



New Heights

school & learning services

Combined Three Year Education Plan
2016/2017-2018/2019
and
Results Report
2015/2016

Published November 30th, 2016

Message from the Board Chair: November 2016

During the 2015/16 school year at New Heights we enjoyed some of the benefits of the hard work and planning that we had previously done. The partnerships and relationships that we have invested in have added a great deal to our community, allowed us to continue to grow, and helped us in telling our story better. It has been a rewarding year.

Many of the challenges that have emerged over the last two years remain however. We are still navigating a difficult economy, changes in funding structures for education, and trying to maintain healthy growth with diminishing physical space. As we anticipated, those challenges have led to opportunities. With some creativity we were able to open another classroom in our upper elementary program as well as some additional support space for staff. And our Home Program, now known as our Home and Community Support Program, laid the groundwork to expand from working with families with preschoolers to working with families of school age kids as well. It has been encouraging to see the changes in these areas – all of which supports our families and extends the services that New Heights provides. Over the past few years we have focused on opportunities that provide our students with an integrated or holistic learning experience. We look to support their education within the school walls, at home, and in the workplace; it is good when we can succeed in all three areas.

The Currie Barracks location of New Height has seen remarkable infrastructure development over this past year and there is much more yet to come. While navigating all of the construction has been inconvenient, we are excited to see things come together and to be a part of this growing community. In the midst of all of this change we are looking for additional physical space that will allow us to continue growing and extending the presence of New Heights - it is an important step in our journey.

Through all of this, the Board's goal remains the same: to create a great place for our students to go to school, a supportive place for families to experience their journey, and a place where our staff are able to do their best work and share their stories with the families they serve.

Thank you,



Dr. Gary Lepine
Chairman of the Board

Accountability Statement

The Annual Education Results Report for the 2015.2016 school year and the Education Plan for the three years commencing September 1, 2016 for New Heights School and Learning Services were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016/ 2019 on November 28th, 2016.



Gary Lepine
Chairman of the Board



Brent Williams
Executive Director

A Profile of New Heights School & Learning Services

We opened our doors in 1999 to 12 students in our preschool and early intervention programs. We started with the simple goal of giving families a safe, friendly community to support their needs and build their family capacity. We expanded into our school programs in 2006.

Motivated by families who believed there could be more for their children, we grew to offer programming that ranges from pre-school to early adulthood. Our goal is, and always has been, to equip each student with the skills they need to engage in and contribute to the community around them. At New Heights, our students develop strong interpersonal relationships so they can live confident and purposeful lives.

New Heights is a Designated Special Education Private School (DSEPS) reaching students ages 3 to 21, and is equipped to offer education using the Alberta Program of Studies from Kindergarten through Grade 12. Curriculum material is differentiated for each student through his or her Individualized Program Plan. We focus on our students' strengths and educational needs to help them become confident, productive, and responsible citizens.

We are relentlessly committed to creating a welcoming environment that focuses on the individual needs and goals of each student. Our small class sizes ensure students receive ample time and attention from their teachers, therapists, and peers. In addition to classroom teachers and educational assistants, our diverse team includes: a Speech Language Pathologist, Occupational Therapist, and Psychologist, onsite throughout the week strengthening our classrooms through their knowledge, expertise, and practical support. As well, a Music Instructor, Computer Instructor, and Vocational Counselor work with the students and teachers, and a Family School Liaison Counselor works with our families.

Foundation Statements

Why do we exist?

We exist because our kids have great potential.

How do we behave?

We are committed to creating a family centered community that equips our students to flourish in life.

What do we do?

New Heights School and Learning Services educates children and youth (age 2.5 to 21) who have been diagnosed with autism spectrum disorder (ASD) or a diagnosis similar to ASD; empowers families with the tools they need to raise a child with special needs; and, equips students for their transition into mainstream society.

Summary of 2015.2016 School Year

The 2015.2016 school year was our tenth year of school operation (our eighth year as an accredited funded private school), and our eighteenth year as an ECS/Early Intervention Program. For this fourth year in our location in Currie, our students further engaged in the neighborhood outside the walls of the school building, generalizing their knowledge and skills as they actively contributed to the community around them.

This year is remembered as one with much transition in our environment as the area of Currie around us began to take shape, involving much construction and many road closures and route changes. As a population that is uncomfortable with change, this brought much practice in the area of being flexible.

A focus for the past few years, and a continued focus for years to come, we continue to actively address the transition from school into adulthood. Networking with other agencies and programs across the country, we are seeking how to effectively bridge the gap from daily routine and expectation to contribute interpedently to the community. We see this of particular importance in our High School classes in order to ensure that students have the skills necessary to live as independently as possible, and experience a healthy, holistic lifestyle in the community as adults. We continue to understand the need to teach these independent living skills in the Junior High and Elementary classes to better prepare our students for this transition. Our Life Skills workroom onsite functions as a mini-apartment for our students to learn how to live and care for themselves. The workroom includes cooking facilities, laundry facilities, a living space, and a shower. For effective transition to adulthood, we are focusing on the areas of Employment, Independent Living, Continued Education, and Daily Interactions in Social Environments.

We maintain our focus on the transition from school into adulthood with an emphasis on employment skills. The research shows that regardless of their education, many individuals with ASD are not finding and holding jobs after they leave their formal education. Teaching workplace readiness skills is important in our program, as well as onsite practice in workplace situations and environments. Our High School students participate in Work Experience courses. In 2015.2016 they were at the Calgary Public Library, IKEA, Courtesy Chrysler, Jubilations Dinner Theatre, the Farmer's House, Marda Loop Doggy Daycare, and the Manor at Garrison Woods. This was our second full year of our Employability Program, the purpose of which is to enhance the authentic learning of our high school students; building independence and work skills through extra-curricular and part time employment. The project continues to show evidence that the skills learned through participation in the workforce directly impacted the confidence and learning of the students in the classroom. The project has also helped to raise awareness of the positive contributions our student population has to offer the working world. To effectively

implement the project, New Heights continues to partner with Prospect Human Services, a Calgary agency working with adults with disabilities, for employer contacts, job searching, and job coaching.

In 2015.2016 we worked on reconfiguring our current space to allow for growth. By moving our Home and Community Support offices across the street, we were able to renovate an additional classroom space, ready to be occupied in 2016-2017. Our Early Intervention program continues to grow by implementing Common Approach, bringing our Specialized Services and classroom Preschool program together to provide integrated programming and services for eligible preschool children and their families. Common Approach advocates one team, one plan for these students and their families, allowing a more streamlined service delivery based on the family's strengths and priorities for their child.

We continue to be amazed by the support and collaboration of our staff, administration, parents, and students. New Heights is a truly unique community that offers a valuable program for our students as they learn the skills, supports and strategies they need to be effective and successful in their school and community.

Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	New Heights School & L.S.S			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	Excellent	Safe and Caring	99.6	99.3	99.5	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	90.9	87.6	87.1	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	95.8	98.2	97.0	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	4.4	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	64.9	n/a	n/a	76.5	76.5	75.5	Intermediate	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	33.3	30.6	15.7	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	2.8	2.8	2.8	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	n/a	54.6	54.4	53.5	Very Low	n/a	n/a
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	60.8	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	97.1	100.0	98.3	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	93.8	95.3	95.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	92.9	99.0	96.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.4	85.7	90.1	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	0.0	16.7	30.6	33.3	10.0	Very Low	Maintained	Concern	15.0	20.0	20.0
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	5.6	2.8	2.8	0.0	Very Low	Maintained	Concern	0.0	0.0	0.0

Comment on Results

When polled on questions that pertain to provincial achievement tests we present a concern because many students at New Heights are exempt from writing the Grade 6 or 9 achievement tests, due to issues such as anxiety, frustration, and/or ability.

When students come to New Heights, they are generally significantly behind in reading, math, and/or written language skills, which has an impact on their ability to succeed in their academic subjects. Many students experience an academic lag of at least two or more years. Programming to improve basic skills is our focus. Making up academic lags is not immediate, and for some students is a lengthy process. While students often begin to reach their academic potential due to individualized teaching and a safe, structured learning environment, it is unrealistic to expect children with learning challenges to progress multiple grades in a year to catch up to the cohort of peers in the age group and succeed in achievement tests.

Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is not effective for this population. We would expect to see considerable variability over time in our performance data.

Note:

Participation in Achievement Tests—All students who meet the criteria and possess the skills necessary to participate will do so. A decision will be made on an individual basis through a collaborative process involving teachers, parents, and psychologists as to the suitability of a particular student’s participation in achievement testing.

Strategies

- Continue individualized programming according to the needs of the student, to lead to independence.
- Focus on comprehension, memory retention, communication, and team (social) skills.
- Increase the use of technology in the classrooms, especially in core subjects. Provide students with iPads (including math, reading, and writing apps) and lap tops to aid in writing and presenting material.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	*	n/a	64.9		Intermediate	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	8.8	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	n/a	0.0		Very Low	n/a	n/a			

Comment on Results

It is our goal at New Heights to offer programming for our students that will provide the supports and strategies to allow students to reach their potential. Students who may not have completed their high school education in the standard three years do have the opportunity to continue in the school in order to meet their requirements. During the 2016.2017 school year, New Heights had three graduates who completed their Certificate of Achievement and one graduate who completed their Certificate of Completion.

It is not the expectation of the parents and teachers at New Heights that our students will necessary transition to post-secondary education. Some of our students may do so; others may enter the workforce, learn a trade, or contribute to society to the best of their ability. The goal for our students is that they are able to live as independently as possible and use their strengths to contribute to the world around them.

Note:

Participation in Diploma Exams is encouraged. All of our students who meet the criteria and possess the skills necessary to participate will do so. As with Achievement Testing, our school population includes students who are exempted from writing for various reasons associated with their personal needs and/or challenges (ability, emotional fragility, anxiety, etc.). Exempting students and providing students with accommodations weighs negatively on our students' scores. As well, this is a difficult trend to follow as the individual challenges faced by students writing each year vary considerably.

Strategies

- Continue individualized programming according to the needs of the student, to lead to independence.
- Continue working on Transition Planning with our junior high and high school population to best plan for transitioning to adulthood. Create focus in the areas of: Post Secondary Education, Independent Living, Employment, and Daily Social Environments.
- Focus on comprehension, memory retention, communication, and team (social) skills.
- Increase the use of technology in the classrooms, especially in core subjects. Provide students with the choice of iPads (including math, reading, and writing apps) and lap tops to aid in writing and presenting material.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	97.0	98.7	93.0	95.3	93.8	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	60.0	95.0	100.0	100.0	97.1	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0

Comment on Results

By results, parents, teachers, and students are in agreement that students model the characteristics of active citizenship.

- Our Occupational Therapists, Speech Pathologist, and Psychologists on staff work with the teachers and students to provide teaching of healthy lifestyle choices, as well as effective communication.
- We celebrate community building with a monthly whole school assembly recognizing students who have shown characteristics of citizenship (ie sharing, manners, thinking of others, random acts of kindness). This is a positive and anticipated event for our students.
- We are continuing to develop and implement our Independent Living Skills program for our students that teaches the skills and responsibilities needed to participate effectively, safely, and healthily as an individual in the community. These skills are included in the themes: hygiene, nutrition, workplace, lifestyle, and basic cooking and homecare skills. We recognize this program as a much needed piece to help our students develop the skills necessary to best live holistic lifestyles in the Calgary community.
- We continue to run lunch time clubs, allowing for a more structured lunch time activity for our students who thrive on consistency, routine, and structure, as well as providing an opportunity for students to further engage in their strengths and interests, as well as develop hobbies while socializing with students from around the school.

By results, parents and teachers are in agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

- New Heights continues to provide Individualized Program Plan goals which address frustration, anxiety, transitions, and change, depending on the needs of the student.
- Social thinking and social skills, executive skills and adaptive skills, necessary life skills, are taught directly to students as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to function in the community.
- We have a Life Skills workroom on-site to aid in the implementation of our Independent Living Skills program. The workroom has allowed a space right on site where our students can use and learn the skills for independent living that don't come naturally to our population. Our innovative teaching staff implement a program that includes living, working, playing, and getting around effectively in a city like Calgary.
- We partner with our neighboring school to have our students join and interact in leadership projects and social activities, building confidence in friendships and interactions with our typical peers.
- Our High School class involves workplace readiness courses and work experience courses with community placements such as the Calgary Public Library, IKEA, Evergreen Theatre, Jubilations Dinner Theatre, the Farmer's House, Doggy Daycare, the Manor at Garrison Woods, and small businesses in the community.
- The New Heights Vocational Counselor works with the students in assessing their strengths and interests, helping to find suitable workplace environments and situations to learn and grow their employment skills onsite. She also helps develop career plans for transitioning into adulthood.
- New Heights High School students have the option of participating in our Employment Project, giving hands on experience in a part time job with a job coach and support as they gain employment in their own communities.

Strategies

- Maintain communication with parents of students in every grade to raise awareness of transition planning, and to provide support to parents who have concerns about their child's future.
- Continue to offer community building clubs based on student interest such as baking club, yoga club, guitar club and chess club.
- Continue to have students take part in frequent community outings.
- Continue to develop and evaluate our Independent Living Skills program curriculum, ensuring 21st Century skills and abilities are being taught and practiced
- Continue developing and evaluating the Employability Project for our students in the High School class, including coaching during part time work or onsite workplace situations

- Create focus on the Transition to Adulthood, especially in the areas of: Post Secondary Education, Independent Living, Employment, and Daily Social Environments.
- Plan for a celebration to mark our 10 year anniversary as a school in 2016.2017

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Strategies

- Continue our multidisciplinary team approach to each individual student, including teachers, educational assistants, parents, students, administration, and therapists.
- Emphasize citizenship in Social Studies classes, as well as through social thinking and social skills taught to students.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	96.0	100.0	99.3	99.3	99.6	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0

Comment on Results

By results, parents, teachers, and students are in agreement that this is a safe and caring school.

- New Heights continues to progress in its goal to provide an innovative educational program for those with Autism and other learning differences, where students are safe and confident, and able to succeed.
- Social awareness and interactions are areas that we focus on, including respect and perspective taking (thinking of others). We continue to provide social thinking and social communication programs and strategies for students in which these skills are taught directly.
- We provide and teach emergency and safety procedures to ensure a safe learning environment.
- Each month, all of the staff and students come together to participate in whole school activities, allowing for the student community to grow together and create camaraderie throughout the grades.
- At assemblies each month, students are recognized for acts of respect and responsibility through the "way to go" program.

Strategies

- Continue to offer Speech Therapy, Occupational Therapy, and Psychology onsite to enhance personal and academic skills, communication skills, social growth and development.
- Continue to reinforce the need for teachers, staff, students, and families to work collaboratively to ensure a safe, secure, and predictable learning environment.
- Continue to hold and grow Whole School activities throughout the year, including the science fair and talent show.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	84.0	89.7	83.9	87.6	90.9	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0

Comment on Results

By results, parents, teachers, and students are satisfied with the opportunity for students to receive a broad program of studies. As New Heights grows, we are continually better able to offer a broader program of studies for our students.

- We maintain our effort towards individualizing programming to meet the needs of our students. As a school for Autism and learning differences, our program devotes extra time to provide strategies and support for skill acquisition in core subjects. This extra assistance furthers our students' success and achievement.
- We continue to see the importance of offering options that cater to different learning styles and/or student interests and strengths. As a small school, these options may change year to year depending on the interests of our student base that particular year.
- During the 2015.2016 school year, New Heights offered a variety of programs including physical education, health, art and design, and career and technology studies. Our High School students were also able to take place in a Work Experience program and a Workplace Readiness class. Through Life Skills, we are also able to offer cooking and home care classes.
- During 2015.2016, our Junior High and High School students had the opportunity to be involved in Outdoor Ed trips, including an overnight camping trip (a first for many of our population).
- During 2015.2016 our Technology Specialist, who is also skilled in working with children on the Autism Spectrum, worked with teachers to integrate computer and technology skills into daily lessons and curriculum, and worked with students to evaluate and enhance individual skills. New Heights has a laptop available for every student, and also offers the choice of using iPads for each classroom.
- During 2015.2016 our Music Instructor, who is also skilled in working with children on the Autism Spectrum, worked with our Elementary and Junior High students and teachers to offer a unique music class experience built to the needs and interests of our student population.
- Our students continue to use the Calgary Public Library for recreation and research.

Strategies

- Continue to offer a program of studies focused on helping each student achieve academic success and develop independent work habits. Continue to focus on the enhancement of social skills and the building of confidence and self-esteem through providing students with the understanding and strategies they require to perform optimally.
- Continue to offer physical education, health, art, technology, and music as part of our regular school programming.
- Expand our outdoor education opportunities to reach more students.
- Introduce Drama courses and Foods courses into our High School programming options.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.0	91.1	93.4	85.7	92.4	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.0	94.0	97.8	99.0	92.9	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.2	98.3	94.4	98.2	95.8	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0

Comment on Results

By results, teachers, parents, and students indicated that their school has improved or stayed the same the last three years.

- New Heights works to ensure effective programming that is accessible to students who are on the Autism Spectrum, or have similar learning differences. Our enrolment continues to steadily increase, meeting a need in the city with our program.
- Through interacting with our neighbors in the schools next door, our students are being prepared for community opportunities with their typical peers.
- Intentional, in-house Professional Development opportunities are attended by all staff and our certificated and noncertificated staff are sent to conferences and workshops offered in Canada and the USA throughout the year. Opportunities for frequent collaboration are intentionally included throughout the school year to innovate and enhance the capacity of our staff, positively impacting students.
- New Heights continues to intentionally network with agencies such as Autism Calgary, the Ability Hub, Autism Asperger's Friendship Society, Children's Link, and Alberta Health Services, as well as other private schools and agencies in our neighborhood and within Calgary who have a similar mandate. The result has been a developing community of support and resources, including shared professional development, partnering programs, more efficient references for families, and enhanced educational programming and opportunities for students.
- Our new logo and website are created with the intention of sharing New Heights story with clarity in the Calgary community

By results, parents and teachers are in agreement that they are satisfied with parental involvement in decisions about their child's education.

- We continue to provide opportunities for effective communication through quarterly Individualized Program Plan meetings. Our multidisciplinary team involves input from parents, teachers, educational assistants, administration, and therapists.
- Teachers and parents maintain regular contact by using a daily communication binder, along with frequent phone calls and/or email regarding individual student's progress and concerns.
- Parents are encouraged to participate in the Parent Advisory Council activities and fundraisers.
- Our Community Liaison on staff is dedicated to enhancing areas of communication through newsletters, website and email updates, and through monthly PAC meetings and events.
- Our Family School Liaison Counselor on staff regularly meets with parents and works with families to support them and help our parents learn how to support and encourage their children during their educational journey and into adulthood

By results, teachers, parents, and students are satisfied with the overall quality of basic education.

- New Heights continues to maintain a class size of ten students to one teacher and one educational assistant.
- We continue to develop and implement Individual Program Plan goals and strategies.
- We emphasize comprehension, memory retention, communication skills, regulatory skills, executive skills, adaptive skills, and social skills in our programming and through Individual Program Plans, while following Alberta Education's Program of Studies with accommodations and modifications as required.

Strategies

- Continue to offer Speech Therapy, Occupational Therapy, and Psychology onsite to enhance personal and academic skills, communication skills, social growth and development.
- Continue to reinforce the need for teachers, staff, students, and families to work collaboratively to ensure a safe, secure, and predictable learning environment.
- Seek new and innovative professional development opportunities for staff in Canada and the U.S.
- Continue to provide opportunities for frequent professional collaboration and mentoring for staff

- Continue to network with similar agencies and schools to provide support, accountability, efficiency, and further program growth.
- Continue to partner with neighboring schools to provide enhanced programming and opportunities for students.
- Build Board of Directors organizational capacity to enhance the Board's ability to advocate on behalf of the school and the New Heights community..
- Prepare for anticipated growth and a new space for when our current lease concludes
- Continue our Individual Program Plan process with team involvement, and meet throughout the year to evaluate and discuss student progress, improvements, and concerns.
- Build Parent Advisory Council (PAC) Board organizational capacity to enhance PAC's impact, communication, and efficiency
- Continue to offer the Family School Liaison Counsellor role on staff and onsite.
- Continue to offer a program of studies focused on helping each student achieve academic success and develop independent work habits. Continue to focus on the enhancement of social skills and the building of confidence and self esteem through providing students with the understanding and strategies they require to perform optimally.
- Maintain small class sizes and ratios.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Future Challenges

- Configuring our current space to allow for more efficient use of space
- Responsibly increasing enrolment, keeping in mind training and integrating new staff and effectively sharing resources such as therapists.
- Keeping tuitions at an affordable level for all school families. Providing financial assistance for families who otherwise would not be able to send their children to our school.
- Continuing our focus on addressing the changing needs of our students as they mature and transition into adulthood.
- Seeking and preparing for a new space for our school and program that will continue to meet the needs of families in Calgary, keeping in mind proximity and appropriate growth

Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2015.2016 school year was within budget.

For the 2015.2016 school year:

- funding was spent on developing and enhancing programs, training and supporting certificated and non-certificated staff, ensuring a safe and caring environment and exceptional programming for students, and providing appropriate materials and supports to continue our program effectively while looking forward to growth and new space appropriate for our school culture, programs, and student population.

Budget Summary

- New Heights School commits to balanced budgets on an annual basis.
- For the 2016.2017 school year, New Heights will continue its financial support of: our emphasis on supportive staffing (including Occupational Therapy, Speech Therapy, Psychology, Family School Liaison Counselor and a Vocational Counselor on staff, a music instructor and computer specialist); and ensuring appropriate supplies and supports for growing and additional classrooms, programs, certificated and non-certificated staff, and students.

The anticipated revenue from Alberta Education for the 2016.2017 school year, based on the budgeted enrolment projection is \$1,855,012.

For additional financial information, including the Audited Financial Statements for 2015/2016 or the Budget Report for 2016/2017, please contact the New Heights office at 403-240-1312.

See Appendix A for supporting budget evidence.

Note: Information on donations and fundraising can be found in the Financial Statement.

Facility Improvements & Capital Projects

- With a lease extension, further renovations have been done to our current space to allow for an additional classroom to support steady growth.
- The New Heights Board is currently seeking space for an anticipated move to allow for additional growth and program needs, keeping in mind proximity.
- We continue to enhance technology in the classrooms, purchasing iPads and class sets of laptops for student use, as well as Mimeo technology for enhancing teaching and learning.
- Through a grant from Allies for Autism, we were able to purchase Mimeo tools and projectors.

DSEPS (Designated Special Education Private School) Report

The New Heights program consists of children, adolescents, and young adults who are on the Autism Spectrum or have significant severe delays involving language, social interaction and/or communication. The New Heights model is play-based and utilizes the strengths and interests of the student to address goals set out in their IPP.

- Classes include a maximum of ten students with one teacher and one educational assistant
- A Speech Language Pathologist, an Occupational Therapist, Family School Liaison Counselor, Vocational Counselor, Life Skills Coach, and a Psychologist are onsite and in the classrooms
- Social Communication, Emotional Regulation, Transactional Supports, and Adaptive and Executive Functioning are directly targeted, as well as academic and fine and gross motor skills as appropriate
- Visual schedules, visual aids, or written words enhance participation and understanding.
- Work systems (e.g. independent work stations that visually specify what and how much work is to be done), as well as task organization (i.e. information on the sequence of steps within a task) assist in developing organizational and independent work skills.
- Students are provided with clear, predictable expectations and organizational supports to help with their organization of time, physical space and materials. Strategies for problem solving, self-regulation, cooperation and the development of emotional, behavioural and social skills are also taught.

New Heights achievements from 2015-2016:

- Four students graduated from the High School program with Certificates of Achievement or Certificates of Completion.
- The partnership with Prospect Human Services has enhanced the authentic learning of our high school students; building independence and work skills through extra-curricular, part time employment. Results from the first two years of the program show evidence that the skills learned through participation in the workforce directly impacted the confidence and learning of the students in the classroom. The project has also helped to raise awareness of the positive contributions our student population has to offer the working world.
- Seeing the continued success of the Independent Living Skills program in our high school caused us to look into bridging the program into the Junior High and Elementary classrooms, to better prepare our students for the transition to adulthood, building the skills necessary to live as independently as possible, and experience a healthy, holistic lifestyle in the community as adults. A curriculum development team was formed, working to collaboratively create an Independent Life Skills curriculum catered to our population, and to living in a city like Calgary
- Implementing Common Approach in our Early Intervention Program has given New Heights the opportunity to build relationships with like-minded agencies as we advocate one team, one plan for the families.

Looking to 2017:

- Build a communication system to stay in touch with our graduates, tracking where they end up within five years of leaving New Heights
- Continuing to create a New Heights Independent Living Skills curriculum catered to the unique needs of our population, with input from Occupational Therapy, Speech Therapy, and teaching staff
- Continue growing the Employment Project with partnership from Prospect Human Services. Working to evaluate the program to find where the successes and gaps may be.
- Monitor the effectiveness of Common Approach for Early Intervention New Heights families, including preschool and specialized services
- Extending our Home and Community Support branch (FSCD funded) to work with our school age families with developmental aide supports or specialized services. Previously Home and Community Support has worked exclusively with our preschool age families providing specialized services.
- Collaborating with other agencies to effectively bridge the gap from high school to adulthood for our population, focusing on the areas of: continuing education, independent living, employment, and daily social environments

Parental Involvement

- New Heights parents are actively involved in all areas of their child's education. Our Parent Advisory Council meets once a month, and plans and provides family activities and fundraising events throughout the school year. As a growing school, growing family base, and growing PAC, the goals reflected in this report are touched on throughout the year as we reflect on the purpose and needs of this school, and the impact that families have.
- Parents are made aware of the Accountability Pillar, their role in it, and the impact it has in keeping our school accountable and growing. This has been done through school to home correspondence, as well as through the school newsletter, posted on the website.
- New Heights is developing methods to collect data from our parents on local, school specific goals and objectives.

Whistleblower Protection

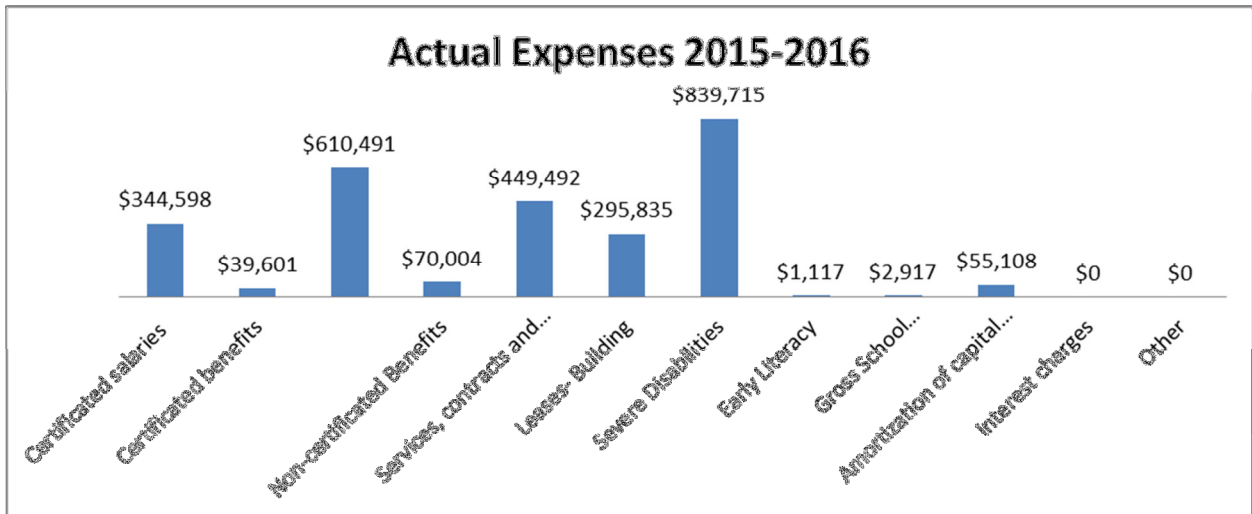
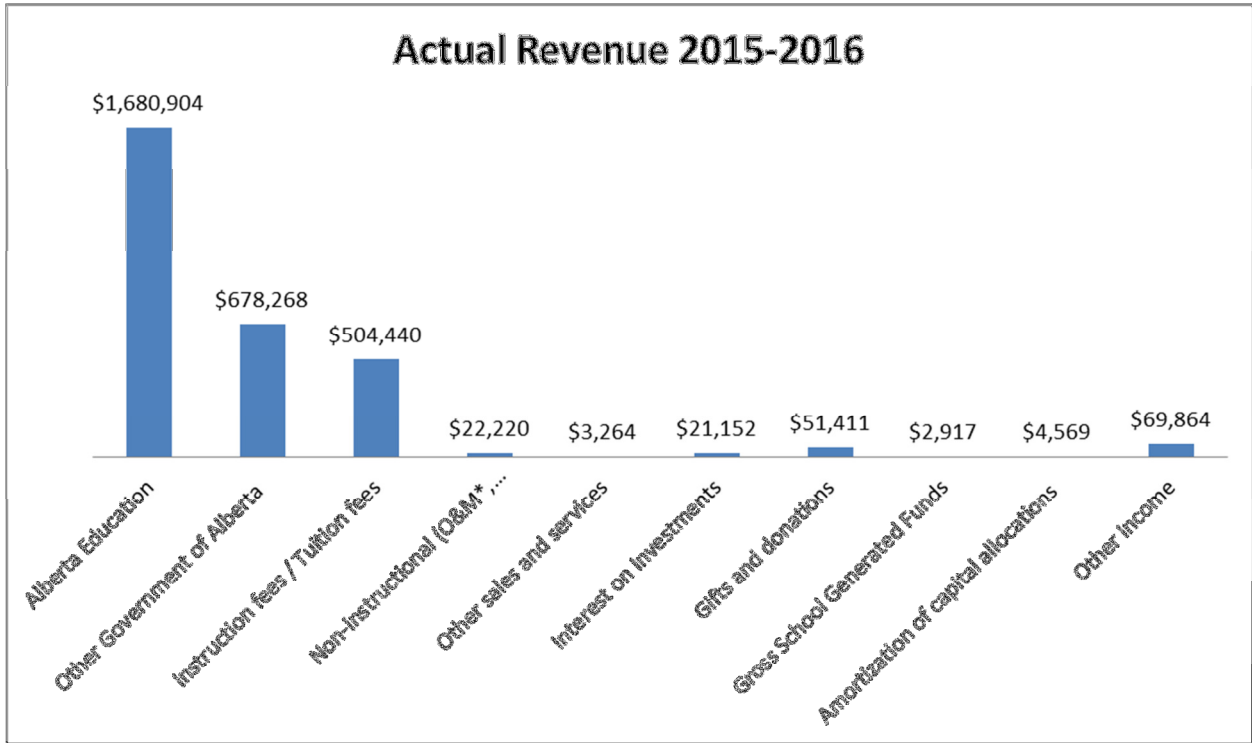
- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report.
- For the 2015.2016 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal.

Timelines and Communication

- The information in this plan will be available to the public through the About link on our website at www.newheightscalgary.com.
- The New Heights Board of Directors approved this report on Monday, November 28th, 2016.
- Our families and staff will be notified of this report through the school newsletter, and in regular PAC meetings and staff meetings.

Appendix A

Actual	2015-2016
Alberta Education	\$1,680,904
Other Government of Alberta	\$678,268
Instruction fees / Tuition fees	\$504,440
Non-instructional (O&M*, Transportation, Admin fees, ets.)	\$22,220
Other sales and services	\$3,264
Interest on Investments	\$21,152
Gifts and donations	\$51,411
Gross School Generated Funds	\$2,917
Amortization of capital allocations	\$4,569
Other Income	\$69,864
TOTAL REVENUES	\$3,039,009
EXPENSES	
Certificated salaries	\$344,598
Certificated benefits	\$39,601
Non-certificated salaries and wages	\$610,491
Non-certificated Benefits	\$70,004
Services, contracts and supplies	\$449,492
Leases- Building	\$295,835
Severe Disabilities	\$839,715
Early Literacy	\$1,117
Gross School Generated Funds	\$2,917
Amortization of capital assets	\$55,108
Interest charges	\$0
Other	\$0
TOTAL EXPENSES	\$2,708,878
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$330,131



BUDGET	2016-2017
Alberta Education	\$1,855,012
Other Government of Alberta	\$857,135
Instruction fees / Tuition fees	\$549,000
Non-instructional (O&M*, Transportation, Admin fees, ets.)	\$26,150
Amortization of capital allocations	\$6,630
Other Income	\$25,000
TOTAL REVENUES	\$3,318,927
EXPENSES	
Certificated salaries	\$303,298
Certificated benefits	\$73,709
Non-certificated salaries and wages	\$614,832
Non-certificated Benefits	\$98,839
Services, contracts and supplies	\$816,705
Severe Disabilities	\$1,254,879
Early Literacy	\$479
Amortization of capital assets	\$45,519
Interest on capital debt	\$0
TOTAL EXPENSES	\$3,208,260
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$110,667

