



New Heights  
school & learning services

Combined Three Year Education Plan  
2018/2019-2020/2021  
and  
Results Report  
2017/2018

Published November 30<sup>th</sup>, 2018

**Message from the Board Chair: November 2018**

Over the last number of years we have seen an increasing awareness of Autism and the challenges facing those who are on the spectrum. With this greater awareness comes the opportunity to address those challenges and New Heights is eager to embrace its role in this.

Each year we set out to build on what we are currently doing to find new ways, large and small, to meet the needs of our students and their families. Over the past couple of years we have been able to add some significant elements to our program and their value is becoming even more apparent.

We are in the midst of the second year of our Transition to Adulthood program and the response we have had from our graduated and soon to be graduated students is very encouraging. Building off of our Sustainable Employment program this program provides further life skills that allow our students to interact with the world around them more inter-dependently. This endeavour has developed more quickly than we had anticipated which is very exciting for us. It is meeting a great need and is presenting even further opportunities.

We are also one year closer to occupying our new building and are looking forward to the growth potential this move will provide for us. To help with this transition we have hired a Director of Development to co-ordinate our capital campaign and build what will hopefully be a lifelong community of New Heights partners.

And we now have a Student Council in place which allows our students to have a greater voice and presence. Our school is about them, and it is encouraging to see our students take a more active role in shaping the environment in which they learn.

We are grateful for the opportunities that have presented themselves to us, and grateful to be able to make our contribution to the larger Autism community.

Thank you,



Dr. Gary Lepine  
Chairman of the Board

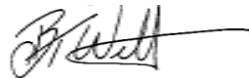
#### Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2018 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 2017/2018 school year and the three-year Education Plan for 2018/2021 on November 19<sup>th</sup>, 2018.



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Gary Lepine  
Chairman of the Board



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Brent Williams  
Executive Director



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: Speech Language Pathologists, Occupational Therapists, and Psychologists, 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.

**OUR VISION:** A community dedicated to pioneering a bright future for individuals on the autism spectrum to live independent, confident, and purposeful lives.

**OUR MISSION:** Preparing our kids for the community, and the community for our kids.

### Summary of the 2017.2018 School Year

The 2017.2018 school year was our twelfth year of school operation (our tenth year as an accredited funded private school), and our twentieth year as an ECS/Early Intervention Program. For this sixth 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.

We continued to focus on the trends of our population as they transition out of high school and into adulthood. Recognizing the significant gap in services and supports that exists for our emerging adults, in June 2017 we started a pilot project: The Transitioning to Adulthood branch of our Home and Community Support program. This branch addresses 5 key areas that have been identified as potential barriers to our students' success: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Self Advocacy. The program is driven by the goals of the emerging adults, and is currently available to New Heights' students in their last year of high school or who have recently graduated. The goal of the branch is to work with the emerging adults to effectively bridge the gap from daily routine and expectation to contributing interdependently in the Calgary community.

Also, in this area of transitioning to adulthood, we have maintained our emphasis on employment skills in the school program. 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 2017.2018 they were at the Calgary Public Library, IKEA, Jubilations Dinner Theatre, Wildflower Art Gallery, Indefinite Arts, the Loughheed House, the Military Museums, and the Manor at Garrison Woods. This was also our fourth full year of our Sustainable Employment 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.

As we have added these programs to our community, we have seen the observable positive results for our students and their families. To address the sustainability of these innovative projects and programs that have no funding stream, the New Heights Board of Directors has a focus on increasing fundraising over the next three years. A Director of Development has been hired (June 2018) to promote this effort for the New Heights Society.

In 2017.2018 we continued to reconfigure our current space to allow for effective classroom spaces and work spaces. We have reached our capacity in our current space, and we are enthusiastically planning for the transition to our new building in our current neighborhood. Our anticipated move in date is the Fall of 2020, and we have increased our focus on making this move as seamless as possible. Our new building will allow for growth, both of our student body and of our programming.

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 2018 Accountability Pillar Overall Summary

| Measure Category  | 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                                       | Safe and Caring                            | 99.0                       | 99.8             | 99.6                | 89.0           | 89.5             | 89.4                | Very High          | Maintained  | Excellent |
| Student Learning Opportunities                                | Program of Studies                         | 92.6                       | 93.0             | 90.5                | 81.8           | 81.9             | 81.7                | Very High          | Maintained  | Excellent |
|   | Education Quality                          | 97.8                       | 96.5             | 96.8                | 90.0           | 90.1             | 89.9                | Very High          | Maintained  | Excellent |
|   | Drop Out Rate                              | 0.0                        | 0.0              | 0.0                 | 2.3            | 3.0              | 3.3                 | Very High          | Maintained  | Excellent |
|   | High School Completion Rate (3 yr)         | 18.0                       | *                | 64.9                | 78.0           | 78.0             | 77.0                | Very Low           | Declined    | Concern   |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | 13.9                       | 0.0              | 21.3                | 73.6           | 73.4             | 73.3                | Very Low           | Maintained  | Concern   |
|   | PAT: Excellence                            | 2.8                        | 0.0              | 1.9                 | 19.9           | 19.5             | 19.2                | Very Low           | Maintained  | Concern   |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | *                          | *                | n/a                 | 83.7           | 83.0             | 83.0                | *                  | *           | *         |
|   | Diploma: Excellence                        | *                          | *                | n/a                 | 24.2           | 22.2             | 21.7                | *                  | *           | *         |
|   | Diploma Exam Participation Rate (4+ Exams) | 0.0                        | *                | 0.0                 | 55.7           | 54.9             | 54.7                | Very Low           | Maintained  | Concern   |
|   | Rutherford Scholarship Eligibility Rate    | *                          | *                | n/a                 | 63.4           | 62.3             | 61.5                | *                  | *           | *         |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | n/a                        | *                | n/a                 | 58.7           | 57.9             | 59.0                | n/a                | n/a         | n/a       |
|   | Work Preparation                           | 97.6                       | 97.6             | 98.2                | 82.4           | 82.7             | 82.4                | Very High          | Maintained  | Excellent |
|   | Citizenship                                | 97.9                       | 98.5             | 95.9                | 83.0           | 83.7             | 83.7                | Very High          | Maintained  | Excellent |
| Parental Involvement  | Parental Involvement                       | 98.1                       | 96.1             | 96.0                | 81.2           | 81.2             | 81.0                | Very High          | Maintained  | Excellent |
| Continuous Improvement  | School Improvement                         | 89.8                       | 89.8             | 89.3                | 80.3           | 81.4             | 80.7                | Very High          | Maintained  | Excellent |

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.





## 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 - 71.45  | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence                        | 0.00 - 9.55   | 9.55 - 12.59  | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 |        | Achievement | Improvement | Overall | 2019    | 2020 | 2021 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 16.7                     | 30.6 | 33.3 | 0.0  | 13.9 | 15.0   | 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). | 5.6                      | 2.8  | 2.8  | 0.0  | 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 have 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

- Practice use of accommodation tools, as required, within the classroom environment, throughout the school year (ie extra time, writer, scribe, separate quiet spaces to complete work, etc)
- Focus on tools to promote executive functioning skills, especially in the areas of planning, memory retention, persistence, task initiation, and organization (a staff professional development focus for 2018-2019).
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (a staff professional development focus for 2017-2018, continued into 2018-2019)
- Enhance staff knowledge and skill in the use of communication and information technology in the classroom environment by forming a staff committee focused on researching, networking, and trying relevant devices and tools.

### Note:

These strategies will be evaluated through discussion with classroom teaching teams, and also by observing increased use of visuals and tools present in the classroom environments.

### 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 |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019    | 2020 | 2021 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | n/a                      | n/a  | n/a  | *    | *    | 28.0   | *           | *           | *       | 20.0    | 20.0 | 20.0 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | n/a                      | n/a  | n/a  | *    | *    |        | *           | *           | *       |         |      |      |

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 | 2018   | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| High School Completion Rate - Percentage of students who completed high school <b>within three years</b> of entering Grade 10. | *                        | n/a  | 64.9 | *    | 18.0 | 0.0    | Very Low    | Declined    | Concern   | 0.0     | 0.0  | 0.0  |
| Drop Out Rate - annual dropout rate of students aged 14 to 18  | 8.8                      | 0.0  | 0.0  | 0.0  | 0.0  | 0.0    | Very High   | Maintained  | Excellent | 0.0     | 0.0  | 0.0  |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                               | n/a                      | n/a  | n/a  | *    | n/a  | 20.0   | n/a         | n/a         | n/a       | 30.0    | 30.0 | 30.0 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.   | n/a                      | n/a  | *    | *    | *    |        | *           | *           | *         |         |      |      |
| Percentage of students writing <b>four or more</b> diploma exams <b>within three years</b> of entering Grade 10.               | *                        | n/a  | 0.0  | *    | 0.0  | 0.0    | Very Low    | Maintained  | Concern   | 0.0     | 0.0  | 0.0  |

**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. Most students enrolled at New Heights stay in high school for more than three years.

During the 2017-2018 school year, New Heights had two graduates who achieved their Diploma, three graduates who achieved their Certificate of Achievement and two graduates who completed their Certificate of Completion. In 2018-2019 we are projecting five students completing their high school programs.

It is not the expectation of the parents and teachers at New Heights that our students will necessarily transition to post-secondary education. Some of our students may do so; others may enter the workforce, learn a trade, and/or continue to build on their strengths and interests. 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. Of our 2017-2018 graduates, five are applying to or enrolled in post-secondary institutions. Five of our graduates had secured employment by graduation, and two are actively applying for jobs.

The New Heights Transitioning to Adulthood branch started during the 2017-2018 school year, providing more frequent communication with our alumni, as well as increased support and mentorship for our graduates during their young adult years. The branch targets the 5 areas of: Employment, Post-Secondary Transitions, Independent Living, Daily Social Environments, and Self Advocacy.

**Strategies**

- Practice use of accommodation tools, as required, within the classroom environment, throughout the school year (ie extra time, writer, scribe, separate quiet spaces to complete work, laptop, etc.)
- Continue the Transitioning to Adulthood Branch (started June 2017), working with students who are in their graduating year, as well as students who have graduated from New Heights (up to the age of 25).
- Provide opportunities throughout the school day for students to meet with supportive adults in their school environment (ie psychologist, principal, guidance counsellor, OT) for emotional, mental, and academic support.
- Emphasize practice and tools for executive functioning challenges throughout high school classes, supporting students with organization, prioritization, initiating tasks, etc. (a staff professional development focus for 2018-2019)

**Note:**

These strategies will be evaluated through discussion with classroom teaching teams, and also by observing increased use of visuals and tools present in the classroom environments.

The Transitioning to Adulthood branch is being evaluated through evaluation of specific goals, student qualitative interviews, parent qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

**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<br>2018 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|-------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2014                     | 2015  | 2016 | 2017 | 2018 |                | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 93.0                     | 95.3  | 93.8 | 98.5 | 97.9 | 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. | 100.0                    | 100.0 | 97.1 | 97.6 | 97.6 | 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 students model the characteristics of active citizenship.

- Our Occupational Therapists, Speech Pathologist, and Psychologists on staff work with the teachers and students to provide direct 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), as well as through monthly whole school activities
- We continue to run 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, while socializing with others around the school.
- Students take part in a Whole School Activity each month, providing opportunities to practice leadership skills, creativity, and team work. Activities include a Science Fair, Talent Show, and team based STEM activities.

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.

- Social thinking and social skills, executive skills and adaptive skills are taught directly 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 Calgary community.
- We have a Life Skills workroom on-site to aid in the implementation of our Independent Living Skills program. The workroom gives us a space where our students can learn the skills for independent living. Our innovative teaching staff implement a program that includes living, working, playing, and getting around effectively in a city like Calgary.
- Our High School class involves workplace readiness courses and work experience courses with community placements such as the Calgary Public Library, IKEA, Jubilations Dinner Theatre, the Manor at Garrison Woods, the Loughheed House, the Military museums, Studio Bell, and small businesses in the community.
- New Heights High School students have the option of participating in our Sustainable Employment Project, giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.

**Strategies**

- Encourage parents/guardians of students who are in junior high to meet with the Family School Liaison counselor to start transition planning for life after high school (continuing strategy following cohorts of students from junior high through to the transition to adulthood)
- Continue to implement social skills programs for all of our students, working with therapists in 1:1 or small group situations, using evidence based curriculum such as Social Thinking and PEERS, to directly teach perspective taking, social skills, and social nuances.
- Encourage focus on the Transition to Adulthood branch (started June 2017), targeting the areas of: Post Secondary Education, Independent Living, Employment, Daily Social Environments, and Self-Advocacy.
- Build a New Heights student council to ensure to infuse the student voice in school decisions.

**Note:**

These strategies will be evaluated through comparing participation data from last year, discussion and observation with therapists and classroom teaching teams, student and parent feedback surveys, and also by observing increased use of visuals and tools present in both the academic and social environments.

The Transitioning to Adulthood branch is being evaluated through evaluation of specific goals, student qualitative interviews, parent qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

**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

### Strategies

- Continue our multidisciplinary team approach to each individual student, including teachers, educational assistants, parents, students, administration, and therapists.
- Emphasize citizenship and perspective taking in Social Studies classes as well as through social thinking and social skills sessions.
- Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues.
- Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom.

### Note:

These strategies will be evaluated through discussion and observation throughout the year.

### 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.

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

**Strategies**

- Continue our multidisciplinary team approach to each individual student, including teachers, educational assistants, parents, students, administration, and therapists.
- Emphasize citizenship and perspective taking in Social Studies classes, leadership classes, as well as through social thinking and social skills taught to students
- Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues.
- Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom.

**Note:**

These strategies will be evaluated through discussion and observation throughout the year

**Notes:**

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

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 99.3                     | 99.3 | 99.6 | 99.8 | 99.0 | 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.

- 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 (in individual sessions, small group, or whole class sessions) to enhance personal and academic skills, communication skills, social growth and development.(continuing strategy from 2016-2017)
- Focus on tools to promote social development, group work, and perspective taking, increasing student social engagement in both academic environments and social environments (a staff professional development focus for 2018-2019).
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (a staff professional development focus for 2017-2018 and continuing strategy for 2018-2019)
- Continue to hold and grow Whole School activities throughout the year, including the science fair and talent show, including student input through the New Heights Student Council (formed in 2018-2019).
- Begin and grow the New Heights student council to ensure to infuse the student voice in school decisions.

### Note:

These strategies are evaluated through discussion and observation throughout the year, and a feedback survey in the Spring.

### 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 83.9                     | 87.6 | 90.9 | 93.0 | 92.6 | 90.0   | Very High   | Maintained  | Excellent | 90.0    | 90.0 | 90.0 |

### 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 2017.2018 school year, New Heights offered a variety of programs including physical education, music, health, art and design, foods, drama, leadership, and career and technology studies. Our High School students were also able to take part in a Work Experience program and a Workplace Readiness course.
- During 2017.2018, our Junior High and High School students had the opportunity to be involved in Outdoor Ed classes and field trips, including an overnight camping trip.

### Strategies

- Continue to offer physical education, outdoor education, health, art, technology, drama, foods, career transitions, and music as part of our regular school programming.
- Form subject based PLCs for staff to enhance and share across the curriculum, including scheduled time and space for staff to participate in their chosen PLC.
- Evaluate and enhance option courses using student input and ideas
- Evaluate our phys ed program across the grade levels to ensure effective programming and supports for better participation and growth.

### Note:

These strategies will be evaluated through discussion and observation throughout the year, student interviews and feedback surveys in the Spring, as well as comparing participation data to the previous year.

### 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<br>2018 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 |                | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| 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. | 93.4                     | 85.7 | 92.4 | 89.8 | 89.8 | 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.   | 97.8                     | 99.0 | 92.9 | 96.1 | 98.1 | 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.  | 94.4                     | 98.2 | 95.8 | 96.5 | 97.8 | 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 continues to intentionally network with agencies such as the Ability Hub, Autism Asperger's Friendship Society, Children's Link, Autism Calgary, and Alberta Health Services, as well as other private schools and agencies in our neighborhood 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.
- New Heights sends representatives to the Canadian Autism Spectrum Disorder Alliance networking conference in Ottawa each year to affirm and enhance practices, learn the upcoming research, share ideas, network, and spur innovation.
- In the spring of 2017, the New Heights Board of Directors purchased the building that will be our long term home starting fall 2020. The purchase allows New Heights to plan effectively for the next three years, and to anticipate program and student body growth responsibly.
- In June 2018, the New Heights Board of Directors hired a Director of Development to promote fundraising efforts.

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

- New Heights provides opportunities for effective communication through quarterly Individualized Program Plan updates and meetings, as well as three Report Card terms over the year. Our multidisciplinary team involves input from parents, teachers, educational assistants, administration, and therapists.
- Our Family School Liaison Counselor regularly meets with parents and works to support our parents to encourage and challenge their children during their educational journey and into adulthood
- The New Heights Parent Advisory Council continues to grow and gain vision. Their focus since the 2017-2018 school year has been to formalize process and build capacity as PAC.

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.
- Social thinking and social skills, executive functioning skills and adaptive skills are taught directly as part of regular school programming. Visuals, structure, routine, and consistency are in place to promote student's availability for learning.

### Strategies

- Seek innovative professional development opportunities for staff in Canada and the U.S. (continuing strategy from 2017-2018)
- Plan and prepare the move and transition to the new building (summer of 2020).
- Focus Board of Directors efforts on Fundraising for capital projects and for continued program innovation (continuing strategy from 2017-2018).
- Build Parent Advisory Council (PAC) Board organizational capacity to enhance PAC's impact, communication, and efficiency for New Heights School.
- Continue to build the Transitioning to Adulthood Branch (started June 2017), working with students who are in their graduating year, as well as students who have graduated from New Heights (up to the age of 25), focusing on the areas of: Employment, Post-secondary transitions, Independent living, Social environments, and Self-advocacy.
- Form subject based PLCs for staff to enhance and share across the curriculum, including scheduled time and space for staff to participate in their chosen PLC.

### Note:

These strategies will be evaluated through discussion throughout the year.

Professional Development at New Heights is informed by staff professional growth plans each year.

The Transitioning to Adulthood branch is being evaluated through pre and post-tests, student qualitative interviews, parent qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community

### 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/TFM (Tell Them From Me) survey tool.

#### Future Challenges

- Configuring our current space to allow for more efficient use of space for the next 2 years.
- Preparing to responsibly increase enrolment with the move to our new building in 2 years, keeping in mind training and integrating new staff and effectively sharing resources such as therapists.
- Keeping tuition 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.
- Preparing the spaces within our new building for our school and program, continuing to meet the needs of families in Calgary, keeping in mind appropriate growth.

#### Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2017.2018 school year was within budget.

For the 2017.2018 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. Funding also provided 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 2018.2019 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 2018.2019 school year, based on the budgeted enrolment projection is \$1,975,650.00

*For additional financial information, including the Audited Financial Statements for 2017/2018 or the Budget Report for 2018/2019, 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, plans have continued for the most effective use of our current space over the next 2 years.
- The New Heights Board has secured a new building, available to us Fall 2020. The building is in our current neighborhood, and is a sister building to the one we currently occupy.
- The New Heights Board is focusing on increasing Fundraising in the next three years to fund capital projects as well as innovative programs that currently have no funding stream. A Director of Development has been hired to promote this effort.
- We continue to enhance technology in the classrooms, purchasing iPads and class sets of laptops for student use, Mimeo technology for enhancing teaching and learning, and 3D printers to expand our learning and teaching.
- Through a grant from EIs for Autism we were able to subsidize student tuitions.

#### DSEPS (Designated Special Education Private School) Report

The New Heights program consists of children, youth, 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
- Speech Language Pathologists, Occupational Therapists, a Family School Liaison Counselor, a Vocational Counselor, Life Skills Coach, and Psychologists 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, and/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 2017.2018:

- Seven students graduated from the High School program with Diplomas, 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 four 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.

- Seeking a solution to the gap in services and supports as our high school students transition into life after high school, in June 2017 we launched our Transitioning to Adulthood branch. This branch works with the emerging adults in their last year of high school at New Heights, as well as our graduated students (up to age 25). The focus is on 5 key areas: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Self Advocacy.
- The establishment of our Transitioning to Adulthood branch has further motivated New Heights staff to bring 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.

Looking to 2018/2019:

- 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
- 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
- Evaluating our Transitioning to Adulthood program and seeking funding for sustainability.
- Establishing better transition tools and practices for when students and their families move from elementary to junior high, and junior high to high school (including video and visuals).
- Seeing a gap in the use of effective technology, a team including an OT, SLP, and classroom teacher have been tasked with increasing their knowledge and skill with the communicative and assistive technology available and relevant to schools and the ASD community. Along with researching the tools and programs available, this team is networking with other schools and agencies in the city to see what is being used and how in different classroom and community environments. When the information has been collected, this team will share with the staff and community at New Heights, as well as the other agencies if they are interested.
- Seeking grants to enhance the communicative and assistive technology available to students.
- Forming and building a New Heights Student Council to greater infuse the student voice into school decisions.

#### **Parental Involvement**

- New Heights parents are actively involved in all areas of their child's education. Our Parent Advisory Council meets at least every three weeks, and plans and provides school 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 the 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 is 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**

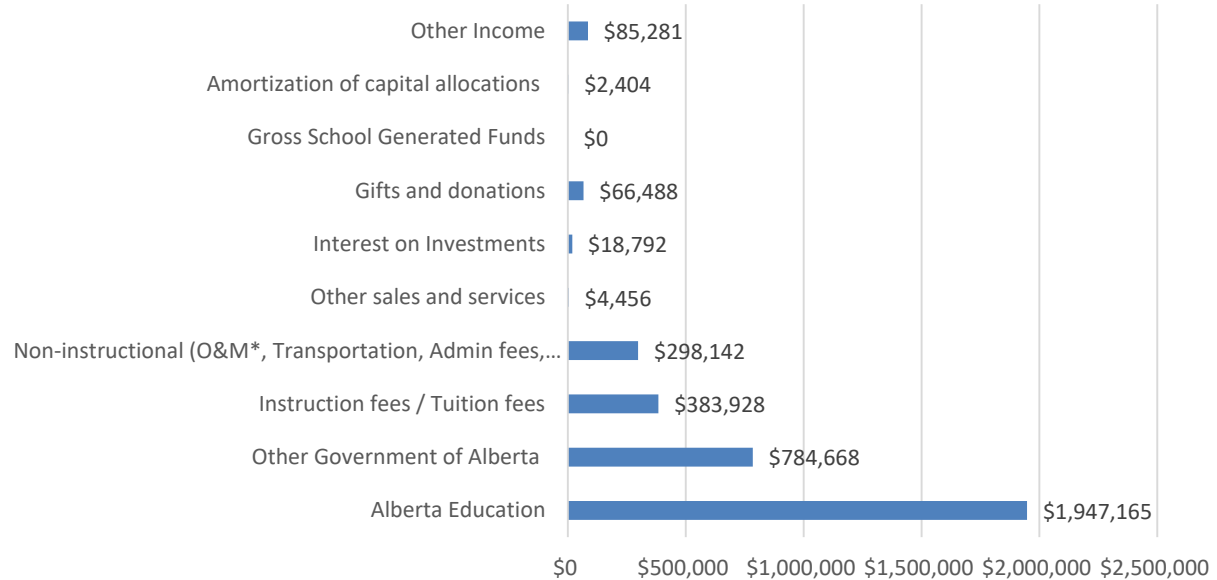
- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report.
- For the 2017.2018 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal.

#### **Timelines and Communication**

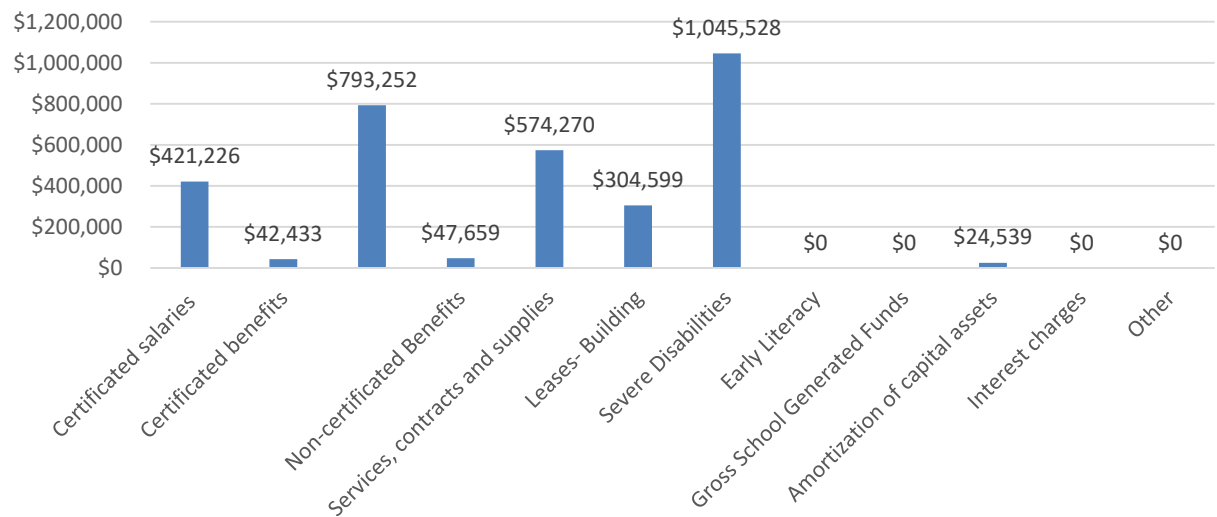
- The information in this plan will be available to the public through the About link on our website at [www.newheightscalgary.com](http://www.newheightscalgary.com).
- The New Heights Board of Directors approved this report on Monday, November 19, 2018
- Our families and staff will be notified of this report through the school newsletter and in regular staff meetings.

Appendix A

## Actual Revenue 2017-2018

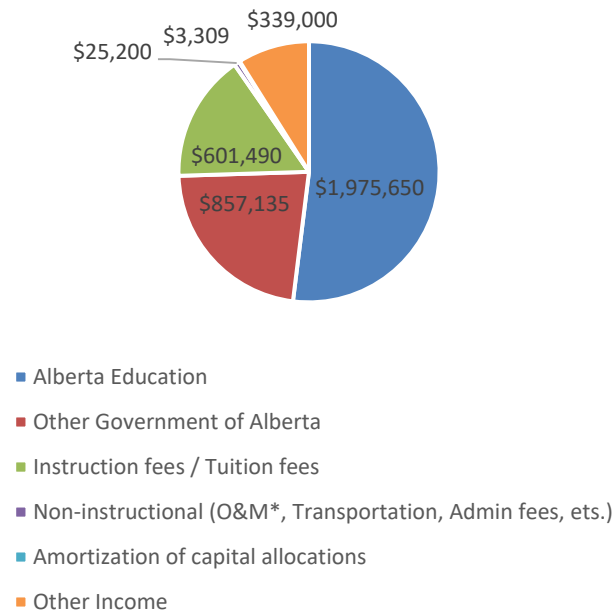


## Actual Expenses 2017-2018



Appendix B

## Budget Revenues 2018-2019



## Budget Expenses 2018-2019

