

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 (S.2472, S. 0031, S. 1446): ECS & Designated Special Education Independent School Grades 1-12

ursa (S. 2320): Independent School including Distance Online, Shared Responsibility and Home Education 'home based' programming plus ursa Global online ECS and Grades 1-12

LYNX West (S. 2422): Nature Inspired ECS & Independent School Grades 1-12

Education Plan (2026/27-2027/28-2028/29)

LYNX

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Third Academy & ursa

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Founding Patron: Ed Whalen

Patrons Calgary: 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.inbus.ca www.thirdacademy.ca www.goursa.education www.lynx.education

Board of Directors

David Beresford, Chair

Zeljko Puric, Secretary/Treasurer

Manu Chugh

Keith Mhlanga

Tim Lloyd

Yash Mattu

Adam Preece

MESSAGE FROM THE BOARD CHAIR

We recently celebrated a remarkable milestone at our Gala event, Third Academy: 30 Years of Hope, and we have much more to celebrate as we close out the 2026–2027 year. Yet these accomplishments have been deeply overshadowed by the passing of our Founder, Dr. S. Lal Mattu.

Dr. Mattu was immensely proud of Third Academy and of the new educational possibilities being explored through **ursa** and LYNX. He knew that our work makes a meaningful difference every day in the lives of thousands of families across Alberta. He would also want us to “stick together as a family, never give up, and remember that life goes on.”

Dr. Mattu, we will honour your legacy by ensuring that Third Academy continues, “as long as the sun shines and the rivers flow,” in service of Alberta families and children with special education needs. As a Board, we will continue to provide guidance, oversight, and support to Sunil Mattu, Head of Schools, as he charts the path forward for Third Schools

The Board also honours the contribution of Peter Terry Snow (Ozînja Juthîn), who passed after a short illness 16 May 2026. Active in the Oil, Gas, Pipeline, Environmental and Indigenous Relations sectors for many years, Peter contributed his knowledge and wisdom to Third Schools’ Board for 3 years. A Stoney elder, he will be missed by all those whose lives he touched.

Even in a year marked by loss, the Board has overseen significant achievement and continued to lay the foundation for future success. Noteworthy highlights include:

Programming and Student Experience

- ✓ Continuation of successful Long Board/Bicycle Repair Shop programs at Third Schools East campus, enriching student experiences at Third Academy, LYNX, and **ursa**.
- ✓ Development of STEM programming at Third Schools East campus, enriching student experiences at Third Academy, LYNX, and **ursa**.
- ✓ Instructional teams reinvigorated with the addition of 8 new enthusiastic team members across the system.
- ✓ Facilitated a Central Alberta/Red Deer River extended study trip for Grades 9–12 at Third Academy and **ursa**, fostering relationships and exploring Indigenous and nature-inspired themes in a nod to our theme: America.
- ✓ Refocused Professional Learning Communities to build literacy and numeracy instructional capacity.
- ✓ Advanced curriculum development utilizing the CANVAS digital learning management system.
- ✓ Progressed the development of **ursa** Global online- highlighted by exploratory visits to Japan, Thailand, Malaysia, Hong Kong/Macau, and South Korea- and the development of strategic relationships with schools abroad.
- ✓ New **ursa** Summer School 30-level programming choices plus AP Math

- ✓ New **ursa** Summer Study Adventure Camp

Growth, Facilities, and Future Planning

- ✓ Strengthened instructional teams through strategic new hires in anticipation of system-wide growth including special educators from the Gulf states and music specialists from the USA.
- ✓ Strengthened the Central Administrative Pool with new hires in anticipation of system-wide growth.
- ✓ Refocus and new hires see a strengthened Business Development Office achieve marketing success and improved communications.
- ✓ InBus operations benefit from a reliable professional driver pool and ongoing investment in fleet.
- ✓ Refocusing LYNX on Calgary, Cochrane, and Okotoks cohorts enabling a concerted effort to be made on developing LYNX Priddis World School, a university preparatory day/boarding school with a 21st century learner outcome, for 2029.
- ✓ Programming strength across the system is underpinned by quality professional development, including the restructuring of Professional Learning Communities.
- ✓ Staff engaged in Professional Learning Communities, system-wide PDs, campus PDs, Calgary/Edmonton Teacher conventions, AISCA Independent Schools Teacher convention, numerous external PDs (Calgary Regional Consortium, Edmonton Region Learning Consortium), and attendance at InstructureCon26 (Louisville, KY).
- ✓ Further development of our School Cloud student information system, including the new online application processes for Third Academy, **ursa** and LYNX.
- ✓ Established the LYNX Parent Advisory Council, fostering deeper community engagement.
- ✓ With the historical announcement of an Alberta Education Capital Funding grant for Independent Schools, the expansion of Third Schools Easts campus with 4 new modular classrooms will be postponed to July 2027.
- ✓ Future development at Third Schools East campus includes a Community Garden and onsite skilled trades shops for a concerted Careers Pathway program.
- ✓ Third Academy will embark on an expansion with the establishment of Third Academy Outreach Schools across the greater Calgary region beginning with a location in Chestermere for September 2027.
- ✓ FOCUS: a new blended university preparatory program for students with classic learning disabilities, no primary emotional or behavioural concerns, will be established at our Third Schools East campus site for September 2027.
- ✓ Third Schools will seek Advanced Education accreditation for micro credentialing courseload.

Community and Fundraising

- ✓ Success with Severe Disabilities Funding process and Transportation Funding envelopes.

- ✓ Parents and Friends of Third Academy have generously contributed over \$500K in support of specialized programs and resources in 2025–2026.
- ✓ Parent Advisory Councils have played a pivotal role, spearheading fundraising/marketing initiatives such as Bingos, Casinos, and the Run Santa Run! 2025 event.
- ✓ Significant bursary support received from the Prosser Charitable Foundation, the Gift of Literacy Bursary Fund, and the Ritvik Bale Memorial Bursary Fund.
- ✓ The Dr. S. Lal Mattu Memorial Bursary Fund is established by a \$125K seminal gift by Friends of Third Academy in attendance at our Third Academy 30th Anniversary Gala: 30 Years of Hope.

Culture and Environment

- ✓ We hold true to ‘family values’.
- ✓ We remain committed to supporting ‘parental choice’ in education.
- ✓ We are focused on our vision: student success.
- ✓ We are independent, inspiring, inclusive.
- ✓ We maintained a school environment free from interpersonal stressors and characterized by mutual respect, professionalism, compassion, passion, and innovation.
- ✓ Our annual theme, America, was not only apropos given the state of the world, but also gave us all the opportunity to better understand who we are as Canadians here at home and on the global stage.

Milestones

- ✓ Continue to celebrate our graduating class, 20 students, from Third Academy and **ursa** classrooms.
- ✓ Third Academy 30th Anniversary Gala: 30 Years of Hope.

Third Schools remains well-grounded, even as we face ongoing challenges such as space constraints, a tight labour market, and broader economic pressures. As always, we are adapting to our evolving operational context.

We are working with our East campus landlord to build and install four modular classrooms, creating up to 80 additional seats at Third Academy and to establish spaces for skilled trades and STEM programming. Our search for a new West campus as a home for LYNX is focused on the long-term plan to establish LYNX Priddis World School. The short-term plan would see a move to a more visible and market standard site along the 85 Street SW corridor. Meanwhile, extensive marketing initiatives have been fully mobilized efforts to increase enrolment in **ursa** virtual classrooms and expand LYNX in Calgary, Cochrane, and Okotoks. We continue to pursue our international education aspirations with **ursa** Global online.

We thank the Government of Alberta as it demonstrates strong support for choice in education through its significant funding commitments.

Third Schools remains deeply committed to our core vision of student success. We continue to champion independence, inspiration, inclusivity, and parental choice, supported by an

exceptional team of teachers, instructional assistants, administrative staff, bus drivers, and therapeutic professionals.

Looking ahead, we are advancing plans to develop skilled trades shops and maker spaces that will strengthen our STEM programming and create new opportunities for hands-on learning. We are also focused on expanding **ursa** Global Online, particularly in ASEAN and MENA markets where the demand for quality education is strong and growing with the establishment of Portugal and Japan hubs. European and LATAM markets are looking for short programming choices, including **ursa** Summer Study Adventure Camp. Together, these initiatives position Third Schools for continued growth, innovation, and global impact.

Our 2025-2026 theme - America - has allowed exploration that has asked us to consider where we came from, who we are, and where we want to go. This exploration was at times personal, group focused, and system oriented. This learning gave us all the opportunity to better understand who we are as Canadians here at home and on the global stage.

This Education Plan outlines our priorities, strategies, measures and outcomes 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 students' needs and supporting their success. It is built through the effective use of funding, policies, processes, actions, and evidence that strengthen public confidence in the education system. Assurance is achieved through strong relationships, meaningful engagement among education partners, and a shared commitment to continuous improvement and collective responsibility. At its core, assurance is reflected in what the public understands, perceives, and knows about student growth and achievement, with the quality of daily interactions between students and teachers remaining central to that success.

A large part of this Education Plan is tied to the Spring 2026 Alberta Education and Childcare Assurance Measures (AECAM). Our plan for a Continuous Improvement Cycle is strongly informed by provincial and local measures, including the AECAM, and data from broader communities, such as **ursa** and LYNX, as well as tools like COGNIA eleot® and TOT. Current results show excellent outcomes for **ursa** and LYNX. Third Academy's elementary and secondary outcomes present as softer, requiring a concerted effort for improvement from the student perspective.

Our parents are our greatest advocates. Our Parent Advisory Councils, through their efforts, including fundraising initiatives and the establishment of a new LYNX Parent Advisory Council, have contributed over \$200K this year, enabling specialized programming across our schools. Thank you, parents, for your volunteer hours including work in kind and donations on behalf of our children during such a challenging year. We also acknowledge the vital support from bursaries provided by the Prosser Charitable Foundation, Gift of Literacy Bursary Fund, and Ritvik Bale Memorial Bursary Fund.

The Board considers this Education Plan positive, fiscally responsible, and achievable. The success of Third Schools relies on the dedication of all stakeholders. Our 2026-2029 strategic priorities- to be Independent, Inspiring, and Inclusive- will guide our mission to provide affordable, world-class, and safe education for all students.

We note that operations remain fiscally grounded, with a small surplus projected for y/e 31 August 2026.

Our vision is clear: student success. With passionate, skilled professionals in every role, we are well positioned to achieve our goals, supported by stable leadership, a strong sense of community, and a reliable funding base. We will continue to advocate for parental choice while growing and strengthening our programs, including Third Academy, **ursa**, **ursa** Global Online, and LYNX. Looking ahead, our key initiatives include **ursa** Summer School, **ursa** Summer Study Camps, international student and teacher exchanges, dual credit programming, STEM labs, skilled trades (Careers) training, and Work Experience.

What sets us apart is who we are: a supportive, flexible community grounded in real relationships and mutual respect. Driven by passion and purpose, we bring hope to our families and students and work each day to make our shared vision a reality. I invite all who believe in our mission to support Third Schools in serving the public good—for the benefit of our students and their future.

Our theme for 2026-2027: The North.

<original signed>

David Beresford
Chair
Board of Directors

Accountability Statement

The Education Plan for Third Schools commencing 1 September 2026 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Independent Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board of Directors has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Directors approved the 2026/2029 Education Plan on 27 May 2026.

<original signed>

David Beresford
Chair
Board of Directors

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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.

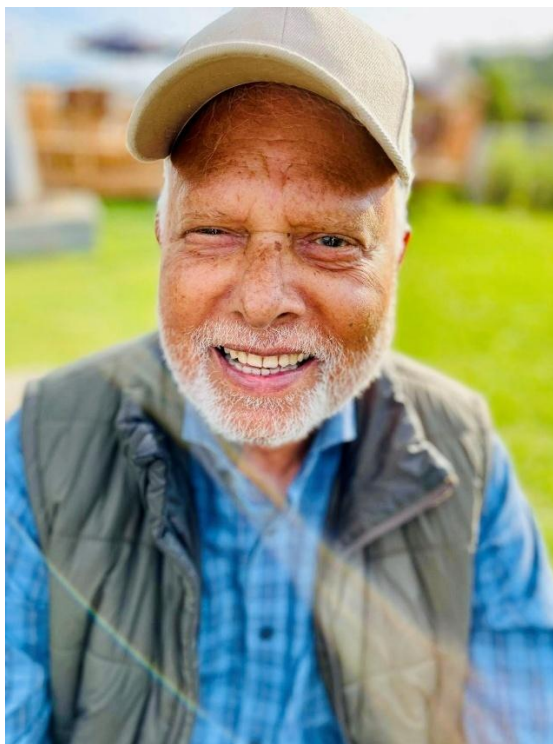
Mangat Ram

Every child can learn. Each and every child on this planet deserves access to an affordable, world class, and safe education. In fulfilling our vision and mission, Third Schools is making our world a better place one student and family at a time.

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. 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 30 years. Dr. 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.

On 23 April 2026, Dr. S. Lal Mattu passed having suffered a rapid decline given a pancreatic cancer diagnosis in January 2026. He was surrounded, until the very end by family and friends. He is survived by Deep Mattu, his wife of almost 60 years, and three children: Sunil, Neena, and Ravi. His pride and joy were his 8 grandchildren: Suran, Kirin, Yash, Chandra, Malik, Iram, Sami, and Asha. He said, having first started teaching at age 17, that 'the best thing I ever did in education was Third Academy'. Dr. Mattu: your legacy lives on... rest in peace.

OUR JOURNEY OF IMPROVEMENT

We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to

accept, one we are unwilling to postpone, and one which we intend to win.

John F. Kennedy



First Face, circa 2000 BCE found on Devon Island, Nunavut
Museum of History, Gatineau

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 2025, however, there is much to celebrate. We have excellent teachers delivering excellent programming across the system. Securing and expanding facility remains an ongoing challenge, given obstacles in accessing capital markets, rising costs, and the need for a 'white knight' landlord. Third Academy remains 'the heart' of our operations in giving 'hope'. **ursa** continues to shine 'freedom' with high hopes for **ursa** Global online. LYNX, 'rooted in our natural environment', presents as 'boundless'.

"We all need a sense of security and positive hopes for the future", Sunil says. "Third Schools is providing hope for 1093 Alberta students and their families. In 2023-2024, that security and hope extended globally to students in Latin America through **ursa** Global online programming and has continued over the years to include students in Mexico, India, Saudia Arabia, Vietnam, and Hong Kong. Although we continue to aspire to serving students in LATAM, there has this year been a renewed focus on the Asia Pacific markets. We are committed to providing access to affordable, world class, and safe education to every student on this planet. In so doing, we are making this world a better place."

"To teach is to fulfill a noble cause. Thank you for allowing us- the Third Schools family- to be part of your family in service. Together, we make the difference."

Excitement for 2026-2027!

“Many have worked both hard and smart - in some cases for years - to help us realize our shared accomplishments. The new Third Schools East campus is benefiting all Calgary area students we serve. The hope is to create more classroom space through the addition of modular classrooms. We continue to look to reestablish our Third Schools West campus to propel the future of LYNX Calgary, Cochrane, and Okotoks. I have dreamt an ambitious plan to develop Careers- skilled trades/technical skills- Pathways programming in onsite shops/maker spaces. 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** online education, **ursa** Global online and LYNX nature inspired communities. The penultimate dream in-the-making is the establishment of LYNX Priddis World School, a day/boarding schools nestled in the Foothills of Alberta. As ever, I continue on: my hand firmly on the rudder, my mind fixed into the future.”



John Cabot sets foot on the Shores of Cape Bonavista, Newfoundland, 1497

Third Schools: An Independent 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, online education, and nature inspired education. Our different programming streams have been operated as Third Academy, **ursa**, and LYNX with currently 1093 students across Alberta and beyond on our roll. We are now 101 professionals serving the diversity of Alberta families. From our humble beginnings, we have evolved into an independent school system.

Third Schools reflects 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.

Third Schools is:

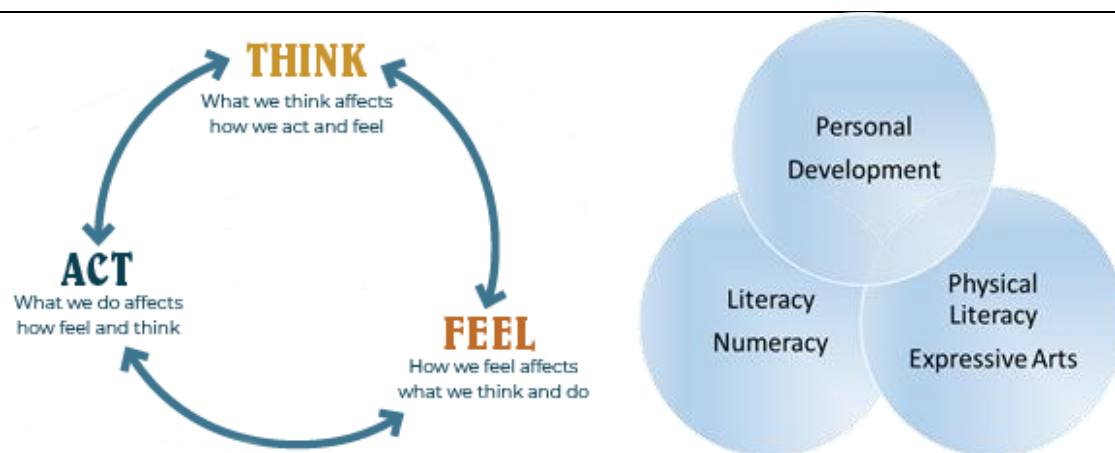
- **Independent:** as an Alberta Education accredited and funded school system, we ‘serve the public good’. That means supporting parental choice in education. That means doing so in innovative ways that provide value to our families. That means not only being regulated by Alberta Education, but also 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. At Third Schools, it truly is ‘education your child’s way’.

Third Academy: Giving Hope.

We are coming to the end of 30 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. Not only has Third Academy made a difference in thousands of lives over the years, we have become an institution in the community. Some of have been here since the beginning and remember well the ‘trials and tribulations of outrageous fortune’. Many have come and gone. Those that remain are fully committed to our cause. We honoured our founder and the legacy that he has left at the Third Academy 30th Anniversary Gala: 30 Years of Hope in May 2026.

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 ‘fallen through the cracks’ and 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 ECS/lower elementary of 6:1, upper elementary of 8:1, junior high of 10:1, and senior high of 12:1. New for September 2025, Third Academy offers online/homebased programming choices for students with special education needs in all communities across Alberta, with a focus on students with anxiety, depression, and other medical conditions that will not allow them to attend an onsite classroom in their local school. 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 ECS and grades 1-12 program serves students 4-19 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 Freedom 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. Since that time, Associate Principal Dean Ingram has joined the team to lead **ursa** Global online. Online programming streams complement the parent directed home education 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** Global online.

It is important to emphasize that in offering freedom of 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 Online: 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, fine arts, shop, and STEM 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: 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: 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.

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 or phone (403) 605-9743 for more information on how to register your student in **ursa** Online or **ursa** Global online.

LYNX: Nature in Education

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

LYNX is ‘boundless & 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. ‘Mother nature’ is indeed the 3rd Teacher. 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 2020-2021 LYNX pilot has grown with LYNX ECS and Grades1-9 programming established in Calgary in 2021-2022. 2022-2023 saw expansion to LYNX Cochrane. LYNX Calgary also began offering a teacher directed onsite morning program. 2024-2025 saw continued expansion with LYNX Okotoks.

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 Bow River valley in Cochrane, the Weaselhead in Calgary, and Bill Robertson Park in Okotoks.

LYNX programming can be fully teacher directed or, respecting parental choice to home educate, shared responsibility. For 2025-2026, LYNX Calgary, Cochrane and Okotoks

families will continue to be able to participate in onsite programming- PhysEd, Foods, Music, Fine Arts, Drama, Shops, STEM- on Wednesday mornings delivered at our Third Schools East campus.

We look to establish LYNX Priddis World School in the pristine Alberta Foothills. This day/boarding school will offer a university preparatory program, a 'nature inspired' core along with signature sports programming, with the learning outcome of a 21st century learner. We will serve local students in the Calgary area, students from across Alberta and Canada, and students from across the world. In the end, we will 'compete with the Swiss'.

For more information, including how to apply, contact Joe Smith, Principal LYNX, jsmith@thirdschools.ca or phone (403) 680-5124.



In Peace and Friendship, Pictou, Nova Scotia

OUR BOARD AND LEADERSHIP

Third Schools is ethical 'at its core'. This applies right from the ground level up the Board table. Our gratitude goes to a strong Board that has taken its governance function seriously. We will continue to advocate for parental choice in education.

David Beresford is the Chair of Third Schools' Board. A Tech Entrepreneur, David is the cofounder of Pandell Technology Corporation. Pandell is a leader in delivering Software-as-a-Service (SaaS) products and services to 500+ energy companies in Canada and the United States. David's son was a former student of 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: **Manu Chugh**, Architect; **Keith Mhlanga**, Safety Officer Transportation; **Tim Lloyd**, Geologist; **Yash Mattu**, University Student; **Adam Preece**,

Communications Specialist/Al entrepreneur. We will look to broaden the representation and skills on the Board with new additions during the course of 2026-2027.

The Board is a volunteer group who meets regularly. The Board is experienced, 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
- Administrative Support staff
- Accounting Personnel
- School Bus Drivers
- Therapeutic staff: Psychologists, Speech & Language Pathologists, and Occupational Therapists
- Tech Systems Support
- Business Development, Communication and 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 30 years at various Third Academy campuses and grade levels. She was appointed Principal Third Academy 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." Rehana also leads the Central Administrative Pool CAP, providing administrative services across the system.

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!

Christos Kazayas 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. Over the years, I will say nothing made me prouder 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.”

“It is my privilege to been appointed Associate Principal Third Academy Elementary beginning September 2025. I look forward to working collaboratively with Rehana Mattu, Principal, in this new Leadership role.”

Peter Lu BChem BEd, Associate Principal Third Academy Jnr/Snr High, will also work under Rehana Mattu’s, Principal, guidance. His mission is to deliver a quality program for our students. Beginning in 2022-2023, work placements have been coordinated through a collaboration with Vecova. New initiatives for 2024-2025 included a new computer lab, a bike shop and a new collaboration for RAP programming with Careers. 2025-2026 will see development of STEM programming.

Tracy Gilluley BA BEd leads as Principal, **ursa**. Before being awarded a Bachelor of Education from the [University of Calgary](#), Mrs. Gilluley completed Bachelor of Arts degrees in Psychology and Sociology. She took a particular interest in educational reform movements. Over the past 35 years, Mrs. Gilluley has had the opportunity to lead school teams in various roles. **ursa** offers freedom in ‘home based’ programming to our students- everything from 100% parent directed (traditional) home education to 100% teacher directed online 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 Tracy. “Learning is a life-long endeavor and I want to learn along with my students.”

Dean Ingram BSc Biology, BEd, MEd School Leadership leads as Associate Principal **ursa** Global online and Technology Lead. **ursa** Global online is taking on the world by delivering affordable, world class, and safe online programming to students grades 7-12 everywhere. Dean Ingram was born and raised in Newfoundland & Labrador, Canada. A [Memorial University](#) alumni, Mr. Ingram has been teaching for 34 years, specializing in math and sciences. He has been a classroom teacher and Principal. He taught students throughout Newfoundland & Labrador online for over two decades. He has been actively involved in curriculum development and various other initiatives with the [Newfoundland & Labrador Department of Education](#).

For 2026-2027, we welcome **Thera MacKinnon** BEd MEd to the leadership table at **ursa**. Thera graduated with a Bachelor of Education degree from the University of Alberta where

she majored in English and minored in Art. Her Masters of Education degree with a focus on Curriculum Design and Instruction was earned from Arizona State. She has been teaching for 25 years. Along with her High School teaching load, Thera is assigned to special projects online teacher pedagogy including curriculum design.

Joe Smith BKin BEd has loved being a teacher and administrator for the past 32 years. "The opportunity of helping educate young people has taken me down many roads of exploration which has 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!"

Tammy Morton-Renyk, Transportation Manager. Having recently joined the Third Schools team a Transportation Manager, Tammy is enjoying leading InBus. Working with drivers, instructional staff, students, and parents is a joy. Tammy has many years of experience operating busing systems for independent schools and has also worked as an Instructional Assistant supporting students with special education needs.

Bruce Freeman BA MA, Special Projects Lead has a diverse background: technical trainer for refineries and power plants, social scientist, communications expert, and university instructor. Bruce is a fan of all music but particularly enjoys classical repertoire. He recently resumed bicycle riding having previously gone on many long distance, solo tours in the mountain parks, as well as in Quebec, Germany, France, Switzerland, and the UK. A Third Schools staff member over the past 20 years, Bruce is committed effective communication and is actively involved in the marketing initiatives of Third Schools.

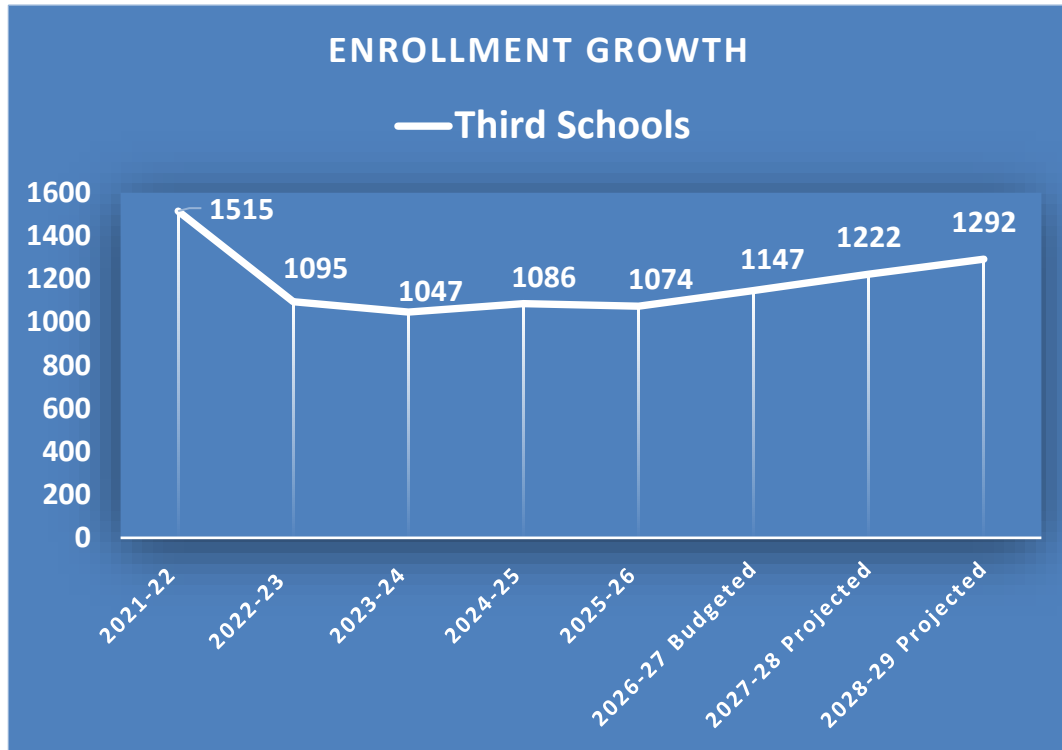
Sabu Alexander BComm has served as Financial Manager at Third Schools for 19 years. He provides strategic financial guidance to Sunil Mattu, Head of Schools, and is responsible to run the Accounting Department. Sabu is an active Church and community member in Calgary's NE. He has extensive experience in India-Canada relations, acting as Finance and Public Relations Officer for the Shastri Indo Canadian Institute.

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

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 Psych Services through Dr. Jeff Chang. We also continue to develop relationships with Creative Communication Inc. and other independent SLP and OT service providers in delivering a comprehensive 'in house' program ECS to Grade 12.

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.

STUDENT POPULATION



Liberty Leading the People, Delacroix 1830, The Louvre

OUR IMPROVEMENT MODEL



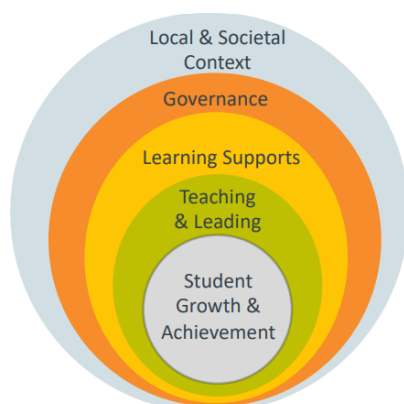
The 'How':

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

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

Spring 2026 Required Alberta Education and Childcare 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	85.7	84.7	81.2	84.2	83.9	84.0	High	Improved	Good
	Citizenship	82.4	83.3	77.9	81.2	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	37.2	10.8	22.2	82.1	81.4	80.8	Very Low	Improved	Issue
	5-year High School Completion	48.9	60.1	50.7	86.7	87.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	11.7	11.1	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	1.7	1.2	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	77.2	68.1	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	10.5	8.5	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	90.5	85.1	87.8	87.7	87.8	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	89.1	85.2	85.8	84.4	84.4	High	Improved	Good
	Access to Supports and Services	84.8	85.4	82.5	79.5	80.1	80.2	High	Maintained	Good
Governance	Parental Involvement	85.8	89.6	81.7	79.9	80.0	79.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2020/21 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Spring 2026 Supplemental Alberta Education and Childcare Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	18.6	5.4	8.3	54.4	54.5	53.6	Very Low	Improved	Issue
Drop Out Rate	9.5	7.9	7.7	2.4	2.4	2.5	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	85.2	85.7	79.9	81.0	81.7	81.7	Intermediate	Maintained	Acceptable
Lifelong Learning	78.9	86.0	77.0	81.2	80.8	80.4	High	Maintained	Good
Program of Studies	77.5	80.6	75.6	83.4	83.0	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	84.6	86.1	83.7	80.2	80.5	80.8	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	48.4	54.3	46.4	68.8	69.4	70.7	Low	Maintained	Issue
Safe and Caring	90.3	91.7	88.6	88.3	87.3	87.3	Very High	Maintained	Excellent
Satisfaction with Program Access	75.5	76.8	68.1	71.8	72.1	72.3	Intermediate	Improved	Good
School Improvement	85.3	81.8	78.3	76.3	76.6	75.9	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	20.7	26.5	29.8	61.0	59.9	59.9	Very Low	Maintained	Concern
Work Preparation	86.6	86.8	76.1	84.2	83.7	83.2	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 (*).
- Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2020/21 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Alberta Education's Assurance Measures AECAMs May 2026 results are the most current provincial results. Measure results generally see Good Improvement across the Assurance Domains, otherwise Maintained, leading to Overall Good to Excellent results. It is important to note that with respect High School Completion and PAT/Diploma Measures, the student population is not only heavily skewed to reflect students with special education needs (Third Academy) in Third Schools but also is a very small sample size. Supplemental Measures see Improvement generally Maintained, with some areas seeing Good Improvement. There does appear the need for some follow up on Third Academy students' feedback. Deeper analysis is always necessary to more fully understand trends and results.

Local measures have also been referenced in the November 2025 Annual Education Results Report and are incorporated into this Education Plan 2026-2029. In 2021-2022 we first incorporated the COGNIA *eleot*® (effective learning environments observation tool) and in 2022-2023 we included 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:

- Equitable Learning
- High Expectations
- Supportive Learning
- 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?

The five overarching dimensions represent aspects of teaching/learning dynamic that the research indicates are essential elements to help strengthen and sustain effective teaching practices.

What makes the TOT different from other Teacher observation tools?

The Cognia® Teacher Observation Tool is a formative observation tool designed to foster teachers' professional improvement toward the practice of learner-centric teaching. This observation tool provides rich formative data for teachers and administrators to engage in clear and focused discussions about improving teaching practices based on information gathered from direct classroom observations.

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 2025-2028 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 continue to work all avenues to find access to capital. 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
AbEd Spring 2024 Assurance Measures Citizenship: 73.6% Overall Result: Issue Work Preparation: 68.6% Overall Result: Issue	Citizenship	ursa/LYNX: Initiate Personal Development Program	AECAM: Spring 2026 Assurance Measures
		Third/ursa/LYNX: Initiate Student Volunteer Program	Local: Satisfaction Surveys
AbEd Spring 2025 Assurance Measures Citizenship: 83.3% Overall Result: Excellent Work Preparation: 86.8% Overall Result: Excellent		ursa/LYNX: Initiate Parent Volunteer Program	Local: Graduate tracking
		Third: Improve Parent Volunteer Program	Local: COGNIA eProve surveys: eleot and Teacher Observation Tool
AECA Spring 2026 Assurance Measures Citizenship: 82.2% Overall Result: Excellent Work Preparation: 86.6% Overall Result: Excellent		ursa/LYNX: Initiate Career Fairs/Vocational Counselling	Local: COGNIA Formative Assessments
		Third Schools: Initiate Alumni Network	
		Third Schools: Embed Communication Plan	
Local Results: COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00		Personal Development program to include citizenship components	

<p>AbEd Spring 2024 Assurance Measures Program of Studies at Risk Students: 83.0% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue Student Learning Engagement: 79.5% Overall Result: n/a</p> <p>AbEd Spring 2025 Assurance Measures Program of Studies at Risk Students: 86.1% Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent Student Learning Engagement: 84.7% Overall Result: Acceptable</p> <p>AECAM Spring 2026 Assurance Measures Program of Studies at Risk Students: 84.6% Overall Result: Acceptable Education Quality: 88.3% Overall Result: Good Student Learning Engagement: 85.7% Overall Result: Good</p> <p>Local Results: COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>	<p>Engage Intellectually</p>	<p>Third Schools: Embed PLC</p> <p>ursa: Shift Grs 9-12 from Parent Directed to Shared Responsibility</p> <p>ursa/LYNX: Initiate Student Exchange programs</p> <p>Third Schools: Embed Communication Plan</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA Formative Assessments</p>	
<p>AbEd Spring 2024 Assurance Measures School Improvement: 74.2% Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures School Improvement: 81.8% Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures School Improvement: 85.3% Result: Excellent</p> <p>Local Result:</p>	<p>Grow Continuously</p>	<p>Third Schools: Improve High School completion rate</p> <p>ursa: improve 'tailor made' programming</p> <p>Third Schools: improve Transition Rate (6 year) to postsecondary</p> <p>Third Schools: Initiate Alumni Network</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: pre and post standardized testing</p> <p>Local: Satisfaction Surveys</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p>	

COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00		Third Schools: Embed Communication Plan	Local: COGNIA formative assessments
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Early Years Literacy Assessments 2023/24

Grade Level	Instruments	At Risk Student Fall 2023	At Risk Student Spring 2024	Students at Risk at the End of School Year (2023/24) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	LeNS, CC3	5	4	4	9.6	0
2	LeNS, CC3	9	7	7	17.4	2.6
3	LeNS, CC3	5	5	5	24	0
1-3 (Total)	LeNS, CC3	19	16	16	17 (Avg.)	1.2 (Avg)

Early Years Literacy Assessments 2024/25

Grade Level	Instruments	At Risk Student Fall 2024	At Risk Student Spring 2025	Students at Risk at the End of School Year (2024/2025) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
ECS	LeNS	7	5	5	-	-
2	LeNS, CC3	6	3	9	10	6
3	LeNS, CC3	9	10	19	8.5	6
1-3 (Total)		25	18	43	9.03 (Avg)	6.1 (Avg)

Early Years Literacy Assessments 2025/26

Grade Level	Instruments	At Risk Student Fall 2025	At Risk Student Spring 2026	Students at Risk at the End of School Year (2025/2026) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
ECS	LeNS	2	0	0	N/A	N/A
1	LeNS, CC3	4	6	6	N/A	N/A
2	LeNS, CC3	11	10	10	N/A	N/A
3	LeNS, CC3	1	1	1	N/A	N/A
1-3 (Total)		24	22	17	N/A	N/A

Summary of Support Strategies for Students Identified as being at risk at each Grade level:
For all Grades 1-3: individualized and leveled literacy groupings, regularly scheduled SLP and OT interventions, instructional aides, Literacy specialist.

Early Years Numeracy Assessments 2023/24

Grade Level	Instruments	At Risk Student Fall 2023	At Risk Student Spring 2024	Students at Risk at the End of School Year (2023/24) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	Key Math 3	6	4	4	10.8	4
2	Key Math 3	9	6	6	18.5	4
3	Key Math 3	8	7	7	22.8	1.5
1-3 (Total)		23	17	17	17.4 (Avg.)	3.1 (Avg)

Early Years Numeracy Assessments 2024/2025

Grade Level	Instruments	At Risk Student Fall 2024	At Risk Student Spring 2025	Students at Risk at the End of School Year (2024/25) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
ECS	Provincial Numeracy Screening Assessment	6	4	4	-	-
2	Key Math 3	10	10	20	10	6
3	Key Math 3	9	8	17	10	10.8
1-3 (Total)		29	20	49	9.5(Avg)	6.8 (Avg)

Early Years Numeracy Assessments 2025/2026

Grade Level	Instruments	At Risk Student Fall 2025	At Risk Student Spring 2026	Students at Risk at the End of School Year (2025/26) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments

ECS	Provincial Numeracy Screening Assessment	2	0	0	N/A	N/A
1	Key Math 3	11	9		9	9
2	Key Math 3	12	11	11	14.42	5.5
3	Key Math 3	11	11	11	13.54	7.54
1-3 (Total)		36	31	22	36.96	22.04

Summary of Support Strategies for Students Identified as being at risk at each Grade level:
For all Grades 1-3: individualized and leveled numeracy groupings, regularly scheduled SLP and OT interventions, instructional aides, Numeracy specialist.

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
<p>AbEd Spring 2024 Assurance Measures Program of Studies at Risk Students: 82.1% Overall Result: Issue Education Quality: 81.3 % Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures Program of Studies at Risk Students: 86.1% Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures Program of Studies at Risk Students: 84.6% Overall Result: Acceptable Education Quality: 88.3% Overall Result: Good</p> <p>Local Result: COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>	Teaching Quality Standard	<p>Third Schools: Embed High Quality Professional Development</p> <p>Third Academy/ursa: Improve High Quality Professional Development</p> <p>LYNX: Improve High Quality Professional Development</p> <p>Third Schools: Embed Staff evaluation processes within a context of a professional learning community</p> <p>Third Schools: Improve mentorship program</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>

<p>AbEd Spring May 2024 Assurance Measures School Improvement: 74.2% Overall Result: Issue Education Quality: 81.4% Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent Education Quality: 90.5% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures School Improvement: 85.3% Overall Result: Excellent Education Quality: 88.3% Overall Result: Good</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>	<p>Leadership Quality Standard</p>	<p>Third Schools: Embed High Quality Professional Development</p> <p>Third Academy/ursa: Initiate 'L' endorsement certification for Leadership candidates</p> <p>Third Academy/ursa/LYNX: Improve School Based Education Plans</p> <p>Third Schools: Initiate External Leadership evaluation processes within the context of a professional learning community</p> <p>Third Schools: Initiate mentorship program</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: Internal & External Evaluation</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>
<p>AbEd Spring 2024 Assurance Measure Education Quality: 81.4% Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measure Education Quality: 90.5% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measure Education Quality: 88.3% Overall Result: Good</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend:</p>	<p>Quality Program Delivery</p>	<p>Third Schools: Embed High Quality Professional Development</p> <p>Third Schools: Embed HR Strategies including staff support, high expectations, and staff assignment</p> <p>Third Academy: improve Technology Integration</p> <p>ursa: Embed Technology Integration</p> <p>Third Schools: Embed Communication Plan</p>	<p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>

<p>Steady growth in September 2024 anticipated to continue into September 2025</p> <p>Staff Retention Rate: High</p> <p>Internal & External Evaluation: N/A</p> <p>COGNIA eleot</p> <p>May 2024: 3.28/4.00</p> <p>May 2025: 3.41/4.00</p> <p>May 2026: 3.62/4.00</p> <p>COGNIA TOT</p> <p>November 2023: 3.49/4.00</p> <p>November 2024: 3.28/4.00</p> <p>November 2025: 3.72/4.00</p>				
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Professional Learning, Supervision and Evaluation: Pursuant to Third Schools Teacher Growth, Supervision and Evaluation Policy <https://thirdacademy.ca/newsite/wp-content/uploads/2022/10/Teacher-Growth-Supervision-and-Evaluation-Policy.pdf>, Third Schools reports its ongoing commitment to supporting teaching and leadership quality through professional learning, supervision, and evaluation processes. Teacher and Leadership professional learning is a joint responsibility shared by Third Schools and each Teacher/Leader professional.

Newly adopted 'Canada first, Global second, and USA only if absolutely necessary' policy has impacted not only professional learning but also purchasing/vendor choices.

Ongoing professional development opportunities include: Wednesday school based professional development; System Wide professional development 6 times per year; Professional Development week in February enabling attendance at the AISCA Teacher Convention, ATA Calgary City Teachers Convention, ATA Edmonton City Teachers Convention and self-directed PD; Calgary Regional Consortium and Edmonton Regional Learning Consortium; External PD opportunities including Innovative Schools Summit, ASCD Leadership Summit, DLAC, CanELearn Network, ATLE Conferences, Handle With Care, CASS FMNI Education Gathering.

2025-2026 also saw the restructuring of Professional Learning Communities to focus on: Literacy, Numeracy, and Personal Development. Going forward, all staff are required to participate in these 3 PLCs.

In terms of supervision and evaluation, Third Schools has a long-established process including: TPGP development/review; informal and formal evaluation tools including Observational Checklists, Action Plans, Formal Observations, COGNIA TOT and *eleot* instruments, and ongoing supervision of Teachers by Principals. At the Head of Schools level, the Board conducts external and internal evaluations.

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
AbEd Spring 2023 Assurance Measures School Improvement: 79.2% Overall Result: Good AbEd Spring 2024 Assurance Measures School Improvement: 74.2% Overall Result: Issue AbEd Spring 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent AECAM Spring 2026 Assurance Measures School Improvement: 85.3% Overall Result: Excellent Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable growth in September 2024 is anticipated into September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00	Resource Allocation	Third Academy/ursa/LYNX: Improve School Based Education Plans Third Schools: Embed Communication Plan Third Schools: Embed FMNI foundational knowledge in Professional Development Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience Third Schools: Improve engagement of FNMI elders Third Academy: access Jordan's Principle Funding	AECAM: Spring 2026 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: COGNIA eProve surveys: eleot and Teacher Observation Tool Local: COGNIA formative assessments
AbEd Spring 2023 Accountability Pillar Safe & Caring: 84.9% Overall Result: Acceptable AbEd Spring 2024 Accountability Pillar Safe & Caring: 90.9%	Welcoming, Caring, Respectful, and Safe Learning Environments	Third Academy/ursa/LYNX: Improve School Based Education Plans Academy/ursa/LYNX: Improve Student/Parent/Staff Codes of Conduct	AECAM: Spring 2026 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend

<p>Overall Result: Excellent</p> <p>AbEd Spring 2025 Accountability Pillar Safe & Caring: 91.7% Overall Result: Excellent</p> <p>AECAM Spring 2026 Accountability Pillar Safe & Caring: 90.3% Overall Result: Excellent</p> <p>Local Results: Satisfaction Surveys: N/A Stable growth in September 2024 anticipated to continue in September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>		<p>Third Schools: Embed FMNI foundational knowledge in Professional Development</p> <p>Third Schools: Embed Communication Plan</p>	<p>Local: Staff retention rates</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>	
<p>AbEd Spring 2023 Inclusive Education Report Data no longer available</p> <p>AbEd Spring 2024 Inclusive Education Report Data no longer available</p> <p>AbEd Spring 2025 Inclusive Education Report Data no longer available</p> <p>AECAM Spring 2026 Inclusive Education Report Data no longer available</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable growth in September 2024 is anticipated to continue in September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT</p>	Inclusive Learning	<p>Third Schools: Embed High Quality Professional Development</p> <p>Third Schools: Embed FMNI foundational knowledge in Professional Development</p> <p>Third Schools: Embed HR Strategies including staff selection</p> <p>Third Academy/ursa: Improve Family supports including 'virtual coffee nights'</p> <p>Third Academy/ursa: Initiate Parent education opportunities</p> <p>Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>	

<p>November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>				
<p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable growth in September 2024 is anticipated to continue in September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>	<p>Meeting the needs of the community we serve and the public at large</p>	<p>Third Academy: Improve Parent education opportunities</p> <p>ursa: Initiate PAC</p> <p>Third Academy: Embed PAC engagement</p> <p>Third Schools: Initiate community engagement to service clubs</p> <p>Third Schools: Embed community engagement beyond memberships in AISCA, IPSF, COGNIA, Aspire, CANeLEARN, ASCD, Instructure, Autism Calgary, ASCD, Brown Bagging for Calgary Kids</p> <p>Third Schools: Initiate collaboration with service clubs, Innovate Calgary, Rainforest Alberta, Child & Nature Alliance of Canada</p> <p>Third Schools: Improve collaboration with AHEA, SHINE, INSPIRE, CHE</p> <p>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</p> <p>Third Schools: Initiate collaboration with Wee Wild Ones, Common Digs Forest School, Junior Explorers Winsport, University of Calgary</p>	<p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: COGNIA eProve survey</p> <p>Local: COGNIA formative assessments</p>	

		<p>Third Schools: Improve collaboration with Tsuut'ina Education</p> <p>Third Schools: Initiate collaboration with local school boards including CBE, CCSB, RVSD, Foothills</p> <p>Third Academy: Embed collaboration with AHS and Health Care Professionals in private practice</p> <p>Third Academy: Embed collaboration with CFS and Social Service Agencies</p> <p>Third Schools West campus: find permanent site</p> <p>Third Academy Schools East campus: improve campus (specialized shops/maker spaces, playing fields, modular classrooms)</p> <p>Third Academy: Improve access to DSEPs online programming options for students with special education needs province wide</p> <p>LYNX: Increase enrollments in Calgary, Cochrane, and Okotoks</p> <p>ursa: Initiate shift from parent directed to shared responsibility programming grades 9-12</p> <p>ursa: Initiate new course development</p> <p>ursa: Initiate outreach in becoming an Education Service Provider/Consultant to Northland School Division</p>	
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Accessing a Continuum of Supports and Services: Third Schools provides access to a continuum of supports and services including Psychological Therapy, Speech & Language Therapy, and Occupational Therapy as well as assessment in all disciplines. These services are contracted. Progress is reported in Report Cards and IPPs.

ECLS, Khan Communication, and Open Parachute Wellbeing supports and services are available to our Home Education community through AISCA coordinated programs.

First Nations, Métis and Inuit Student Success: Third Schools is committed to Truth and Reconciliation. This means recognizing that FNMI students are unique in their needs as well as generally disadvantaged from systemic inequities. The process of embedding understanding and approaches to FMNI perspectives within the culture of Third Schools began many years ago and has included professional development, relationship building, programming including 'Orange Shirt Day' every Wednesday, and invitation to FMNI elders to support system improvement.

Local FMNI Nations want their students back, except in the cases of the most significantly challenged for whom resources to support programming do not exist. Success at Jordan's Principle Table to support FMNI students has diminished as JP has taken the view that placement in public schools is the best option for FMNI students, to these students' general detriment.

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
<p>Budget 2023-2024:</p> <p>Revenue: \$9,140,204</p> <p>Expenses: \$8,730,211</p> <p>Surplus: \$409,994</p> <p>AFS Surplus: \$1,016,777</p> <p>Variance: 148%</p> <p>Audited Financial Statement y/e 31 August 2024 demonstrates significant surplus due to funding anomaly in the WMA</p> <p>Budget 2024-2025:</p> <p>Revenue: \$8,789,390</p> <p>Expenses: \$8,772,670</p> <p>Surplus: \$16,720</p> <p>AFS Deficit: (\$25,363)</p> <p>Audited Financial Statement y/e 31 August 2025 achieves a small deficit notwithstanding significant funding claw back</p>	<p>stewardship of system resources</p>	<p>Third Schools: Adopt Financial Accountability and Governance Policies</p> <p>Third Schools: Initiate Financial Procedure Manual</p> <p>Third Schools: Improve Donor Relationship Management</p> <p>Third Schools: Improve Friends of Third Academy Network</p> <p>Third Schools: Initiate Friends of ursa and Friends of LYNX</p> <p>Third Schools: Embed Communication Plan</p>	<p>Audited Financial Statement y/e 31 August 2024</p> <p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: Internal & External Review</p> <p>Local: COGNIA eProve surveys: elect and Teacher Observation Tool</p>

<p>due to funding anomaly in the year prior due to WMA</p> <p>Budget 2025-2026: Revenue: \$9,324,948 Expenses: \$9,229,172 Surplus: \$25,776 AFS Est Surplus: \$152,631</p> <p>Audited Financial Statement y/e 31 August 2026 projects solid surplus</p> <p>Budget 2026-2027: Revenue: \$10,531,167 Expenses: \$10,369,601 Surplus: \$161,566 AFS: \$tbd</p> <p>AbEd Spring 2023 Assurance Measures School Improvement: 79.2% Overall Result: Good</p> <p>AbEd Spring 2024 Assurance Measures School Improvement: 74.2% Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures School Improvement: 85.3% Overall Result: Excellent</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable growth in September 2024 is anticipated to continue in September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA <i>eleot</i> May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>			<p>Local: COGNIA formative assessments</p>	
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<p>AbEd Spring 2024 Assurance Measures Program of Studies at Risk Students: 82.1 % Overall Result: Issue Education Quality: 81.3% Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures Program of Studies at Risk Students: 86.1 % Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures Program of Studies at Risk Students: 84.6 % Overall Result: Acceptable Education Quality: 88.3% Overall Result: Good</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant September 2022 growth is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00</p>	<p>student success</p>	<p>Third Schools: Embed resource allocation</p> <p>Third Schools: Embed hiring practices</p> <p>Third Schools: Embed programming initiatives</p> <p>Third Academy/ursa/LYNX: Improve facilities</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>	
<p>AbEd Spring 2023 Assurance Measures Parental Involvement: 74.9% Overall Result: Issue</p> <p>AbEd Spring 2024 Assurance Measures Parental Involvement: 80.1% Overall Result: Good</p> <p>AbEd Spring 2025 Assurance Measures Parental Involvement: 89.6% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures</p>	<p>generative community engagement</p>	<p>Third Schools: Embed culture of local and societal collaboration Third Schools: Embed in engaging with AISCA</p> <p>Third Schools: Initiate rebrand & website</p> <p>Third Academy/ursa/LYNX: Embed websites</p> <p>Third Schools: Embed Run Santa Run! special event</p> <p>Third Schools: Improve marketing</p>	<p>AECAM: Spring 2026 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: Internal & External Review</p> <p>Local: COGNIA eProve surveys: eleot and</p>	

<p>Parental Involvement: 85.8% Overall Result: Excellent</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable September 2024 growth is anticipated to continue in September 2025 Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2024: 3.28/4.00 May 2025: 3.41/4.00 May 2026: 3.62/4.00 COGNIA TOT November 2023: 3.49/4.00 November 2024: 3.28/4.00 November 2025: 3.72/4.00 Google Analytics: Contact office for Analytics</p>		<p>Third Schools: Initiate COGNIA Education Service Agency reaccreditation</p> <p>Third Academy: 30 Years of Hope Gala</p>	<p>Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p> <p>Google Analytics</p>	
<p>AERR November 2023 Result: as reported</p> <p>AERR November 2024 Result: as reported</p> <p>AERR November 2025 Result: as reported</p> <p>Annual Report 2024/2025 Result: tbc</p> <p>Annual Report 2025/2026 Result: tbc</p> <p>Local Results: Satisfaction Surveys: N/A Enrollment Trend: Stable September 2024 growth is anticipated to continue in September 2025</p>	transparency	Third Schools: Embed Communication Plan	<p>AERR November 2023</p> <p>AERR November 2024</p> <p>Annual Report 2024/2025</p> <p>Local Results: Satisfaction Surveys Enrollment Growth</p>	
<p>AbEd Spring 2024 Assurance Measures School Improvement: 74.2% Overall Result: Issue</p> <p>AbEd Spring 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent</p> <p>AECAM Spring 2026 Assurance Measures School Improvement: 85.3% Overall Result: Excellent</p>	accountability	Third Schools: AbEd Assurance Measures Survey participation rates	<p>AECAM: Spring 202 Assurance Measures</p> <p>Local: Satisfaction Surveys</p> <p>Local: Enrollment trend</p> <p>Local: Staff retention rates</p> <p>Local: Internal & External Review</p>	

<p>Local Results:</p> <p>Satisfaction Surveys: N/A</p> <p>Enrollment Trend: Stable</p> <p>September 2024 growth is anticipated to continue in September 2025</p> <p>Staff Retention Rate: Good</p> <p>Internal & External Review: N/A</p> <p>COGNIA eleot</p> <p>May 2024: 3.28/4.00</p> <p>May 2025: 3.41/4.00</p> <p>May 2026: 3.62/4.00</p> <p>COGNIA TOT</p> <p>November 2023: 3.49/4.00</p> <p>November 2024: 3.28/4.00</p> <p>November 2025: 3.72/4.00</p>			<p>Local: COGNIA eProve surveys: eleot and Teacher Observation Tool</p> <p>Local: COGNIA formative assessments</p>	
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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 2026-2027: 1114. Demographics: children & students attending Third Schools reside across the Province of Alberta, with the majority in the Greater Calgary and Greater Edmonton regions. 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. I am pleased that LYNX has now established a PAC. **ursa** continues working towards establishing a PAC.

Third Schools thanks all donors for their contributions. Notable contributors include Prosser Charitable Foundation, the Ritvik Bale Memorial Bursary Fund, and Community Chest Donations. 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. Finally, it is with deepest gratefulness that we saw the establishment of the Dr. S. Lal Mattu Memorial Fund with a seminal gift of \$150K generated at our Third Academy 30th Anniversary Gala: 30 Years of Hope. Our Friends of Third Academy have established

a living legacy that will offer bursaries for students who otherwise could access specialized programming and supports that they desperately in perpetuity. Thank you.

Third Schools is also thankful for support of generous sponsors including, Alberta Lottery Fund, Computers for Schools, United Way, Kids Up Front, Prosser Charitable Foundation, Bale Family, For the Love of Children Society, Brown Bags for Calgary Kids, and the Roger's Birdies for Kids Charity Golf Classic.

With respect FNMI families and students, Third Schools is looking to access Jordan's Principle funding. We look forward to developing relationships with FMNI communities.

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

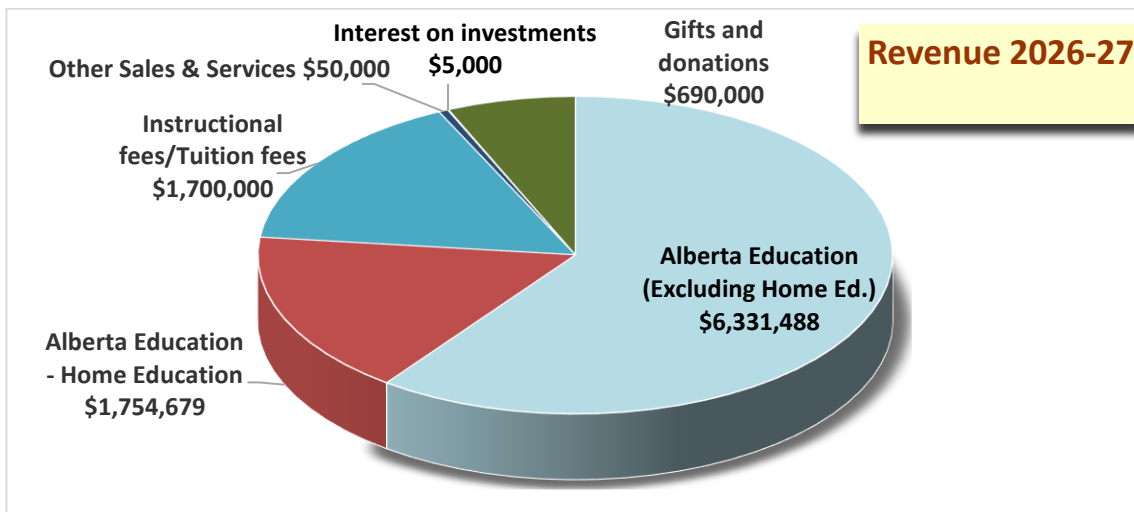
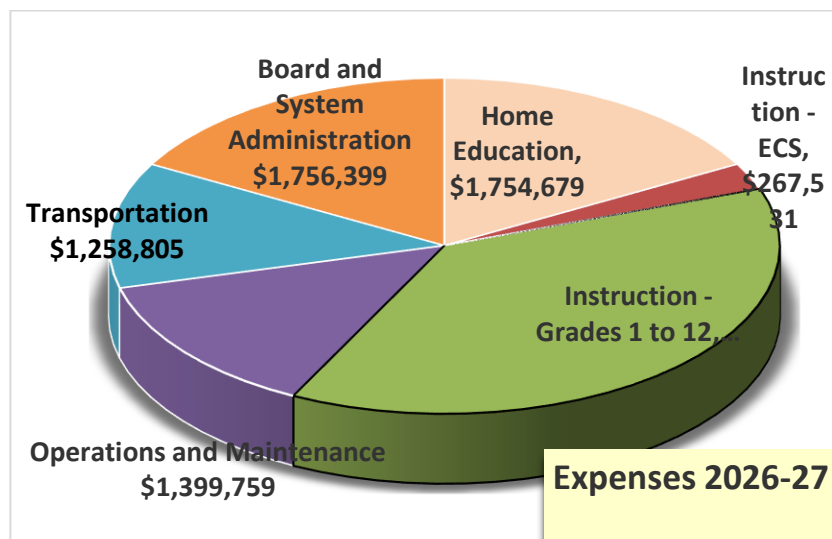
2025-2026 has been a year of significant accomplishment. The passing of our founder, Dr. S. Lal Mattu, has not overshadowed this. Instead, we held true by 'sticking together as a family, never giving up, and remembering that life goes on'. We continue to serve families across Alberta and beyond. Our Third Schools East campus needs to be expanded to meet pent up demand for special education programming in the community. With historic announcement of capital funding for independent schools, Alberta Education has 'opened the door'. We are looking to create 80 more student seats for September 2027 with the addition of 4 modular classrooms. 2026-2027 will see concerted efforts in Literacy, Numeracy, and Personal Development programming across the system. We continue pursue the dream of LYNX Priddis World School. Availability of capital funding allows us to build skilled trades shops/maker spaces in step with Provincial Careers initiatives for 2028. Congratulations to our 2026 graduands! And once again, thank you Calgary for seeing reach our milestone 30th year in operation!!

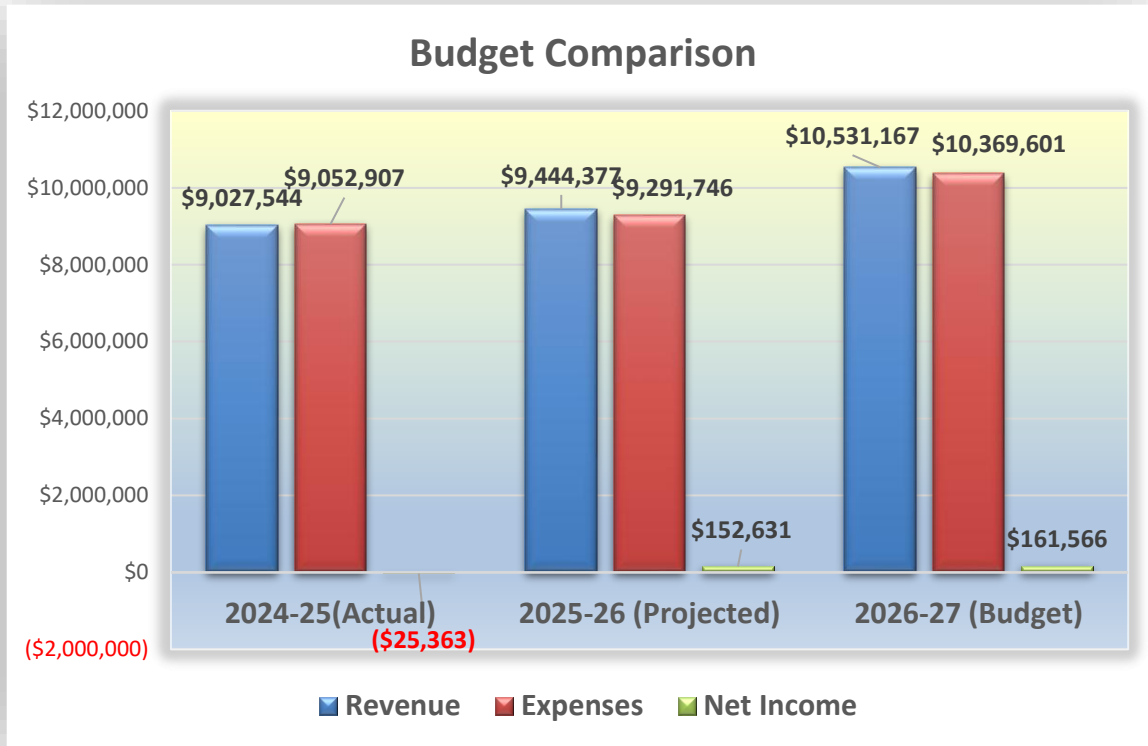
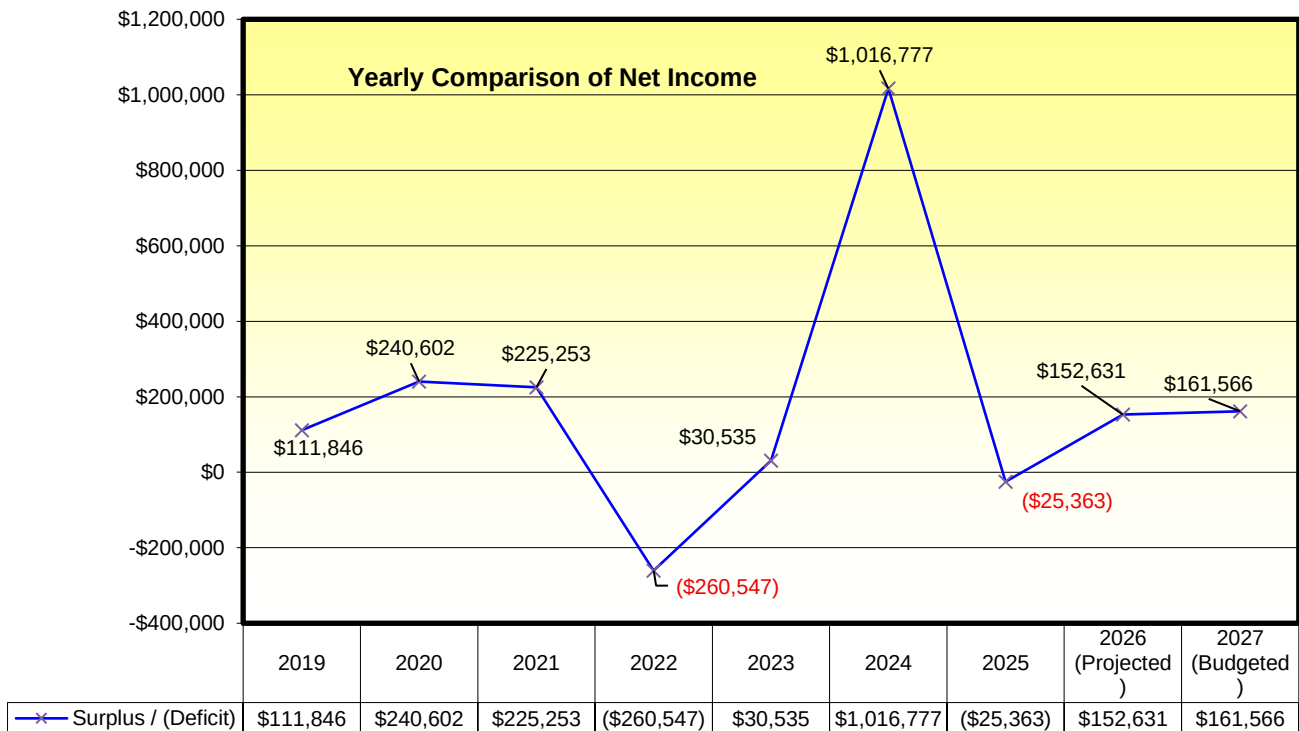
Our theme for 2026-2027: The North.



BUDGET SUMMARY

- Alberta Education 2026-2027 anticipated Revenue Budgeted: \$8,086,167
- Government of Canada 2025-2026 anticipated Revenue Budgeted: \$0
- Budget 2026-2027 Revenue: \$10,531,167
- Budget 2026-2027 Expense: \$10,369,601
- Net Surplus 2026-2027 Budgeted: \$161,566
- Prosser Charitable Foundation contributes \$240,000 in student bursaries
- PAC fundraising with Bingos, Casinos, and Special Events \$100,000 budgeted
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Head of Schools, at smattu@thirdschools.ca or call (403) 690-1408





STRATEGIC INITIATIVES

- Third Academy Outreach Schools
- FOCUS: a university preparatory program for students with classic learning disabilities, no primary emotional and/or behavioural concerns
- 4 new modular classrooms at Third Schools East campus
- STEM lab completion at Third Schools East campus
- Opening a conversation with our Third Schools landlord to extend the Lease
- Collaboration with Roots 2 Stem for staff development/training
- Collaboration with Roots 2 Stem to pilot **ursa** Summer Study camps- STEM for July 2027
- Piloting of **ursa** Summer Study camps- Sports for August 2027
- Expansion of **ursa** Summer Study camps- Adventure for August 2027
- Transition of **ursa** from an 'online school' to a 'hybrid school' with a school site
- Ongoing efforts to establish a day/boarding school site in the Foothills
- Search for a new LYNX school site in Radio Park, Calgary
- Collaboration with Agents, School partners, and Education Entrepreneurs globally
- Third Academy SLP/OT programming capacity building
- Consolidation of High School Programming across the system under 1 Principal
- Investment in, scaling up, and purchasing of SchoolCloud
- East Campus Onsite Skills Shops

SUMMARY OF FACILITY AND CAPITAL PLANS

- Third Academy to continue to operate at Third Schools East campus. Planned improvements include a new STEM lab, Skills Shops, and School Garden. \$tbd
- ursa/LYNX to continue to offer Wednesday onsite programming at Third Schools East campus.
- Third Schools East campus will be expanded with modular classroom spaces \$2MM (\$700K AbEd capital funding grant, \$1.1MM bank financing, \$200K cash in hand) to accommodate pent up demand within the special education community for services.
- LYNX will to continue to operate at Third Schools West campus until a more permanent home can be found with the dream of LYNX Priddis World School on the horizon. \$tbd
- School buses and vehicles to be purchased to modernize and increase fleet. \$200K

IMPLEMENTATION PLAN

The 2026-2027 *Funding Manual* requires that an outline of the implementation plan be included in this Education Plan.

- Third Schools is structured into 4 business units- Third Academy, ursa, LYNX, InBus, plus the Central Administration
- Each of the business units is tasked with developing an annual education/business plan designed to implement at the local level the appropriate strategic objectives indicated in this Education Plan
- Annual education/business plans include core outcomes, strategies and measures
- These annual education/business plans together with this Education Plan drive the Budgeting cycle

Please contact Sunil Mattu, Head of Schools, at smattu@thirdschools.ca or call (403) 690-1408 for more information.

PARENTAL & STAKEHOLDER ENGAGEMENT

Third Schools is a small school system by design.

Parents are our clients and we listen to them in order to serve them as best we can. That means there is an open line of communication between parents, teachers, Principals, and Parent Advisory Councils. We are pleased to announce that LYNX PAC has been established. The establishment of **ursa** PAC remains an objective.

Parents are actively involved in many aspects of the school. Through various conversations- either individually or with parent groups including PAC input- parent views are reflected in this Education Plan.

Other Stakeholder groups include students, staff, other independent schools, post-secondary institutions, donors, Friends of Third Schools, Service Clubs, recreational and other community program providers, Alberta Education, Children's Services, Alberta Health Services, and the community at large. These groups are engaged in the development of the Education Plan. This includes consideration of the Alberta Education Business Plan 2026.

COMMUNICATION

This Education Plan is communicated to the school community- students, parents, staff, and public at large- in the following ways:

- This Education Plan is distributed to Parent Advisory Councils
- This Education Plan is available at the Central Administration Office
- This Education Plan is available in the Office of the Principals at Third Academy ECS, Third Academy Elementary, Third Academy Jnr/Snr High, **ursa**, and LYNX
- This Education Plan is available to all Staff
- This Education Plan is approved and distributed to all members of the Board of Directors
- This Education Plan is distributed to Alberta Education for acceptance
- A link to this Education Plan is placed on the school websites www.thirdacademy.ca, www.goursa.education, and www.lynx.education.