

Third Academy

It's Special Needs Education, Your Child's Way

Designated Special Education Private School

Combined

**November 2018 Annual Education Results Report (AERR)
Three Year Education Plan (2018/19-2019/20-2020/21)**

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Founding Patron: Ed Whalen
Honourary Patron: Nomi Whalen
Patrons Calgary: Glenn Olson
Bearcat Murray
Omnath Channon
Ashid Bahl

**“Third Academy offers hope...
hope for students, families, and our
future.”**

**Dr. S. Lal Mattu
Founder**

www.thirdacademy.ca

Board of Directors
Blake Brunette, Chairman
Bowdie Bragg, Treasurer
Jeevan Mangat
David Beresford
Manu Chugh
Zeljko Puric

Message from the Board Chairman

2017-2018 ended with celebration as the Third Academy community was guided through its annual theme: *Canada 150+: A Voyage of Self Discovery*. Our students learned to sing 'Oh Canada'. We learned about the land and the people through activity, stories, art, music, and sport. Yes, that means everything from drumming circles, polar bears, raising teepees, canoes, camp fires, the Tragically Hip, all the way to the ISS. Parents listened with pride, as their children performed at both the Winter and Spring concerts in embrace of all things Canadiana. The culmination was a High School extended study trip to Shoal Lake, ON. Yes, to our very own 'Great White North'. Made possible by the efforts of our PACs in making our Hidden Hero Gala: Celebrating Peter Maher, radio voice of the Calgary Flames, a success.

Third Academy represents a new paradigm for the delivery of services to children with special needs. Our students have typically had a negative experience in their learning. For whatever reason, the conventional learning systems have not been able to provide the kind of supports our students have needed to succeed. They have come to us 'dented' and 'blunted'... and all those 'dents' and 'blunts' represent pain. Third Academy, firstly, takes away that pain. Once that pain is gone, then the learning can begin. The final step is to assist students to transition back to their local school. This Combined AERR/Three Year Plan Report highlights information that is required by Alberta Education, gives an indication of the successes Third Academy has had in supporting our students and families, and charts our course for the future. The Board believes that as long as we continue to meet the public good, there will always be a *raison d'être* for Third Academy. Our Vision: student success.

This Board has overseen a year of accomplishment on many fronts: quality programming including progress in our Literacy, Physical Literacy (student Leadership in Outdoor Education through the lens of Ecology- sLOEc) and Expressive Arts Initiatives; high quality Professional Development opportunities for our staff; continued effort in relationship building with key stakeholders; significant progress in home education under our newly branded Willow Home Ed division; first steps in establishing educational programming, internationally; a number of concerted measures to improve governance; success in fundraising, including the establishment of the Ritvik Bale Memorial Bursary Fund; solid financial performance, in spite of lower than anticipated enrollment; implementation of social marketing initiative; facility/capital improvements including improvements to classrooms (new fountain, desks, chairs, and lockers) and the addition of one used school bus in a continued effort to modernize the fleet.

The Board is looking forward to continued support from the Provincial Government in respecting parent choice by embracing a 'business as usual' approach to private schools. We are also pleased that Administration reports that relations with the Department remain positive. High turnover within Alberta Education is a concern, as institutional memory is being lost. We continue onwards into the 23rd year of operation

with determined commitment to realize our strategic objectives including our Dream School project.

A large part of this AERR is tied to the Accountability Pillars as reported by Alberta Education. We can see that, for the most part, current outcomes were mostly maintained with improvement in Continuous School Improvement achieved. In fact, the overall results are the best that Third Academy has produced over the years and that is something that we can be proud of. We note Excellent Evaluation Overall results in that our system respects diversity and promotes inclusion. I do think it appropriate, now, to provide the caution that we may have reached the limit of our ability to demonstrate continued improvement given available resources. Regardless, we need to keep in mind that the Accountability Pillars should be considered within Third Academy's context: small school, a wholly special needs population, and success that is not captured by the Accountability Pillars in particular with the PAT/Diploma results. Student success- Third Academy's vision- is in fact taking place every day in a real, individual and measureable basis.

This Three Year Education Plan is intended to accomplish four strategic foci: quality programming, fiscal strength, building our marketing/fundraising capacities, and developing strategic relationships. We will make this happen by continuing to support key personnel responsible to implement the proven strategies of previous years. Stability comes from having continuity in leadership, front line staff, long term facility commitments, and a reliable funding stream. We will continue to advocate for the most enabling educational environment for families with children with special education needs. We will continue to support, grow, and lead within the context of our Willow Home Ed division. The establishment of a new school- Willow Academy- with home education, shared responsibility, and online programming under its belt, is a major initiative planned to take effect September 2019.

We recognize the significant bursary support of the Prosser Charitable Foundation.

Our Parent Advisory Councils continue to make major contribution to programming through various fundraising/marketing efforts including Bingos, Casinos, and Annual Gala. We do need to highlight a successful Hidden Heroes Gala Honouring Peter Maher, radio voice of the Calgary Flames. Rob Kerr, SportsNet Broadcaster, MCd the event and Al Coates, former Calgary Flames General Manager, presented the keynote to our 300 plus guests. Sheraton Eau Claire offered us a first class event. The celebration went late into the evening. We will restart Run Santa Run! in December 2019 and look to focus our two signature special events on the bottom line: raising more funds.

This Board views this Three Year Education Plan as positive, fiscally responsible and wholly accomplishable. The success of Third Academy's learning system depends on the combined efforts of staff, parents, and students. Continued and growing support from the community at large also contributes to this success. What makes us succeed when others fail? Well, we are 'a school with a heart'! 'At Third Academy, we believe

that 'together we make the difference'. The special support of Honourary Patron Nomi Whalen is especially appreciated. I invite everyone who 'believes in' Third Academy to focus their support on making our Dream School project a reality by 2022.

Blake Brunette
Chairman
Board of Directors

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Third Academy International Ltd. were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/ 2021 on November 28, 2018.

Blake Brunette
Chairman
Board of Directors

Sunil Mattu
Executive Director

Foundation Statements

VISION

Student success.

MISSION STATEMENT

To provide the best possible education by creating a positive, safe & caring, success oriented learning environment and by developing significant relationships with our students with special needs.

PILLARS

- ✓ We believe in developing open and honest relationships based on mutual respect that touch the heart.
- ✓ We serve families of students with special learning needs.
- ✓ We believe it is the responsibility of and therefore takes the whole community in partnership to raise a child.
- ✓ We are educators with a heart: caring, committed, qualified, understanding, accepting, loyal, thinking and feeling and acting 'outside of the box', going 'beyond the call of duty', and who are ultimately flexible.
- ✓ We are therapist-teachers who heal the heart first: programming thereby can meet the emotional, social, esthetic, physical, and academic needs of our students.
- ✓ We believe in developing best practices through turning professional development into professional practice.
- ✓ We are accountable, not only to Alberta Education in meeting standards and fiscal requirements, but directly to the families that we serve.

PHILOSOPHY

Third Academy takes a student centered, holistic, comprehensive approach to special education based on the premise that no special need is disconnected from a variety of influences that go beyond the cognitive. All intellectual, physical, spiritual, psychological, emotional and social influences must be considered in order to successfully meet the needs of each student.

WHY THE PROGRAM?

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. In 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. Accepting that the conventional systems were ultimately not institutionally structured and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the needs of this community by founding The Third Academy. Furthermore- after a lifetime of service to and support from the

community at large- The Third Academy offered a better way for Dr. S. Lal Mattu to serve and give back to the community. 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.

A Profile of the School Authority

CONTEXT

Third Academy- a fully Accredited and Funded Private School with a Designated Special Education Private School (DSEPS) status- opened its doors to students on September 1st, 1997. As an educational facility, it is governed by the requirements specified in: *The School Act, Private Schools Regulation (Alberta Regulation 190/2000), Early Childhood Services Regulation (Alberta Regulation 31/2002), Education Grants Regulation (Alberta Regulation 120/2008), Student Record Regulation (Alberta Regulation 225/2006), Home Education Regulation (Alberta Regulation 145/2006), Student Evaluation Regulation (Alberta Regulation 177/2003), Certification of Teachers Regulation (Alberta Regulation 3/1999), Practice Review of Teachers Regulation (Alberta Regulation 11/2010), Current Guide to Education: ECS to Grade 12, Current Funding Manual for School Authorities, Goals and Standards Applicable to the Provision of Basic Education in Alberta, Standards for Special Education, Home Education Regulation, Public Interest Disclosure (Whistleblower Protection) Act, and PIPEDA.*

Third Academy operates as an adjunct to the conventional school systems, providing an alternate programming option for parents of students with mild to moderate and severe special education needs. A well balanced, individualized, integrated, and intensive program for each student is created. This program- the IPP- is designed to: focus on students in their areas of need; support and address through remediation or compensation of those particular needs; and prepare them for successful transition back into their local school. The IPP is a specifically modified/adapted program that still adheres to the Alberta Program of Studies. A driver for parent choice is Third Academy's focus on the personal development- in conjunction with academic and kinesthetic/aesthetic- component of programming. Third Academy offers a congregated yet inclusive learning environment with access to required services and supports for its students. Ultimately, however, the 'teacher is the program'.

A federally registered charity, Third Academy has brought on stream a programming alternative for children with special education needs and in so doing is performing a public good. Third Academy has a 98% success rate.

For 2018/2019, Third Academy is serving a total of 145 students- 60 mild/moderate, 79 severe (including 5 FMNI and 1 sibling) grades one through twelve. Third Academy serves the communities of greater Calgary. Third Academy also supports 401 home education students throughout the province of Alberta under our Willow Home Ed division.

We are a practicum site for students in various postsecondary programs including University of Calgary, Mount Royal University, Canadian University College, Athabasca University, Campus Alberta, University of Lethbridge, University of Alberta, Grant McKewen University, and Red Deer College.

Third Academy has established a school culture- a shared set of values, belief and way of doing things- of its own. Communicating this 'Third Academy way' is critical in helping others understand how we are truly making a difference. Local priorities for improvement include maintaining and building on quality programming, sound financial management, developing our marketing/fund development capacity, and developing strategic alliances.

The delivery of Special Education in Alberta is in the midst of fundamental change under Alberta Education's 'Setting the Direction for Special Education in Alberta' and 'Action on Inclusion' initiatives. Third Academy is part of this process. We are hopeful, for the sake of our children, that the changes that will come out of these initiatives will make a real difference for the lives of students with special education needs. Third Academy believes that it also can be a change agent for reform that ultimately will benefit students with special needs across the province. The Board believes that as long as we continue to meet the public good, there will always be a *raison d'être* for Third Academy.

With respect Willow Home Ed, the reasons that parents choose to home educate their children are as varied as Alberta's families. So too are the programming choices made by parents. The current trend indicates that home education is one of the fastest growing sectors in education across North America. Our analysis indicates that half of Willow Home Ed families have students with special education needs. Third Academy's expertise in special education serves these families well as they exercise their choice to home educate. Willow Home Ed's ethical, professional, and student focused approach not only allows us to meet the *Home Education Regulation* but enables us to support families, grow our community, and lead in the home education sector.

The future envisions continued growth in base student enrollment, enhanced programming (numeracy, physical literacy, and expressive art initiatives), capacity building in our autistic unit, technology integration, and the recognition of Third Academy as a model for delivery of special education services in the Province of Alberta. Our Dream School project will see a purpose built school building built by 2022.

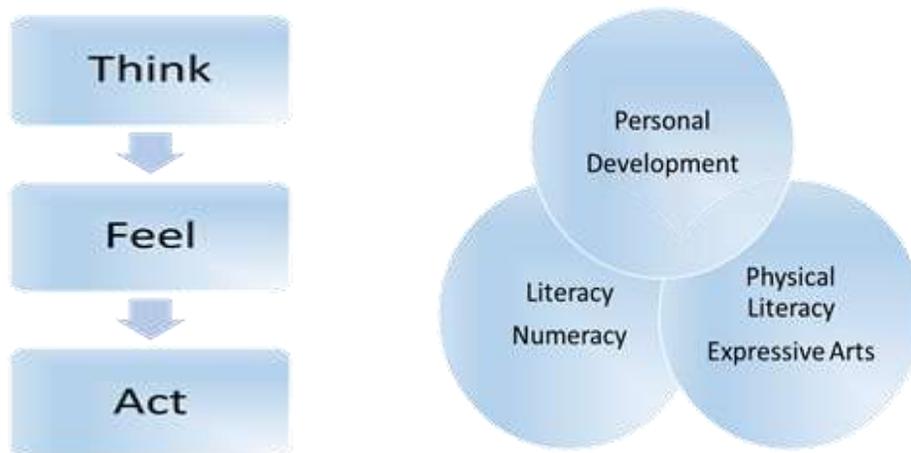
Third Academy also is looking to establish special education programming internationally, with focus at this stage in China and the UAE. There is also interest in STEM/STEAM/STREAM opportunities. A dual accreditation route would see overseas operations accredited by both Alberta Education (AAIS) and AdvancED. Third Academy is already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education. Not only will we bring an Alberta education to the world's children, but these new revenue streams will ultimately enable our Dream School Project.

THE PROGRAM

Third Academy creates a well-balanced, individualized, integrated, and intensive program for each student that is designed to prepare them for re-entry into their community school as quickly as possible. Students with special needs require an Individualized Program Plan (IPP) that builds upon their strengths while remediating or compensating for their weaknesses. Lesson content responds to the needs of each student while adhering to the Alberta Education program of studies.

Central to Third Academy's programming is an emphasis on Personal Development. Personal Development looks to 'heal the heart'. That is to say, deal with underlying emotional issues that stop the student from learning. By changing the way students 'think' and 'feel' about themselves, we are able to change the way they 'act'. There are many teaching strategies/methodologies that have a positive impact on student learning. The choice of which strategies/methodologies to use is dependent upon what works best for the individual learner. In that way, the program is customized. The teacher determines- in consultation with the school based team including the student and parents- which strategies/methodologies to use. Then, the teacher does 'whatever it takes' to meet the student's needs. With excellent teachers, our students get the instruction they require. This is why we say: 'Ultimately, the teacher is the program'.

A therapeutic program supports the student's educational program. We believe that 'how a person thinks, affects how they feel, and hence how they act'. In this model, 'thinking' and 'feeling' are inputs and 'acting' is the output. In the conventional educational model, the focus is on 'academics'. When a student underachieves academically, the conventional model targets the academic. The Third Academy views the 'academic' as an output in the same way behaviour is an output. In order to change academic performance, one must focus on the inputs: thinking and feeling.



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 esthetic.

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 enhanced with student Leadership in Outdoor Education through the lens of Ecology (sLOEc) program incorporating hiking, boating, skating, climbing, bowling, swimming, skiing, camps, and intramurals
- ✓ Expressive Arts with base Music and Drama programs enhanced with art activity infused throughout the curriculum

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 5-19 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

POPULATION

**ACTUALS FOR 2015-2016/2016-2017/2017-2018/2018-2019
PROJECTED FOR 2019/2020**

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
2015/2016 134/266*	6/18	13/22	11/18	11/29	16/14	13/21	11/18	8/28	10/21	18/19	5/27	12/31
2016/2017 121/207*	4/18	5/21	14/14	12/13	12/15	11/14	14/17	15/13	5/17	8/16	15/12	6/37
2017/2018 138/231*	12/24	3/21	19/30	14/17	11/14	13/16	19/18	14/20	16/17	6/19	10/12	11/23
2018/2019 145/401*	8/46	13/45	5/44	12/38	12/42	8/23	14/35	19/39	17/35	14/19	7/12	16/23
2019/2020 150/500*	12/40	12/40	12/42	12/42	12/42	12/42	13/42	13/42	13/42	13/42	13/42	13/42

*Enrollment totals Third Academy/Willow

TRANSPORTATION

Third Academy's fleet of 10 school buses currently transports about 90 students daily. The safety of our students is the priority. One used school bus was brought into the fleet this year as part of the program to maintain a modern fleet. Programming for our students begins as soon as the student is on the bus and continues in the classroom. Professional drivers make it happen for our students.

Students are transported daily, door-to-door, by school bus from all four quadrants of City. The balance of students are dropped off by parents or take public transport including Access Calgary. The busing fleet will also provide transportation for field trips and gym runs to local venues for programming purposes. We are also seeking to contract out services to make the transportation department more self-sufficient.

PROFESSIONALS

We are teachers and support staff who enable students with special needs to heal and learn. We understand students and children with special needs. Because of this understanding, we can help. Fundamentally, we 'have a heart' for students with special needs.

Third Academy Leadership believes that good people make good teachers. Instructional staff- teachers and instructional assistants- are the front line group in meeting the learning needs of our students.

Alberta Education certifies all teachers. The student:instructional staff ratio is 8:1. Teachers hired to work with our students have qualifications that may include advanced course work, specialized training, and/or experience in Special Education and demonstrate strong skills in the following areas:

- ✓ Understanding of the characteristics and needs of students with special needs
- ✓ Specialized instructional and remedial strategies, technologies, materials and curricular adaptations
- ✓ Social and self-concept skills
- ✓ Classroom and behaviour management skills
- ✓ Co-operative planning, exemplary communication skills and collaborative consultations
- ✓ Assessment, classroom management and motivation

Specially trained Instructional Assistants are assigned to work with students where needed. Instructional Assistants possess skills and training for the duties they are assigned. That includes but is not limited to:

- ✓ An understanding of special needs
- ✓ Collaborative and communication skills
- ✓ Strategies for motivating students

Third Academy offers a full range of ancillary services in order to support our students' therapeutic needs. A Registered Psychologist and his team is available for therapy and assessment purposes. Program specialists- such as Speech & Language Pathologists and Occupational Therapists - are contracted on an as needed basis. These services may be cost shared through Regional Collaborative Service Delivery Calgary and Area (RCSD) and other partnerships. Alberta Health provides the support of a Health Nurse.

SITE

Calgary North (Elementary School) and Calgary South (Jnr/Snr High School) operate under 'one roof' in a centrally located and recently renovated space, South of Glenmore Trail and off of Blackfoot Trail SE. Facilities are satisfactory. There is an onsite gymnasium and access to adjacent green space/playing fields. We access Vison

Sports Centre during the winter months for gymnasium space. Students also have use of various City of Calgary facilities, including swimming pools, playing fields, and parks. The skiing program utilizes facilities at Winsport. Physical Literacy programming also sees students accessing Kananaskis Country. Extended field trips see students staying in lodges in Jasper National Park and Camp Horizon, Kananaskis. High school students recently visited Shoal Lake on the MB/ON border to experience the 'Great White North'. There are additionally computer labs/rolling labs, music/drama room, and a sensory room on site. Future plans include building a purpose built school along the Stoney Trail corridor, W-SW-SE.

STRATEGIC ALLIANCES

Third Academy is fulfilling a public need. Third Academy welcomes strategic alliances with individuals and corporations as well as with other agencies including school boards, universities/colleges, other private schools, health care systems, community organizations and groups, corporations, and foundation as well as government departments. A critical relationship is with Alberta Education.

The coordination of services to better serve our students given the scarcity of resources is essential. Practicum students from various departments- education, psychology, rehabilitation, nursing, speech & language- of, Mount Royal University, Campus Alberta, York University, University of Lethbridge and Grant McKewan University will complete their practicum rounds at Third Academy campuses in the years to come. A number of Provisional Psychologists will also complete their requirements as established by the APA under the supervision of Third Academy's Psychological Department.

Developing relationships with other service providers including Renfrew Educational Services, Lycee Louis Pasteur, Delta West Academy, Phoenix Foundation, Foothills Academy, Progressive Academy, Child & Family Services, INAC, Jordan's Principle table, and Calgary South West United Soccer Club enables Third Academy to realize its strategic vision. There is opportunity, in these relationships, to build together for the future. Third Academy would benefit by realizing economy of scale in central administration services, transportation, professional development, and sharing cost of school space. We have reached 'peak funding' in OECD countries. Simply put, we need to 'do more with less' and by working together we can all offer more to the families and students that we serve.

Third Academy needs to make a concerted effort to develop its network of supporters in the Friends of Third Academy. This group will raise funds, market and lobby for us. Success in our signature events- Run Santa Run and Third Academy Annual Gala- will not only rely on the efforts of our Parent Advisory Committees but active engagement of Friends of Third Academy.

Third Academy thanks all partners 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 Fund. This bursary program has been established to assist qualifying parents to meet tuition costs so that their child can access the services they need.

With respect FNMI students, we need to recognize Tsuut'ina Education and Jordan's Principle Table for enabling some of the Nation's most challenging students gain access to a program that helps these children.

Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Committees (PACs). 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.

Third Academy is grateful for support, over the years, of generous sponsors including Ronald McDonald Childrens' Charities, Alberta Lottery Fund, Computers for Schools, ScotiaBank, United Way, the Optimists Club, Kids Up Front, 100 Men Who Give a Damn, Prosser Charitable Foundation, Brown Bags for Calgary Kids, and Trail Appliances.

Finally, we owe our deepest appreciation for the continued support of Nomi Whalen, Honourary Patron.

THE PLANNING ENVIRONMENT

The 2017-2018 academic year saw Third Academy take concerted steps in implementing its plan for success. Success means ensuring: quality programming; financial strength; depth and breadth of leadership; relationship building with key stakeholders; and initiative in fundraising, marketing, and governance. The Willow Home Ed division continues to be developed. All this had taken place within a broader context which has seen slow recovery in the overall macroeconomic situation and shifting on the political stage. High turnover within Alberta Education raises concern as institutional memory is lost.

There is some uncertainty with respect the Government of Alberta as an election will be called in the Spring of 2019. The current Government has indicated its support for independent schools by supporting funding stability. Third Academy hopes to be in a position to be able to plan based on a reliable funding stream over the years to come. We will continue to work with stakeholders- most importantly parents- to take feedback, create solutions, and continue in our initiatives to accomplish school improvement.

In June 2009, the then Minister of Education announced the 'Setting the Direction for Special Education in Alberta' findings. Most recently, this effort has been renamed 'Action on Inclusion'. This effort in creating a new culture to serve our special education communities across the province continues to be implemented by the current Minister

of Education and deserves to be supported. Although inclusion ideology needs to meet with the reality of the classroom, Alberta's system of schools is well poised to adopt this cultural shift at the crossroads.

All the above are contextual considerations as Third Academy positions itself for the future. This Plan is part of how we will be successful in meeting the challenges we face, together. Third Academy's Board fully supports the Leadership team.

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

Given the Planning Environment, this Three Year Education Plan 2018-2021 is intended to prudently, creatively, and determinately address Third Academy Priorities for Improvement. Sustainable development of the learning system while accomplishing system wide improvement is the ultimate goal. Concerted effort will be made to bring our Dream School project 'to life'. We have organized these priorities under four main headings:

Programming

Financial

Marketing/Fund Development

Strategic Alliances

Programming

- ✓ 'Quality Programming': At Third Academy, we believe that 'the teacher is the program'. We need to recruit the best people we can in building teams of professionals who are best able to serve the needs of our students, parents, and schools.
- ✓ 'High Quality Professional Development for Staff': Professional Development is a joint responsibility shared between each staff member and Third Academy. We need to support each other in our professional growth to improve our capacity at every node in the organization. We will see a refocus on internal professional development opportunities. External professional development opportunities include the ATA Teacher Convention, AISCA Teacher Convention, Alberta Education's Leadership Quality Standards, ASCD 'Leadership' conventions, Handle with Care training, St. John's Ambulance training, and Calgary Regional Consortium professional development opportunities.
- ✓ 'Facility': The learning context impacts success for our students. We need to find the best possible facility for our schools. This requires a vision for our future needs as well as a solid financial foundation to propel us. Ultimately, we need our own 'bricks and mortar' to ensure our longevity. Realizing our Dream School project is an utmost priority.
- ✓ 'Resources': Beyond personnel, the availability of technology to enhance programming is becoming increasingly important. Updated computer labs, more interactive boards in the classrooms, more sets of iPads being made available to students in all grades, and implementation of Google docs and other learning

software in the literacy/numeracy program are some examples of how Third Academy continues to improve technological resources.

- ✓ 'Programming Initiatives': Literacy and Numeracy programs have been reinvigorated with new leadership and focus. Physical Literacy has been reinvigorated with the student leadership through outdoor education and ecology (sLOEc) initiative. Key to enabling sLOEc are our camps, including Camp Impeesa (jnr high), Manitoba Pioneer Camp (snr high) and Camp Horizon (upper elementary). Expressive Arts gets put 'front and centre' with the adoption of our 2018-2019 theme: *The Wonderful World of Will*. With access to Trail Appliances kitchens, the foods program will get a boost. Finally, there will be a major focus on Personal Development, with the implementation of the Developmental Assets/Developmental Relationships models with the intention that these will become embedded into our school culture.
- ✓ 'Autism Unit': demand for services for children with autism has never been greater. By developing our capacity in this area, we are positioned to serve this niche community.
- ✓ 'Willow Home Ed': we already counsel our families with respect resource selection. There has begun new effort to offer field trips, extended study trips, social activities, and support groups in promotion of quality programming and social interaction. We will build a resource centre and link ourselves with online schooling opportunities to enable stronger programming options at the high school levels.
- ✓ 'Willow Academy': the launch of a new school- with focus on home education, shared responsibility, and online programming- is planned for September 2019.

Financial

- ✓ 'Leadership Capacity Building': Third Academy is building a culture of leadership. We are developing strengths at every node in the organization. This capacity, although nebulous, is the kind of human capital we need to build our institution. It is also a mandated skill set as framed within the new Teaching Quality Standards and Leadership (Principal) Quality Standards.
- ✓ 'Governance': Third Academy continues to develop its governance structure. That means retreats, professional development, over haul of the policy framework, assessment, and development of an improvement plan. That being said, we need 'good' people with 'a heart for our children' at the Board table. The recruitment of an 'affluent and influential' Board of Directors is key to the success of our Dream School project.
- ✓ 'Friends of Third Academy': this advocacy group is intended to mobilize in meeting Third Academy's vision and mission in serving the public good. Continued effort needs to be made here in order for us to take advantage of all that our Network of alumni, stakeholders, and concerned citizens can do to assist our students. Of particular importance is the role Friends of Third Academy will play in fundraising, marketing, and lobbying. The development of an Alumni Network is a key initiative in making Friends of Third Academy effective.
- ✓ 'Economy of Scale': the plan is to realize economy within Third Academy by developing strategic alliances with other service providers/schools. The principle is that 'we can do more for our students by working together'. Key relationships are being developed with Renfrew Educational Services, Lycee Louis Pasteur, Delta

West Academy, Phoenix Foundation, Foothills Academy, Progressive Academy, Tsuut'ina Education, Child & Family Services, INAC, Jordan's Principle table, and Calgary South West United Soccer Club.

- ✓ 'Operations': a new banking relationship has begun with Canadian Western Bank. We will look to build capacity in marketing, fund development, and alumni relations.
- ✓ 'Student Enrollment Drive': As we move forward, costs will never go down. We continue to incrementally increase average tuitions collected. It is important to maximize our enrollment, as many other costs are fixed. Student enrollment is a driver for our revenue stream. We also need to innovate in our programming, which requires money. We need to continue to implement our marketing strategy that will bring prospective parents to tour our schools to see how we can support their child in their learning. A social marketing strategy has been implemented. In this way, we will no longer be Calgary's 'best kept secret for children with special needs'.
- ✓ 'Dream School project': to enable this school building project, a capital campaign needs to be launched. This can happen once we move beyond the 'dream' stage to identify a specific 'site' and develop the 'project'. Working in partnership with other service providers, including schools and Health, is a key strategy. This campaign may also rely heavily on garnering political support from both the Municipal and Provincial governments.
- ✓ Third Academy also is looking to establish special education programming internationally, with focus at this stage in China and the UAE. There is also interest in STEM/STEAM/STREAM opportunities. A dual accreditation route would see overseas operations accredited by both Alberta Education (AAIS) and AdvancED. Third Academy is already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education. Not only will we bring an Alberta education to the world's children, but these new revenue streams will ultimately enable our Dream School Project.
- ✓ 'Willow Home Ed': The strategy for growth: lead, support, then grow. We have been offering home education support for 5 years now, beginning with 78 students on our roll and for 2018-2019 expanding to 399. Our Home Education Managers are more than facilitators. They 'manage' the expectations and needs of the students on their roll. They attend, represent, and present at home education fairs including Society for the Home School Network Edmonton (SHINE), Cochrane Home Educators (CHE), and INSPIRED Calgary. They lead at Network North and Network South meetings. We are active in social networking, including Friends of Willow Home Ed on FB. 2018-2019 sees the establishment of a new Edmonton cohort of 50 home education students.
- ✓ Third Academy also is looking to establish special education and other educational programming internationally, with focus at this stage in China and the UAE. There has also been an expressed interest in STEM/STEAM/STREAM opportunities from UAW partners. A dual accreditation route would see overseas operations accredited by both Alberta Education (AAIS) and AdvancED. Third Academy is already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education.

Marketing/Fund Development

- ✓ 'Market Research': Both external and internal market research conducted in Spring

2016 has given us a plan of action on the marketing front for Third Academy. Internal research in 2017 has given us a plan of action on the marketing front for Willow Home Ed.

- ✓ 'Marketing Team': Third Academy is experiencing success in marketing, as measured by number of tours and referrals through Independent schools, Education, Health, and Child & Family Services. We have contracted a social media service. Willow Home Ed relies heavily on a community of marketers, meaning 'all hands on deck' in terms of social media, open houses, fairs, conferences.
- ✓ 'Website': Third Academy has refreshed its website. Analytics indicate that, along with social marketing, the website is being driven too. That has led to more tours and higher registrations. Willow Home Ed has refreshed its website. Analytics indicate that, along with social marketing, the website is being driven too. Registrations are up.
- ✓ 'Social Media Marketing': Facebook, Twitter and Content Marketing program implemented for Third Academy. Willow Home Ed has existing positive presence on FB at Friends of Willow.
- ✓ 'Student Enrollment Drive': As we move forward, costs will never go down. We continue to incrementally increase average tuitions collected. It is important to maximize our enrollment, as many other costs are fixed. Student enrollment is a driver for our revenue stream. We also need to innovate in our programming, which requires money. We need to continue to implement our marketing strategy that will bring prospective parents to tour our schools to see how we can support their child in their learning. A social marketing strategy has been implemented. In this way, we will no longer be Calgary's 'best kept secret for children with special needs'.
- ✓ 'Fund Development': Existing strategy to build the fundraising capacities of PAC North and South is working, with significant funds being raised annually by parents to support programming supports that could not otherwise be afforded for our students. Dream School project requires a capital campaign to be launched. This can happen once we move beyond the 'dream' stage to identify a specific 'site' and develop the 'project'. Working in partnership with other service providers, including schools and Health, is a key strategy. This campaign may also rely heavily on garnering political support from both the Municipal and Provincial governments. Continued efforts to maintain the relationships and ongoing support of donors- including individuals, corporations, and foundations- required to grow fundraised dollars, requires a fundraising professional. We also need to build our 'Alumni Network' to support Fund Development and in particular our Dream School project. The establishment of the Ritvik Bale Memorial Bursary Fund in 2017-2018 a success. The Bale family also gifted seed money to begin the conceptual work of our Dream School Project.
- ✓ 'Special Events': Third Academy has two signature special events: Run Santa Run and our Hidden Heroes Annual Gala. The fundraising potential for both events is yet to be realized. Improving the 'bottom line' success of signature events- Run Santa Run and Hidden Heroes Gala- requires professional event coordinators, engaged parent community, and a committed Board.

- ✓ 'Communication Plan': Updating is required to align with Marketing/Fund Development Plan and to meet support the transition from an 'Accountability' to an 'Assurance' model.
- ✓ 'Willow Home Ed': The strategy for growth: lead, support, then grow. We have been offering home education support for 5 years now, beginning with 78 students on our roll and for 2018-2019 expanding to 399. Our Home Education Managers are more than facilitators. They 'manage' the expectations and needs of the students on their roll. They attend, represent, and present at home education fairs including Society for the Home School Network Edmonton (SHINE), Cochrane Home Educators (CHE), and INSPIRED Calgary. They lead at Network North and Network South meetings. We are active in social networking, including Friends of Willow Home Ed on FB. 2018-2019 sees the establishment of a new Edmonton cohort of 50 home education students.

Strategic Alliances

- ✓ Third Academy recognizes that there is significant opportunity to realize not only 'economy of scale' but also 'win-win' by developing strategic alliances with independent schools and other service providers.
- ✓ Alberta Education funding increments in years to come are not anticipated to meet real world cost increases, specifically payroll and facility. Peak funding has been reached in OECD countries. We are in a 'do more, with less' cycle.
- ✓ The way forward for independent schools requires 'getting better, together' so that as many resources as possible can be allocated to the classroom.
- ✓ A major component of success here is in building relationships with ECS programs, Child & Family Services, Health, the local First Nations, public schools, other independent schools, and service providers to the special education and broader community.
- ✓ We continue to build on our good relations with Alberta Education and the Government of Alberta.

RCSD

Calgary and Area RCSD (Regional Collaborative Service Delivery) is a joint endeavour of Alberta Education, Health and Wellness, and Children's Services. These provincial government partners work collaboratively to support local partnerships to strengthen the province's collective capacity to support students with special health needs. The goals of Student Health are:

- To improve access to integrated health and related services for children and youth with special health and support needs registered in school programs
- To enable children and youth with health and support related needs to be successful in their school programs

Third Academy is pleased to report that 2018-2019 sees Therapeutic Services- Speech & Language, Occupational Therapy- being supported through RCSD.

TRENDS AND ISSUES

Trend:

- ✓ Third Academy continued to implement a Communication Strategy in the Spring of 2017 to promote improvement in APORI Measures 'Program of Studies', 'Citizenship', and 'School Improvement'.
- ✓ Third Academy invested in facility/capital improvements including improvements to classrooms (new fountain, desks, chairs, and lockers) and the addition of one used school bus in a continued effort to modernize the fleet.
- ✓ Improvement Measure Evaluation is generally maintained across all Measure Categories with improvement in Continuous School Improvement achieved. Overall Measure Evaluations are the best that Third Academy has every achieved. We note Excellent Evaluation Overall results in that our system respects diversity and promotes inclusion.
- ✓ Capacity building in programming initiatives: Literacy/Numeracy, Physical Literacy (sLOEc), Expressive Arts (*The Wonderful World of Will*), Technology (Google docs, Adobe suite, updated in situ and rolling labs, new interactive white boards, 3D printer), Autism Unit.
- ✓ Continued development of a culture of leadership in line with TQS and LQS.
- ✓ Fiscal Improvement with increased enrollment and successful severe file review.
- ✓ Success in fund development/marketing.
- ✓ Improved governance capacity.
- ✓ Success in building strategic alliances.
- ✓ Across the board success in Willow Home Ed, our home education division.
- ✓ Strength in advocacy.

SUMMARY OF ACCOMPLISHMENTS

- ✓ 2017-2018 AFS indicates a positive result leaving Third Academy in the strongest financial position it has been in since day one of operations, 23 years ago.
- ✓ 2017-2018 Accountability Pillar indicates best ever overall results.
- ✓ Successful Severe File Review 2017-2018 allows for high level of support for students.
- ✓ Successful Hidden Heroes Galas celebrates Peter Maher.
- ✓ Capacity building and ongoing success of Willow Home Ed.
- ✓ Successful marketing and fundraising programs, including the establishment of the Ritvik Bale Memorial Bursary Fund.
- ✓ Success in seeking alternative sources of funding, including RSCD, Child & Family Services, Complex Needs, INAC, Jordan's Principle Table.
- ✓ Successful Enrollment Drive for September 30th sees solid enrollment increase
- ✓ As a DSEPS, Third Academy satisfies 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 as indicated below.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Third Academy International Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Y Result	Prev 3 Y Average	Current Result	Prev Y Result	Prev 3 Y Average	Achievement	Improvement	Overall
Safe and Car Schools	Safe and Car	90.5	88.8	89.3	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.2	76.1	77.7	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	85.5	86.9	88.6	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	4.6	7.8	5.5	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	27.9	33.8	21.7	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	20.5	7.9	12.1	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	0.9	0.0	0.0	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	61.5	52.9	62.9	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	7.7	0.0	5.1	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	11.3	7.4	55.7	54.9	54.7	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	66.7	55.9	50.4	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, Work of Work, Citizenship	Transition Rate (6 yr)	0.0	23.1	22.6	58.7	57.9	59.0	Very Low	Declined Significantly	Concern
	Work Preparation	84.2	82.4	83.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	80.4	77.1	81.3	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	87.5	83.1	86.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.6	75.5	78.4	80.3	81.4	80.7	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.

Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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.

Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage students in Grades and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	8.0	13.7	14.6	7.9	20.5	10.0	Very Low	Maintained	Concern	12.0	14.0	16.0
Overall percentage students in Grades and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.0	0.9	1.0	Very Low	Maintained	Concern	1.5	2.0	2.5

Comment on Results

Context

In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure

Strategies

Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.
 Continued focus on Early Literacy Initiative/Literacy programming.
 Continued focus on Numeracy Initiative.
 Use of technology/specialized software to enhance Literacy & Numeracy programming.
 Focus on Professional Development activities geared towards Literacy & Numeracy strategies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieve the acceptable standard on diploma examinations (overall results).	*	59.0	76.9	52.9	61.5	60.0	Very Low	Maintained	Concern	61.0	62.0	63.0
Overall percentage of students who achieve the standard of excellence on diploma examinations (overall results).	*	5.1	10.3	0.0	7.7	6.0	Very Low	Maintained	Concern	6.5	7.0	7.5

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	24.9	12.3	19.1	33.8	27.9	37.0	Very Low	Maintained	Concern	39.0	41.0	43.0
Drop Out Rate - annual dropout rate of students aged 15 to 18	5.5	8.6	0.0	7.8	4.6	5.8	Intermediate	Maintained	Acceptable	4.8	3.8	3.3
High school to post-secondary transition rate of students within three years of entering Grade 10.	21.4	44.5	0.0	23.1	0.0	n/a	Very Low	Declined Significantly	Concern	25.0	26.0	28.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	44.8	55.9	66.7	n/a	n/a	Improved	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	6.2	4.8	11.3	0.0	n/a	Very Low	Declined	Concern	4.8	6.2	11.3

Comment on Results
Context

In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.

Strategies

Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.

Continued focus on Early Literacy Initiative/Literacy programming.

Continued focus on Numeracy Initiative.

Use of technology/specialized software to enhance Literacy & Numeracy programming.

Focus on Professional Development activities geared towards Literacy & Numeracy strategies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	82.4	84.5	77.1	80.4		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86.8	82.1	86.7	82.4	84.2		High	Maintained	Good			

<p>Comment on Results</p> <p>Context</p> <p>In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.</p> <p>Strategies</p> <p>Focus on Personal Development- Developmental Assets/Developmental Relationships models. Student Leadership in Outdoor Education through the lens of Ecology sLOEc initiative. Community Engagement. Off Campus Education.</p>

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

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results</p> <p>Context</p> <p>Strategies</p> <p>Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.</p> <p>Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.</p> <p>Third Academy to invite elders to visit and share FNMI perspectives.</p> <p>Professional Development focused to build foundational FNMI understandings.</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	n/a	*	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results</p> <p>Context</p> <p>Strategies</p> <p>Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.</p> <p>Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.</p> <p>Third Academy to invite elders to visit and share FNMI perspectives.</p> <p>Professional Development focused to build foundational FNMI understandings.</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.9	89.1	89.9	88.8	90.5		Very High	Maintained	Excellent			

Comment on Results

Context

In understanding Third Academy’s results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students’ individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.

Strategies

Third Academy believes in diversity and promoting inclusion.

How does Third Academy anticipate, value and support diversity and learner differences? Our teachers understand students with special education needs. We embrace a therapeutic learning model. Students attending Third Academy present with a broad range of special education needs. We accept student from all four quadrants of Calgary and beyond, representing every community and every socio-economic group. In this way, we are a community school. All students have an individualized plan. Parents are key collaborators and contributors to student success. We respect and support parent choice, including the choice to home educate under our Willow Home Ed division.

How does Third Academy set high expectations for all learners? All students have an individualized plan. Parents are key collaborators in developing the IPP. These IPPs set meaningful, accomplishable, and measurable goals for all learners. Although students are allowed to ‘feel’ the way they do, we need to ‘teach’ them how to deal with their ‘feelings’. Behavioural expectations are real- but not addressed by punishment- rather positive reward. Supports including Instructional Assistants, Psychologists, SLPs and OTs are in place.

How does Third Academy understand learners’ strengths and needs? Parents know their children best- we listen to parents. We get to know the child, most significantly building a relationship with the child, before the IPP is written. All students have current psycho-educational and other assessment materials, including WJRM and KeyMath teacher testing, on file. Review of student records also takes place before parents input into IPP development is considered. In short, data is collected from various sources to enable a picture of the student’s learning profile to be understood.

How does Third Academy reduce barriers within learning environments? Third Academy's sees staff, parents, and students as partners in education. There is a practice of open communication. A close knit community, our culture 'gives everyone a voice'. Our model is flexible enough to be 'structured, but not rigid'. We develop programming 'around' learners, as opposed to finding learners that 'fit' into a program. It's all about 'effort' making 'one success, at a time'.

How does Third Academy promote capacity building? Third Academy is focused on developing a culture of leadership. That means careful staff selection. That means high quality professional development opportunities for our staff. That means a 'built in' mentorship program with our team teaching model. That means 5 system wide professional development days per year focused on strategic thinking. That means 40 half days built into the school calendar for 'teacher talk'. That means a Leadership Team heading various programming initiatives. That means building community, within the school, that engages staff, parents, and students and the community at large.

How does Third Academy demonstrate shared responsibility? Third Academy believes in developing 'open and honest' relationships with all education partners. These relationships are based on mutual respect. All stakeholders have differing perspectives and responsibilities. We all must agree that whatever our differences in opinion, the bottom line is what is in the best interest of the students. At Third Academy, 'we believe that, together we make the difference'.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.4	78.0	79.1	76.1	79.2		High	Maintained	Good			

<p>Comment on Results</p> <p>Context</p> <p>In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.</p> <p>Strategies</p> <p>Communication strategy implemented. Careful staff selection. High quality professional development program. Leadership capacity development.</p>

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

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that the school and schools in their jurisdiction have improved or stayed the same last three years.	80.7	80.1	79.7	75.5	83.6		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.1	90.4	86.1	83.1	87.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.6	88.9	90.0	86.9	85.5		Intermediate	Maintained	Acceptable			

Comment on Results

Context

In understanding Third Academy's results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students' individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.

Strategies

Communication strategy implemented.
 Ongoing facility/capital improvements.
 Programming initiatives.
 Leadership capacity building.
 Community building.
 Empowering our PACs.
 Celebrating successes, together.

Notes:

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

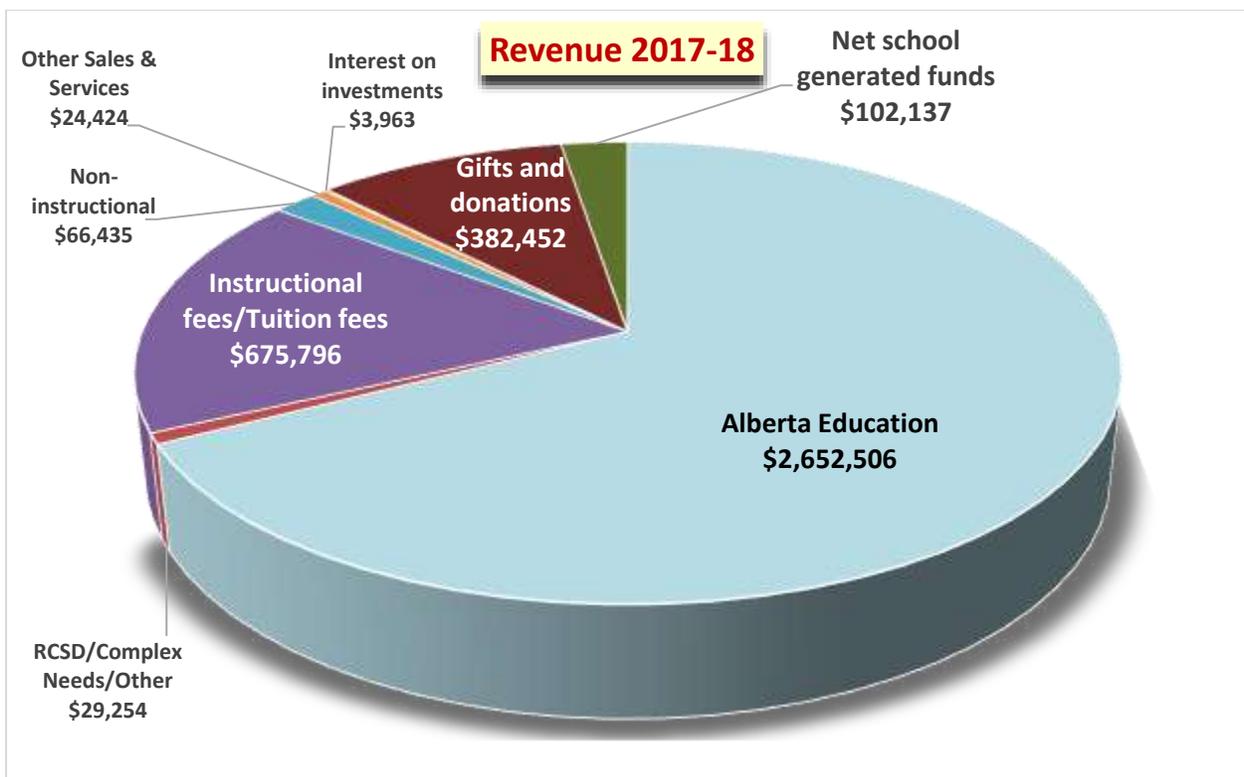
Future Challenges/Opportunities

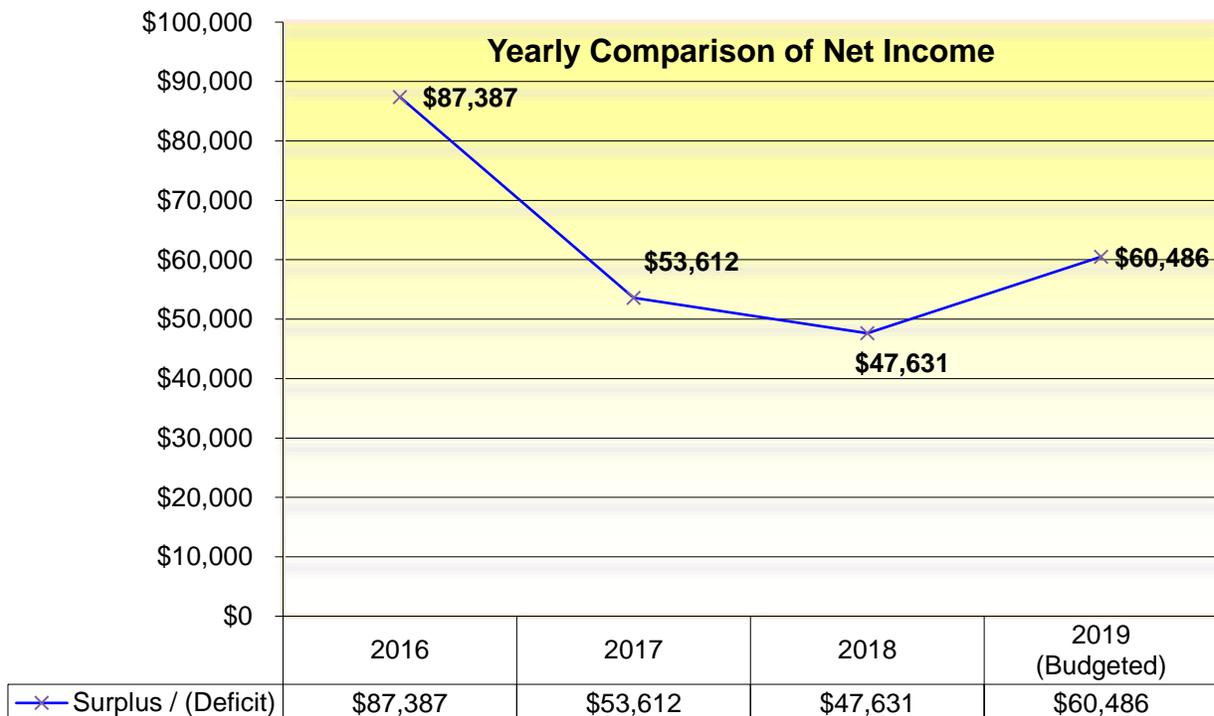
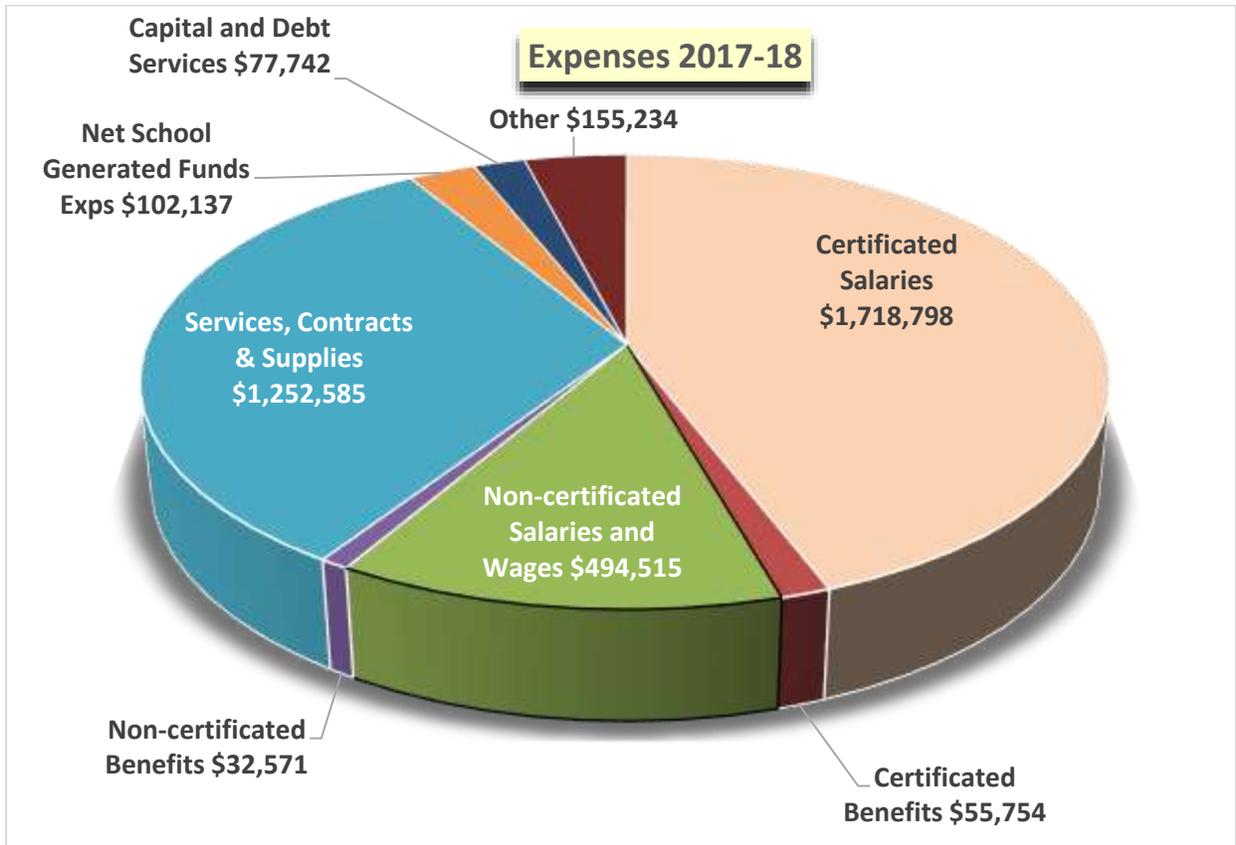
- Maintaining and Increasing Enrollment
- Balancing the mild/moderate vs severe student populations
- Success in Fundraising/Marketing
- Success in Special Events
- Improving total compensation packages for all staff year after year
- Advocating for funding stability/level playing field
- Realizing economies of scale in operations
- Capital campaign to build our Dream School
- Gaining approval for new educational programs
- Political uncertainty

Summary of Financial Results

- The enrollment numbers for the year 2017-18 were 138/231* and for the year 2018/2019 are 145/401*.
- The Year 2017-18 ended with a surplus of \$47,631.
- The Accumulated Operating Surplus stood at \$212,000 as of 31 August 2018.

*Third Academy/Willow Home Ed.





Budget Summary

- Student enrollment as on Sep. 30, 2018 is 145/401 Third Academy/Willow Home Ed. That meets Budget 2018-2019 enrollment targets.
- Alberta Education 2018-19 anticipated revenue Budgeted: \$ 2,911,749.
- Net surplus of \$60,486 by the end of 2018-19 Budgeted.
- The Accumulated Operating Surplus is anticipated to be \$281,486 by the end of 2018-19.
- Significant fundraised revenue continues to be contributed by Parent Advisory Councils in 2018-19.
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Executive Director, at smattu@thirdacademy.ca or call (403) 690-1408.

Summary of Facility and Capital Plans

- Seeking donor to assist with purchase of buses to continue to see fleet maintained and modernized.
- Current facility will require renovation to washrooms in the next two years to accommodate growth in student population.
- New School Project looks to build a purpose built school at or above industry standard along the Stoney Trail corridor by 2022. Capital campaign required.

Parental Involvement

Third Academy is a small school by design. That means there is an open line of communication between parents, teachers, principals, and Parent Advisory Councils. Parents are actively involved in many aspects of the school. Parents are our clients and we listen to them in order to serve them as best we can. Through various conversations- either individually or in group with parents- parent views is reflected in this Combined AERR/Three Year Education Plan. Please contact Sunil Mattu, Executive Director, at smattu@thirdacademy.ca or call (403) 690-1408 for more information.

Timelines and Communication

- This Combined AERR/Three Year Education Plan will be communicated to the school community- students, parents, staff, and public at large- in the following ways:
- The report will be distributed to the Chairpersons of the Parent Advisory Councils
- The report will be available at the Central Administration Office
- The report will be available at the Office of the Principal at both Third Academy Calgary North and South
- The report will be distributed to all Staff at the schools
- The report will be distributed to all members of the Board of Directors
- The report will be distributed to Alberta Education
- A link to the report will be placed on the school website www.thirdacademy.ca

Should you have questions/require clarification on this Combined AERR/Three Year Education Plan or wish to access a copy of the AFS 2017-2018 or Budget Report 2018-2019 please contact Sunil Mattu, Executive Director, call (403) 690-1408 or at smattu@thirdacademy.ca.

Whistleblower Protection

In accordance with Section 32 of the *Public Interest Disclosure Act* (2013), Third Academy reports that there have been no disclosures.