

# Third Schools

**It's Education, Your Child's Way**

Third Academy International Ltd., the Authority, is referred to as Third Schools in this Education Plan

Third Academy Elementary (S. 0031): Designated Special Education Independent School  
Third Academy Jnr/Snr High (S. 1446): Designated Special Education Independent School  
**ursa** (S. 2320): Independent School including Distance Online, Shared Responsibility and Home Education 'home based' programming plus STREAMS Christian Academy  
LYNX West (S. 2422): Nature Inspired Independent School  
LYNX East (S. 2472): STREAMS Christian ECS

## Education Plan (2023/24-2024/25-2025/26)

### LYNX

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Calgary T3E 6M6  
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### Third Academy/ursa/STREAMS

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Founding Patron: Ed Whalen

Patrons Calgary: Glenn Olson  
Bearcat Murray  
Omkar Nath Channon  
Ashid Bahl  
Dr. Billy Gilliland

**"Third Schools offers hope...  
hope for students, families, and our  
collective futures."**

Dr. S. Lal Mattu  
Founder

[www.thirdacademy.ca](http://www.thirdacademy.ca) [www.goursa.education](http://www.goursa.education) [www.lynx.education](http://www.lynx.education) [www.streamsyyc.education](http://www.streamsyyc.education)

Board of Directors  
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## Message from the Board Chair

At this time, we see 2022-2023 coming to an end. From the move into our new Third Schools East campus in August 2023 to seeing off our largest graduating class in our twenty-six year history by the end of June 2023, we have much to celebrate. Third Schools remains solidly grounded. We almost became the 'victim of our own success' with respect exceptional enrollment growth in September 2023 had it not been for the concerted efforts of Friends of Third Academy. As always, we adapt to the operational context. That context has been one that has seen Alberta Education support the dynamism that propels our system as well as recognizing post COVID, inflationary, and teaching/learning environment realities. We remain Independent, Inspiring, and Inclusive in supporting parental choice. Our future presents 'the world as our oyster'.

Our 2022-2023 theme- Colours- has allowed exploration that reminds us all of the 'beauty around us'. This exploration was at time personal, group focused, and system oriented. I hope that, in so engaging, community was able to escape from the 'shadow of COVID'. Third Schools remains, at every level, deeply committed to our vision: *student success*.

This Education Plan sets out what needs to be done- including determining priorities, outcomes, measures, and strategies using the most recent results- as we embrace the new Assurance Framework as required by Alberta Education. In principle, the components of the Assurance Framework fall into two 'categories':

The 'What': Domains	The 'How': Continuous Improvement Process
Student Growth and Achievement	Explore: Analyze and Interpret
Teaching and Leading	Develop: Identification of a Priority for Improvement, Strategy and Plan
Learning Supports	Take action: Implement and Adjust
Governance	Evaluation: Impact on Outcomes
Local and Societal Context	

Assurance means demonstrating to Albertans that Third Schools is meeting the needs of student and students are successful. Assurance arises from the combination of funding, policies, processes, actions and evidence that help build the publics' confidence in the education system. Assurance is achieved through relationship building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Fundamentally, assurance is provided in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between the student and the teacher is paramount.

This Board has overseen a year of significant accomplishment on many fronts:

- Solid enrollment growth across the system for September start up, notably at Third Academy East we believe due to a largely unanticipated impact of the new Third Schools East campus site

- The sheltering of a Christian community under our wing that has given rise to STREAMS Christian Academy, a Christian faith program that will offer Science, Technology, Reading, Religion, Engineering, Arts, and Math academic programming foci
- Growth in urša including the development of our Distance Online pedagogy and international offerings
- Successful implementation of hybrid onsite programming for both LYNX and urša
- Extremely positive feedback in LYNX programming- ECS and Grades 1-9 in both Cochrane and Calgary- that we anticipate will see significant growth including an Okotoks cohort for September 2023
- Many enjoyable professional development activities over the year see staff 'come together' for purpose
- Establishment of a Professional Learning Community (PLC) model in support of ongoing professional development
- Adoption of COGNIA's Teacher Observation Tool (TOT) as a local measure in addition to the effective learning environments formative tool (eleot®)
- Third Academy West and Third Academy East present the first ever Winter Concert at Third Schools East
- Launch of the new Third Academy website drives the enrollment cycle
- Launch of the new urša website places us in the forefront of home education and distance education programming choices on the web
- Social marketing initiatives for Third Academy, urša, and LYNX come on stream
- A go forward financial position that allows us to finally take the final steps, now, to effect the purchase Third Schools East

Given the manifold accomplishments of the Third Schools community, the Board's view is that 2022-2023 should be considered as one of our most successful ever.

A large part of this Education Plan is tied to the Fall 2022 Accountability Pillars as reported by Alberta Education. Local measures- surveys, engagement, anecdotal- are also drivers of this Plan within the Continuous Improvement Cycle. The Fall 2022 Alberta Education Assurance Measures tested, for the first time, the broader community we serve, including the urša community. Local measures will also include COGNIA eleot® and TOT data, formative tools that we will use to inform the Continuous Improvement Cycle.

Our Parent Advisory Councils continue to make a major contribution to programming through various fundraising/marketing efforts including Bingos and Run Santa Run! 2022 special event. Parents and Friends of Third Academy are an essential partner in Third Schools' success at every level and this 2022-2023 year have contributed in excess of \$400K towards specialized supports and programming. Thank you, parents, for your volunteer hours, support and donations. We also recognize the significant bursary support

of the Prosser Charitable Foundation, Ronald MacDonald's Childrens' Charities, the Gift of Literacy Bursary Fund, and the Ritvik Bale Memorial Bursary Fund.

This Board views this Education Plan as positive, fiscally responsible and wholly accomplishable. The success of Third Schools depends on the combined efforts of all stakeholders. This Education Plan 2023-2026 is intended to accomplish three strategic foci: to be Independent, Inspiring, and Inclusive. We remain committed to delivering a world class education to all students.

We do have a clear vision together with 'visionary leadership'. Equally important, we have the 'boots on the ground' to make things happen. We ensure this by continuing to empower key personnel responsible to implement the plan including proven strategies of previous years and revisiting where we need to shift. Stability comes from having continuity in leadership, front line staff, long term facility commitments, and a reliable funding stream. Recruiting for specific skills and attributes is a top priority as we continue to grow. We will continue to advocate for parental choice in education. We will grow Third Academy, ursa, and LYNX. Major programming initiatives include the establishment of STREAMS Christian Program, Summer School programming, Dual Credit programming, STEM programming in collaboration with Capstone Engineering Academy <https://capstoneacad.ca/>, Wood Shop/Greenhouse/Small Engine Repair, Work Experience in collaboration with Vecova <https://vecova.ca/>, and Green programming resource development in collaboration with Quindío Botanical Garden <https://jardinbotanicoquindio.org/>.

What makes us succeed when others fail? Firstly, who we are: We are an extended family that is constructive, flexible, and helpful that is built upon real relationships that are based upon mutual respect. Secondly, it's how we do it: We are driven by passion. In this way, we give hope. Do not forget: It is our dream that binds us. It is our delivery each and every day in service to our families, our children, and the community at large that proves us. I invite everyone who 'believes in' everything we do to 'serve the public good' to 'take action' in helping us make our world a better place.

Our theme for 2023-2024: The River.



Linda McKay-Panos  
Chair  
Board of Directors

### Assurance Statement

This Education Plan commencing 1 September 2023 for Third Schools was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Education Act*. This Education Plan is developed in the context of the provincial government's business and fiscal plans. The Board of Directors has used its performance results reported here to develop this Education Plan and is committed to determining priorities, outcomes, measures, and strategies to improve student learning and results.

The Board approved this Education Plan 2023-2026 on 31 May 2023.



Linda McKay-Panos  
Chair  
Board of Directors



Sunil Mattu  
Head of Schools

## **FOUNDATIONAL STATEMENTS**

### **Vision**

Student success.

### **Mission Statement**

As an independent school system, we inspire through innovation in providing access to a world class education- inclusive, student centered, holistic, best practice informed, respecting parental choice- such that we indeed assure the families we serve.

### **Pillars**

- ✓ Visionary Leadership
- ✓ Accepting of All
- ✓ Respect
- ✓ Instructional Excellence
- ✓ Healthy Relationships
- ✓ Mind follows Heart leading to Action
- ✓ Family and Community
- ✓ Holistic
- ✓ Continuous Improvement
- ✓ Fiscally Responsible
- ✓ Independent, Inspiring, Inclusive
- ✓ Eco-conscious

### **Philosophy**

Without education, we have 'eyes but they cannot see', 'ears but they cannot hear', 'hands but they cannot do'. Every child on this planet deserves access to a world class education. In fulfilling our mission, Third Schools is making our world a better place.

### **Our Founder**

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. By 1997, he had completed 35 years as an educator in the conventional systems- as a Teacher, Vice Principal, and Assistant/Chief Superintendent. During the twenty years that he had held in various Superintendencies in Alberta and British Columbia, one of his major responsibilities

was Special Education programming. He was also tasked with Human Resources and Innovation.

Accepting that the conventional systems were ultimately not institutionally structured and culturally hampered in their ability to reform and serve the needs of all students, Dr. S. Lal Mattu decided that he could better serve families with children with special education needs by founding Third Academy. Furthermore- after a lifetime of service to and support from the community at large- Third Academy offered a better way for Dr. S. Lal Mattu to continue to serve and give back to the community. Thousands of special needs students have passed through Third Academy's corridors over the past 25 years. Dr. S. Lal Mattu was awarded an Alberta Centennial Medal and recently an ICCC Education Excellence Award for a lifetime of service to the children of Alberta. He accepted on behalf of Third Academy.

## **OUR JOURNEY OF IMPROVEMENT**

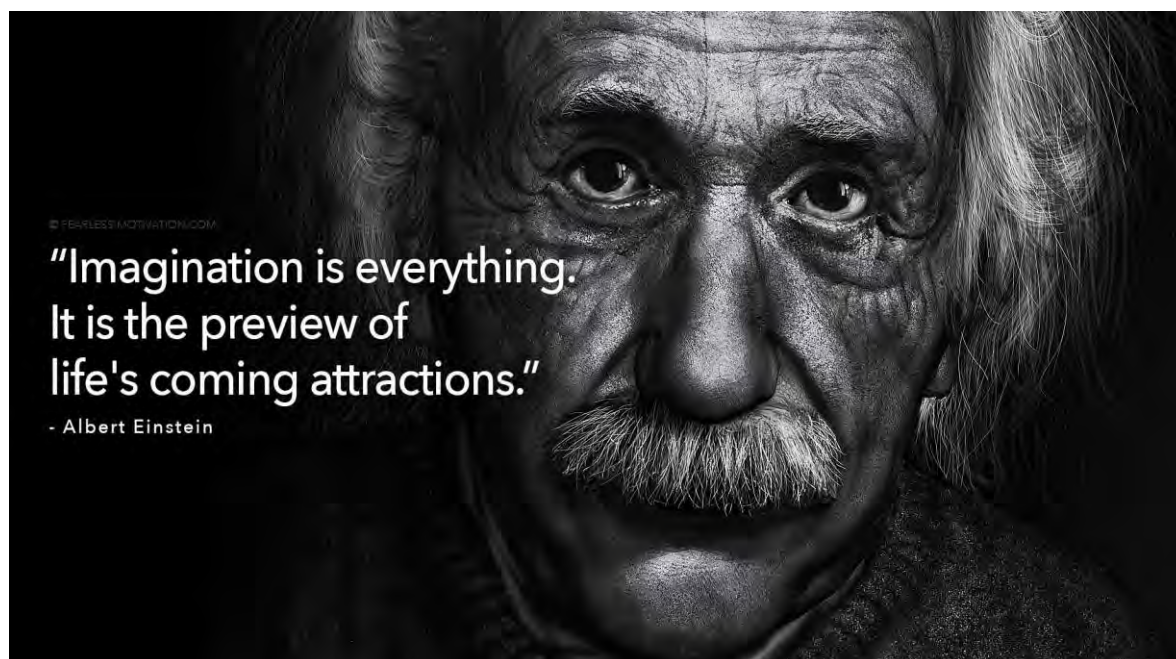
Since 1997, Sunil Mattu LLB (Hons) Law BEd has been part of the dream of Third Academy. During the global financial crisis of 2007-2008, Sunil assumed overall leadership of the education system with his appointment to the position of Head of Schools. In this role, he acted decisively to ensure educational service delivery without compromising program quality. It was a challenging time for many organizations. "As we enter 2023, however, we have not only transformed our education system and developed many different programming choices in service to Alberta families, but are ready to purchase a new school building in August 2023. Better facility means better programming for all our students."

"We all need a sense of security and positive hopes for the future", Sunil says. "Third Schools is providing hope for over 1500 Alberta students and their families. In 2022-2023, that hope extended to students in Central and South America. We are committed to providing access to a world class education to every student on this planet. In so doing, we are making this world a better place."

"2022-2023 saw many accomplishments. The 'stage is set' for significant success, in service to Alberta families, in 2023-2024 and the years ahead of us. I am full of optimism. Our staff, parents, and students are good. And as long as we 'stick together as a family', the only limitation to our future is our imagination."

## **Excitement for 2023!**

"Many have worked both hard and smart - in some cases for years - to help us realize our shared accomplishments. There is no doubt, now, that the new Third Schools East campus is going to benefit all Calgary area students we serve. We look to continue to improve our Third Schools West campus. There is future vision for an Edmonton school site. For me, I am humbled to work with so many good people in service to our Third Academy special education, ursa parent directed home education, ursa shared responsibility, ursa distance education, ursa International distance education, and LYNX nature-immersed communities. We are also humbled to serve Calgary's Christian community with our new STREAMS Christian Academy."



### Third Schools: A New Name for our School System

Third Academy opened its doors in 1997 to 26 students — grades 2-6 — in the lower level of what was then the Euro-Canadian Centre. Our vision then, as it remains today, is student success.

Since that time, we have not only served the special education community but have expanded programming choices to include parent-directed and shared-responsibility home education, distance education, and nature inspired education. Our different programming streams have been operated as Third Academy, urso, and LYNX with currently 1138 students across Alberta on our roll. We are now 101 professionals serving the diversity of Alberta families. From our humble beginnings, we have evolved into a school system.

Our school system's name must reflect our past, present, and future. I have always been fascinated by the concept of triads or threes. There is a Latin phrase *omne trium perfectum* which translates as "everything that comes in threes is perfect." Triads have incredible significance and are important in mathematics, music, spirituality, astronomy—consider for a moment that the Earth is the third planet from the sun—and much more.

We toyed with the idea of "Third Academy Independent Schools" as our system name and in fact used this for our 2020 Annual Report. However, this name wasn't quite right as we are no longer solely serve students with special education needs. Further, while our independence allows us to best serve our families, we embrace other values as well.

Henceforth, we shall simply and collectively be Third Schools. But who are we?  
Third Schools is:

- **Independent:** as an Alberta Education accredited and funded school system, we 'serve the public good'. That means supporting parental choice in education. That means doing so in innovative ways that provide value to our families. That means



not only being regulated by Alberta Education, but also directly responsible to the families that we serve.

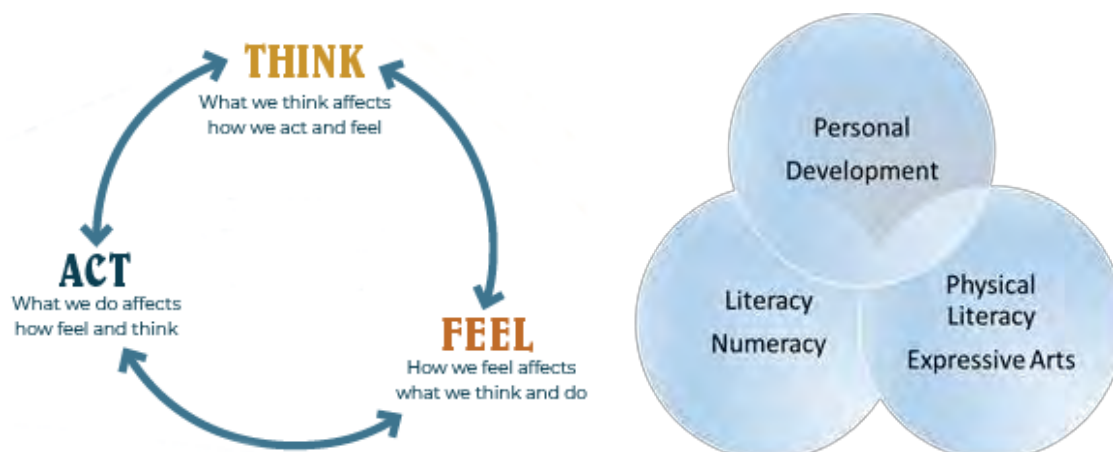
- **Inspiring:** purposefully designed to ensure that our 21st Century Learners are Engaged Thinkers. Ethical Citizens, and individuals with an Entrepreneurial Spirit. Our children and students are the leaders of our collective futures. Our greatest hope is for all of us to realize our greatest human potential.
- **Inclusive:** that means a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. Children and students, regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, sexual orientation, or any other factors, have access to meaningful and relevant learning experiences that include appropriate instructional supports. We have a programming choice for all kinds of learners, respecting the diversity of Albertan families.

These are the common values that the three Third Schools —Third Academy, ursa, and LYNX—embrace. For 2023, ursa will launch STREAMS Christian Academy, a Christian faith based STEM focused programming choice. At Third Schools, it truly is ‘education your child’s way’.

### Third Academy

We are coming to end of 26 years of service to families with students with special education needs. Beginning in 1997 with 26 students, grades 2-6, it has been a privilege and honour to support thousands of students over the years. There will be a significant effort in 2023-2024 to develop our alumni network. There are many success stories to share.

Unfortunately, the conventional systems continue to fail our students. Class sizes are too large. There is extremely limited access to supports. Bullying is rampant. Far too many students ‘drop out’ before completing high school. Our students come to us having typically suffered negative experiences in their local school.



Focusing on 'thinking' and 'feeling' is the Personal Development component of the program. Once the student believes that they are 'lovable and capable' again, the natural ability and urge to learn takes over. By focusing here, the student begins to develop their human potential- academic, physical, and aesthetic.



Third Academy is 'different by design'. We offer a therapeutic environment where students can 'heal' so that they can 'learn'. We deliver individualized programming with intensive supports. These supports include small class sizes, with ratios in lower elementary of 6:1, upper elementary of 8:1, junior high of 10:1, and senior high of 12:1. We offer Psych supports- assessments and therapy- as well as Speech & Language Therapy and Occupational Therapy. Our programming model, which addresses the 'whole child', allows students to 'heal' such that they are 'happy and learning'.

### **PROGRAM GOALS**

- ✓ To help students acquire a new, positive attitude towards learning.
- ✓ To assist students to develop the skills and strategies to be successful in their learning.
- ✓ To help students develop a new attitude about themselves, a positive self-image and self-confidence.
- ✓ To build a strong academic foundation.
- ✓ To integrate students back to their community schools as soon as possible.

### **ACADEMICS**

- ✓ Diagnosis and understanding of their learning problems
- ✓ Skills to effectively compensate for their learning difficulties
- ✓ Literacy and Numeracy grade/age equivalency, consistent with intellectual potential
- ✓ Study, organizational, planning, time management skills
- ✓ Confidence to integrate into traditional class room society
- ✓ Social skills training
- ✓ Skills for lifelong learning

### **PERSONAL DEVELOPMENT**

- ✓ Self-concept /Self esteem
- ✓ Emotional issues, including dealing with frustration and anger
- ✓ Dream building
- ✓ Decision making/Goal setting
- ✓ Peer/Relationship building
- ✓ Conflict resolution
- ✓ Inspiring positive hopes

### **PHYSICAL LITERACY, EXPRESSIVE ARTS**

- ✓ To round off students' overall educational program
- ✓ To meet physical and aesthetic needs
- ✓ Daily Physical Activity, PhysEd, Field Trips, Hiking, Camps, Extended Study Trips
- ✓ Expressive Arts with base Music, Fine Arts and Drama programs

These needs join with Personal Development (which meet social/emotional needs) and Academics (which meet intellectual/cognitive needs) to enable Third Academy to realize its vision: student success.

### **STUDENTS**

Third Academy's 1-12 program serves students 6-19 years of age who fit the Alberta Education criteria for special needs: specifically, each has a mild/moderate or severe

learning disorder. Siblings are an exception. We also serve FNMI students. Students typically may exhibit one or more of the following characteristics:

- ✓ Reading, writing, spelling or mathematics problems
- ✓ Lack of organizational, planning, time-management skills
- ✓ Lack of study skills resulting in incomplete assignments and poor exam performance
- ✓ Unable to stay on task due to attention deficit disorders
- ✓ Low self-esteem and confidence
- ✓ Inappropriate behaviours due to frustrations caused by an inability to succeed in an educational environment where conventional approaches are used
- ✓ Labeled as lazy or unmotivated
- ✓ May be diagnosed with, or exhibit characteristics associated with, disorders such as Tourette's Syndrome, Oppositional Defiant Disorders, Attention Deficit Disorder, Obsessive Compulsive Disorder, Autism, FAE/FASD and others
- ✓ Behavioural patterns caused by physical, emotional, and other abuse

Third Academy students are graduating with full Alberta High School Diplomas. Students not capable of this level of academic rigour are streamed to K&E or Life Skills programming.

### **ursa: Offering a Constellation of Choice!**

To provide additional choices for home-based education for Alberta families, we launched ursa in the 2020-2021 school year under the leadership of Principal Tracy Gilluley. Distance education programming streams complement the parent directed programming we have provided over the years. Programming is hybrid, meaning that it is 'at home, at a school site, and/or online'. Being so flexible in providing choices enables us to meet the diversity of families that we serve. ursa continues to grow, particularly with: ursa Shared, Home Education course top ups, Home Education ECS programming through our Little Bears program, and with ursa International.

It is important to emphasize that in offering choice, it does not mean that we place less value on the more established programming choices like parent directed home education. ursa remains a well-respected home education choice and is fully committed to parent directed home education. This includes supporting families with international parent directed home education. Third Schools continues to advocate strongly for parent directed families at the highest levels.

We do want to ensure our families fully understand the types and levels of support provided by the three programming choices ursa offers for home-based education and outline them here.

#### **Choice #1:**

ursa Distance programming. This a teacher directed, home-based program for students across Alberta online, with the opportunity for greater Calgary based students to attend onsite programming at our Prince of Peace East location for physical education, foods, music, drama, and fine arts classes.

- Grades 1-12
- Planned, taught and evaluated by a team of experienced Alberta Education Certified distance educators

- Alberta Program of Studies
- Offered to students in every community across Alberta
- High school programming leading to an Alberta Diploma is designed for 'motivated' students

#### Choice #2:

ursa Shared Responsibility programming. This is home-based education, with part of the program delivered by the teacher and part of the program delivered by the parent. Parents of students in grades 1-9 can choose between 20% to 80% of the program to be teacher directed.

Parents of students in grades 10-12 that are seeking to accomplish an Alberta High School Diploma should choose a program that is maximum 80% teacher directed. Shared responsibility students not seeking an Alberta High School Diploma may be granted flexibility to earn high school credit through Section 6 of the Home Education Regulations.

#### Choice #3:

ursa Parent Directed programming. This is home education for students in ECS and grades 1-12 delivered under the Home Education Regulation. Choosing a parent directed program gives maximum flexibility to families in what and how they want their students to learn. You will still receive supervision and support from your trusted ursa Home Education Manager (HEM).

High School students seeking an Alberta High School Diploma are discouraged from applying for an ursa Parent Directed program. However, as with ursa Shared Responsibility, they may be granted flexibility to earn high school credit through Section 6 not leading to a High School Diploma.

### Program Cap

Please note that 2023-2024 ursa Parent Directed enrollments will be capped at 1000. Registrations will be accepted on a first come, first served basis.

There is no cap on ursa Distance or ursa Shared Responsibility enrollments for the 2023-2024 academic year.

Contact your HEM now for more information on how to register your student in ursa Shared Responsibility or ursa Parent Directed programming. Contact Tracy Gilluley, Principal ursa, [tgilluley@thirdschools.ca](mailto:tgilluley@thirdschools.ca) or phone (403) 605-9743 for more information on how to register your student in ursa.

### LYNX: Nature Inspired Programming: ECS, Elementary, and Jnr High

What could be better for our children and students than having a classroom that is 'a breath of fresh air'?

LYNX is nature-inspired programming. Think of it like how French immersion programs offer programming that meets the same learning objectives in English classrooms, but 'immersed' in the French Language. Children and students enrolled in LYNX will receive a program that meets the Alberta Kindergarten Program Statement or the Alberta Program of Studies, taught by Alberta certificated teachers, immersed and inspired by nature.

For some, LYNX means 'learning yourself, naturally multiplied'. For others, its inquiry based, experiential, and place based learning within a community that allows children and students to 'connect'- in an ecological sense- with the world around them. Learning opportunities enable real life connections to the local environment using a blend of online and hands-on 'nature inspired' experiences. It looks like this:

<https://www.cbc.ca/news/canada/calgary/the-outdoors-is-our-classroom-blended-online-outdoor-school-launches-in-bow-valley-1.5743417>

<https://calgary.ctvnews.ca/school-s-out-and-so-are-students-in-the-rocky-mountains-1.5199465>

Our LYNX pilot has grown with LYNX ECS established in 2021-2022 and Grades 1-9 programming at Cochrane and Calgary West. LYNX ECS classes will be small, Reggio inspired, and balance indoor and outdoor learning. We will provide a stimulating early learning experience to the standard established in the Alberta Kindergarten Program Statement. We will accept all learners into a safe, developmentally appropriate, and inclusive environment. Parents will be able to choose between half day and full day program, whatever works best for their family. LYNX Grades 1-9 'nature inspired' programming is delivered in the river valley in Cochrane and in the Weaselhead in Calgary.

LYNX programming can be fully teacher directed or, respecting parental choice to home educate, shared responsibility. For 2022-2023, Calgary families were offered a Distance onsite option- as opposed to Distance at home option- in the mornings delivered at our Third Schools West location in Glenbrook. We continue to receive calls to establish LYNX programs right across the province. It looks like Okotoks will be the next LYNX community in 2023-2024!

Finally, LYNX families will continue to be able to participate in onsite programming- PhysEd, Foods, Music, Fine Arts, Drama- on a Wednesday afternoon delivered at our Third Schools East.

Space is limited to 24 children in LYNX ECS and 60 students in LYNX for 2023-2024. For more information, including how to apply, contact Joe Smith, Principal LYNX, [jsmith@thirdschools.ca](mailto:jsmith@thirdschools.ca) or phone (403) 680-5124.

## OUR BOARD AND LEADERSHIP

**Linda McKay-Panos** is the Chair of Third Schools' Board. Ms. McKay-Panos is a former English teacher and a lawyer. She currently serves as the Executive Director of the Alberta Civil Liberties Research Centre and is a professor in the University of Calgary's Faculty of Law. Both her son (previously) and grandson (currently) attend Third Academy.

**Zeljko Puric** is the Board Secretary/Treasurer. Mr. Puric is a Registered Psychologist, with 45 years of experience both here in Alberta and in the former Yugoslavia. Our first Board Chair going back to 1997, Mr. Puric represents continuity in governance. He has recently retired, having served as Third Academy's Chief Psychologist for 20 years.

The balance of the Directors: **David Beresford**, Oil & Gas Technology; **Manu Chugh**, Architect; **Shannon McKenna**, Accountant; **Dean White**, Electrical Engineer and Founder of Capstone Engineering Academy; **Keith Mhlanga**, Safety Officer Road Construction; **Tim Lloyd**, Geologist; **Eeva White**, Lawyer/Human Resources.

The Board is a volunteer group who meets regularly. The Board is representative, diverse, and presents with the skills and attributes to fulfill all the obligations of governance including being the Operator of the system.

The sole employee of the Board- to whom all day-to-day operations of the system have been delegated- is **Sunil Mattu**, the Head of Schools. Sunil completed his IB program at Atlantic College before attending the London School of Economics and the University of Calgary's Master of Teaching program. As an original member of the 1997 founding staff of Third Academy, Sunil has helped establish the dream of Third Schools from the very beginning. The Head of Schools, who amongst other responsibilities is responsible for all hiring, believes that 'our children deserve good people in their lives'. In turn, 'good people make good teachers'.

Third Schools has a staffing complement of 101, including:

- Head of Schools
- Principals
- Teachers and Instructional Assistants
- Home Education Managers and Assistants
- Administrative Support staff
- Accounting Personnel
- School Bus Drivers
- Psychologists
- Speech & Language Pathologists
- Occupational Therapists
- Tech Support
- Administrative Supports
- Communication & Marketing Personnel
- Custodial & Maintenance Staff

Third Academy is truly a large part of **Rehana Mattu** BEd's heart as she started working at the school within the first year that it opened in 1997. She has always had a love for children and enjoyed working with them from an early age. With a Bachelor of Education, she has taught for 26 years and at various Third Academy campuses and grade levels. She was appointed Principal Third Academy West in 2015.

"Every child, no matter what age or stage of development, is capable of learning. I pursued education because I wanted to make a difference in the lives of children and to inspire them to learn and explore the world around them. Seeing the look of pride on a child's face when they realize that they 'got it!' is priceless and so fulfilling."

New for 2023-2024, Mrs. Mattu is looking forward to working more closely with **Christine Gregoire-Lauzon** BEd, Associate Principal Third Academy Elementary.

When not at school, Rehana spends time with her own family. She is married, has three beautiful children, one dog and two cats. She loves the outdoors, hiking, cooking, baking and hosting gatherings with friends. She has also lived on three different continents!

**Joe Smith** BKin BEd has loved being a teacher and administrator in the field of education for the past 27 years. "The opportunity of helping educate young people has taken me down many roads of exploration which resulted in my happiness. I find much joy in spending time with my family. I enjoy all sports and outdoor pursuits."

"I am excited to have been part of such an amazing school startup: LYNX. I have been an avid outdoorsman all my life. You could say, 'it's in my blood'. I will lead as Principal LYNX to grow this awesome 'nature inspired' programming choice for the families and students we serve. As we all know: Outside is In!"

New for 2023-2024, Mr. Smith is looking forward to working more closely with **Afisha Jiwani** BEd, ECS Program Directress.

**Tracy Gilluley** BA BEd leads as Principal, urasa. The difference for 2023-2024 is that she will have colleagues **Dean Ingram** BEd MEd Associate Principal urasa Distance, **Thera MacKinnon** BEd MEd Associate Principal urasa International, and **Joanne MacDonald** BEd Home Education Manager to support her. We say that urasa offers the full range of 'home based' programming to our students, everything from 100% parent directed (traditional) home education to 100% teacher directed distance online/print with the 'middle ground' seeing shared responsibility programming being delivered. Tracy is a firm believer that all children want to experience success and, with support and guidance, they will continue to achieve.

"I want my students to have the confidence to try new things and persevere when things get difficult. I want them to know that success comes from their hard work and that as their teacher I will always support them," says Mrs. Gilluley. "Learning is a life-long endeavor and I want to learn along with my students."

"I am also looking forward to work with **Dr. Rob Przybylski**, Associate Principal STREAMS Christian Academy, to build a Christian faith based STEM focused programming choice for 2023-2024. We have the opportunity to deliver a high quality academic program to Christian families that will enable their students to 'reach for the stars'. This is very exciting for students!"

Mrs. Gilluley loves to teach math and appreciates how challenging it can be, given her own experiences as a student. She is also an avid reader and believes that learning to enjoy reading can open up a whole world of new adventures.

She is married and her two daughters are involved in English riding and Irish Dance, respectively. Outside of urasa, you will find her running her girls around or scrapbooking and creating visual memories for her family. Some day she aspires to visit every country in the world!

**Christos Kazyas** BSoc BEd: “The year was 2009 and I found myself living in the Arctic (Lutsel’Ke, NWT). After 3 years of exploring our Great White North, I met my future wife who was practicing law in Calgary. Of course, I decided to look into teaching jobs in Calgary. In my research, I came across Third Academy and was absolutely impressed by the teaching model. Upon visiting the campus, I immediately fell in love with it and I convinced Sunil Mattu, Head of Schools that he could not survive without me.”

“The best part of teaching for me is getting to create relationships with young adults. At Third Academy, one of our most important goals before we can truly educate children is to break down barriers so that we can get to know each one. Building strong relationships is the key to success.”

“Having been Senior High Lead for many years, it has been my privilege to be appointed Principal Third Academy East in 2019. Over the years, I will say nothing makes me more proud than Graduation Day. Knowing, full well, the major obstacles most of our student body must overcome and then to see them achieve all their academic goals is truly inspiring for me.”

New for 2023-2024, Mr. Kazyas is looking forward to working more closely with **Peter Lu** BChem BEd, Associate Principal Third Academy Jnr/Snr High.

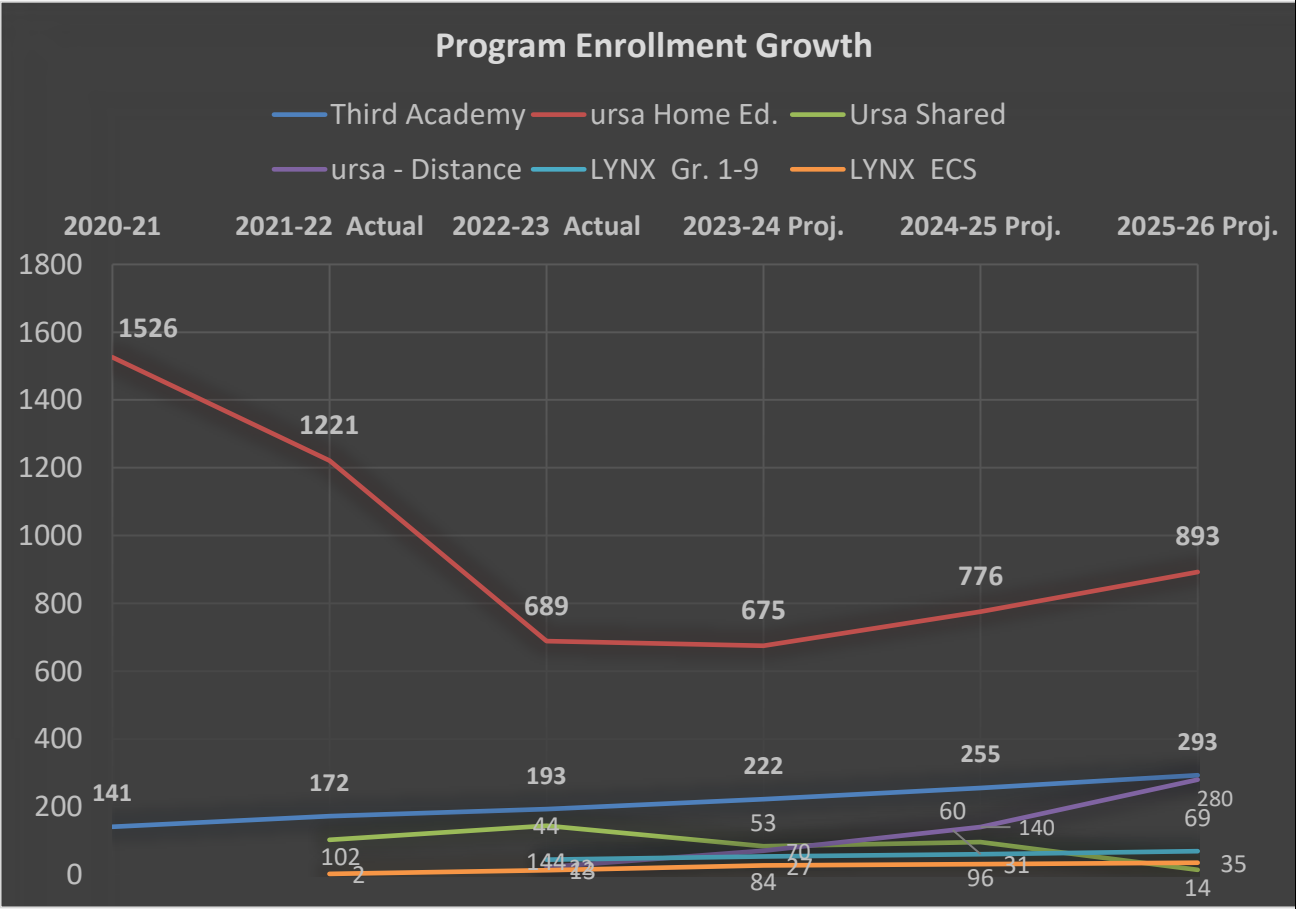
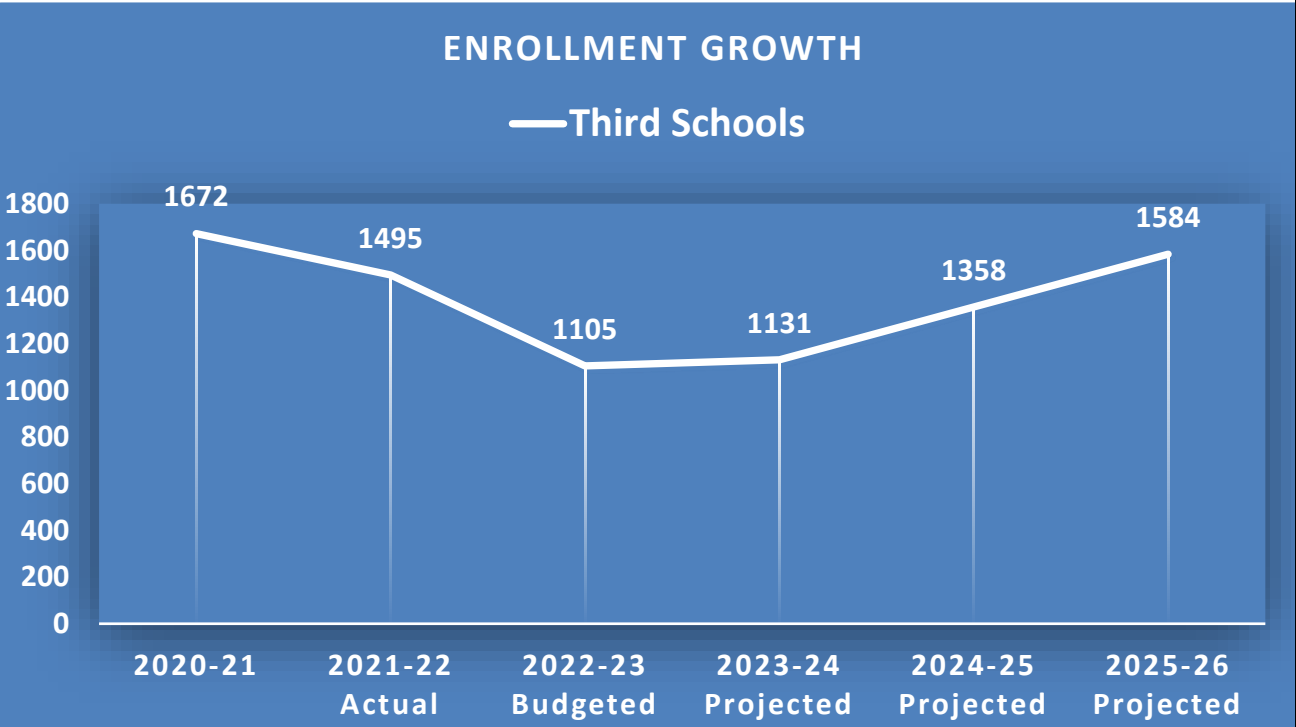
We are professionals and para-professionals who are committed to student success, no matter what roll we fulfill. All teachers are Alberta Education certified. All Psychologists, SLPs, and OTs are certified by their various professional organizations. All Principal Leadership are ‘L’ endorsed by Alberta Education. We do ‘what is best for our children’ in supporting our families.

Alberta Health provides the support of a School Health Nurse. We work in collaboration with Child Services. AISCA will oversee delivery of ‘low incidence’ supports through Renfrew Education Services/Providence in the Calgary zone. We will continue to contract Speech & OT services through Renfrew as well as develop a new relationship with the LEAD Foundation.

As a DSEPS, Third Academy West and East satisfy the planning component of 14.a of the Standards for Special Education (amended June 2004) by incorporating strategies for and reporting on programs, services, and results for students with special education needs.



STUDENT POPULATION



## OUR IMPROVEMENT MODEL



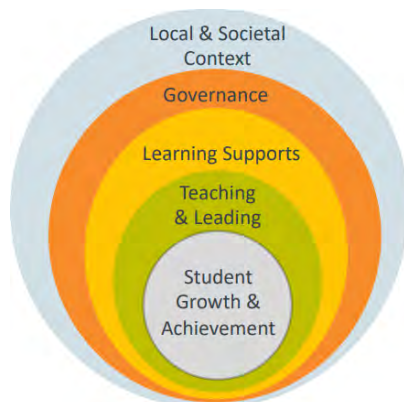
### The 'How':

#### Continuous Improvement Process

- ✓ Explore: Analyze and Interpret
- ✓ Develop: Identification of a problem, Strategy and Plan
- ✓ Take action: Implement and Adjust
- ✓ Evaluation: Impact on Outcomes

Improvement is results informed, strategically purposeful, planned, measured, and fundamentally ensures student success.

## ASSURANCE DOMAINS AND ELEMENTS



### The 'What': Domains

- ✓ Student Growth and Achievement
- ✓ Teaching and Leading
- ✓ Learning Supports
- ✓ Governance
- ✓ Local and Societal Context

## Student Growth and Achievement Student

Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

### Key Elements:

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

## Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality).

### Key Elements:

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.

## Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

#### Key Elements:

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

### **Governance**

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Governance is the responsibility of Third Schools' Board of Directors.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

#### Key Elements:

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

### **Local and Societal Context**

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices that enable attending to local and society context are woven throughout each of the other four domains.

### Key Elements:

- Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

## OUR RESULTS

### May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Third Academy Independent Lt			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.9	89.2	89.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.9	74.3	76.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	89.1	86.5	86.3	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	7.6	4.6	5.6	2.7	2.6	2.7	Low	n/a	n/a
	High School Completion Rate (3 yr)	5.0	13.3	25.0	79.7	79.1	78.4	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	13.1	13.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	0.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.8	64.1	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.8	7.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	5.0	0.0	3.8	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	63.6	50.0	57.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.3	5.7	9.6	60.1	59.0	58.5	Very Low	Improved	Issue
	Work Preparation	77.7	81.2	82.6	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	83.6	73.5	77.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	81.8	84.8	85.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	85.9	80.0	79.7	81.5	81.0	80.9	Very High	Improved	Excellent

### Notes:

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

Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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.

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.

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.

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.

Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

### Spring 2021 Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Third Academy International Lt			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	86.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.9	83.6	79.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	20.5	5.1	15.8	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	48.2	55.7	49.8	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	16.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	69.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	11.3	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	89.1	87.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.4	81.8	84.7	79.5	81.8	81.4	n/a	n/a	n/a

#### Notes:

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

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

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

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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).

Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

### Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Third Academy International Lt			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	90.5	86.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.8	80.9	78.6	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	25.6	20.5	13.0	83.2	83.4	81.1	Very Low	Improved	Issue
	5-year High School Completion	52.9	48.2	49.8	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	13.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.8	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	90.5	87.8	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.5	88.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a

Governance	Parental Involvement	88.1	88.4	83.3	78.8	79.5	81.5	Very High	Maintained	Excellent
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Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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).

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education's Assurance Measures May 2022 results are the most current provincial results. As we transition from an Accountability Model (May 2020) to an Assurance Model (May 2021), we can see that comparable data is limited. Measure scores do remain consistently high, notwithstanding red and yellow markers. It is important to remember that this sampling largely reflects satisfaction of the special needs families/students/staff that attend Third Schools. For the first time, the ursa distance online community has been able to contribute. Third Schools Authority Results as highlighted in the chart below.

Student Learning Engagement	90.5
Citizenship	80.8
3-year High School Completion	25.6
5-year High School Completion	52.9
PAT: Acceptable	n/a
PAT: Excellence	n/a
Diploma: Acceptable	n/a
Diploma: Excellence	n/a
Education Quality	89.0
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3
Access to Supports and Services	84.5
Parental Involvement	88.1

Local measures have also been referenced in the November 2022 Annual Education Results Report and are incorporated into this Education Plan 2023-2026. In 2021-2022 we incorporated the COGNIA *eleot*® (effective learning environments observation tool) and now in the 2022-2023 we include the COGNIA TOT (Teacher Observation Tool) <https://www.cognia.org/services/tools-resources/>.

### What is the *eleot*®?

The COGNIA eProve™ Effective Learning Environments Observation Tool® (*eleot*®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards and Indicators and based on a review of widely used observation instruments and the most current research on effective learning. The *eleot*® provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The environments are:



- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring and Feedback
- F. Well-Managed Learning
- G. Digital Learning

### **What are learning environments?**

A learning environment means the context in which student learning occurs within a classroom setting. The eleot® captures multiple learning environments under seven broader themes: equitable learning, high expectations, supportive learning, active learning, progress monitoring and feedback, well-managed learning, and digital learning.

### **What makes the eleot® different from other classroom observation tools?**

The eleot®,

- Focuses observations on the most important educational stakeholder: the student/learner.
- Is an intuitive and easy to use, educator-friendly tool.
- Does not require face-to-face training or multiple-day professional development.
- Has online, asynchronous training modules and an online inter-rater reliability certification process.
- Encourages and recommends that observers ask students about aspects of their classroom experience to gather more evidence that then informs the observers' ratings.

### **What is the TOT?**

The COGNIA Teacher Observation Tool is a formative observation instrument that is used to gather information about teachers' demonstration of specific research-based dimensions of learner centric instruction. The TOT enables schools to explore teacher instructional practices and delivery in promoting learner centric classrooms that meet the needs of every learner instructionally, socially, observable practices, exploring teachers' best practices. In observing movement, active discussions, and instructions, observers can also determine content and pedagogical knowledge as well as how instructional strategies foster learner centric instruction. In so doing, it provides immediate information for teachers that supports their growth and development.

The dimensions are:

- A. Culture and climate—Creating a positive environment that embraces each learner, creates enthusiasm for learning, and treats students equitably
- B. Learning—Promoting clear expectations about the content and activity, implement lessons or activities that promote higher-order thinking skills, and deliver lessons that are relatable to students and aligned with their interests
- C. Student Agency—Helping students develop a sense of self and demonstrate self-responsibility, efficacy, and determination
- D. Essentials—Demonstrating core competencies of teacher effectiveness (including presence and disposition, pedagogical and content knowledge, and management

of the learning environment), fulfil the needs of—and provide supports to—  
individual learners, and actively engage learners  
E. Relationships—Building healthy relationships with and among students to foster  
growth

### **What are dimensions?**

### **What makes the TOT different from other Teacher observation tools?**

Local data also includes:

- ✓ Ongoing- daily, weekly, monthly- communication with families
- ✓ Feedback from our PACs
- ✓ Success in School meetings
- ✓ Home visits
- ✓ Virtual town halls and coffee nights
- ✓ Community surveys including COVID survey
- ✓ Report Cards/Progress Reports
- ✓ Google Analytics
- ✓ School Based Education Plans
- ✓ COGNIA's i3 Rubric
- ✓ Enrollment Trends
- ✓ Staff Retention Rates
- ✓ External Review

### **PRIORITIES FOR IMPROVEMENT**

Third Schools remains committed to the following strategic vision in serving our families in our various communities across Alberta:

- Independence within the legislative framework as a publicly funded authority
- Inspiring world class programming that satisfies parental choice
- Inclusion such that every student in our system is not only respected as a unique learner but also given access programming that meets their needs

Given the Planning Environment, this Education Plan 2023-2026 boldly, creatively, and determinately address Priorities for Improvement. Sustainable development of the learning system while accomplishing system wide improvement in achieving student success is the ultimate goal. We will purchase and occupy our new school site, Third Schools East campus, August 2023. We have organized Priorities for Improvement under five main headings aligned with the Domains in the Assurance Model:

Student Growth and Achievement  
Teaching and Leading  
Learning Supports  
Governance  
Local and Societal Context (this domain is interwoven)

We have also included an Alberta Education required Strategic Priority within the Learning Supports Domain, although this goal is also interwoven throughout the Domains:

The outcomes, measures and strategies that address First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Finally, in further clarification, we have adopted language from COGNIA's i3 Rubric <https://www.cognia.org/> with respect strategy implementation. The i3 Rubric is a change management tool that can help you determine how improvement initiatives are progressing. The elements adopted: Initiate, Improve, and Embed. To 'Initiate' means to begin implementing a new strategy. To 'Improve' means to continue to build on a previously implemented strategy. To 'Embed' means that a long standing strategy has worked, the next step being to make that part of our culture.

## Student Growth and Achievement

Long Term Goal: All students will have access to a world class education such that they will realize their fullest human potential

Long Term Goal: Student success is demonstrated on an ongoing basis

Long Term Goal: Ministerial Order on Student Learning enabled

Results/Outcomes	Priorities	Strategies	Measures
<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures Citizenship: 80.9% Overall Result: Good Work Preparation: 88.0% Overall Result: Good</li> <li>AbEd May 2022 Assurance Measures Citizenship: 80.8% Overall Result: Good Work Preparation: 85.2% Overall Result: Good</li> <li>Local Results: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Citizenship	<ul style="list-style-type: none"> <li>ursa/LYNX: Initiate Personal Development Program</li> <li>Third/ursa/LYNX: Initiate Student Volunteer Program</li> <li>ursa/LYNX: Initiate Parent Volunteer Program</li> <li>Third: Improve Parent Volunteer Program</li> <li>ursa/LYNX: Initiate Career Fairs/Vocational Counselling</li> <li>Third Schools: Initiate Alumni Network</li> <li>Third Schools: Embed Communication Plan</li> <li>Personal Development program to include citizenship components</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021/May 2022 Assurance Measures</li> <li>Local: Satisfaction Surveys</li> <li>Local: Graduate tracking</li> <li>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</li> <li>Local: COGNIA Formative Assessments</li> </ul>
<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures Program of Studies at Risk Students: 89.2% Overall Result: Good Education Quality: 90.5% Overall Result: Good Student Learning Engagement: 86.0</li> </ul>	Engage Intellectually	<ul style="list-style-type: none"> <li>Third Schools: Initiate PLCs</li> <li>ursa: Shift Grs 9-12 from Parent Directed to Shared Responsibility</li> <li>ursa/LYNX: Initiate Student Exchange programs</li> <li>Third Schools: Embed Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021/May 2022 Assurance Measures</li> <li>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</li> </ul>

<p>Overall Result: n/a</p> <ul style="list-style-type: none"> <li>AbEd May 2022 Assurance Measures Program of Studies at Risk Students: 84.0% Overall Result: Issue Education Quality: 89.0% Overall Result: Good Student Learning Engagement: 90.5 Overall Result: n/a</li> <li>Local Results: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>			<ul style="list-style-type: none"> <li>Local: COGNIA Formative Assessments</li> </ul>
<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures School Improvement: 79.2% Result: Good</li> <li>AbEd May 2022 Assurance Measures School Improvement: 79.2% Result: Good</li> <li>Local Result: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Grow Continuously	<ul style="list-style-type: none"> <li>Third Schools: Improve High School completion rate</li> <li>ursa: improve 'tailor made' programming</li> <li>Third Schools: improve Transition Rate (6 year) to postsecondary</li> <li>Third Schools: Initiate Alumni Network</li> <li>Third Schools: Embed Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021/2022 Assurance Measures</li> <li>Local: pre and post standardized testing</li> <li>Local: Satisfaction Surveys</li> <li>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</li> <li>Local: COGNIA formative assessments</li> </ul>

## Teaching and Leading

Long Term Goal: All students have an excellent teacher  
 Long Term Goal: All teachers demonstrate professional growth  
 Long Term Goal: All leaders demonstrate professional growth  
 Long Term Goal: Bold yet sustainable system improvement

Results/Outcomes	Priorities	Strategies	Measures
<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures Program of Studies at Risk Students: 89.2% Overall Result: Good</li> </ul>	Teaching Quality Standard	<ul style="list-style-type: none"> <li>Third Schools: Embed High Quality Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021 Assurance Measures</li> <li>Local: Satisfaction Surveys</li> </ul>

<p>Education Quality: 90.5% Overall Result: Good</p> <ul style="list-style-type: none"> <li>• AbEd May 2022 Assurance Measures Program of Studies at Risk Students: 84.0% Overall Result: Issue Education Quality: 89.0% Overall Result: Good</li> <li>• Local Result: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>		<ul style="list-style-type: none"> <li>• Third Academy/ursa: Improve High Quality Professional Development</li> <li>• LYNX: Initiate High Quality Professional Development</li> <li>• Third Schools: Embed Staff evaluation processes within a context of a professional learning community</li> <li>• Third Schools: Improve mentorship program</li> </ul>	<ul style="list-style-type: none"> <li>• Local: Enrollment trend</li> <li>• Local: Staff retention rates</li> <li>• Local: COGNIA eProve surveys</li> <li>• Local: COGNIA formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>• AbEd May 2021 Assurance Measures School Improvement: 79.2% Overall Result: Good Education Quality: 90.5% Overall Result: Good</li> <li>• AbEd May 2022 Assurance Measures School Improvement: 79.2% Overall Result: Good Education Quality: 89.0% Overall Result: Good</li> <li>• Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Leadership Quality Standard	<ul style="list-style-type: none"> <li>• Third Schools: Improve High Quality Professional Development</li> <li>• Third Academy/ursa: Initiate 'L' endorsement certification for Leadership candidates</li> <li>• Third Academy/ursa/LYNX: Initiate School Based Education Plans</li> <li>• Third Schools: Initiate External Leadership evaluation processes within a context of a professional learning community</li> <li>• Third Schools: Initiate mentorship program</li> </ul>	<ul style="list-style-type: none"> <li>• AbEd: May 2021 Assurance Measures</li> <li>• Local: Satisfaction Surveys</li> <li>• Local: Enrollment trend</li> <li>• Local: Staff retention rates</li> <li>• Local: Internal &amp; External Evaluation</li> <li>• Local: COGNIA eProve surveys</li> <li>• Local: COGNIA formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>• AbEd May 2021 Assurance Measure Education Quality: 90.5% Overall Result: Good</li> <li>• AbEd May 2022 Assurance Measure Education Quality: 89.0% Overall Result: Good</li> <li>• Local Results: Satisfaction Surveys: Enrollment Trend:</li> </ul>	Quality Program Delivery	<ul style="list-style-type: none"> <li>• Third Schools: Embed High Quality Professional Development</li> <li>• Third Schools: Embed HR Strategies including staff support, high expectations, and staff assignment</li> <li>• Third Academy: improve Technology Integration</li> <li>• ursa: Embed Technology Integration</li> <li>• Third Schools: Embed Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Local: Satisfaction Surveys</li> <li>• Local: Enrollment trend</li> <li>• Local: Staff retention rates</li> <li>• Local: COGNIA eProve surveys</li> <li>• Local: COGNIA formative assessments</li> </ul>

Staff Retention Rate: Internal & External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00			
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## Learning Supports

Long Term Goal: Parental choice supported by programming streams

Long Term Goal: Programming streams provide children & student access to best possible programming

Long Term Goal: Programming innovation supports principles of inclusion

Long Term Goal: Resourcing supports innovation

Long Term Goal: FNMI students will demonstrate success equivalent to their peers.

Long Term Goal: In the spirit of reconciliation, we will develop the wisdom that will lead to peace, honour rights, invite inclusion of our FNMI neighbours, and respect Canada's greatest diversity for generations to come.

Long Term Goal: Outcomes, measures and strategies that address First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools also known as 'foundational knowledge'.

Results	Priorities	Strategies	Measures
<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures School Improvement:79.2% Overall Result: Good</li> <li>AbEd May 2022 Assurance Measures School Improvement:79.2% Overall Result: Good</li> <li>Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Resource Allocation	<ul style="list-style-type: none"> <li>Third Academy/ursa/LYNX: Initiate School Based Education Plans</li> <li>Third Schools: Embed Communication Plan</li> <li>Third Schools: Embed FMNI foundational knowledge in Professional Development</li> <li>Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience</li> <li>Third Schools: Improve engagement of elders</li> <li>Third Academy: access Jordan's Principle Funding</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021/2022 Assurance Measures</li> <li>Local: Satisfaction Surveys</li> <li>Local: Enrollment trend</li> <li>Local: Staff retention rates</li> <li>Local: COGNIA eProve surveys</li> <li>Local: COGNIA formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>AbEd May 2021 Accountability Pillar Safe &amp; Caring: 92.6% Overall Result: Excellent</li> </ul>	Welcoming, Caring, Respectful, and Safe	<ul style="list-style-type: none"> <li>Third Academy/ursa/LYNX: Initiate School Based Education Plans</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021/2022 Assurance Measures</li> </ul>

<ul style="list-style-type: none"> <li>• AbEd May 2022 Accountability Pillar Safe &amp; Caring: 90.9% Overall Result: Excellent</li> <li>• Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Learning Environments	<ul style="list-style-type: none"> <li>• Academy/ursa/LYNX: Improve Student/Parent/Staff Codes of Conduct</li> <li>• Third Schools: Embed FMNI foundational knowledge in Professional Development</li> <li>• Third Schools: Embed Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Local: Satisfaction Surveys</li> <li>• Local: Enrollment trend</li> <li>• Local: Staff retention rates</li> <li>• Local: COGNIA eProve surveys</li> <li>• Local: COGNIA formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>• AbEd May 2021 Inclusive Education Report Student Inclusion: 90.6% Supported Families: 85.4%</li> <li>• Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>	Inclusive Learning	<ul style="list-style-type: none"> <li>• Third Schools: Embed High Quality Professional Development</li> <li>• Third Schools: Embed FMNI foundational knowledge in Professional Development</li> <li>• Third Schools: Embed HR Strategies including staff selection</li> <li>• Third Academy/ursa: Improve Family supports including 'virtual coffee nights'</li> <li>• Third Academy/ursa: Initiate Parent education opportunities</li> <li>• Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience</li> </ul>	<ul style="list-style-type: none"> <li>• AbEd: May 2021/2022 Assurance Measures</li> <li>• Local: Satisfaction Surveys</li> <li>• Local: Enrollment trend</li> <li>• Local: Staff retention rates</li> <li>• Local: COGNIA eProve surveys</li> <li>• Local: COGNIA formative assessments</li> </ul>
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		<p>Calgary Kids, Kids up Front</p> <ul style="list-style-type: none"> <li>• Third Schools: Initiate collaboration with service clubs, Innovate Calgary, Rainforest Alberta, Child &amp; Nature Alliance of Canada</li> <li>• Third Schools: Improve collaboration with AHEA, SHINE, INSPIRE, CHE</li> <li>• Third Schools: Embed collaboration with other Private ECS Operators and Independent Schools Renfrew Education Services, Providence, Lead Foundation, Great Journeys Learning Center, Webber Academy, Phoenix Foundation, West Island College, Koinonia@Home, BCS@Home, PACeS, Progressive Academy, WISE, Capstone Engineering Academy</li> <li>• Third Schools: Initiate collaboration with Prince of Peace Lutheran School, Wee Wild Ones, Common Digs Forest School, Junior Explorers Winsport, University of Calgary</li> <li>• Third Schools: Embed collaboration with Tsuut'ina Education</li> <li>• Third Schools: Initiate collaboration with local school boards including CBE, CCSB, RVSD, Foothills</li> <li>• Third Academy: Embed collaboration with AHS and Health Care Professionals in private practice</li> <li>• Third Academy: Embed collaboration with CFS and Social Service Agencies</li> <li>• Third Academy: Improve permanent site in SW Calgary</li> <li>• Third Academy: Initiate option to purchase of dream school building in East Calgary</li> <li>• Third Academy: Improve access to DSEPs</li> </ul>	
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		<p>programming options for children &amp; students with special education needs</p> <ul style="list-style-type: none"> <li>• LYNX: Improve LYNX Canmore</li> <li>• LYNX: Initiate LYNX Canmore, LYNX Bragg Creek, and LYNX Calgary</li> <li>• ursa: Initiate shift from parent directed to shared responsibility programming grades 9-12</li> <li>• ursa: Initiate new course development</li> <li>• ursa: Initiate outreach in becoming an Education Service Provider to Authorities for Distance Education</li> </ul>	
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## Governance

Long Term Goal: Board remains committed to the legislative framework

Long Term Goal: Board remains committed to system purpose

Long Term Goal: Board remains committed to system culture

Long Term Goal: Board Development supports continuous system improvement

Results	Priorities	Strategies	Measures																				
<ul style="list-style-type: none"><li>• Audited Financial Statement y/e 31 August 2021 demonstrate Budget Report 2020-2021 expectations</li></ul> <p>Budget 2020-2021:</p> <table><tr><td>Revenue:</td><td>\$4,726,942</td></tr><tr><td>Expenses:</td><td>\$4,564,539</td></tr><tr><td>Surplus:</td><td>\$162,403</td></tr><tr><td>AFS Surplus:</td><td>\$240,602</td></tr><tr><td>Variance:</td><td>48%</td></tr></table> <ul style="list-style-type: none"><li>• Audited Financial Statement y/e 31 August 2022 demonstrate Budget Report 2021-2022 expectations</li></ul> <p>Budget 2021-2022:</p> <table><tr><td>Revenue:</td><td>\$7,874,070</td></tr><tr><td>Expenses:</td><td>\$7,618,225</td></tr><tr><td>Surplus:</td><td>\$255,845</td></tr><tr><td>AFS Deficit:</td><td>(\$260,547)</td></tr><tr><td>Variance:</td><td>%</td></tr></table> <ul style="list-style-type: none"><li>• AbEd May 2021</li></ul>	Revenue:	\$4,726,942	Expenses:	\$4,564,539	Surplus:	\$162,403	AFS Surplus:	\$240,602	Variance:	48%	Revenue:	\$7,874,070	Expenses:	\$7,618,225	Surplus:	\$255,845	AFS Deficit:	(\$260,547)	Variance:	%	stewardship of system resources	<ul style="list-style-type: none"><li>• Third Schools: Initiate AISC Financial Accountability Template</li><li>• Third Schools: Improve Financial Procedure Manual</li><li>• Third Schools: Improve Donor Relationship Management</li><li>• Third Schools: Improve Friends of Third Academy Network</li><li>• Third Schools: Initiate Friends of ursa and Friends of LYNX</li><li>• Third Schools: Embed Communication Plan</li></ul>	<ul style="list-style-type: none"><li>• Audited Financial Statement y/e 31 August 2021</li><li>• AbEd: May 2021 Assurance Measures</li><li>• Local: Satisfaction Surveys</li><li>• Local: Enrollment trend</li><li>• Local: Staff retention rates</li><li>• Local: Internal &amp; External Review</li><li>• Local: COGNIA eProve surveys</li><li>• Local: COGNIA formative assessments</li></ul>
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<p>Assurance Measures School Improvement: 79.2% Overall Result: Good</p> <ul style="list-style-type: none"> <li>AbEd May 2022 Assurance Measures School Improvement: 79.2% Overall Result: Good</li> <li>Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot Result May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00</li> </ul>				
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<ul style="list-style-type: none"> <li>AbEd May 2021 Assurance Measures Parental Involvement: 88.4% Overall Result: Excellent</li> <li>AbEd May 2022 Assurance Measures Parental Involvement: 88.1% Overall Result: Excellent</li> </ul>	generative community engagement	<ul style="list-style-type: none"> <li>Third Schools: Embed culture of local and societal collaboration</li> <li>Third Schools: Embed in engaging with AISCA</li> <li>Third Schools: Initiate rebrand &amp; website</li> <li>Third Academy/ursa/LYNX: Improve websites</li> </ul>	<ul style="list-style-type: none"> <li>AbEd: May 2021 Assurance Measures</li> <li>Local: Satisfaction Surveys</li> <li>Local: Enrollment trend</li> <li>Local: Staff retention rates</li> <li>Local: Internal &amp; External Review</li> </ul>	

<ul style="list-style-type: none"> <li>Local Results: Satisfaction Surveys: Enrollment Trend: Staff Retention Rate: Internal &amp; External Evaluation: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00 Google Analytics:</li> </ul>		<ul style="list-style-type: none"> <li>Third Schools: Improve Run Santa Run! special event</li> <li>Third Schools: Improve marketing position</li> <li>Third Schools: Initiate capital campaign</li> <li>Third Schools: Initiate COGNIA Education Service Agency accreditation</li> </ul>	<ul style="list-style-type: none"> <li>Local: COGNIA eProve surveys</li> <li>Local: COGNIA formative assessments</li> <li>Google Analytics</li> </ul>
<ul style="list-style-type: none"> <li>AERR November 2021 Result: ongoing</li> <li>AERR November 2022 Result: ongoing</li> <li>Annual Report 2021/2022 Result: tbc</li> <li>Local Results: Satisfaction Surveys: Enrollment Trend:</li> </ul>	transparency	<ul style="list-style-type: none"> <li>Third Schools: Embed Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>AERR November 2021</li> <li>AERR November 2022</li> <li>Annual Report 2021/2022</li> <li>Local Results: Satisfaction Surveys Enrollment Growth</li> </ul>
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## Local and Societal Context

For Information about the school authority and staff: see Foundational Statements, Our Journey of Improvement and Our Board and Leadership above.

For information on children & students, see Enrollment Charts above. Projected enrollment for 2023-2024: 1140. Demographics: children & students attending Third Schools reside across the Province of Alberta, with the majority in the Greater Calgary and Greater Edmonton regions. For the first time, we will also enroll students living abroad. FNMI students, both on Nation and in Alberta are part of this cohort. Socioeconomics: every socioeconomic group is represented within the child & student body, from some of the wealthiest families to some of the poorest. A number of students are wards of the state, having been apprehended by Child Services.

Special mention needs to be made of the collaboration between Third Academy and its Parent Advisory Councils. The PACs are actively involved in the success of our students, be it in terms of input into school improvement, promoting the school to the community at large, advocating for parents and students, fundraising activities, or in support of student programming. PACs are making a significant contribution to students programming through fundraising activities including special events, Bingos and Casinos. ursa and LYNX families are working towards establishing their PACs in 2023-2024.

Third Schools thanks all donors for their contributions. Notable contributors include Prosser Charitable Foundation and the Ritvik Bale Memorial Bursary Fund. Third Academy appreciates all support for The Gift of Literacy Bursary Fund. Bursary programs assist qualifying parents to meet tuition costs so that their child can access the services they need. The ursa Bursary Fund and LYNX Bursary Fund have now been established in aid of students who could otherwise not be able to access their program of choice.

Third Schools is grateful for support, over the years, of generous sponsors including Ronald McDonald Children's Charities, Alberta Lottery Fund, Computers for Schools, United Way, the Optimist's Club, Running Room, Kids Up Front, 100 Men Who Give a Damn, Prosser Charitable Foundation, Bale Family, For the Love of Children Society, Brown Bags for Calgary Kids, Sobey's, Trail Appliances, and Save on Foods.

With respect FNMI students, Third Schools recognizes Tsuut'ina Education, Indigenous Services Canada, and Jordan's Principle Table (Health Canada) for enabling some of the Nation's most challenging students gain access to a program of choice that is working to heal and support learning. We look forward to developing a new relationship with the Siksika Nation.

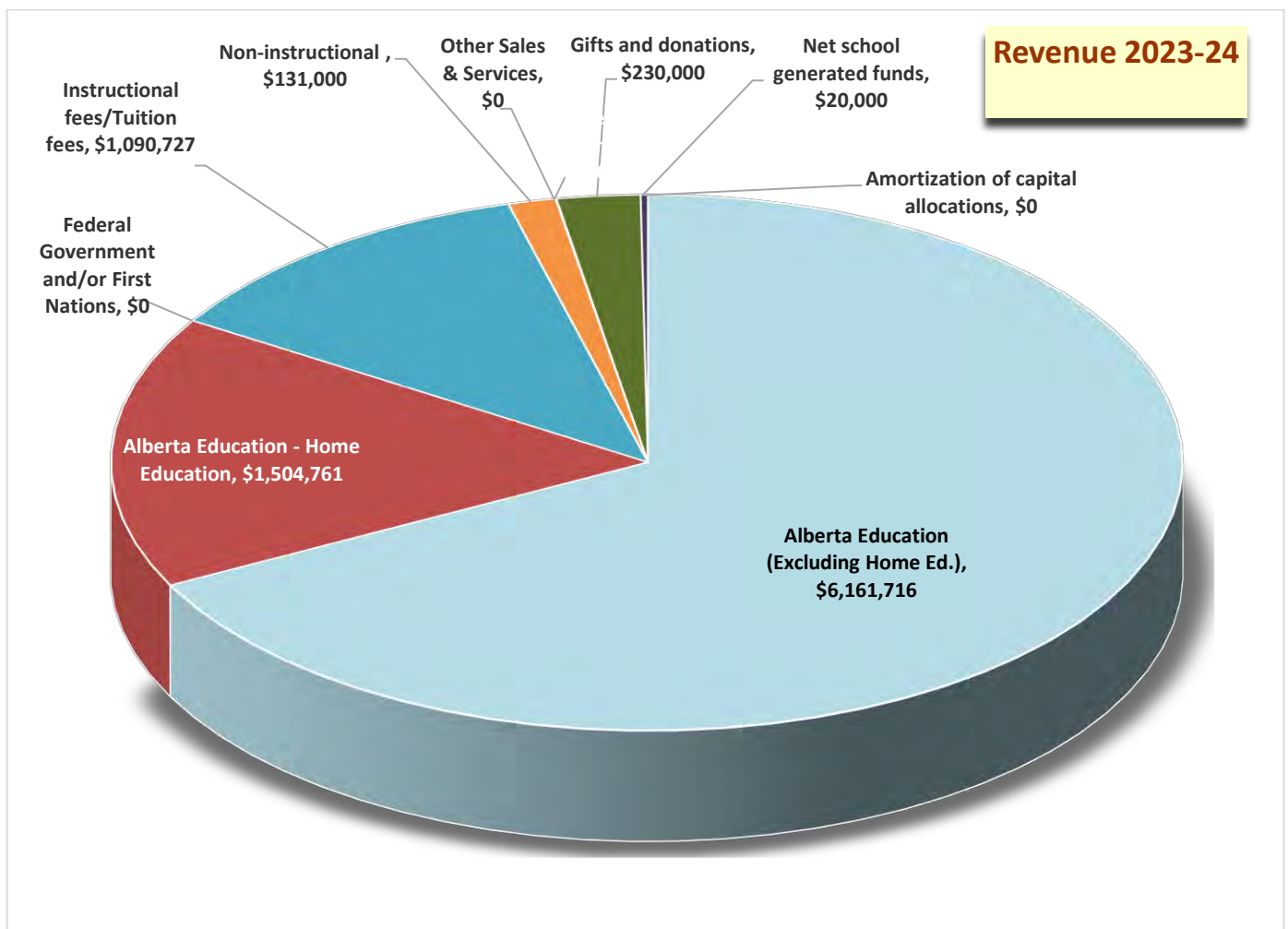
Stakeholder engagement includes: Board, Leadership, Teachers, Instructional Assistants, Home Education Managers, Parents Third Academy, Parents ursa, Students Third Academy, ursa, and LYNX. External stakeholders also engaged at the same time during COGNIA accreditation process. Ongoing engagement with internal stakeholders.

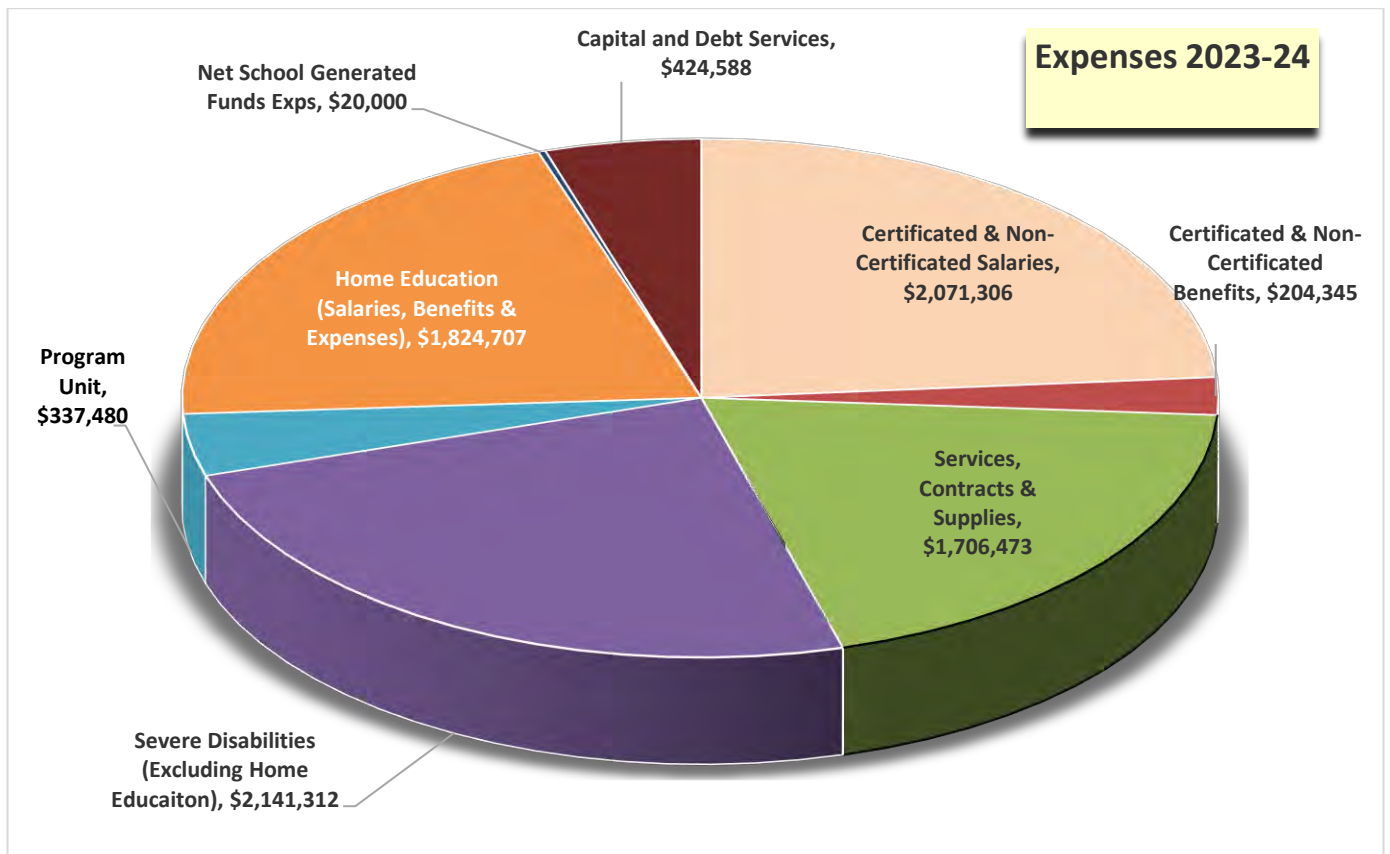
2022-2023 has been a year of significant accomplishment. Many new students and families were served, given exceptional enrollment growth. The impact of the new Third Schools East campus is obvious. New programming initiatives- including the launch of STREAMS Christian Academy- as well as expansion of LYNX and ursa International are being greeted with excitement.

Our theme for 2023-2024: The River.

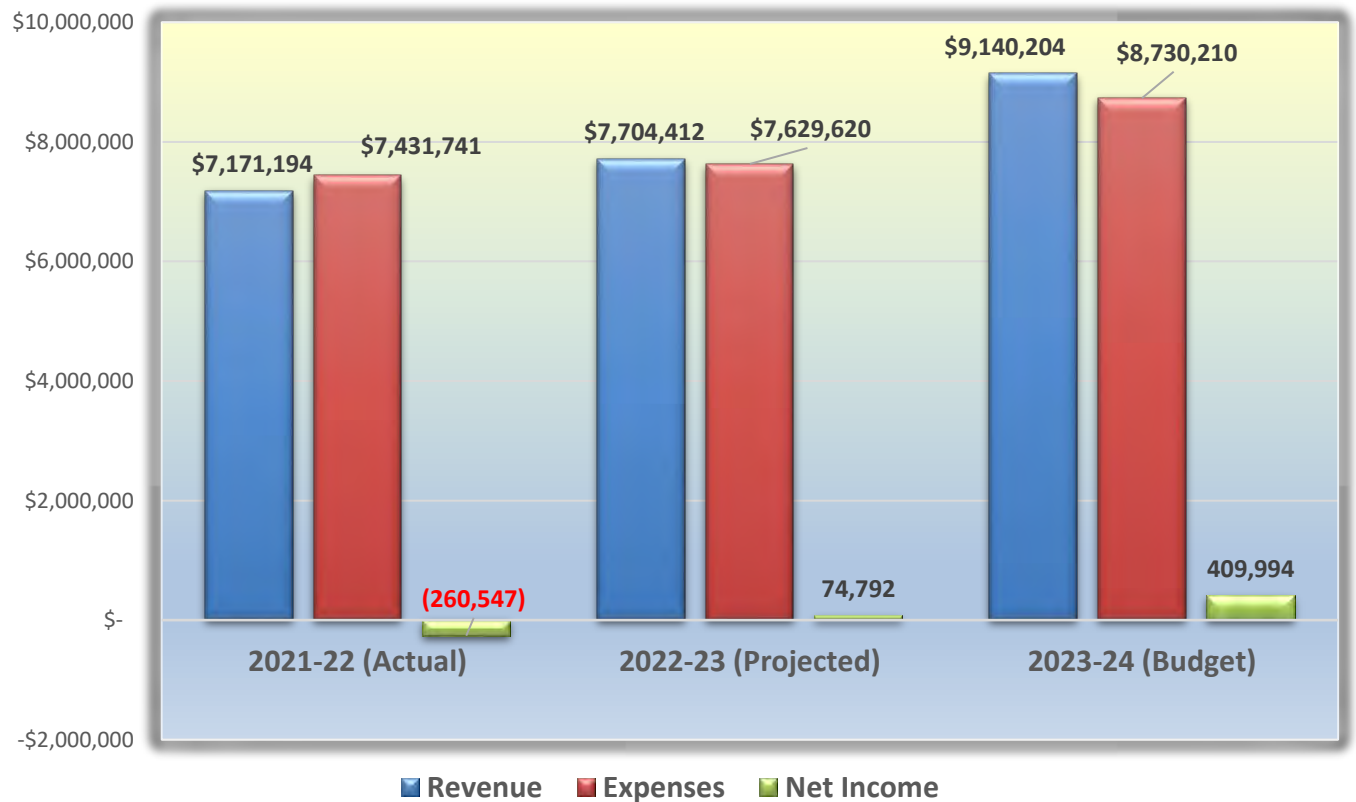
## BUDGET SUMMARY

- Alberta Education 2023-2024 anticipated Revenue Budgeted: \$7,666,477
- Government of Canada 2023- 2024 anticipated Revenue Budgeted: \$0
- Budget 2023-2024 Revenue: \$9,140,204
- Budget 2023-2024 Expense: \$8,730,211
- Net Surplus 2023-2024 Budgeted of \$409,994
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Head of Schools, at [smattu@thirdschools.ca](mailto:smattu@thirdschools.ca) or call (403) 690-1408

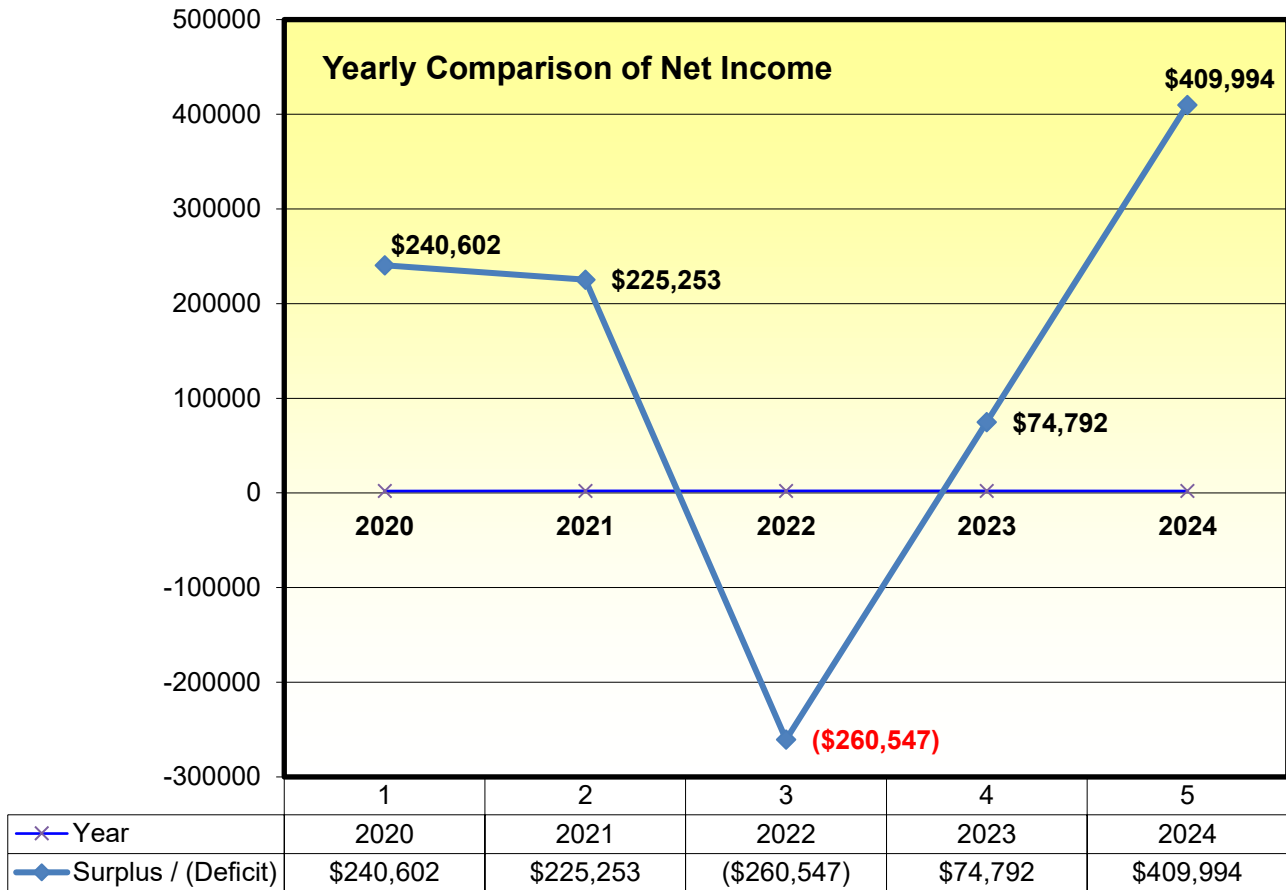




### Budget Comparison







## SUMMARY OF FACILITY AND CAPITAL PLANS

- LYNX will continue to operate out of the Third Schools West campus for the next 4 years.
- Third Schools West campus will see flooring replacement throughout
- Third Academy programming to be consolidated at the Third Schools East campus effective September 2023
- A first mortgage of \$2.8MM to be held by ATB to enable the purchase of the Third Schools East campus. A second mortgage of \$2.4MM to be held by Sage Properties.
- Roof repairs(\$250K) to Third Schools East will be necessary in the summer of 2024
- Third Schools East campus will be expanded with modular classroom spaces (\$250K)
- STEM and Trades Shops to be built at Third Schools East campus to enhance programming (\$250K)
- School buses to be purchased to modernize and increase fleet (\$360K)