



New Heights

school & learning services

Combined Three Year Education Plan
2019/2020-2021/2022
and
Results Report
2018/2019

Published December 20th, 2019

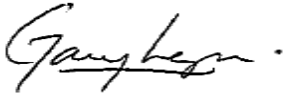
Message from the Board Chair: November 2019

For the New Heights community this past year has been something of a transitional one. While we have continued to focus on developing the programs we believe meet the on-going needs of our students and their families, we are looking forward to moving into our new building in the coming months. The planning for the move has begun and we are excited about what the new space will mean for us. We also had transition and additions in our staffing. Our long time Vice-Principal retired and a new Assistant Principal was brought in, and additional staff were hired to prepare for the anticipated growth that will come with the move next year.

Along with continuing to develop our Sustainable Employment and Transitioning to Adulthood programs, we added other elements in order to enhance the New Heights experience. Our inaugural Student Council allowed the student voice to grow, giving our students an even greater presence. Additionally, we expanded the use of technology in our classrooms and throughout our program which was further supported by the hiring of an Educational Technologist.

As always, we are grateful for the opportunities to be able to make our contribution to the larger Autism community. There are a number of great programs throughout our city and province and we are thankful to be a part of them.

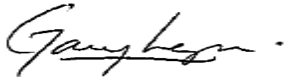
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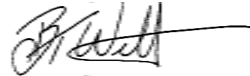
Dr. Gary Lepine
Chairman of the Board

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for New Heights School & 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 plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan for 2019/2022 on December 18th, 2019.



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 their 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, Educational Technologist, 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 2018.2019 School Year

The 2018.2019 school year was our thirteenth year of school operation (our eleventh year as an accredited funded private school), and our twentieth year as an ECS/Early Intervention Program. For this seventh 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.

The introduction of the New Heights Student Council in 2018.2019 brought in another avenue to infuse the student voice into the organization. This group of high school students were especially keen to have input into whole school activities, and plan their own events, for the students, by the students.

Students across the grade levels reported their most memorable school moments of the year to be the monthly whole school activities, with the Science Fair, the Talent Show, and the Junior High/High School camping trip being the stand-out events. These moments of bringing the school community together continue to have an impact on the larger culture and community of New Heights.

Seeing a gap in the use of effective technology throughout the school, a team including an OT, SLP, and administration were tasked with increasing their knowledge and skill with the communicative, information, and assistive technology available and relevant to schools and the ASD community. Along with researching the tools and programs available, this team networked with other schools and agencies in the city to see what is being used and how in different classroom and community environments. We found that though technology was available, we needed professional development to build confidence and skill in integrating it into our classroom environments. The solution was to hire an Educational Technologist to be in the classrooms through the school day, consulting with our classroom teams, and researching relevant technology tools and programs to engage our population in learning.

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 2018.2019 they were at the Calgary Public Library, IKEA, Jubilations Dinner Theatre, Wildflower Art Gallery, Indefinite Arts, the Lougheed House, the Military Museums, and Studio Bell. This was also our fifth 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. To enhance the consistency of the program and to be able to support our population diagnosed with ASD specifically, we are transitioning this program in-house by hiring our own Employment Coordinator in the Fall of 2019.

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 years. A Director of Development was hired in June 2018 to promote this effort for the New Heights Society.

In 2018.2019 we continued to reconfigure our current space to allow for effective classroom spaces and work spaces for these last couple of years in our current building. We have reached our capacity in our current space, and we are enthusiastically planning for the transition to our new building in our neighborhood. Our anticipated move in date is the Summer 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. It will also allow all of the New Heights programs to be under one roof again. The growing anticipation has included both excitement and nervousness as we continue to look to the future of the organization. The New Heights Board of Directors is revisiting their strategic plan for the Society, and building capacity and process as we look to the future, continuing to meet the needs of the Calgary community, keeping in mind appropriate and responsible growth.

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.

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 ratio 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 2018.2019:

- Five 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 five 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. We began to seek a solution to building more consistency for our students working with this project, hoping to bring the program in-house.
- 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, and have watched it grow and build since, clearly meeting a need in the Calgary community. This branch works with our emerging adults in their last year of high school at New Heights, as well as our graduated alumni (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 build the tools identified in the program into the Junior High and Elementary classrooms as well, 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.
- Seeing a gap in the use of effective technology, a team including an OT, SLP, and administration were 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 networked with other schools and agencies in the city to see what is being used and how in different classroom and community environments.
- The New Heights Student Council was officially formed for their first year. They learned and built processes. They were most excited about sharing ideas, asking questions, and building activities that would be for the students, by the students.

Looking to 2019/2020:

- Continue growing the Employment Project with partnership from Prospect Human Services by bringing the program in-house through the hiring of our own Employment Coordinator and Job Coach in the Fall of 2019. Working to evaluate the program to find where the successes and gaps may be.
- Seeking ways to re-build the effectiveness of Common Approach for Early Intervention New Heights families, including preschool and specialized services. Looking forward to bringing all the New Heights programs back under one roof to further strengthen Common Approach for our families, students, and staff.
- 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 continuing to seek funding for sustainability.
- Establishing better transition tools and practices when students and their families move from elementary to junior high, and junior high to high school (including video and visuals). Building and implementing these tools for a successful transition for our students into our new building during the summer of 2020.
- Following the research from the technology project, an Educational Technologist was hired for the 2019-2020 school year, building capacity, skill, and confidence with the classroom teachers to better integrate technology in teaching in the classrooms.

Combined 2019 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	99.5	99.0	99.5	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.5	92.6	92.1	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	98.7	97.8	96.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	18.0	41.4	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	14.3	13.9	15.7	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	2.8	1.9	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	*	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	0.0	0.0	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	16.7	*	n/a	64.8	63.4	62.2	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	n/a	n/a	59.0	58.7	58.7	Very Low	n/a	n/a
	Work Preparation	93.3	97.6	97.4	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	97.6	97.9	96.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.0	98.1	95.7	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.9	89.8	90.7	81.0	80.3	81.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	New Heights School & L.S.S (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	*	n/a	n/a	5.4	4.8	5.6	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	n/a	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	n/a	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	30.6	33.3	0.0	13.9	14.3	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).	2.8	2.8	0.0	2.8	0.0	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 (e.g. 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 ongoing professional development focus).
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (a staff ongoing professional development focus)
- Enhance staff knowledge and skill in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff training.

Note:

These strategies will be evaluated through discussion with classroom teaching teams and school therapists, and also by observing increased use of visuals, tools and technology 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	*	20.0	*	*	*	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	*	*	*	0.0	*	*	*	0.0	0.0	0.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	64.9	*	18.0	*	0.0	*	*	*	0.0	0.0	0.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	0.0	*	0.0	*	0.0	*	*	*	0.0	0.0	0.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	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	0.0	10.0	Very Low	n/a	n/a	15.0	20.0	20.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	*	*	*	16.7	0.0	Very Low	n/a	n/a	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 2018.2019 school year, New Heights had one graduate who achieved their Diploma and four graduates who completed their Certificate of Completion. In 2019-2020 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 2018-2019 graduates, two are applying to or enrolled in full time or part time post-secondary institutions. Two of our graduates had secured employment by graduation and one graduate is volunteering part time. All five are participants in the New Heights Transitioning to Adulthood program.

Of our seven 2017-2018 graduates, four were enrolled in full time or part time post-secondary institutions. All seven of them had secured employment at some point throughout the year. All seven are participants in the New Heights Transitioning to Adulthood program.

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 (e.g. extra time, writer, scribe, separate quiet spaces to complete work, laptop, etc.)
- Continue to partner with the Transitioning to Adulthood Branch, 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 (e.g. psychologist, principal, OT, SLP) for emotional, mental, social and academic support.
- Emphasize practice and tools for executive functioning challenges throughout high school classes, supporting students with organization, prioritization, initiating tasks, etc. (an ongoing staff professional development focus)

- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (an ongoing staff professional development focus)
- Enhance staff knowledge and skill in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff training.
- Introduce the Employment Program in-house, providing high school students with the opportunity and skills to gain part time employment after school and on weekends, building confidence and capacity for these individuals.

Note:

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

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

The Employment Program is evaluated through specific goals, student qualitative interviews, parent/guardian 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. 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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.3	93.8	98.5	97.9	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 Language 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 (e.g. 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.
- Our New Heights Student Council is a voice for our student community, and also plans and implements activities for the students, by the students.
- 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

- Continue to implement social skills programs for all of our students, working with therapists in individual or small group situations, using evidence based curriculum such as Social Thinking and PEERS, to directly teach perspective taking, social skills, and social nuances.
- Strengthen opportunities for the New Heights student council to be encouraged to infuse the student voice in school decisions.
- Bring the Employment Program in-house, providing greater consistency in our high school students gaining employment and growing their confidence and skills.

Note:

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

The Employment Program 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/TFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Strategies

- 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.
- Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	*	n/a	n/a	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Strategies

- 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.
- Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.6	90.9	93.0	92.6	91.5	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 2018.2019 school year, New Heights offered a variety of programs including physical education, music, health, art and design, foods, drama, 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 2018.2019, 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 and life management, and music as part of our regular school programming.
- Evaluate and enhance option courses using student input and ideas.
- Continue to evaluate our phys ed program across the grade levels to ensure effective programming and supports for better participation and growth.
- Focus on bringing executive functioning strategies and tools and regulation strategies and tools into option classes and offsite courses to enhance success for students in these areas.

Note:

These strategies will be evaluated through comparing participation data from last year, discussion and observation with therapists and classroom teaching teams, student and staff feedback surveys in the Spring, and also by observing increased use of visuals, tools and technology present in both the academic and social 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. 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’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of 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	99.6	99.8	99.0	99.5	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.2	95.8	96.5	97.8	98.7	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
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	97.1	97.6	97.6	93.3	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	97.1	87.6	89.5	94.9	87.9	90.0	n/a	n/a	n/a	90.0	90.0	90.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	99.0	92.9	96.1	98.1	98.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
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.	85.7	92.4	89.8	89.8	85.9	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0

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

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.

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 and therapy 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 Loughed 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.

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. In 2018-2019 their mission has been to build community within the New Heights parent group.

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 Society to bring all of its programs back under one roof, and to plan for and 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 and to launch a Capital Campaign.

Strategies

- Focus on tools to promote social development, group work, and perspective taking, increasing student social engagement in both academic environments and social environments (a continuing staff professional development focus).
- Enhance our resource library to promote effective teaching of diversity in community, including LGBTQ2S+ resources.
- 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).
- Strengthen the New Heights student council to ensure to infuse the student voice in school decisions.
- 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)
- 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.
- Grow the student population in classrooms with the physical space (to a max of 12 students) for the 2019-2020 school year to plan for more effective transition into the new building.
- Grow the staffing in each of the affected classrooms for the 2019-2020 school year to continue with the effective ratio (2 adults to 10 students), as well as for staff development as we prepare to transition to the new building.
- Build staff committee groups (January 2020) to formalize the plans for moving and the plans for student transition to the new building.
- Build New Heights Board capacity through revisiting, revising, and strengthening the Society's long term strategic plan.

Note:

These strategies will be evaluated through discussion with classroom teaching teams and school therapists.

The Transitioning to Adulthood branch is evaluated through specific goals, student qualitative interviews, parent/guardian 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.

Future Challenges

- Configuring our current space to allow for more efficient use of space for the 2019-2020 school year.
- Preparing to responsibly increase enrolment with the move to our new building next year, keeping in mind training and integrating new staff and effectively sharing resources such as therapists. New Heights has not been able to grow enrolment in the past 3 years due to space constrictions. Following our move to the new building with 2 additional classrooms, we will return to the original growth model of one classroom per year, with a maximum of 10 students per classroom, with a Teacher and an Educational Assistant.
- 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, bringing all New Heights programs back under one roof, 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 2018.2019 school year was within budget.

For the 2018.2019 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 2019.2020 school year, New Heights will continue its financial support of our supportive staffing that includes Occupational Therapy, Speech Therapy, Psychology, Family School Liaison Counselor, Vocational Counselor, music instructor and Educational Technologist. We will also ensure financial support for 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 2019.2020 school year, based on the budgeted enrolment projection is \$2,182,982.00

For additional financial information, including the Audited Financial Statements for 2018/2019 or the Budget Report for 2019/2020, 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

- The New Heights Board has secured a new building for New Heights, available to us Summer 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 two years to fund capital projects as well as innovative programs that currently have no funding stream, including our Transitioning to Adulthood Branch and our Employment Program. 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 and 3D printers to expand our learning and teaching. We have hired an Educational Technologist to better prepare our teaching teams and build their confidence and skill in teaching and integrating these tools in learning in the classrooms.

Parental Involvement

- New Heights parents are actively involved in all areas of their child's education. Our Parent Advisory Council (PAC) 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 2018.2019 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal or the Society's executive director.

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 December 18th, 2019.
- Our families and staff will be notified of this report through the school newsletter and in regular staff meetings.

Appendix A

