

# Third Academy Independent Schools

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

Third Academy International Ltd., the Authority, is referred to as Third Academy Independent Schools in this Report

Third Academy East & West, Designated Special Education Independent Schools  
**ursa**, Distance Education Independent School  
Willow Shared, Shared Responsibility Home Education  
Willow Home Ed, Traditional Home Education

**Combined  
November 2020 Annual Education Results Report (AERR)  
Three Year Education Plan (2020/21-2021/22-2022/23)**

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**“Third Academy offers hope...  
hope for students, families, and our  
future.”**  
Dr. S. Lal Mattu  
Founder

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

Board of Directors  
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## Foundation Statements

### How did we start?

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a Teacher, Vice Principal, and Assistant/Chief Superintendent. During the twenty years that he had held in various Superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. 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 these students, Dr. S. Lal Mattu decided that he could better serve the families with children with special needs by founding Third Academy. Furthermore- after a lifetime of service to and support from the community at large- Third Academy offered a better way for Dr. S. Lal Mattu to continue to serve and give back to the community. Thousands of special needs students have passed through Third Academy's corridors over the past 24 years.

Dr. S. Lal Mattu was awarded an Alberta Centennial Medal and recently an ICC Education Excellence Award for a lifetime of service to the children of Alberta. He accepted on behalf of Third Academy.

### Where are we now?

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 Executive Director. 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 2020, however, we are ready to purchase a new school building for our students.

With Third Academy on a solid financial footing, Sunil has been able to innovate. In 2014, Sunil launched a home education division now known as Willow Home Ed with an initial enrollment of 68 students. Sunil is proud that Willow Home Ed is considered the program of choice for traditional home education in Alberta with 1449 students for 2020.

Sunil realized that he could further support parental choice for home education parents by offering a shared responsibility program. There was also a recognition that educational delivery was shifting globally and that online delivery represented many new opportunities. With the establishment of **ursa**- a distance education school- Sunil also positioned the system to be in the 'right place at the right time' with respect COVID-19. With Alberta Education's approval, **ursa** began enrolling students for the 2020-2021

school year. Through **ursa** Distance and Willow Shared, Alberta families now have expanded educational choices.

For September 2020, Sunil also launched an exciting new program in Canmore, Alberta called LYNX. The hybrid delivery model combines distance education- virtual classrooms for ELA and Math, online- in the morning with cross curricular programming- Social Studies, Science, Phys Ed, Health- in the great outdoors of the Bow Valley Corridor in the afternoon, all under the direction and supervision of Alberta Education certificated teachers. As Sunil says: "Why not be outdoors if you can still do it? No classroom, no desks, no whiteboard. The outdoors is our classroom."

"COVID-19 should be respected, not feared. I have seen in my travels the ability of humans to adapt. Albertans must adapt to our new reality because our children need and deserve access to a world class education. With the 600 year old factory model of education broken, now is the time to be creative... to innovate. And hopefully, with a different kind of education we will enable our children to chart a different future, making our world a little bit of a better place for all of us. Cheers to 2020-2021!"

## **A Profile of the School Authority 0023**

### **CONTEXT**

Third Academy Independent Schools is governed by the requirements specified in: *The Education Act 2012 (effective 1 September 2019)*, *The Choice in Education Act 2020*, *Private Schools Regulation (Alberta Regulation 93/2019)*, *Education Grants Regulation (Alberta Regulation 120/2008)*, *Student Record Regulation (Alberta Regulation 225/2006)*, *Home Education Amendment Regulation (Alberta Regulation 023/2020)*, *Student Evaluation Regulation (Alberta Regulation 177/2003)*, *Certification of Teachers Regulation (Alberta Regulation 3/1999)*, *Practice Review of Teachers Regulation (Alberta Regulation 11/2010)*, *Seclusion and Physical Restraint in Schools and Time Out in School Regulation (Alberta Regulation 039/2019)*, *Ministerial Order on Student Learning 028/2020*, current *Guide to Education: ECS to Grade 12*, current *Funding Manual for School Authorities 2020-2021*, *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, *Standards for Special Education*, *Requirements for Special Education*, *Teaching Quality Standard*, *Leadership Quality Standard*, *Public Interest Disclosure (Whistleblower Protection) Act 2012*, *Occupational Health & Safety Act 2017*, *Transportation Act 2000*, *PIPA 2003* and *PIPEDA 2000*.

A federally registered charity, Third Academy Independent Schools operates 3 Alberta Education accredited schools- Third Academy West, Third Academy East, **ursa**- and supports 1449 traditional home educators under Willow Home Ed. One could consider each of our schools akin to 'legs on a stool'. These legs provide stability, strength, and requisite support across the system. The different programming streams- special education, distance education, and home education- enable our system to offer the best possible programming choice for families, given the educational profile of their

child, while respecting parental choice. Students attending our schools can reside in any community- urban, rural, or frontier- in Alberta.

Third Academy is a practicum site for students in various postsecondary programs, including University of Lethbridge and Athabasca University.

Third Academy West (0031) and Third Academy East (1446), the special needs focused schools, were established in 1997 and 2001 respectively. These schools are two of the fifteen Designated Special Education Independent Schools in Alberta and are Calgary based. Students attend from all communities in Calgary and the surrounding bedroom communities of Bragg Creek, Cochrane, Airdrie, Chestermere, Langdon, and Okotoks. Most students attend programming onsite with stringent COVID-19 measures in place. Students who are medically fragile and/or those whose parents for other reasons do not wish for onsite classes, a handful of students are receiving home based programs (elementary distance print based with digital support, junior/senior high distance online). Students are brought to school sites by Third Academy school bus, ACCESS Calgary, City of Calgary Transit (CTrains/Bus), or parents. For 2020/2021, Third Academy West is serving a total of 54 students grades 1 to 6- 32 mild/moderate, 20 severe, 2 FMNI. For 2020/2021, Third Academy East is serving a total of 82 students grades 7 to 12- 56 mild/moderate, 80 severe, 2 FMNI, and 1 international.

**ursa** (2320) is a distance education school established for September 2020 offering three programming streams. The idea was to offer greater programming choices- particularly at the jnr/snr high levels- to traditional home educators under our Willow Home Ed division, first established in 2014. **ursa** offers traditional home education (Willow Home Ed), shared responsibility programming (ursa Shared), and ursa distance programming (print based for Grades 1-6 with digital support and online for Grades 7-12). Some classes are offered on site- physed, music, drama, and art- at the Third Academy East location on a Wednesday afternoon. For 2020/2021, **ursa** is serving a total of 1521 students grades one through twelve. Willow Home Ed: 1449. Willow Shared: 58 plus Lynx 7. **ursa** distance: 7.

About LYNX: Mid-August 2020, families in Canmore sought **ursa**'s support to establish 'education outdoors'. The solution was a shared responsibility program- 30% teacher directed distance online education and 70% parent directed cross curricular outdoors. Our website [www.lynx.education](http://www.lynx.education) and these articles <https://www.rmotoday.com/education/lynx-program-moves-classroom-outdoors-2736014>, <https://www.cbc.ca/news/canada/calgary/the-outdoors-is-our-classroom-blended-online-outdoor-school-launches-in-bow-valley-1.5743417>, and <https://calgary.ctvnews.ca/mobile/school-s-out-and-so-are-students-in-the-rocky-mountains-1.5199465> explain further.

The delivery of Special Education in Alberta has been engaged in change over a number of years under Alberta Education's 'Setting the Direction for Special Education in Alberta' and 'Action on Inclusion' initiatives. The new *Education Act* and *Private*

*Schools Regulations* have taken effect as of September 1<sup>st</sup>, 2019. The *Choice in Education Act* has now been proclaimed affirming that parents have the right to choose the kind of education they feel will be best for their children. The act strengthens Alberta's successful history of educational choice, including public and separate schools, Francophone schools, charter schools, independent (private) schools, early childhood education and home education.

Third Academy Independent Schools is part of these processes and committed to meeting the spirit of the legislative framework. We are hopeful, for the sake of our children, that the changes that will come out of these initiatives will make a real difference for all Alberta families and their children. Third Academy Independent Schools believes that it also can be a 'change agent' for reform. The Board believes that as long as we continue to meet the public good, we will always have our 'raison d'être'.

The future envisions continued growth in base student enrollment across our various schools/programming streams. The creation of a binary system, with 'stars' in both Calgary and Edmonton, is sought over the next five years. Leadership within the organization will need to be developed. The political context will need to be considered. Fulfilling the informed desires of Alberta families is the motivation. Good governance, visionary leadership, high quality programming, and a solid financial footing underpins this future. A thoughtful, audacious, yet sustainable plan is required.

Third Academy Independent Schools is seeking Cognia <https://www.cognia.org/> accreditation as an Education Service Provider. This will enable our ability to not only create jobs for Albertans but give greater access to a world class education to children globally. We are already part of EduCanada, Global Affairs Canada and CMEC's initiative in Independent education.

Third Academy Independent Schools will seek approval to operate as an ECS Operator as well as approval in the Alberta Accredited Independent School (AAIS) program to deliver distance online education abroad for September 2021.

New revenue streams will ultimately enable our Dream School Project and future capital projects. We are actively pursuing a school building on the East Stoney Trail Corridor, Calgary.

Everything we do, today and tomorrow, will ultimately ensure our vision: Student success.

**POPULATION  
ACTUALS FOR 2018-2019/2019-2020/2020-2021  
PROJECTED FOR 2021/2022**

	E C S	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr1 1	Gr1 2
2018/2019 145/401*		8/46	13/ 45	5/44	12/38	12/42	8/23	14/35	19/39	17/35	14/19	7/12	16/23
2019/2020 146/595*		6/75	10/ 56	14/68	8/62	12/57	15/61	9/41	16/44	16/48	14/30	14/24	12/29
2020/2021 137/1615/60 /12**		9/232/ 0/1	7/22 0/4/0	10/17 1/2/0	9/201 /3/0	5/132/5 /0	14/129 /4/1	11/109/ 12/1	10/88/ 13/3	16/66/2/ 3	18/52/7/ 0	14/35/ 4/2	14/32/4 /1
2021/2022 12/140/1500 /150/50***	12	11/12 5/12	11/1 25/ 12	11/12 5/12	11/12 5/12	11/12 5/12	11/12 5/12	12/12 5/13	12/12 5/13	12/125 /13/25	12/125 /13/25	13/12 5/13	13/12 5/13

\*Enrollment totals Third Academy/Willow Home Ed

\*\* Enrollment totals Third Academy/Willow Home Ed/Willow Shared/ursa

\*\*\* Enrollment totals ECS/Third Academy/Willow Home Ed/ursa/ursa Independent

**TRANSPORTATION**

Third Academy’s fleet of 11 school buses currently transports about 60 students daily. The safety of our students is the priority. A purchasing program to maintain a modern fleet has been in place over the past five years. Programming for our students begins as soon as the student is on the bus and continues in the classroom. Professional drivers make it happen for our students.

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

**OUR PEOPLE**

Third Academy Independent Schools’ Board of Directors is Chaired by Linda McKay-Panos. Ms. McKay-Panos is a former English teacher and lawyer. She currently serves as the Executive Director of the Alberta Civil Liberties Association and is a professor in the University of Calgary’s Faculty of Law. Both her son (previously) and grandson attend Third Academy.

Bowdie Bragg is the Board Treasurer. He has previously worked in Fortune 500 companies in a sales and marketing capacity and sat on the Peter Lougheed Hospital

Board. He is currently a business coach and CEO of a technology startup. He will turn over the Treasurer position to Zeljko Puric in 2020-2021.

The balance of the Directors: Blake Brunette, Construction; David Beresford, Oil & Gas Technology; Manu Chugh, Architect; Bobbi Fergstad, Telecommunications/Aboriginal Relations; Shannon McKenna, Accountant; Zeljko Puric, Psychologist.

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

The sole employee of the Board- to whom all day to day operations of the system have been delegated- is the Executive Director. Sunil Mattu, Executive Director, 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 Academy from the very beginning. The Executive Director, who is responsible for all hiring, believes that 'our children deserve good people in their lives'. In turn, 'good people make good teachers'.

Third Academy Independent Schools has a staffing complement of 101, including:

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

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 Education Leadership are 'L' endorsed by Alberta Education. We do 'what is best for our children' in supporting our families.

Alberta Health provides the support of a School Health Nurse.

## **SITES**

For the 2020-2021 academic year and in response to COVID-19, Third Academy West (Elementary) operates out of a school space in Glenbrook, Calgary SW and Third Academy East (Jnr/Snr High) in Acadia, Calgary SE. Facilities are satisfactory. Both are centrally located and recently renovated. There are onsite gymnasiums and access to adjacent green space/playing fields. Students also have use of various City of Calgary facilities, including swimming pools, playing fields, and parks. The skiing program utilizes facilities at Winsport. Physical Literacy programming also sees students accessing Kananaskis Country. Extended field trips have seen students staying in lodges in Kananaskis, enjoying Camp Kiwanis, and 'sleeping with the dinosaurs' in Drumheller. In September 2019, high school students visited the Stratford Festival, Ontario, and toured Southern Ontario. With COVID-19, field trips/extended study trips have been suspended. There are additionally computer labs/rolling labs, music/drama room, and a sensory room/break out rooms at each site.

**ursa** students attend the Acadia site for onsite programming- physed, music, drama, art- on Wednesday afternoons.

Central administrative services operates out of the Acadia site.

With respect COVID-19, some staff are working remotely part/full time given health concerns or assignment.

The Board is actively pursuing the purchase of a new school building on the East Stoney Trail Corridor, Calgary. Alternatively, Lease terms would be extended at both Third Academy West (Glenbrook) and Third Academy East (Acadia) sites.

## **COVID-19 PANDEMIC RESPONSE**

When the announcement that Alberta schools would be closed 15 March 2020 was made, we all thought: now what?

Third Academy staff responded on the morning of 16 March 2020 and by noon were developing print programming for delivery 17 March 2020. By 18 March 2020, the first online lessons were being delivered by Third Academy jnr/snr high teachers. By 18 March 2020, live online lessons were being delivered to our jnr/snr high students via our CANVAS Learning Management System. Serendipity is real. Live online lessons followed for elementary students within two weeks thereafter. For those handful of students who could not succeed with online lessons, staff agreed to make regularly scheduled home visits. Psychology team members ramped up family support and also trained in online counselling so that therapeutic services could continue to be delivered. The year ended with celebration. Feedback from families was overwhelmingly positive.

Willow Home Ed Managers transitioned from 'in home' visits to 'zoom' visits in order to ensure supervision of home education programs. It worked well and had the



unanticipated benefit of savings our Willow HEMs from 1000s of kilometers 'on the road'. So now we can also claim to have made a positive impact to our environment. Strange times, indeed...

## **SEPTEMBER RESTART PLAN**

The health and safety of our students, families, and staff is paramount. In order to accomplish this, a robust and beyond minimum standards plan has been developed and implemented <https://thirdacademy.ca/keeping-our-community-safe/>. Extraordinary measures- including the Leasing of a stand-alone new school site in Glenbrook, Calgary SW- have been taken. The Board thanks Alberta Education and Alberta Health for their ongoing guidance.

September 2020 truly represented a startup that no living educator on Earth has had to face. There are real challenges to overcome on a go forward basis. The Board is nevertheless pleased with the progress made to date and the ongoing vigilance of all community members. It is with a deep sense of gratitude that the Board extends 'Thank you's' to all our parents, students, and staff.

## **STRATEGIC ALLIANCES**

Third Academy Independent Schools is fulfilling a public good. Moreover, we fulfill a need expressed by Alberta families due to 'gaps in the public education system'. The Board welcomes strategic alliances with individuals and corporations as well as with other agencies including school boards, universities/colleges, other independent schools, health care systems, community organizations and groups, and foundations as well as government departments and agencies. The coordination of services to better serve Alberta students given the scarcity of resources is essential. These strategic alliances enable 'project development', 'capacity building', 'service', as well as economy of scale that allows us to 'do more with less'.

A critical relationship is with Alberta Education. There is opportunity for this relationship to be renewed, given the new direction set by the Government of Alberta. Alberta Education continues to work towards enabling the 'boots on the ground' to fulfill their objectives:

- Alberta's students are successful
  - First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
  - Alberta's K-12 education system is well governed and managed

Over the years, practicum students from various departments- education, psychology, rehabilitation, nursing, speech & language- of Campus Alberta, York University, University of Lethbridge, Athabasca University, and Grant McKewan University have completed their practicum rounds at Third Academy schools. A number of Provisional

Psychologists will also complete their requirements as established by the APA under the supervision of Third Academy's Psychological Department.

Developing relationships with other service providers including Renfrew Educational Services, Koinonia, Progressive Academy, Great Journey's Learning Centre, Child & Family Services, Indigenous Services Canada, Jordan's Principle table, and Nik's Soccer Academy enables the Board to realize its strategic vision. There is opportunity, in these relationships, to build together for the future. Third Academy Independent Schools would benefit by realizing economy of scale in central administration services, transportation, professional development, and sharing cost of school space.

Third Academy Independent Schools needs to make a concerted effort to develop its network of supporters in the Friends of Third Academy. This group will raise funds, market and lobby for us. Success in our signature events- Run Santa Run and Gift of Literacy Golf Tournament- will not only rely on the efforts of our Parent Advisory Committees (PACs) but active engagement of Friends of Third Academy. Network development has been tasked to Dr. S. Lal Mattu, Ambassador at Large.

Friends of Willow membership has reached 1600 on Face Book. The Willow Home Ed team has made a concerted effort to build, engage and communicate through the FB platform <https://www.facebook.com/groups/FriendsOfWillowHomeEd/?ref=share> to much success.

Marketing initiative designed with Admaki <https://admaki.ca/> is ongoing. That includes brand development, website development, communications strategy, and targeted marketing across the system. Brand consolidation will see Willow subsumed under **ursa**. LYNX brand will be developed during 2020-2021. Third Academy Independent Schools- the system- will be rebranded during 2020-2021. More and more marketing/communications will be outsourced to Admaki.

Special mention needs to be made of the partnership 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.

The Board thanks all supporters for their contributions. Notable contributors include Prosser Charitable Foundation and the Ritvik Bale Memorial Bursary Fund. Third Academy appreciates all support for The Gift of Literacy Bursary Fund. This bursary program has been established to assist qualifying parents to meet tuition costs so that their child can access the services they need. The **ursa** Bursary Fund has now been established in aid of students who could otherwise not be able to access their program of choice in either Willow Shared or **ursa** distance.

With respect FNMI students, the Board recognizes Tsuut'ina Education, Indigenous Services Canada, and Jordan's Principle Table for enabling some of the Nation's most challenging students gain access to a program of choice that is working to heal and support learning.

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

## **THE PLANNING ENVIRONMENT**

The 2019-2020 academic year saw Third Academy Independent Schools take concerted steps in implementing its plan for success. Success means ensuring: quality programming; financial strength; depth and breadth of leadership; relationship building with key stakeholders; and initiative in fundraising, marketing, and governance. The Willow Home Ed division continued to be developed. All this had taken place within a broader context which has seen stagnation in Alberta's macroeconomic situation, a continuing shift on the political stage within the Government of Alberta, and as we came into November 2019 the loosening of COVID-19 onto the global stage. By mid-March 2020, Alberta schools were closed.

The uncertainties created by the impact of pandemic, combined with a complete and ongoing revamp of the Alberta Education Funding Model right into June 2020 together with adoption of a new assurance model for September 2020 create a challenging planning environment that has been changing on almost a daily basis. There have been significant changes within Alberta Education's bureaucracy, including the appointment of a new Deputy Minister, Andre Corbould, and other staff changes from the ground level of the Department right up to the Assistant Deputy Minister levels.

The Board recognizes our need to be 'ultimately flexible' in what remains a fluid situation with many 'unknowns' ahead of us. The Board is pleased with operational implementation for September 2020 and projections forward. We are guided by the following principles:

- change is the only constant
- the only thing we control is ourselves
  - the greatest wisdom is kindness
    - fortune favours the bold
- whatever we do, we do for our children first

The proclamation of the *Choice in Education Act* 2020 marks a legislative 'sea change' in acknowledging the prior right of parents to choose the best education for their child. Third Academy Independent Schools is well placed to provide parental choice and is committed in program, school, and system development to fulfill the spirit of this legislation. Alberta Education presents as more supportive of 'new school' approval.

With this in mind, the LYNX program will continue to be developed and expanded. Third Academy West and Third Academy East will establish for the first time ECS programming for September 2021. Development and expansion of **ursa** Distance Learning programming will also continue to support 'Choice in Education'. There will be a major push to expand Willow Shared enrollment in conjunction with distance print and distance online program development. We will seek Alberta Education approval to deliver distance education online internationally for September 2021. 2025 sees the establishment of an Edmonton school site and programming mirroring that being delivered out of Calgary. In effect, the creation of a 'binary system'.

All the above are contextual considerations as Third Academy Independent Schools positions itself for the future. We need to have our hand firmly on today's 'rudder', while at the same time having our minds 'peering' into the future. This Plan is part of how we will be successful in meeting the challenges we face, together. Timely implementation is key. Third Academy's Board fully supports the Leadership team.

## **PRIORITIES FOR IMPROVEMENT**

Given the Planning Environment, this Three Year Education Plan 2020-2023 is intended to boldly, creatively, and determinately address Priorities for Improvement. Sustainable development of the learning system while accomplishing system wide improvement is the ultimate goal. Concerted effort will be made to bring our Dream School project 'to life'. Third Academy is actively pursuing the purchase of a school building on the East Stoney Trail Corridor, Calgary. We have organized these priorities under four main headings:

### **Programming**

### **Financial**

### **Marketing/Fund Development**

### **Strategic Alliances**

### **Programming**

- ✓ 'Quality Programming': We believe that 'the teacher is the program'. We need to recruit the best people we can in building teams of professionals who are best able to serve the needs of our students, parents, and schools. Recruitment for specific experience, skill sets, and attributes as well as the desire to provide broader supports to the growing Edmonton cohort of students is key.
- ✓ 'Quality Online Curriculum': Success in Distance online education presents as two sides to the same coin: quality online curriculum on one side, student selection on the other. This task began unfolding in 2019-2020, with concerted efforts made over the summer months. For 2020-2021, an experienced, skilled, and committed teaching team has been assembled to continue to development of online curriculum, grades 7-12. Over this and the next two years, the goal is to have developed a bank of online curriculum that is engaging, interactive, and presents with the requisite rigour such that **ursa** is considered the first program of choice for distance online and/or print education.

- ✓ 'High Quality Professional Development for Staff': Professional Development is a joint responsibility shared between each staff member and Third Academy. We need to support each other in our professional growth to improve our capacity at every node in the organization. We will see a refocus on internal professional development opportunities. External professional development opportunities include the ATA Teacher Convention, AISCA Teacher Convention, Alberta Education's Teacher & Leadership Quality Standards, ASCD 'Leadership' conventions, Handle with Care training, BlendEd 2019, Convergence 2020, CANVAS LMS training, various Autism focused professional development opportunities, St. John's Ambulance training, Calgary Regional Consortium, Edmonton Regional Learning Consortium, and a staff retreats/professional development held at Ghost River Crossing (Waiprour), The Round Hall (Bragg Creek), and Heritage Ranch (Red Deer). Major focus for internal professional development: onboarding and acculturation of Willow Home Ed staff; onboarding and acculturation of **ursa** staff; skill building in online curriculum design; mentorship; personal development programming initiative; Leadership development.
- ✓ 'Facility': The learning context impacts success for our students. We need to find the best possible facility for our schools. This requires a vision for our future needs as well as a solid financial foundation to propel us. Ultimately, we need our own 'bricks and mortar' to ensure our longevity. Realizing our Dream School project is an utmost priority. Third Academy is actively pursuing the purchase of a school building on the East Stoney Trail Corridor, Calgary, to begin operations September 2022. Alternatively, Leases at the Glenbrook and Acadia sites could be extended.
- ✓ 'Resources': Beyond personnel, the availability of technology to enhance programming is becoming increasingly important. Technology integration in instruction sees 'how we teach' adapt. Updated computer labs, more interactive boards in the classrooms, more sets of iPads being made available to students in all grades, and implementation of Google docs, CANVAS LMS and other learning software in the literacy/numeracy program are some examples of how Third Academy continues to improve technological resources and learning platforms. Significant investments have been made to empower **ursa**. The implementation of School Cloud- a student information system- was intended to find efficiencies in our Willow Home Ed division as well as in Central Administrative functions. Increased reliance on technology can be seen across the system in response to COVID-19.
- ✓ 'Programming Initiatives': LYNX programming will be developed and also expanded beyond the Bow Valley Corridor at the request of parents. Third Academy Independent Schools will seek approval for ECS programming for September 2021. Third Academy will seek approval to deliver distance online programming Independently for September 2021.
- ✓ 'Third Academy West and East': demand for services for children with special needs is a constant. The challenges that parents face in accessing those services in their local schools, for the most part, are similar to those expressed by parents in 1997 when Third Academy was first founded. A reinvigorated marketing initiative is required so that more parents are aware of what Third Academy can offer.
- ✓ 'Willow Home Ed': consolidation of the Calgary base and working towards balance by growing the Edmonton cohort is planned. Overall, enrollments will remain static.

The Board recognizes the value in supporting parental choice to home educate as a matter of public service. From a strategic perspective, Willow Home Ed has made and will continue to make significant contributions to the system, namely in ‘drawing’ some families from home education into Third Academy’s classrooms and by being a driver for Willow Shared and **ursa** Distance programming.

- ✓ ‘Willow Shared’: success in 2020-2021 in the launch of shared responsibility programming is a cornerstone of Third Academy Independent School’s success over the next three years. This program choice will be rebranded as **ursa** shared, going forward. A staff of motivated, caring, and experienced teachers has been assembled to ensure ‘best possible’ programming is delivered.
- ✓ ‘**ursa** Distance’: A staff of motivated, caring, and experienced teachers has been assembled to ensure ‘best possible’ programming is delivered. The excellence of the online curriculum is critical for our success. This will be the focus over the next 3 years.

### Financials

- ✓ ‘Leadership Capacity Building’: Third Academy Independent Schools is building a culture of leadership. We are developing strengths at every node in the organization. This capacity, although nebulous, is the kind of human capital we need to build our institution. It is also a mandated skill set as framed within the new Teaching Quality Standards and Leadership Quality Standards.
- ✓ ‘Governance’: Third Academy Independent Schools continues to develop its governance structure. That means retreats, professional development, over haul of the policy framework, and ongoing self-evaluation. Regardless, we need ‘good’ people with ‘a heart for our children’ at the Board table. The recruitment of a skilled, ‘affluent and influential’ Board of Directors is key to good governance enabling our ongoing success.
- ✓ ‘Friends of Third Academy’: this advocacy group is intended to mobilize in meeting Third Academy’s vision and mission in serving the public good. Continued effort needs to be made here in order for us to take advantage of all that our Network of alumni, stakeholders, and concerned citizens can do to assist our students. Of particular importance is the role Friends of Third Academy will play in fundraising, marketing, and lobbying. The development of an Alumni Network is a key initiative in making Friends of Third Academy effective. Dr. S. Lal Mattu, Ambassador at Large, is tasked with gathering this group.
- ✓ ‘Friends of Willow’: this FB group is designed to be a community support, not just to Willow Home Ed families but home educators across Alberta. Very much self - directed by Willow Home Ed staff members, there are over 1600 friends and growing. Consideration needs to be given to the marketing potential of this FB group.
- ✓ ‘Economy of Scale’: the plan is to realize economy by not only expansion in **ursa** but by developing strategic alliances with other service providers/schools and ‘growing’ Third Academy’s programming streams. The principle is that ‘we can do more for our students by working together’. Key relationships are being developed with Renfrew Educational Services, Great Journeys Child Centres, Koinonia at Home, Progressive Academy, Child & Family Services, ISC, Jordan’s Principle table and Nik’s Soccer Academy.

- ✓ 'Operations': our main banking relationship is with Canadian Western Bank. An alternate banking relationship is being developed with ATB, given our need to raise capital for our Dream School purchase. Leadership of operations is increasingly distributed as the system grows. Additional administrative support staff will need to be put in place in order to better manage the increased work load including special consideration for the accounting department. Leading at this time, given significant growth, is key to managing change.
- ✓ 'Student Enrollment Drive': As we move forward, costs will never go down. We continue to incrementally increase average tuitions collected. It is important to maximize our enrollment, as many other costs are fixed. Student enrollment is a driver for our revenue stream. We are also in full innovation mode within our programming streams. The programming investments made in 2019-2020 and 2020-2021 are intended to mature within a three year cycle. Our targeted marketing strategy will raise the profiles for Third Academy, **ursa** Shared, **ursa** Distance and LYNX. In this way, we will no longer be Calgary's 'best kept secret for children with special needs' and we will work towards becoming Alberta's first choice for Distance Education. The enrollment drive will be moved forward to the conventional January start of each year.
- ✓ 'Dream School project': we have identified a school building on the East Stoney Trail Corridor, Calgary. As always, timing in moving towards this purchase is key. The capital market has, for all intensive purposes, dried up. Our project needs to be 'bankable' in order for us to be able to raise the balance of the purchase price. A 'creative' financing solution will need to be developed.
- ✓ Third Academy Independent Schools is in process to achieve Cognia accreditation as an Education Service Provider. Cognia is an Atlanta, USA, based accreditation that is globally recognized. We are already part of EduCanada- Global Affairs Canada and Council of Ministers of Education, Canada's initiative in international education. Revenue generated will ultimately fund our Dream School Project and future innovation.
- ✓ 'Willow Home Ed': serving families who choose to home educate their children is a noble cause. Willow Home Ed has now become a driver for Willow Shared and **ursa** Distance programming, generating positive financial impact in the grand scheme of things. We also see Willow Home Ed for a driver for Third Academy's special education programming streams, with ½ of Willow Home Ed families indicating in January 2019 surveys that their child had a special education/health need.
- ✓ '**ursa**': with Willow Shared and **ursa** Distance programming under its wings, **ursa** represents a significant opportunity to further solidify our financial position as we plan for exponential growth. The new COVID-19 reality, overcrowded public schools, value for money given tuition costs at top independent schools approaching \$20K per annum, and growing familiarity with distance online programming options are drivers in this segment. We are the only 'accepting of all- every race, colour, creed, gender, religion, and family' independent school option for Alberta families which positions **ursa** uniquely.
- ✓ 'Third Academy': opportunities exist to expand programming choice, including: the establishment of special needs ECS programming for September 2020; developing

- a university preparatory program to serve classic learning disabled students on the East side of the City once we purchase our Dream School; vocational programming.
- ✓ 'Weighted Moving Average': a new Alberta Education WMA funding model as well as an assurance model takes effect 1 September 2020. WMA presents as a design for 'static' systems with a 'lag' effect over 3 years. This is a challenge for Third Academy Independent Schools as we are 'dynamic' at every level. Maintaining a strong cash position, operating within our new found 'constraint', and 'growth' across the board are key to maintaining our solid financial footing.

### **Marketing/Fund Development**

- ✓ 'Market Research': Both external and internal market research conducted in Spring 2016 has driven the plan of action on the marketing front for Third Academy. Internal research in 2017 has given us a plan of action on the marketing front for Willow Home Ed. 2019 Willow Home Ed Parent Surveys have driven the establishment of **ursa**. We will need to further analyze the Willow Shared, LYNX, and **ursa** communities in 2020.
- ✓ 'Assurance Model': The new assurance model will require us to develop local measures of success which we will collect by survey. That will also inform, on an annual basis, how we are meeting the needs of our communities at the local level, as opposed to the Accountability Pillar which used broad measures which were designed to measure the provincial system.
- ✓ 'Marketing Team': Third Academy Independent Schools is experiencing success in marketing, as measured by number of tours and referrals through Independent schools, Education, Health, and Child & Family Services as well as overall growth in enrollment. We have contracted AdMaki Creative for creative/marketing/public relations and Creative Nobility as a social media service. Willow Home Ed relies heavily on 'word of mouth' and FB amongst the home education community, meaning 'all hands are on deck' in terms of social media, open houses, fairs, conferences. Marketing focus will be on Third Academy, Willow Shared, LYNX, and **ursa**.
- ✓ Websites': LYNX and **ursa** having landing pages that will need to be developed. This task, along with updating of Third Academy's website, will be assigned to AdMaki. Analytics indicate that, along with social marketing, websites- including Willow Shared- have been attracting a lot of attention. Registrations are generally up across the system.
- ✓ 'Social Media Marketing': Facebook, Twitter and Content Marketing program implemented for Third Academy. A Google media campaign has seen positive result for LYNX. Willow Home Ed has existing positive presence on FB at Friends of Willow.
- ✓ 'Willow Home Ed': The strategy for balanced growth: lead, support, then grow the Edmonton cohort. We have been offering home education supports for 7 years now, beginning with 78 students on our roll and for 2020-2021 expanding to 1494. At this stage of our development, we are looking for more 'balance' between our Calgary and Edmonton cohorts. This also would set up us strategically to enter the Edmonton market place with a fuller range of programming choices. Our Home Education Managers are more than facilitators. They 'manage' the expectations and needs of



the students on their roll. They attend, represent, and present at home education fairs including Society for the Home School Network Edmonton (SHINE), Cochrane Home Educators (CHE), and INSPIRED Calgary. They lead at Network North, Network South meetings, and AISCA ad hoc Home Education Committee meetings. We are active in social networking, including Friends of Willow Home Ed on FB.

- ✓ 'Student Enrollment Drive': As we move forward, costs will never go down. We continue to incrementally increase average tuitions collected. It is important to maximize our enrollment, as many other costs are fixed. Student enrollment is a driver for our revenue stream. We are also in full innovation mode within our programming streams. The programming investments made in 2019-2020 and 2020-2021 are intended to mature within a three year cycle. Our targeted marketing strategy will raise the profiles for Third Academy, Willow Shared, **ursa** Distance and LYNX. In this way, we will no longer be Calgary's 'best kept secret for children with special needs' and we will work towards becoming Alberta's first choice for Distance Education. The enrollment drive will be moved forward to the conventional January start of each year.
- ✓ 'Special Events': Third Academy has two signature special events: Run Santa Run! and our Hidden Heroes Annual Gala. The fundraising potential for both events is yet to be realized. Limited capacity to fundraise exists for our Run Santa Run! 2020 special event given COVID-19 restrictions. The plan is to hold our First Annual Gift of Literacy Golf Tournament in July 2021. This event will gather a 'golfing crowd' with not only a significant fundraising goal in mind but also a focus on raising Third Academy's profile in the downtown oil & gas sector. Improving the 'bottom line' success of signature events- Run Santa Run! and Hidden Heroes Gala- requires professional event coordinators, engaged parent community, and a committed Board. Run Santa Run! 2020 is planned for 12 December 2020.
- ✓ 'Communication Plan': Focus will be on education around the accountability pillars, promoting Third Academy, promoting Willow Shared, promoting LYNX, promoting **ursa**, and developing more systemic communication structures within Willow Home Ed.
- ✓ 'Fund Development': Existing strategy to build the fundraising capacities of PAC North and South is working, with significant funds being raised annually by parents to support programming supports that could not otherwise be afforded for our students. **ursa** will have a PAC established, increasing our opportunity to fund raise. Dream School project requires a capital campaign to be launched. Continued efforts to maintain the relationships and ongoing support of donors- including individuals, corporations, and foundations- required to grow fundraised dollars, requires a fundraising professional. Dr. S. Lal Mattu, Ambassador at Large, has been tasked with building our 'Alumni Network' to support Fund Development and in particular our Dream School project. The establishment of the Ritvik Bale Memorial Bursary Fund in 2017-2018 is a stewardship success. The Bale family also gifted seed money to actively pursue our Dream School.

### **Strategic Alliances**

- ✓ Third Academy recognizes that there is significant opportunity to realize not only 'economy of scale' but also 'win-win' by developing strategic alliances with

independent schools and other service providers. Key relationships are being developed with Renfrew Educational Services, Great Journeys Child Centres, Koinonia at Home, Progressive Academy, Children's Services, ISC, Jordan's Principle table and Nik's Soccer Academy.

- ✓ Peak funding has been reached in OECD countries. We are in a 'do more, with less' cycle.
- ✓ The way forward for independent schools requires 'getting better, together' so that as many resources as possible can be allocated to the classroom.
- ✓ We continue to build on our good relations with the Government of Alberta.
- ✓ We continue to work with Alberta Education <https://www.alberta.ca/education.aspx>.
- ✓ We will continue to positively collaborate with AISCA <https://www.aisca.ab.ca/> .
- ✓ We will continue to positively collaborate with IPSF <https://ipsf.ca/> .
- ✓ We will seek a new relationship with Advanced Education.

### **RCSD**

Effective 31 August 2020, the Calgary and Area RCSD (Regional Collaborative Service Delivery) joint endeavour of Alberta Education, Health and Wellness, and Children's Services has ended. The new funding model, introduced for September 2020, has redistributed these funded dollars directly to schools, but not independent schools. There is also opportunity to participate in an AISCA proposal to become a health service provider.

### **TRENDS AND ACCOMPLISHMENTS**

#### **Trend:**

- ✓ Visionary Leadership
- ✓ Enrollment Growth
- ✓ Innovation
- ✓ Capacity Building
- ✓ Distributed Leadership
- ✓ New Technology Integration
- ✓ Fiscal strength
- ✓ Success in Fund Development
- ✓ Success in Marketing
- ✓ Strengthened Governance
- ✓ Success in Strategic Alliances
- ✓ Strength in Advocacy

### **SUMMARY OF ACCOMPLISHMENTS**

- ✓ Extended Study Trips in September 2019 see Third Academy's Junior High Students attend Camp Kiwanis, Third Academy's Senior High Students enjoy the Stratford Festival and tour Southern Ontario, and Willow Home Ed students meet and explore the Kananaskis Valley from their base at Ribbon Creek Hostel. Stratford Festival Trip was the culmination of a successful 2018-2019 annual theme: The Wonderful World of Will.
- ✓ Governance structures strengthened.

- ✓ Our 2019-2020 annual theme takes us on an exploration of all things FISH and ties high quality programming and professional development together.
- ✓ For 2020-2021, our theme is: Space.
- ✓ Successful Severe File Review 2019-2020 enables intensive levels of support for students.
- ✓ COVID-19 response to 'at home learning' is very well received by the communities we serve and a testament to the professionalism of all the players in our system as well as our core resiliency.
- ✓ Success in securing alternative sources of funding, including RSCD, Child & Family Services, Complex Needs, ISC, Jordan's Principle Table.
- ✓ CANVAS Learning Management System brought fully up to speed.
- ✓ 2019-2020 Accountability Pillar good with room for improvement, especially in Citizenship Measure. It is notable that Willow Home Ed perspectives are not reflected in the Accountability Pillar results. Anecdotal feedback from the Willow community has been overwhelmingly positive.
- ✓ School Cloud Student Information System on-boarded.
- ✓ Approval of **ursa**- a distance education school- represents a seminal moment for Third Academy Independent Schools with programming beginning September 2020 under Willow Shared, **ursa** distance, and LYNX.
- ✓ Onboarding of **ursa** staff included two retreats and system wide professional development days with focus on online curriculum development.
- ✓ Parent Advisory Committees raise \$132K through fundraising activities.
- ✓ Successful September 2020 startup including the establishment of the Third Academy West Glenbrook site in a short three week time frame, significant investments in Personal Protective Equipment and technology.
- ✓ Strict COVID-19 Health Protocol implemented and generally well received.
- ✓ Successful Enrollment Drive for 30 September 2020 sees solid enrollment increases, notably with Willow Home Ed and **ursa**.
- ✓ The surge in enrollments has been successfully managed by strength in leadership such that the system is operating smoothly by the third week of September 2020.
- ✓ The on-boarding of not only 600 new students/families but of almost 33 new staff across the system has been accomplished by: concerted leadership; constructed professional development activities; and a culture that welcomes, is founded on relationships and supports newcomers within a mentorship context.
- ✓ 2019-2020 AFS indicates a positive result leaving Third Academy Independent Schools in the strongest financial position it has been in since day one of operations, 24 years ago.
- ✓ The stage is now set for the purchase of our Dream School, on the East Stoney Trail Corridor, Calgary.

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

**May 2020 Accountability Pillar Overall Summary**

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

• Notes:

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

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

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

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

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

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

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

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

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

Authority: 0023 Third Academy Independent Schools (FNMI)

Measure Category	Measure	Third Academy Independent Lt (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Drop Out Rate</a>	*	*	n/a	5.5	5.4	5.3	*	*	*
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	*	n/a	55.8	56.6	54.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	*	n/a	54.0	51.7	51.9	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	*	n/a	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	*	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	*	n/a	35.0	34.2	33.0	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Outcome One: Alberta's students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	13.7	14.6	7.9	20.5	12.0	10.0	N/A	N/A	N/A	14.0	16.0	18.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.9	1.5	1.0	N/A	N/A	N/A	2.0	2.5	3.0

**Comment on Results**
**Context**

Due to the COVID-19 Pandemic, PATs were cancelled.

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

**Strategies**

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

Continued focus on Early Literacy Initiative/Literacy programming.

Continued focus on Numeracy Initiative.

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

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

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	59.0	76.9	52.9	61.5	n/a	61.0	n/a	n/a	n/a	62.0	63.0	64.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.1	10.3	0.0	7.7	n/a	6.5	n/a	n/a	n/a	7.0	7.5	8.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of students who complete high school within three years of entering Grade 10.	19.1	33.8	27.9	13.3	5.0	39.0	Very Low	Declined	Concern	15.0	20.0	25.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	7.8	4.6	0.0	4.6	4.8	Low	n/a	n/a	4.4	4.2	4.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	23.1	0.0	4.6	28.3	25.0	Very Low	Improved	Issue	30.3	32.3	34.3
Percentage of Grade 11 students eligible for a Rutherford Scholarship	44.8	55.9	66.7	5.7	63.6	66.7	Intermediate	n/a	n/a	66.7	68.7	70.7
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	4.8	11.3	0.0	50.0	5.0	4.8	Very Low	Maintained	Concern	8.0	11.0	14.0

**Comment on Results**
**Context**

Due to the COVID-19 Pandemic, Diplomas were cancelled.

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

**Strategies**

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

Continued focus on Early Literacy Initiative/Literacy programming.

Continued focus on Numeracy Initiative.

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

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

Notes:

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



**Outcome One: Alberta’s students are successful (continued)**

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher parents and students who are satisfied that students model the characteristics of active citizenship.	82.4	84.5	77.1	80.4	83.6		Very High	Improved	Excellent			
Percentage of teacher and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	82.1	86.7	82.4	84.2	77.7		Intermediate	Maintained	Acceptable			

**Comment on Results**

**Context**

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

**Strategies**

Focus on Personal Development- Developmental Assets/Developmental Relationships models.

Student Leadership in Outdoor Education through the lens of Ecology sLOEc initiative.

Community Engagement.

Off Campus Education.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	*	n/a	*	*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	*	n/a	*	*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

**Comment on Results**
**Context**

Third Academy works closely with FNMI communities in supporting their students, many of whom present as the very most challenging in the community.

Funding for students is provided by the Government of Canada, through ISC and Health Canada (Jordan's Principle Table).

**Strategies**

Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.

Meet, plan and review goals, strategies and achievements with FNMI parents and students while preparing individual program plans for instruction that is cultural nuanced.

Third Academy to invite elders to visit and share FNMI perspectives.

Professional Development focused to build foundational FNMI understandings.

Governance is informed by FNMI perspectives.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	n/a	n/a		n/a	n/a	n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*		*	*	*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	n/a		n/a	n/a	n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	n/a		n/a	n/a	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	n/a		n/a	n/a	n/a	n/a	n/a			

<p><b>Comment on Results</b></p> <p><b>Context</b></p> <p>Third Academy works closely with FNMI communities in supporting their students, many of whom present as the very most challenging in the community.</p> <p>Funding for students is provided by the Government of Canada, through ISC and Health Canada (Jordan’s Principle Table).</p> <p><b>Strategies</b></p> <p>Third Academy embraces the diversity of our community by serving a student population that addresses and reflects our community, including FNMI students.</p> <p>Meet, plan and review goals, strategies and achievements with FMNI parents and students while preparing individual program plans for instruction that is cultural nuanced.</p> <p>Third Academy to invite elders to visit and share FNMI perspectives.</p> <p>Professional Development focused to build foundational FNMI understandings.</p> <p>Governance is informed by FMNI perspectives.</p>
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Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.1	89.9	88.8	90.5	91.9		Very High	Maintained	Excellent			

**Comment on Results**

**Context**

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

**Strategies**

Third Academy believes in diversity and promoting inclusion.

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

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

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

How does Third Academy reduce barriers within learning environments? Third Academy’s sees staff, parents, and students as partners in education. There is a practice of open communication. A close knit community, our culture ‘gives everyone a voice’. Our model is flexible enough to be

'structured, but not rigid'. We develop programming 'around' learners, as opposed to finding learners that 'fit' into a program. It's all about 'effort' making 'one success, at a time'.

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

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

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.0	79.1	76.1	79.2	80.9		High	Maintained	Good			

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

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



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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students indicating that their schools and schools in their jurisdiction have improved or stayed the same the last three years.	80.1	79.7	75.5	83.6	85.9		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.4	86.1	83.1	87.5	81.8		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	90.0	86.9	85.5	89.1		High	Maintained	Good			

<p><b>Comment on Results</b></p> <p><b>Context</b></p> <p>In understanding Third Academy’s results it is important to consider the wholly special needs student population (60% of whom have severe special education needs). Further, consideration should be given in recognizing how these students’ individual strengths and weaknesses and how a small cohort of students can skew year to year results. Finally, it is important to remember that individual student improvement is not indicated by this Measure.</p> <p><b>Strategies</b></p> <p>Communication strategy implemented.</p> <p>Ongoing facility/capital improvements.</p> <p>Programming initiatives.</p> <p>Leadership capacity building.</p> <p>Governance capacity building.</p> <p>Community building.</p> <p>Empowering our PACs.</p> <p>Celebrating successes, together.</p>
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- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Future Challenges/Opportunities

- Maintaining and Increasing Enrollment across the system
- Balancing the mild/moderate vs severe student populations
- Success in Fundraising/Marketing
- Success in Special Events
- Improving total compensation packages for all staff year after year
- Developing and expanding **ursa** distance online/print/onsite programming
- Developing and expanding Willow Shared shared responsibility home education programming
- Developing LYNX
- Establishing Third Academy ECS programming
- Realizing economies of scale in operations
- Capital campaign to purchase our Dream School on the East Calgary Ring Road
- Establishing ourselves as an Education Service Provider for both provincial, national, and International education projects
- Establishing Third Academy Edmonton

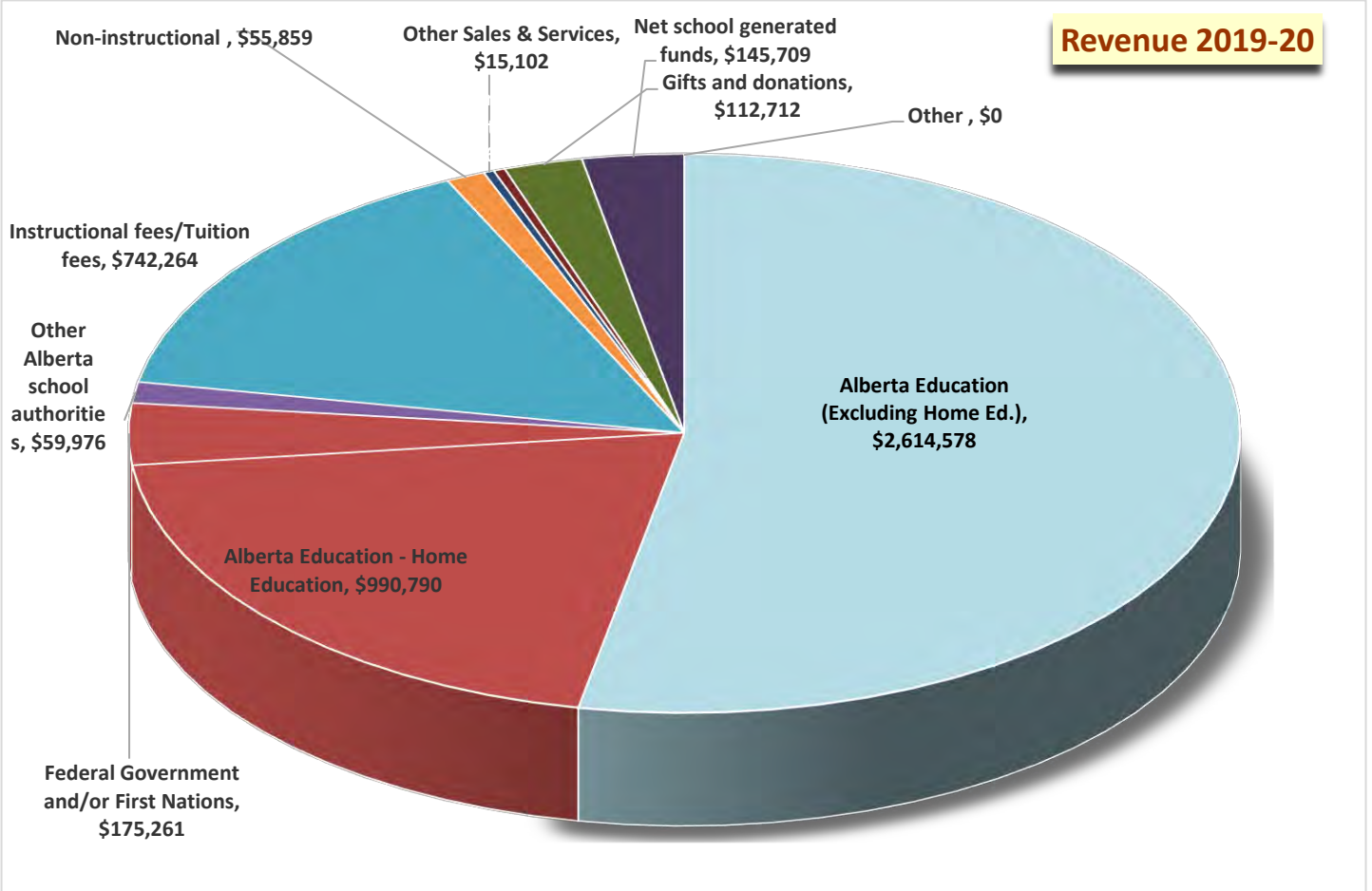
## Summary of Financial Results

- The enrollment numbers for the year 2019-20 were 146/595\* and for the year 2020-21 are:
 

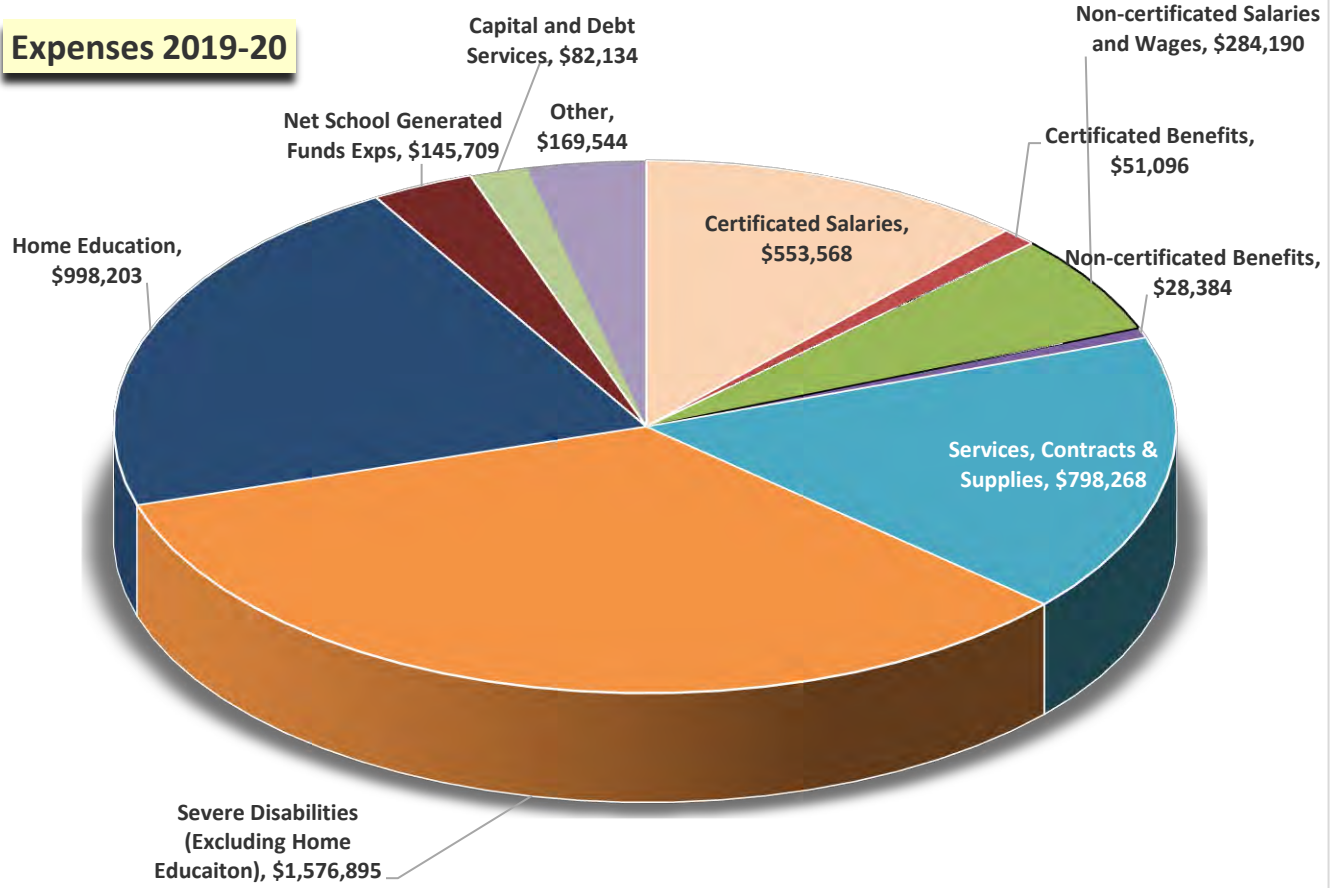
Third Academy West 54 (incl 2 FNMI)	
Third Academy East 82 (incl 3 FNMI)	Total 136
Willow Home Ed 1449	Total 1449
<b>ursa</b> : Willow Shared 58 <b>ursa</b> distance 7 Lynx 7	Total 72
- Enrollment Grand Total: 1657
- The Year 2019-20 ended with a surplus of \$240,602.
- Unrestricted net assets stood at \$933,865 as of 31 August 2020.

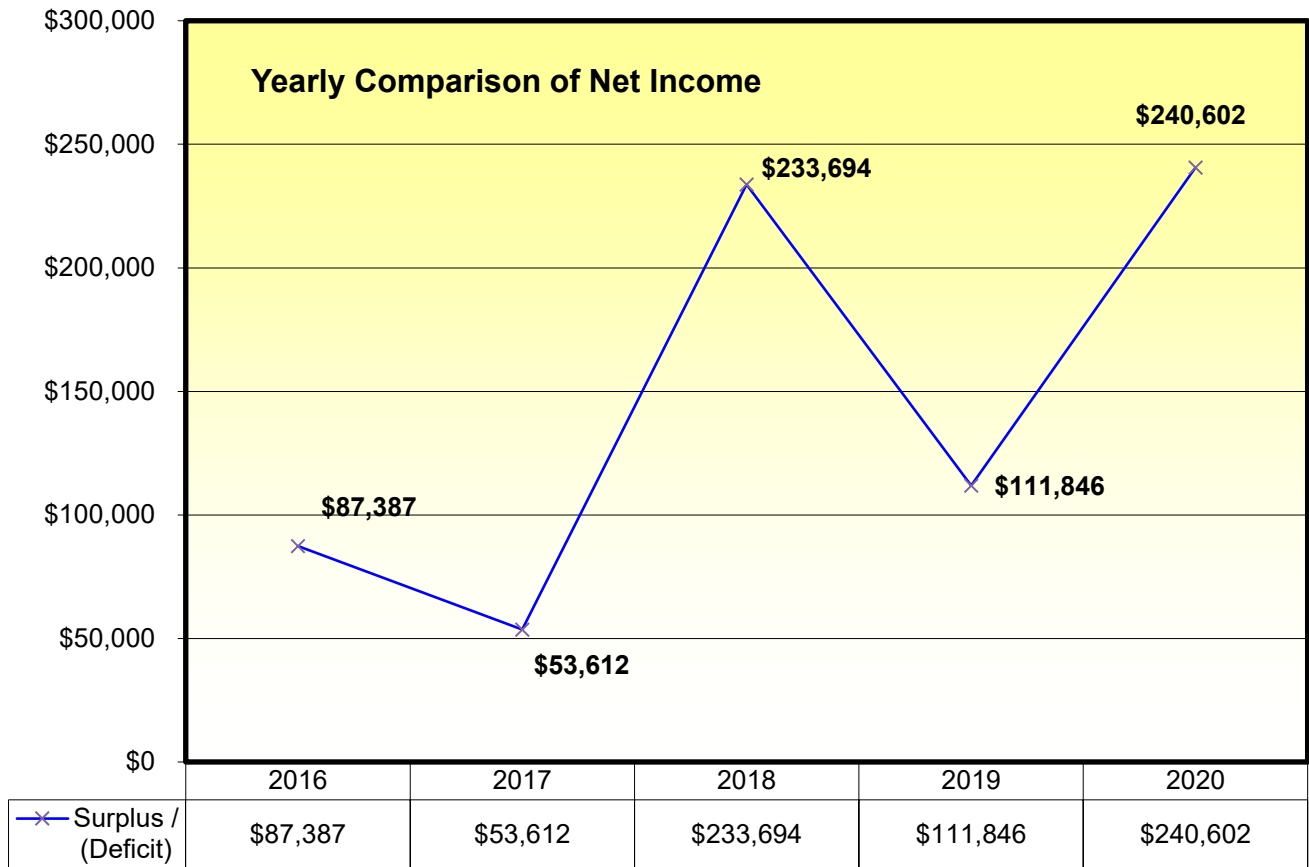
\*Third Academy/Willow Home Ed.

**Revenue 2019-20**



**Expenses 2019-20**





## Budget Summary

- Student enrollment as on Sep. 30, 2020 is 136/1494/72 Third Academy/Willow Home Ed/Willow Shared-Lynx-ursa distance. That overall significantly exceeds 2019-2020 enrollment targets and represents a significant success with the September 2020 enrollment drive. One should note that COVID-19 new reality impacts see driver in home education and distance online education across the province. Students will continue to be accepted during the school year up to 1 March 2021 on a case by case basis.
- Budgeting for 2020-2021 complicated due to inability to anticipate COVID-19 impacts and introduction by Alberta Education of the new Weighted Moving Average funding model.
- Alberta Education 2020-2021 anticipated Revenue Budgeted: \$5,216,943 (revised October 2020 \$5,799,217).
- Government of Canada 2020- 2021 anticipated Revenue Budgeted: \$194,504 (revised October 2020 \$317,250).
- Net Surplus 2020-2021 Budgeted of \$294,509 (revised October 2020 \$85,668).
- Fundraised Revenue anticipated to be \$154,000 from all sources with significant challenges due to the macroeconomic context. Parent Advisory Councils have limited ability, in this cycle, to make a major contribution.
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Executive Director, at [smattu@thirdacademy.ca](mailto:smattu@thirdacademy.ca) or call (403) 690-1408.

## Summary of Facility and Capital Plans

- Seeking donor to assist with purchase of buses to continue to see fleet maintained and modernized.
- Current facilities will require ongoing maintenance. Lease extensions being negotiated concurrently with purchase of Dream School.
- Capital Campaign to be launched December 2020 as Third Academy is actively pursuing the purchase of a Dream School on the East Stony Trail Corridor, Calgary.

## Parental Involvement

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

## Timelines and Communication

This Combined AERR/Three Year Education Plan is be communicated to the school community- students, parents, staff, and public at large- in the following ways:

- The report is be distributed to the Parent Advisory Councils
- The report is be available at the Central Administration Office
- The report is available in the Office of the Principals at both Third Academy West Third Academy East, and **ursa**
- The report is available in the Office of the Associate Principal, Willow Home Ed
- The report is available to all Staff
- The report is distributed to all members of the Board of Directors
- The report is distributed to Alberta Education
- A link to the report is placed on the school websites [www.thirdacademy.ca](http://www.thirdacademy.ca) and [www.goursa.education](http://www.goursa.education)

Should you have questions/require clarification on this Combined AERR/Three Year Education Plan or wish to access a copy of the AFS 2019-2020 or Budget Report 2020-2021 please contact Sunil Mattu, Executive Director, call (403) 690-1408 or at [smattu@thirdacademy.ca](mailto:smattu@thirdacademy.ca).

## Whistleblower Protection

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