



2022 – 2023 Annual Education Results Report (AERR)



Table of Contents

MUSLIM ASSOCIATION OF CANADA (MAC)	5
MESSAGE FROM THE PRINCIPAL	6
ALBERTA EDUCATION ASSURANCE MEASURES ACCOUNTABILITY STATEMENT	8
FOUNDATION STATEMENTS	9
MISSION	9
VISION	9
CORE VALUES	9
TRENDS AND ISSUES	11
SUMMARY OF ACCOMPLISHMENTS	13
ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY	21
SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES – OVERALL SUMMARY	22
ASSURANCE MEASURE EVALUATION REFERENCE	23
ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – PAT RESULTS 2023	24
ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – DIPLOMA EXAM RESULTS	26
ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – HIGH SCHOOL COMPLETION	27
ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – CITIZENSHIP	28
ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – LEARNING ENGAGEMENT	30

<u>ASSURANCE MEASURE #1: STUDENT GROWTH AND ACHIEVEMENT – EARLY YEARS LITERACY & NUMERACY ASSESSMENTS</u>	<u>33</u>
<u>ASSURANCE MEASURE #2: TEACHING AND LEADING – EDUCATIONAL QUALITY</u>	<u>35</u>
<u>ASSURANCE MEASURE #2: TEACHING AND LEADING – PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION</u>	<u>38</u>
<u>ASSURANCE MEASURE #3: LEARNING SUPPORTS – WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT AND ACCESS TO SUPPORT SERVICE</u>	<u>40</u>
<u>ASSURANCE MEASURE #4: GOVERNANCE – PARENTAL INVOLVEMENT</u>	<u>42</u>
<u>LOCAL MEASURES: MAC NATIONAL SURVEY</u>	<u>44</u>
<u>BUDGET SUMMARY</u>	<u>46</u>
<u>FUTURE CHALLENGES</u>	<u>49</u>
<u>SUMMARY OF FINANCIAL RESULTS</u>	<u>49</u>
<u>PARENTAL INVOLVEMENT</u>	<u>49</u>
<u>TIMELINES AND COMMUNICATION</u>	<u>50</u>
<u>WHISTLEBLOWER PROTECTION (REQUIRED)</u>	<u>50</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 2023 – 2026*, 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 and New Curriculum. 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 fourth phase of iRISE in the 2022 – 2023 school year in Kindergarten to Grade 10. 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.

The results displayed in the Alberta Education Assurance Measure Results (Fall 2023) reveal an overall improvement in all Measure Categories: Safe and Caring Schools, Student Learning Achievement, Preparation for Life Long Work and Parental Involvement. However it is important to note that learning disruptions due to COVID are still having an impact on student learning. Concerted efforts are being made to provide students with extra support with academics and social emotional learning. The overall impact of COVID and teacher shortages in the province warrants attention. As result, there is an emphasis on mental health professional learning and review of staff compensation to retain and attract well qualified and experienced educators.

Provincial Achievement Tests were written by our grades 6 and 9 students in the spring of 2023, and we are pleased that they continue to demonstrate improvement in their academic progress. It is commendable to note that the overall percentage of our students scoring a standard of excellence exceeds the provincial average.

We continue to look forward to a wonderful new chapter in our educational adventure as we 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 Muslim Association of Canada 2022/2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act*, *Private Schools Regulation* and the *Education Grant Regulation*. 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 2022/2023 was approved by the Board on November 28, 2023.

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

- | | |
|---|---|
| <ul style="list-style-type: none">• Build relationships• Challenge and support each student• Recognize perseverance, growth, and achievement• Foster social growth and an Islamic environment• Embrace differences in who we are and how we learn | <ul style="list-style-type: none">• Get involved in our community• Take risks to learn• Work hard; Be curious• Respect yourself and others• Appreciate how we are similar and different |
|---|---|



Trends and Issues

1. iRISE is an important school-wide initiative implemented in the 2022-23 school year for students in Kindergarten to Grade 10. 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 2023 to our students in grades 6 and 9. In the spring of 2022, the percentage of students achieving a standard of excellence was 18%. The percentage of students who achieved the acceptable standard was 81.1% 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, Solaro, RAZ Kids, IXL, Edwin, EdPuzzle, online Arabic resources(LanguageNut, Nahla wa Nahil) are used to support student learning. Enhanced technology integration with Smartboards in every classroom and Chromebooks for students. Teachers in Elementary, Jr. High and High School use Google Classroom and all teachers integrate technology in their lesson plans.
5. It is noteworthy that our enrolment has increased in the 2022- 2023 school year. The number of parents that choose to send their children to our school continues to increase year after year. Furthermore, the Waiting List of students wishing to attend MAC Islamic School continues to grow as well.
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.

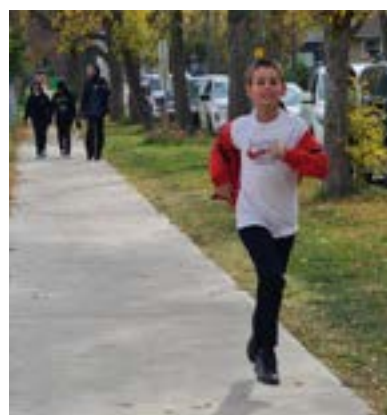
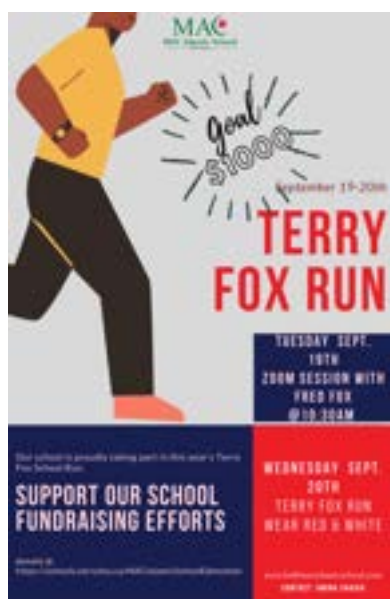
8. At MAC Islamic School we strive to ensure that all students, teachers and leadership learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies: celebration of FNMI Cultural Awareness 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, 2022 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 and contracted therapist from S.Z. Wellness, Inc., Levant Psychology Group, Behaviour Catalyst Services
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, Levant Psychology, Behaviour Catalyst Services, Alberta Regional Health Services and MAC National.
26. Cyber Safety and Anti-Bullying student sessions provided by Edmonton Police Services, YMCA, IFSSA

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: iRISE Fair, 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



Blanket Exercise



FNMI Guest Speakers from Bent Arrow



**Mystery
Readers
& Literacy
Spotlights**



Welcome MLA Sarah Hoffman

Author:
Samira Hamana



Author:
Lorna Nicholson



**Community
Service:
Tree
Planting**

**Student Leadership
in Action**



iRISE: Leadership & Community Outreach

We donated to:
The Edmonton Humane Society
Stollery Children's Hospital
Bayyinah Institute
Smile Canada
Tree Canada
Doctors Beyond Borders
Action for Humanity
Sponsored an Orphan
Clean Water for Life





Alberta Education Assurance Measures - Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	84.1	84.9	84.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.5	80.9	86.3	80.3	81.4	82.3	High	Declined Significantly	Low
	9-year High School Completion	n/a	n/a	n/a	86.7	83.2	82.3	n/a	n/a	n/a
	9-year High School Completion	n/a	n/a	n/a	88.5	87.1	86.2	n/a	n/a	n/a
	PAT, Acceptable	78.4	79.3	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT, Excellence	21.1	20.7	n/a	16.8	17.7	n/a	High	n/a	n/a
	Diploma, Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Learning	Diploma, Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	83.2	87.3	88.8	88.1	89.0	89.7	Low	Declined	Low
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WC-RSE)	84.8	87.5	87.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	78.1	84.2	84.2	86.5	81.8	81.8	n/a	Declined	n/a
Governance	Parental Involvement	89.8	88.5	85.3	79.1	79.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school awarded marks.
3. Aggregated 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 5, 9 KAE), Français (le anglais), French Language Arts (le anglais), Mathematics (Grades 5, 9 KAE), Science (Grades 5, 9 KAE), Social Studies (Grades 5, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2018/19, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fire in 2018/19 and 2020/21. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2020/21 Provincial Achievement Test results do not include students who participated in the optionally implemented updated curriculum and were assessed from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most heavily 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.
8. 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 Exams 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, Mathématiques 30-2, Chemistry 30, Physics 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 2023

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 (Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.9	*	0.0	2.9	2.3	2.5	Very High	Maintained	Excellent
In Service Jurisdiction Results	96.9	95.7	96.4	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	84.9	88.3	76.0	80.4	81.9	76.8	Very High	Maintained	Excellent
Program of Studies	71.2	74.2	71.4	82.9	82.9	82.6	Low	Maintained	Good
Program of Studies - At Risk Students	77.1	82.1	83.4	81.2	81.9	83.4	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	75.2	68.3	n/a	n/a	n/a
Safe and Caring	88.9	89.6	89.6	87.8	88.8	89.1	High	Maintained	Good
Satisfaction with Program Access	63.6	73.0	65.0	72.9	72.6	73.9	Very Low	Maintained	Concern
School Improvement	73.2	75.6	74.8	79.2	74.2	77.9	Intermediate	Maintained	Acceptable
Transition Rate (6 to 9)	n/a	n/a	n/a	89.7	86.3	80.2	n/a	n/a	n/a
Work Preparation	92.2	93.8	93.8	83.1	84.9	84.5	Very High	Maintained	Excellent

Assurance Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2023

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 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 25.74	25.74 - 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 - 60.94	60.94 - 64.23	64.23 - 67.23	67.23 - 69.60	69.60 - 100.00
Parental Involvement	0.00 - 70.70	70.70 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2023

School: 1557 MAC Islamic School

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2020/2021	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2016/2017, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2016/2017, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Learning	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2020/2021	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRES)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2020/2021	2011/2012 to 2013/2014	Apr 24, 2023

Assurance Measure #1: Student Growth and Achievement – PAT Results 2023

Student Growth and Achievement (Grades K-9)

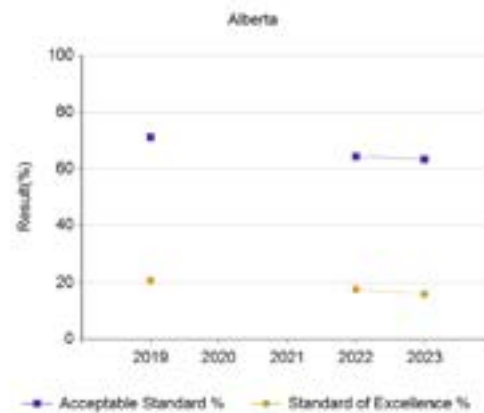
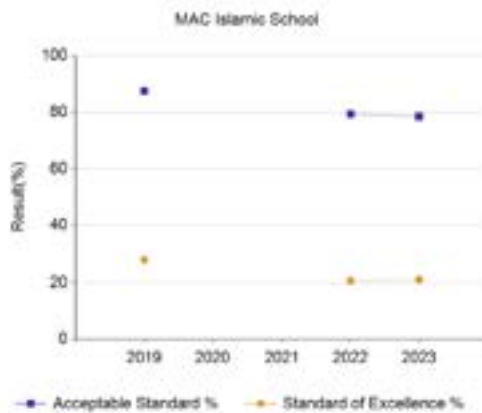


PAT Results By Number Enrolled Measure History

School: 1557 MAC Islamic School

Province: Alberta

	MAC Islamic School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	23	n/a	n/a	55	77	n/a	n/a	n/a	104,012	n/a	n/a	108,520	115,580
Acceptable Standard %	87.5	n/a	n/a	79.3	78.4	High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	26.1	n/a	n/a	20.7	21.1	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0



Comment on Results

Provincial Achievement Tests (PATs) were administered in the spring of 2023 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 2023 to guide decision-making in regards to curriculum, instruction and assessment.

In the spring of 2023, the percentage of students achieving a standard of excellence was 21.1% thereby indicating a high level of achievement compared to the province. The percentage of students who achieved the acceptable standard was 78.4% and has exceeded the provincial average of 63.3%. We will continue to implement strategies to support student learning and challenge students at all levels so that our students continue to succeed.

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, 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. Teachers analyze SLA and PAT results in PLCs to make adjustments to instructional practices and resources: 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

Assurance Measure #1: Student Growth and Achievement – Diploma Exam Results

No Data for Diploma Exam Results!

Comment on Results
Not Applicable
Strategies
Not Applicable

Assurance Measure #1: Student Growth and Achievement – High School Completion

No Data for High School Completion

Comment on Results
Not Applicable
Strategies
Not Applicable

Assurance Measure #1: Student Growth and Achievement – Citizenship

Student Growth and Achievement

A.6 Citizenship - Measure History

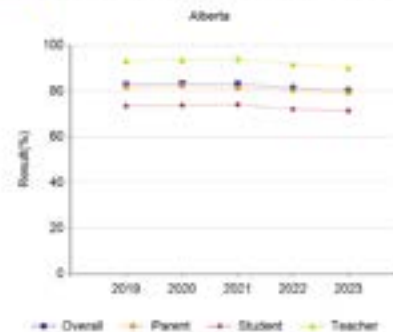
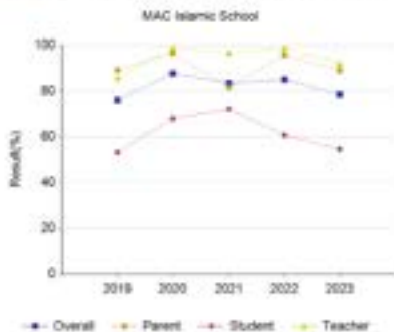
School: 1557 MAC Islamic School

Province: Alberta



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

	MAC Islamic School										Alberta									
	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	138	76.8	152	67.7	146	81.4	262	85.0	289	76.3	249,818	82.9	264,673	83.3	230,843	83.2	249,770	81.4	267,201	80.9
Parent	11	89.1	17	96.4	12	91.7	9	95.0	16	88.9	35,247	91.9	36,891	92.4	30,805	91.4	31,699	90.4	31,989	79.4
Student	106	53.2	119	67.9	115	72.1	178	86.7	236	58.8	187,090	73.3	188,577	73.8	169,741	76.1	187,130	72.1	188,016	71.2
Teacher	21	85.7	16	88.8	18	96.6	16	86.7	15	91.9	33,277	89.2	33,945	93.6	30,187	94.1	33,961	91.7	32,347	90.2
											Measure Evaluation:									
											Achievement	Improvement		Overall						
											High	Excellent Significantly		Good						
											Very High	Marked		Excellent						
											Very Low	Declined		Lowest						
											Intermediate	Marked		Acceptable						



Comment on Results

Overall, the performance measure for Active Citizenship is still considered High despite the decline in the student response category. It may be fair to assume that due to COVID related disruptions in learning over the span of two years, that students are still adjusting to being back in school full time with their classmates. Compared to the previous year, it is interesting to note that the teachers and parents scored high in areas of active citizenship. It is evident that parents and staff members collaboratively promote a positively structured environment based on respect and trust. Informal feedback sessions with the students, staff and parents provide valuable insight thereby guiding improvement efforts.

Strategies

Several strategies are implemented to address how to work towards our target of 85%:

1. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of two years.
2. Promote an overall school climate that is welcoming and a school culture that promotes active citizenship.

3. 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
4. Implementation of MAC's iRISE Character Education: school-wide iRISE implementation for the 2022 - 2023 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!
5. 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.
6. School-wide discipline approach is based on a progressive discipline model and restorative practices.
7. School spirit days: monthly themes for dress-up and enhancement of school spirit are brainstormed by the student body
8. Extra support and follow up will be provided to students with excessive absences due to illness.

Assurance Measure #1: Student Growth and Achievement – Learning Engagement

Student Growth and Achievement

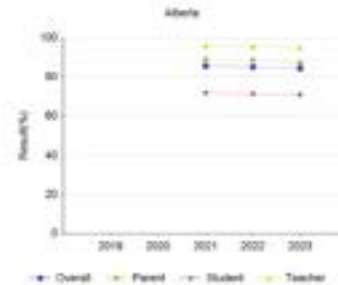
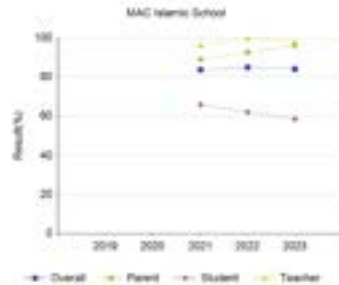
5.1 Student Learning Engagement - Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Measure Evaluation			ASAPs									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Engagement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	195	100	195	100	195	83.7	200	84.9	204	84.7	100	Worked on	100	195	100	195	100	200,898	85.0	204,740	85.7	207,274	84.4
Parent	195	100	195	100	195	100	0	0.0	19	9.7	100	Worked on	100	195	100	195	100	30,894	89.0	31,899	88.7	31,892	87.3
Student	195	100	195	100	195	80.0	179	80.0	209	94.4	100	Worked on	100	195	100	195	100	199,709	71.8	187,100	71.3	193,509	75.0
Teacher	195	100	195	100	19	9.7	19	100.0	71	37.0	100	Worked on	100	195	100	195	100	30,173	86.0	30,944	86.5	32,320	86.1



A.7 Lifelong Learning

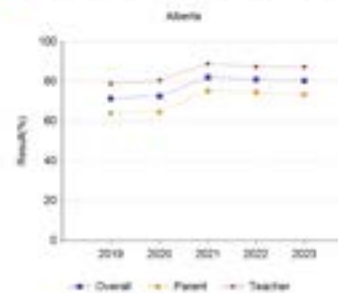
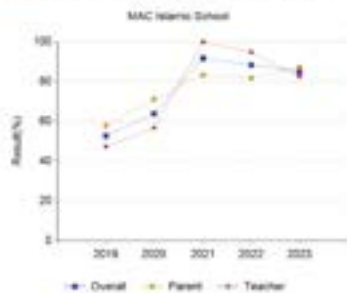
Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Engagement	Overall	N	%	N	%	N	%	N	%		
Overall	31	100	31	83.6	37	81.7	35	86.0	35	84.9	Very High	Worked on	Excellent	60,842	71.0	49,182	72.8	55,476	83.1	64,620	81.0	62,642	80.0
Parent	11	57.9	17	71.0	5	80.0	9	81.0	19	87.1	Very High	Worked on	Excellent	13,076	84.0	35,494	84.8	29,690	75.0	35,014	74.0	32,381	75.0
Teacher	20	47.2	14	50.0	19	100.0	19	94.7	15	80.0	Intermediate	Worked on	Excellent	22,497	75.0	21,198	80.0	25,786	88.0	30,506	87.4	31,651	87.0



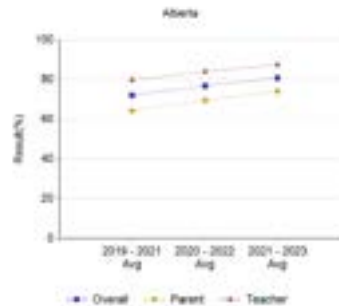
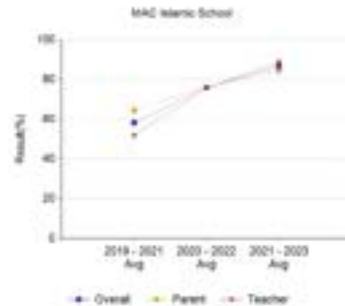
A.7 Lifelong Learning 3 Year Rolling Average



School: 1557 MAC Islamic School
Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for Lifelong Learning

	MAC Islamic School						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	58.2	29	79.0	29	86.6	66,063	72.6	65,002	76.8	81,421	80.7
Parent	14	64.4	13	79.6	14	84.5	34,603	64.3	32,884	68.8	38,345	78.0
Teacher	18	51.9	16	75.7	15	88.7	33,396	79.7	32,118	84.0	31,080	87.4



Comment on Results

Overall, the performance measure for Learning Engagement is 84.1%. It is anticipated that the learning disruptions that occurred over the past two years due to COVID has impacted the students' survey results. It is concluded that students are still adjusting to being back in school full time. Compared to the previous year, it is interesting to note that the parents have indicated and even higher score for student learning engagement than the previous years.

It is interesting to note that the survey results for the knowledge, skills and attitudes for lifelong learning are excellent. With an overall score of 84.9%, it is apparent that parents and teachers are working in collaboration to prepare our students for a successful future.

Strategies

Several strategies are implemented to address how to work towards our target of 85%:

1. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of two years.
2. Promote an overall school climate that is welcoming and a school culture that promotes active citizenship.
3. 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
4. Implementation of MAC's iRISE Character Education: school-wide iRISE implementation for the 2022 - 2023 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!

5. 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.
6. School-wide discipline approach is based on a progressive discipline model and restorative practices.
7. School spirit days: monthly themes for dress-up and enhancement of school spirit are brainstormed by the student body
8. Extra support and follow up will be provided to students with excessive absences due to illness.

Assurance Measure #1: Student Growth and Achievement – Early Years Literacy & Numeracy Assessments

Alberta Education Literacy and Numeracy Results Reporting 2022 - 2023						
	Number of Alberta Education provided or approved screening assessments used	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk on initial assessments (beginning of the year or Jan. for Grade 1)	Total number of students identified as being at risk on final assessments (end of year)	Average number of months behind grade level of at-risk students at time of initial assessments	Average number of months gained at grade level by at-risk students at time of final assessments
Literacy						
Grade 1	LeNS, CC3	46	14	15	8	2
Grade 2	LeNS, CC3	46	5	5	7	3
Grade 3	CC3	49	5	5	7	3
Grade 4	CC3	5	2	2	5	2
Numeracy						
Grade 1	Key Math	20	11	11	7	2
Grade 2	Key Math	10	8	8	6	3
Grade 3	Key Math	7	5	5	7	3
Grade 4	Key Math	5	3	3	4	2

Comment on Results

The impact of COVID related learning disruptions for the past 2 years continues to impact our students in various grade levels. Classroom assessments and observations confirm that many students are performing lower than expected in literacy and numeracy across the grade levels.

Strategies

Several strategies are implemented to support our students learning:

1. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of two years.
2. Literacy and numeracy assessments are administered in the fall, winter and spring to track growth and guide instructional practices.
3. 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.
4. Resources and programs: Guided Reading, Learning without Tears, RAZ Kids, IXL for Numeracy and Literacy, Jump Math, Empowering Writers, Phonics
5. Professional Development: Jump Math, Empowering Writers, Learning without Tears, Right to Read

Assurance Measure #2: Teaching and Leading – Educational Quality

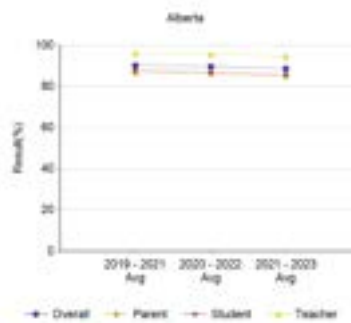
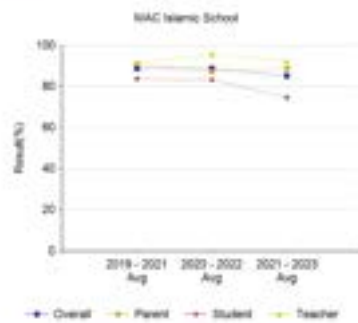
Teaching & Leading

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					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	145	88.8	175	88.8	255	85.5	245,252	90.3	257,879	89.7	253,558	88.8
Parent	14	91.0	13	87.3	19	88.8	36,380	88.8	34,318	88.4	33,809	88.2
Student	113	88.8	147	89.3	208	78.7	195,526	88.5	190,289	88.9	196,089	88.8
Teacher	18	91.7	19	88.8	18	82.2	33,625	98.2	32,482	88.7	33,681	94.7



Teaching & Leading

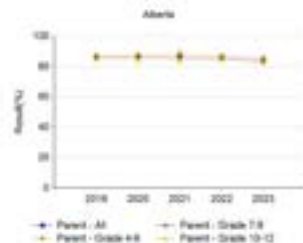
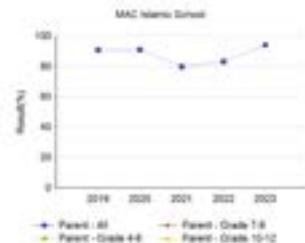
A.4 Education Quality

Measure History by Group - Parents

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											
	2019				2020				2021				2019				2020				2021			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	11	88.4	17	91.2	12	88.4	9	88.9	10	88.0	15,262	88.4	15,807	88.7	15,284	88.7	15,786	88.1	15,286	88.4	15,286	88.4	15,286	88.4
Parent - Grade 4-6	5	71.4	11	71.4	7	71.4	7	71.4	8	71.4	10,110	87.8	10,807	88.1	11,881	88.2	11,880	87.8	11,880	88.2	11,880	88.2	11,880	88.2
Parent - Grade 7-9	2	71.4	6	71.4	3	71.4	2	71.4	1	71.4	13,882	88.8	11,449	88.3	8,888	88.3	10,888	88.3	8,888	88.3	8,888	88.3	8,888	88.3
Parent - Grade 10-12	100	100	100	100	100	100	100	100	100	100	4,007	99.8	8,888	84.7	1,107	88.1	7,888	88.8	7,888	88.8	7,888	88.8	7,888	88.8



Local Measure: School Survey Administered to Students in Grades 6 – 11 in November 2023

Percentage of Students Satisfied:	(175 Responses)	2023
At school, I am encouraged to do my best		87%
The specialized subjects (Quran, Arabic, Islamic Studies) I am learning are useful to me.		82%
Math, Language Arts, Social Studies, and Science I am learning at school are useful for me.		91%
At school, I am encouraged to get involved in activities that help people in my community.		80%
At school, I follow the rules.		95%
When I need it, teachers at my school are available to help me.		89%
The quality of teaching at my school		81%
The quality of education I am receiving at school		86%
My principal cares about me.		81%
My teachers care about me.		84%

Comment on Results

According to the Alberta Education Survey results, it is interesting to note that the parents have indicated an 11% increase in their satisfaction rating over the past year. However, the students have indicated a decline in the survey results. It is anticipated that this decline may be due to the expansion of the school and increased hiring of novice teachers who require increased coaching and mentoring. Upon administering a survey to the students in November 2023, it is observed that there is a significant incline on the students' level of satisfaction. It is anticipated that this is due to adjustments made in staffing thereby impacting the students' overall experience at school.

Strategies

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

1. Newly hired teachers need increased mentoring and coaching. Therefore, adjustments will be made to staffing thereby hiring an assistant principal to support teachers.
2. Improve teacher compensation packages to be able to hire experienced teachers.
3. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
4. Provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions.
5. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
6. 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.
7. Guidelines in the Program of Studies & New Curriculum are used to guide decision-making with regards to purchasing resources and scheduling of classes.

8. Online collaboration with experts and sessions with guest speakers
9. In-person (prior to COVID) and virtual field trips to enhance student experiences
10. Various Enrichment Clubs: Drama, Debate, Arabic Club, Quran Club, Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts
11. Science Olympics
12. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature.

Assurance Measure #2: Teaching and Leading – Professional Learning, Supervision and Evaluation

D.6 In-Service Jurisdiction Needs

3 Year Rolling Average

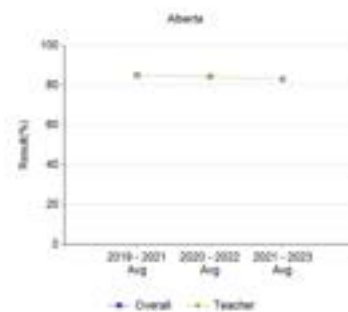
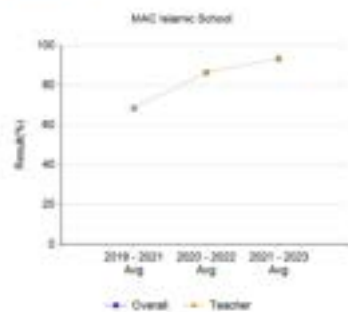


School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	18	88.9	16	88.4	16	88.3	33,420	85.1	32,023	84.3	33,984	83.6
Teacher	18	88.9	16	88.4	16	88.3	33,420	85.1	32,023	84.3	33,984	83.6



D.6 In-Service Jurisdiction Needs

Measure History

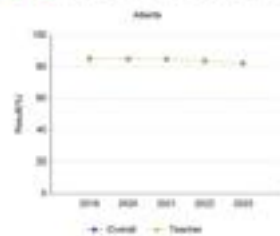
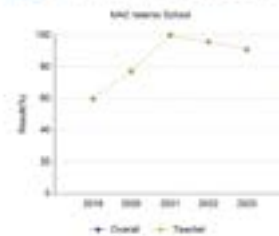


School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Alberta									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	18	88.9	16	88.4	16	88.3	16	88.3	16	88.3	33,420	85.1	32,023	84.3	33,984	83.6	33,984	83.6	33,984	83.6
Teacher	18	88.9	16	88.4	16	88.3	16	88.3	16	88.3	33,420	85.1	32,023	84.3	33,984	83.6	33,984	83.6	33,984	83.6



Comment on Results

Professional learning, supervision and evaluation are ongoing and guided by the needs of our students. Staff members have access to professional learning based on school-wide goals and individual goals within Professional Growth Plans. Teachers receive formal evaluations during

the school year to guide their professional growth. Teachers reflect on their professional growth within their Professional Growth Plans.

Strategies

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

1. Professional Growth plans for teachers and educational assistants aligned with Teacher Quality Standards.
2. School-wide learning goals: iRISE Character Education, mental health, behaviour management
3. Individual learning goals based on student and staff needs.
4. Continued professional development and implementation of iRISE Character Education and teachers receive coaching support from an iRISE Lead.
5. 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
6. Well-being and mental health supports: professional learning for staff and contracted supports for students and staff as needed with S.Z.Wellness, Behaviour Catalyst Services, Alberta Health Services and IFSSA

Assurance Measure #3: Learning Supports – Welcoming, Caring, Respectful and Safe Learning Environment and Access to Support Service

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - 3 Year Rolling Average

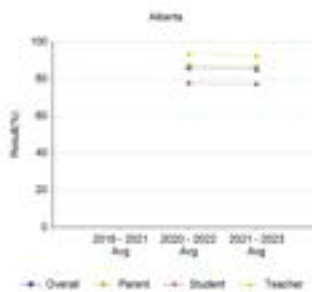
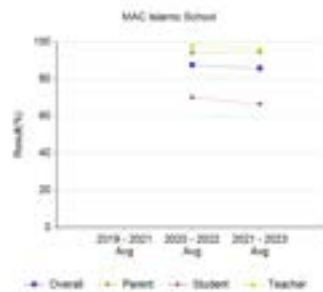
School: 1557 MAC Islamic School

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					
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	116	116	200	87.5	200	85.0	116	116	240,041	86.1	250,888	85.4
Parent	116	116	0	0.0	14	54.7	116	116	21,715	86.9	21,800	86.2
Student	116	116	178	70.1	207	60.6	116	116	187,258	77.7	190,207	77.2
Teacher	116	116	10	8.2	10	8.2	116	116	30,808	93.8	21,878	82.8



Learning Supports

H.1 Access to Supports and Services - 3 Year Rolling Average

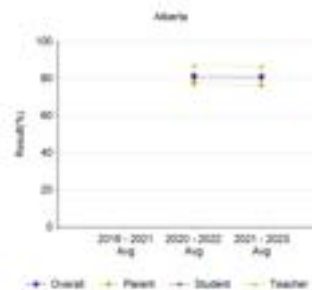
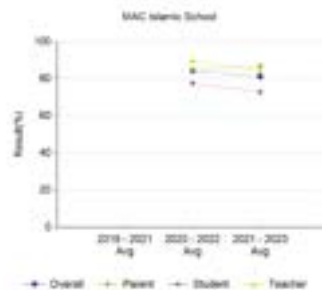
School: 1557 MAC Islamic School

Province: Alberta



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

	MAC Islamic School						Alberta					
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	116	116	200	84.2	200	81.1	116	116	240,070	81.6	250,280	81.1
Parent	116	116	0	0.0	14	54.7	116	116	21,684	77.4	21,758	76.5
Student	116	116	177	77.8	207	72.8	116	116	186,855	80.1	188,870	80.0
Teacher	116	116	10	8.0	10	8.0	116	116	30,301	87.3	21,647	86.8



Comment on Results

Overall 85.8%percentage of stakeholders who agree that the learning environments are welcoming, caring, respectful and safe. 95.1% of parents agree that learning environments are welcoming, caring, respectful and safe. 81.1% of stakeholders feel that students have access to the appropriate supports and services at school. Survey results indicate that students feel that they do not have access to support services to help them with problems not related to school work.

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, staff and families 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. Counselling services are outsourced to S.Z. Wellness, Behaviour Catalyst Services, Alberta Health Services and IFSSA

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 S.Z.Wellness, Behaviour Catalyst Services, Alberta Health Services 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 actively engaged 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 various career choices
12. High school transition information and University entrance requirements provided.
13. Application of learning to contexts outside of the classroom in classroom learning experiences and lessons.

Assurance Measure #4: Governance – Parental Involvement

Governance

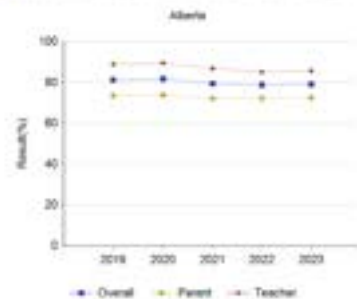
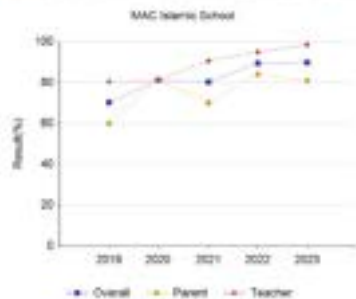
C.1 Parental Involvement - Measure History

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																							
	2019						2020						2021						2022						2023											
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target		
Overall	33	100.0	33	81.2	30	90.0	25	88.0	30	88.0							60,716	81.3	70,377	81.8	60,819	75.5	60,412	76.0	60,890	79.1										
Parent	11	80.0	17	81.2	10	70.0	0	0.0	10	80.0							34,864	79.0	30,568	79.0	30,880	77.2	31,588	77.0	31,708	77.5										
Teacher	21	80.0	16	81.2	10	90.0	10	88.0	10	88.0							25,770	88.0	39,809	88.0	30,939	88.0	28,824	89.2	29,182	89.7										



E.2 School Improvement

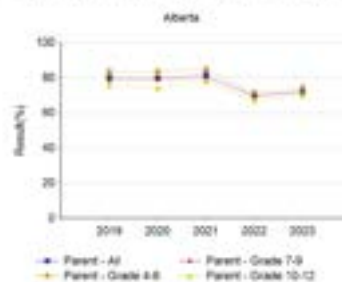
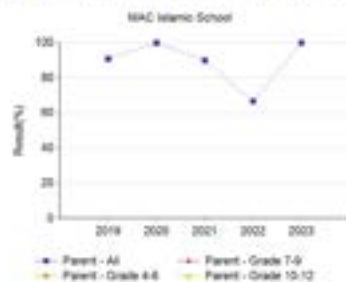
Measure History by Group - Parents

School: 1557 MAC Islamic School

Province: Alberta

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.

	MAC Islamic School												JKSIS																			
	2019				2020				2021				2022				2019				2020				2021				2022			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Parent - All	11	90.9	17	100.0	10	90.9	0	0.0	17	100.0	34,759	85.3	30,896	88.0	28,076	81.7	30,147	79.0	30,377	73.5												
Parent - Grade 4-6	0	-	10	-	0	-	7	-	0	-	15,946	80.7	18,188	83.8	12,719	84.9	13,588	71.8	13,700	74.5												
Parent - Grade 7-9	0	-	0	-	1	-	0	-	10	-	10,369	79.8	11,315	79.1	8,816	88.0	8,498	69.8	8,207	71.8												
Parent - Grade 10-12	100	70.0	100	70.0	100	70.0	100	70.0	100	70.0	1	-	0,007	70.0	0,000	70.0	0,000	70.0	0,000	70.0												



Notes

1. Data values have been suppressed where the number of respondents/students is lower than 5. 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 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

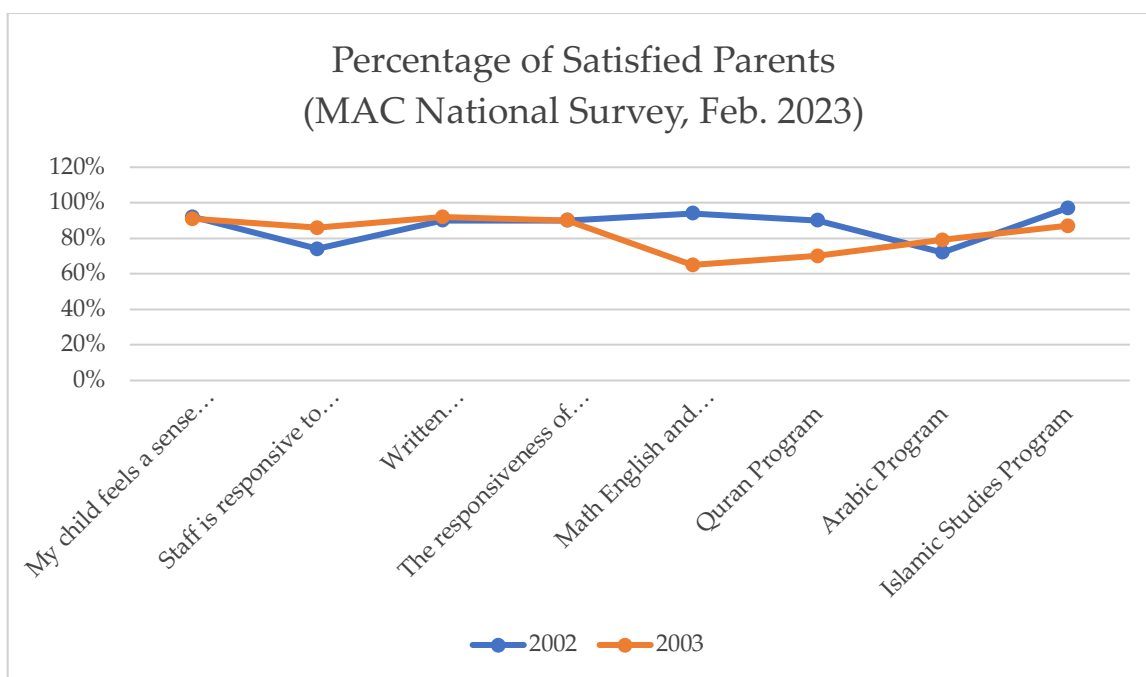
Overall, target goals were achieved or exceeded. Continued efforts will be made to sustain and drive increased improvements using the following strategies:

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.

Local Measures: MAC National Survey

MAC National conducted an online anonymous survey for parents in February 2023.

Percentage of Parents Satisfied:	2022	2023
My child feels like they belong at school	92%	91%
The staff is receptive to my suggestions and feedback	74%	86%
Written communications are clear, concise and helpful	90%	92%
The responsiveness of staff	90%	90%
Islamic Studies program	94%	65%
Arabic program	90%	70%
Quran program	72%	79%
Math, English Language and Science	97%	87%



Comment on Results

Eighty-three parents/guardians responded to the MAC National online survey. An improvement was noticed in the receptiveness of staff compared to the previous year. From the data gathered, it is observed that while there was an increase in satisfaction of the Quran program, the satisfaction with the Islamic Studies and Arabic programs showed a decline. It is important to note that several new teachers were hired and this transition may have impacted satisfaction levels with regards to programming.

Strategies

1. Newly hired teachers need increased mentoring and coaching.
2. Improve teacher compensation packages to be able to hire more experienced teachers.
3. Quran Club and Arabic Club will be offered up to once a week after school to extend learning.
4. Arabic Drama Club is offered once a week after school.
5. Intramurals and sports competitions offered at lunch time.
6. Teachers and the principal will continue to provide Weekly Updates with families via email.
7. Teachers will continue to share information regarding curriculum and progress using Google Classroom and PowerSchool.
8. The staff will listen to and try to accommodate suggestions and feedback via Google Surveys, conversations and emails.
9. 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

**AUDITED
FINANCIAL STATEMENTS
and Supporting Schedules for
FUNDED PRIVATE SCHOOLS
FOR THE YEAR ENDED AUGUST 31, 2022**

Education Act, Section 29
Private Schools Regulation, Alberta Regulation 127/2022

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

Muslim Association of Canada

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

2380 Speakman Drive, Mississauga, ON, L5C 1B4

Mailing Address

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

Telephone and Fax Numbers

These Financial Statements and Supporting Schedules are Audited by:

Deloitte LLP
8 Adelaide St W
Suite 200
Toronto ON M5H 0A9
Canada

Deloitte LLP

Name and Address of the Audit Firm

Auditor's Signature

PRIVATE SCHOOL MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING.

Muslim Association of Canada Islamic School - Edmonton

The financial statements and supporting schedules of

Muslim Association of Canada Islamic School - Calgary

(Name of Private School)

presented to Alberta Education have been prepared by the private school's management which has responsibility for their preparation, integrity and objectivity. The financial statements and schedules, including notes, have been prepared in accordance with Canadian Accounting Standards for Not-For-Profit organizations and Ministerial requirements for Alberta funded private schools.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the private school's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the private school's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong budgetary system of control.

The ultimate responsibility for the financial statements lies with the Board of Directors. The Board reviewed the financial statements with management in detail and the Board approved the financial statements for release.

External Independent Auditors

The Board appoints external independent auditors to audit these financial statements and meets with the auditor to review their findings. The external independent auditors have full and free access to school authority's records.

Declaration of Board Chair and Treasurer, Secretary-Treasurer

To the best of our knowledge and belief, these financial statements and supporting schedules reflect, in all material respects, the financial position as at August 31, 2022 and results of operations, cash flows, and changes in net assets for the year then ended in accordance with Canadian Accounting Standards for Not-For-Profit Organizations and Ministerial requirements for Alberta funded private schools.

BOARD CHAIR / PRESIDENT

Mourad M'hiri

Name

Signature

HEAD OF SCHOOL / PRINCIPAL

Mariam Hashmi and Mazen Jishi

Name

Signature

TREASURER OR SECRETARY - TREASURER

Hadi Moussaddy

Name

Signature

November 24, 2023

Board-approved Release Date

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

Alberta Government

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

STATEMENT OF FINANCIAL POSITION
 as at August 31
 (in dollars)

		AFS 2022	AFS 2021 (NOTE 4) x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$177,677	\$85,224
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$111,401	\$74,077
Other accounts receivable	Note 3	\$73,324	\$21,670
Prepaid expenses	Note	\$12,539	\$17,799
Other current assets	Note 4	\$767,729	\$18,911
Total current assets		\$1,142,670	\$217,681
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$2,805,245	\$2,805,245
Buildings at cost	\$852,775		
Less: accumulated amortization	\$80,093	\$772,682	\$734,453
Leasehold improvements at cost	\$155,030		
Less: accumulated amortization	\$138,730	\$16,300	\$47,268
Equipment at cost	\$419,824		
Less: accumulated amortization	\$309,581	\$110,243	\$58,526
Vehicles at cost	\$0		
Less: accumulated amortization	\$0	\$0	\$9,240
Total capital assets	Note 5	\$3,704,470	\$3,654,732
TOTAL ASSETS		\$4,847,140	\$3,872,413
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note 6	\$228,969	\$1,043,399
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$135,901	\$126,651
Deferred capital allocations	Note	\$0	\$0
Current portion of long term debt		\$123,289	\$74,706
Total current liabilities		\$488,159	\$1,244,756
School generated liabilities			
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$0
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note 7	\$1,244,128	\$1,318,833
Other loans	Note 7	\$1,273,744	\$0
Less: Current portion of long term debt	Note 7	(\$123,289)	(\$74,706)
Unamortized capital allocations	Note	\$0	\$0
Total long term liabilities		\$2,394,583	\$1,244,127
TOTAL LIABILITIES		\$2,882,742	\$2,488,883
NET ASSETS			
Unrestricted net assets		(\$488,071)	(\$952,369)
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		(\$488,071)	(\$952,369)
Investment in capital assets		\$2,452,468	\$2,335,899
Capital reserves		\$0	\$0
Total capital funds		\$2,452,468	\$2,335,899
Total net assets		\$1,964,398	\$1,383,530
TOTAL LIABILITIES AND NET ASSETS		\$4,847,140	\$3,872,413

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act;
 Private Schools Regulation, Alberta Regulation 127/2022 or as restated.
 Input "(Restated)" in 2021 column heading where not taken from the finalized 2020/2021 Audited Financial Statements.

Page 2

Private School Authority Code: 0245
 School Code: 1557 and 2178

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

	AFS 2022	Budget 2022 (NOTE *)	AFS 2021 (NOTE *)
		X	X
REVENUES			
Alberta Education (excluding Home Education)	\$3,502,522	\$3,177,447	\$3,247,474
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$3,502,522	\$3,177,447	\$3,247,474
Other Government of Alberta	\$0	\$0	\$29,714
Federal Government and/or First Nations	\$0	\$0	\$186,900
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$1,660,714	\$1,428,750	\$1,221,805
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$98,200	\$262,500	\$156,225
Other sales and services	\$169,941	\$0	\$151,190
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$219,855	\$100,000	\$169,279
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Revenues	\$5,651,232	\$4,968,697	\$5,162,587
EXPENSES			
Certificated salaries and Non-certificated salaries and wages (excluding home education)	\$2,876,638	\$2,518,924	\$2,387,790
Certificated and Non-certificated benefits (excluding home education)	\$69,823	\$367,843	\$68,100
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home education)	\$1,740,332	\$1,302,749	\$1,511,906
Consulting / Management Fees	\$0	\$130,000	\$0
Leases - Building	\$184,339	\$317,021	\$196,689
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$0	\$0	\$0
Home Education:			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries & wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$0	\$0	\$0
Contracts	\$0	\$0	\$0
Services and supplies	\$0	\$0	\$0
Gross school generated funds	\$0	\$0	\$0
Capital and debt services			
Amortization of capital assets			
From restricted funds	\$0	\$0	\$0
From unrestricted funds	\$136,546	\$110,000	\$147,754
Total amortization of capital assets	\$136,546	\$110,000	\$147,754
Interest on capital debt	\$96,816	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	(\$34,130)	\$0	\$0
Other	\$0	\$0	\$0
Total Expenses	\$5,070,364	\$4,746,537	\$4,302,239
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$580,868	\$222,160	\$860,348
	\$580,868		

Note: * Input *(Restated) in Budget 2022 and/or AFS 2021 column headings where comparatives are not taken from the respective finalized 2021/2022 Budget Report and/or finalized 2020/2021 Audited Financial Statements.

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.
3. Staffing: the decline in the number of Substitute teachers available poses a challenge when teachers need classroom coverage.

Summary of Financial Results

1. Our goal is to ensure that the school remains affordable and accessible to the community, however due to increasing costs and inflation, we will need to increase tuition.
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, 2023. The Field Services Branch Director has been notified of the web link in an email notice on November 30, 2023.
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. 2022 - 2023 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.