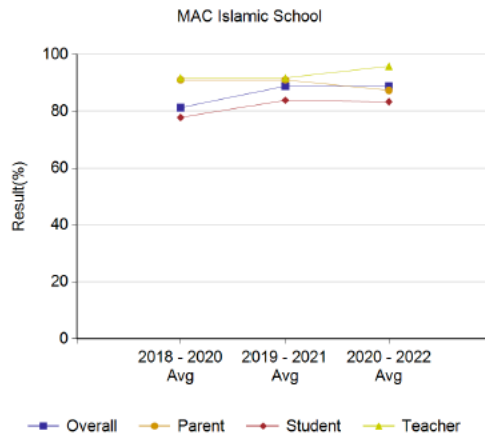


School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	122	81.2	145	88.8	176	88.8	261,497	90.2	265,232	90.3	257,078	89.7
Parent	14	91.0	14	91.0	13	87.3	35,889	86.4	36,085	86.6	34,318	86.4
Student	101	77.8	113	83.8	147	83.3	192,311	88.1	195,523	88.0	190,299	86.9
Teacher	19	91.7	19	91.7	16	95.8	33,296	96.1	33,625	96.2	32,462	95.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Outcome Three: Learning Supports

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	86.4	87.5	High	Maintained	Good	87	88	89

Comment on Results

The overall percentage of stakeholders who agree that the learning environments are welcoming, caring, respectful and safe exceeds our expectations. 94.2% of parents agree that learning environments are welcoming, caring, respectful and safe. Furthermore, the Parent Council at MAC Islamic School is actively engaged and highly supportive. It is important to note that the rating provided by teachers and parents is much higher than the students. The reason for this may be due to COVID related disruptions and the impact it is having on the students overall. As a result, of this increased awareness of our students' perspective, we have made adjustments to our daily routines and implementation of iRISE Character Education with regards to increased student workshops, lessons, and staff professional development. Programs supporting English Language Learners and Arabic language learning have been enhanced according to the needs of our students.

Strategies

We plan to work towards achieving our target goal implementing the following strategies:

1. The school will continue to work in partnership with the Parent Council.
2. We will connect the Student Councils for Elementary and Jr./Sr. High with the Parent Council to provide them with additional support as needed.
3. Continue to provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions
4. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
5. Continued implementation of iRISE Character Education: student workshops, assemblies, morning announcements, staff professional development, regular communication with families
6. Additional supports provided for students with English language needs and with the Arabic language: professional learning for staff, additional Educational Assistants, resources, adjustment of schedules
7. Well-being and mental health supports: professional learning for staff and contracted supports for students and staff as needed with SZWellness Inc. and IFSSA
8. Continue to emphasize safety measures – locked doors, surveillance cameras
9. Cyber Safety student sessions provided by Edmonton Police Services and AMA
10. Parent Council is revived and new parents are partnered with returning parents to support growth and sharing of responsibilities
11. Guest speakers and field trips provide students exposure to many career choices

12. High school transition information provided. University entrance requirements provided.
13. Application to contexts outside of the classroom in classroom learning experiences and lessons.

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

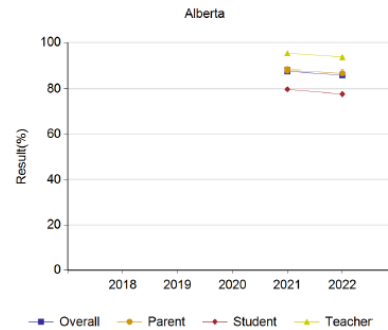
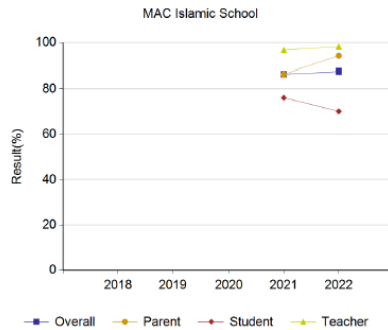
School: 1557 MAC Islamic School

Province: Alberta



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

	MAC Islamic School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	145	86.4	203	87.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	86.3	9	94.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	115	76.1	178	70.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	96.8	16	98.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



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.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2023	2024	2025
Overall: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	70.2	81.2	80.3	89.5	Very High	Improved	Excellent	90	90	90
Parent: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	*	60	81.2	70.0	84.1	Very High	Maintained	Excellent	85	87	88
Teacher: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	*	80.4	81.3	90.7	94.9	Very High	Improved	Excellent	90	90	90

Comment on Results

The survey results reveal that the ratings for governance and management have increased significantly over the years. Overall parents and teachers are highly satisfied with parental involvement in educational decisions. The Parent Council is actively engaged and regularly communicate with the principal. Parent Council is empowered to support and provide feedback on overall school decision-making. Parents are welcome to share feedback on a regular basis and via informal surveys. Overall, the percentage of parents satisfied with their child's education and involvement has increased tremendously. The Management Committee consists of volunteer parents and community members. Their active involvement in overseeing the implementation of the vision, mission and policies is beneficial for the growth of the school. Governance policies are reviewed regularly with staff and their feedback is valued and considered when revising policies.

Strategies

Overall, target goals were achieved or exceeded. Continued efforts will be made to sustain and drive increased improvements using the following strategies:

1. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
2. Provide opportunities for stakeholders to share feedback using informal feedback slips, surveys, and informal feedback sessions.
3. An online HUB was created for the staff to improve management and governance systems
4. Professional Growth Plan, Professional Development, Coaching/Mentoring approach to supervision and evaluation
5. The Parent Council and Management Committee consists of volunteer parents and community members. Their feedback is valuable in overall school governance.
6. The principal collaborates with the Parent Council and Management Committee to lead school improvement efforts.



Governance

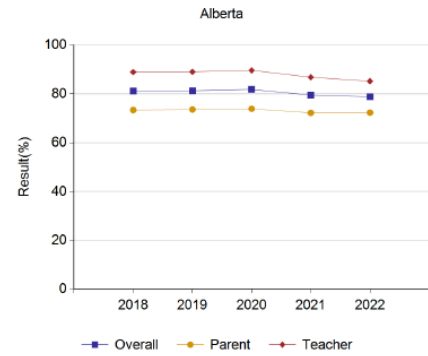
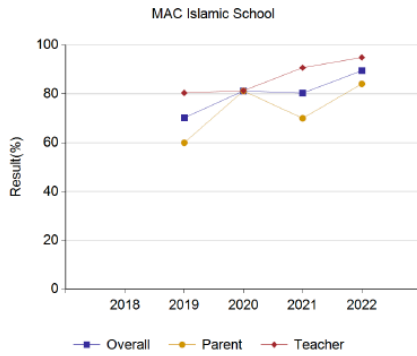
C.1 Parental Involvement - Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	32	70.2	33	81.2	30	80.3	25	89.5	Very High	Improved	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	3	*	11	60.0	17	81.2	12	70.0	9	84.1	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	2	*	21	80.4	16	81.3	18	90.7	16	94.9	Very High	Improved	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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

Governance

C.1 Parental Involvement - 3 Year Rolling Average

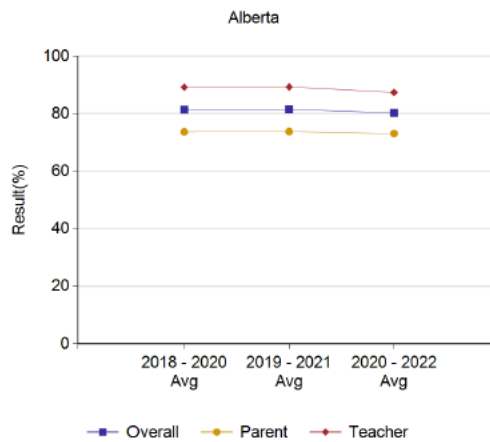
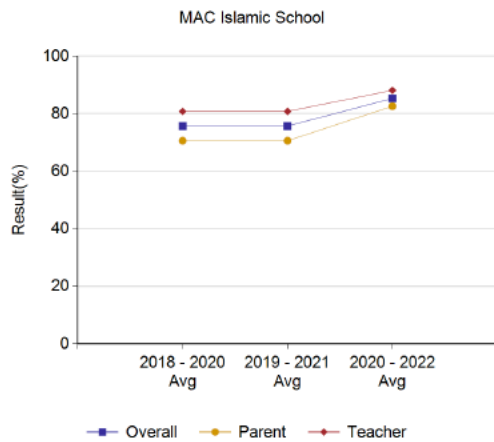


School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	75.7	33	75.7	29	85.3	68,667	81.4	69,247	81.5	66,395	80.3
Parent	14	70.6	14	70.6	13	82.6	35,499	73.7	35,750	73.8	34,077	73.1
Teacher	19	80.8	19	80.8	16	88.1	33,168	89.2	33,497	89.3	32,318	87.4



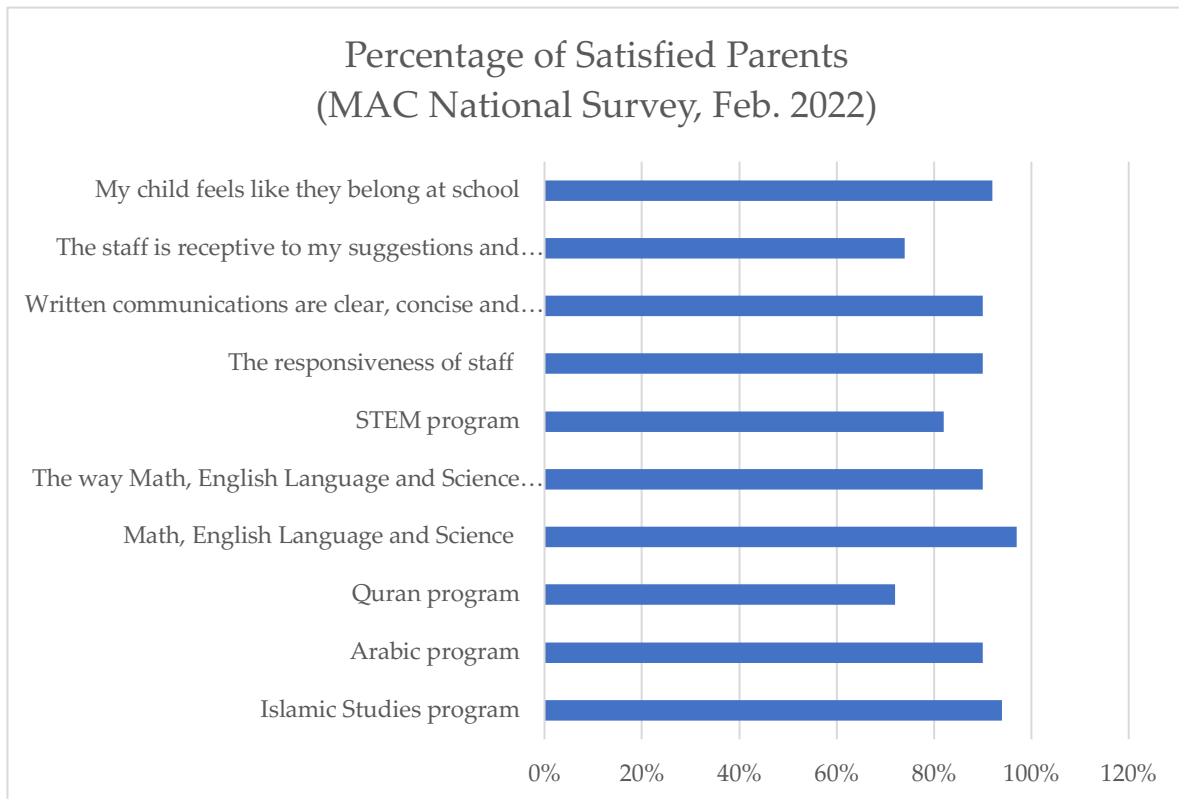
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Local Measures: MAC National Survey

MAC National conducted an online anonymous survey for parents in February 2022.

Percentage of Parents Satisfied:	2022
Islamic Studies program	94%
Arabic program	90%
Quran program	72%
Math, English Language and Science	97%
The way Math, English Language and Science are taught	90%
STEM program	82%
The responsiveness of staff	90%
Written communications are clear, concise and helpful	90%
The staff is receptive to my suggestions and feedback	74%
My child feels like they belong at school	92%



Comment on Results

Forty-nine parents/guardians responded to the MAC National online survey. Overall, the results reveal a very high level of satisfaction of the academic and specialized programs. One area of concern is the percentage of parents satisfied with the Quran program. Due to limitations in scheduling, Quran classes are only offered twice a week. Within these classes teachers differentiate instruction to students according to their level in recitation and memorization.

Strategies

1. Teachers will continue to differentiate Quran instruction.
2. Quran Club will be offered up to twice a week after school to extend learning.
3. Teachers and the principal will continue to provide Weekly Updates with families via email.
4. Teachers will continue to share information regarding curriculum and progress using Google Classroom and PowerSchool.
5. The staff will listen to and try to accommodate suggestions and feedback via Google Surveys, conversations and emails.
6. The staff will collaborate with the Parent Council to stay connected with the parents' suggestions and feedback.

Budget Summary

Private School Authority Code: 0249
School Code: 1557 and 2178

BUDGET REPORT for Accredited Funded Private Schools FOR THE YEAR ENDING AUGUST 31, 2023

[Education Act, Section 29; Private Schools Regulation 93/2019]

Association of Canada Islamic School Edmonton and Muslim Association of Canada Islamic School - Calgary

Muslim Association of Canada

Name of Private School and Legal Name of Organization Operating the Private School

Tel: 1-905-822-2626 Fax: 1-905-822-2727

Telephone and Fax Numbers

BOARD CHAIRPERSON / PRESIDENT

Nabil Sultan

Name

Original Signed

Signature

HEAD OF SCHOOL / PRINCIPAL

Mariam Hashmi and Ibrahim Arid

Name

Original Signed

Signature

SECRETARY-TREASURER OR TREASURER

Jalal Daher

Name

Original Signed

Signature

Certified an accurate summary of the year's budget approved by the Board of Directors at its meeting held
MAY 31, 2022

ALBERTA EDUCATION, Financial Reporting and Accountability
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: Anca.Oana@gov.ab.ca
PHONE: (780) 422-0312

Alberta Government

BUDGETED SCHEDULE A to the BR										Private School Authority Code: 0249	
ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS										School Code: 1557 and 2178	
REVENUES	TOTAL	Home Education and Shared Responsibility	ECS - Early Childhood Services (Excluding PUF Moderate Language Grant Code 48)	PUF Moderate Language Grant Code 48 only	Instruction (Grades 1 to 12)	Operations and Maintenance of Schools	Transportation (Grades 1 to 12)	System Administration	External Services		
Alberta Education allocations											
(1) ECS Base Instruction	\$406,063		\$406,063								
(2) Grades 1 to 9 Base Instruction	\$2,100,324				\$2,100,324						
(3) Grades 10 to 12 Base Instruction	\$28,296				\$28,296						
Distance Education:											
(4) Grades 1 to 9 Full Program (Primary Registration)	\$0				\$0						
(5) Grades 10 to 12 Full-Time (Primary Registration)	\$0				\$0						
(6) Grades 10 to 12 Part-Time (Primary Registration)	\$0				\$0						
(7) Grades 1 to 12 Part-Time (Non-Primary Registration)	\$0				\$0						
(8) Home Education and Shared Responsibility	\$0	\$0			\$0						
(9) Distance /Online Education (Home Education)	\$0	\$0			\$0						
(10) Education Program in an Institution	\$0				\$0						
(11) ECS Program Unit (PUF) (Code 41 to 46, Code 47)	\$358,390		\$358,390								
(12) ECS Program Unit (PUF) (Code 48 only)	\$24,000			\$24,000							
(13) Operations and Maintenance Grant	\$153,332		\$7,353		\$0	\$145,979					
(14) System Administration	\$179,088		\$24,500		\$0			\$154,588			
(15) Other - Alberta Education	\$246,483	\$0	\$69,000		\$177,483	\$0	\$0	\$0			
(16) TOTAL Alberta Education Allocations	\$3,495,976	\$0	\$865,306	\$24,000	\$2,306,102	\$145,979	\$0	\$154,588			
(17) Other Government of Alberta	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(18) Federal Government and/or First Nations	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(19) Other Alberta school authorities	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(20) Instruction fees / tuition fees	\$1,571,464	\$0	\$378,200		\$1,193,264				\$0		
(21) Non - instructional fees (O&M,Transport, Admin)	\$172,650	\$0	\$23,200		\$0	\$149,450	\$0	\$0	\$0		
(22) Other sales and services	\$160,000	\$0	\$0		\$0	\$0	\$0	\$0	\$160,000		
(23) Interest on investments	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(24) Gifts and donations	\$100,000	\$0	\$0		\$0	\$100,000	\$0	\$0	\$0		
(25) Gross school generated funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(26) Amortization of capital allocations (where applicable)	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(27) Other (specify):	\$7,400	\$0	\$740		\$6,660	\$0	\$0	\$0	\$0		
TOTAL REVENUES	\$5,507,430	\$5,507,430	\$1,267,446	\$24,000	\$3,506,026	\$395,429	\$0	\$154,588	\$180,000		
EXPENSES	TOTAL										
(28) Certificated salaries	\$1,823,091	\$0	\$59,465	\$0	\$1,763,626			\$0	\$0		
(29) Certificated benefits	\$91,155	\$0	\$2,974,000	\$0	\$88,181,300			\$0	\$0		
(30) Non-certificated salaries and wages	\$1,168,102	\$0	\$352,978	\$0	\$554,091	\$111,033	\$50,000	\$0	\$100,000		
(31) Non-certificated benefits	\$90,525	\$0	\$47,434	\$0	\$30,039	\$5,552	\$2,500	\$0	\$5,000		
(32) SUB - TOTAL	\$3,172,873	\$0	\$492,851	\$0	\$2,435,937	\$116,585	\$52,500	\$0	\$105,000		
(33) Services, Contracts & Supplies - other than Consulting / Management Fees, and Leases	\$675,347	\$0	\$37,585	\$0	\$184,763	\$278,000	\$28,000	\$149,000	\$0		
(34) Consulting / Management Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
(35) Leases - Building	\$192,360	\$0	\$30,000	\$0	\$0	\$117,000	\$0	\$0	\$45,360		
(36) Leases - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
(37) Severe Disabilities / DSEPS	\$0	\$0	\$0	\$0	\$0						
(38) ECS (PUF) Program Unit (Code 41 to 46, Code 47)	\$358,390		\$358,390								
(39) ECS (PUF) Program Unit (Code 48 only)	\$24,000			\$24,000							
(40) Gross school generated funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
Capital and debt services											
(41) Amortization of capital assets from restricted funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
(42) Amortization of capital assets from unrestricted funds	\$151,000	\$0	\$36,000	\$0	\$115,000			\$0	\$0		
(43) Interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
(44) Other interest charges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
(45) Losses (gains) on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
(46) Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
TOTAL EXPENSES	\$4,673,970	\$4,673,970	\$924,826	\$24,000	\$2,735,700	\$511,585	\$78,500	\$149,000	\$150,360		
Surplus(deficit) of revenues over expenses	\$833,520	\$0	\$342,621	\$0	\$770,326	(\$116,155)	(\$78,500)	\$5,588	\$30,640		
	\$933,520										

Private School Authority Code: 0249

School Code: 1557 and 2178

**SCHEDULE B to the BR
STUDENT STATISTICS (Head Count)**

	Budgeted Enrolment for 2022/2023	Projected Enrolment 2021 / 2022	Actual Enrolment 2020 / 2021
Eligible Funded Grades 1 to 12 Students:			
Grades 1 to 9	539.00	470.00	390.00
Grades 10 to 12	12.00	-	-
Total Eligible funded Grades 1 to 12 Students	551.00	470.00	390.00
Heritage Language School	-	-	-
Home Education and Shared Responsibility	-	-	-
Distance /Online Education (Home Education)	-	-	-
Ineligible (non-funded) Students:			
First Nations	-	-	-
Other	-	-	-
Total (non-funded) Students	-	-	-
OF THE TOTAL ELIGIBLE FUNDED GRADES 1 TO 12 STUDENTS:			
Distance Education (Primary Registration):			
Grades 1 to 9 (Full Program)	-	-	-
Grades 10 to 12	-	-	-
Distance Education Non-Primary Registration	-	-	-
Summer School	-	-	-
Severe Disabilities	-	-	-
DSEPS	-	-	-
First Nations, Metis, and Inuit	-	-	-
English as a Second Language	90.00	70.00	96.50
ECS			
Total Eligible Funded ECS Children (Base Instruction)	128.00	128.00	144.00
Enter Regular ECS Program Hours only	950.00	950.00	950.00
Total Ineligible (non-funded) ECS Children	-	-	-
OF THE TOTAL ELIGIBLE FUNDED ECS CHILDREN:			
Program Unit (PU):			
Code (41 to 46)			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Full Day (Minimum of 800 Hours)	-	-	-
Code 47			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	475.00	475.00	475.00
Full Day (Minimum of 800 Hours)	800.00	800.00	800.00
PU Moderate Language Delay:			
Code 48 (Minimum of 300 hours, 400 hours, 475 hours)	475.00	475.00	475.00
Mild/Moderate Disabilities/Delays, Gifted and Talented	57.00	57.00	44.00
English as a Second Language (ESL)	148.00	102.00	206.50
Transportation	28.00	26.00	21.00

Private School Authority Code:	0249
School Code:	1557 and 2178

**SCHEDULE C to the BR
STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2022 / 2023	Projected 2021 / 2022	Actual 2020 / 2021	
CERTIFICATED STAFF				
School based	32.00	28.00	23.75	Teacher certification required for performing functions at the school level.
Non-School based	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education program	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Total Certificated Staff FTE	32.00	28.00	23.75	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.

NON-CERTIFICATED STAFF

Instructional	13.50	10.50	26.28	Personnel providing instruction support for schools under "Instruction" program areas.
Non-instructional	8.50	8.00	0.00	Personnel in Transportation, Board & System Admin., O&M areas.
Home education program	0.00	0.00	0.00	Personnel performing functions for home education program.
Total Non-Certificated Staff FTE	22.00	18.50	26.28	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.

CONTRACTS

School based (certificated teachers)	0.00	0.00	0.00	Teacher certification required for performing functions at the school level.
Non-School based (certificated)	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education (certificated teachers)	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Non-certificated Staff	0.00	0.00	0.00	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Total Contracted FTE	0.00	0.00	0.00	

Future Challenges

1. Growth: expanding our services and building expansion to increase capacity
2. Pandemic and its lasting effects on school procedures, mental health and student achievement.

Summary of Financial Results

1. Our goal is to ensure that the school remains affordable and accessible to the community.
2. The only additional charge to our fee structure has been the inclusion of an additional one-time technology use fee to address our growing technology expenses.
3. The Board of Trustees formulated a sound financial plan.
4. MIS is an Elementary and Jr. High School offering classes from kindergarten to grade ten.
5. We also manage two preschool programs at different off-site locations.
6. We receive level two funding from Alberta Education. We also receive the Program Unit (PUF), Mild-Moderate and ELL funding for those students who qualify.

Parental Involvement

1. The MAC core message concentrates on constructive engagement in society, focus on personal and communal empowerment, and organizational development.
2. MAC believes that the personal development of every individual is key to productive involvement in the community.
3. The MAC Islamic School is a project derived from a need identified from the community.
4. Parents are an integral part of all MAC schools. Parents are the bridge that links the child or school to the larger community. We see parents as a vital part of the school and anticipate their participation in the academic as well as overall development of the school. MAC Islamic School's Parent Council provides the principal with regular feedback on the school's processes and procedures. Their voice is important, and MIS strives to create many opportunities for that voice to be heard and be incorporated in the operation and success of the school.

Timelines and Communication

1. The AERR is posted on the school's website by November 30, 2022. The Field Services Branch Director has been notified of the web link in an email notice on November 30, 2022.
2. The principal circulates an electronic weekly newsletter to inform parents of upcoming academic and non-academic events. In addition, teachers send regular updates to families to inform them of assessment, learning, class events, etc.
3. 2021 - 2022 School Year: Continuation with extensive cleaning, sanitization and disinfection procedures. Restructuring of routines and timetables to promote student cohorts. Informal, yet valuable feedback forms are kept in the office for students, parents, and staff to provide feedback. Emphasis placed on digital learning, video conferencing, Google Classroom and synchronous online learning as needed. Online surveys are shared by the administration and teachers to parents and students to seek feedback.
4. Teachers provide parents with weekly/biweekly/monthly updates of class events and curriculum.
5. A Report Card is sent to parents at the end of each term in Elementary (December, March and June) and at the end of each semester in Jr./Sr. High (Jan and June) along with 2 interim report cards in Oct. and March.
6. MIS maintains a website, a Facebook page, in-school monitor with Google Slides, and an outdoor portable letter signboard.
7. The Parent Council, Rahma Mosque (MAC Center) and our preschools (Creative Minds) assist the MAC Islamic School (MIS) in the communication and dissemination of school information.

Whistleblower Protection (Required)

1. MIS adheres to the Whistleblower Protection Act as described on the following Government of Alberta website:
<https://www.alberta.ca/public-sector-whistleblower-protection.aspx#:~:text=The%20legislation%20provides%20a%20process,employees%20when%20they%20disclose%20wrongdoing>
2. Staff members have been apprised of this policy and it is posted in the Staffroom.
3. There are no disclosures to report.