



New Heights

school & learning services

Education Plan

2025-2026 to 2027-2028

Published May 30, 2025

Message from the Board Chair:

For the 2024/25 school year New Heights School & Learning Services continued to invest in and develop its internal administration structure and policies. With the changes in leadership that have occurred and with the growth we have experienced, we want to make sure we are doing all we can to support the culture that is so important to our success and to the experience of our students and their families. Our staff have worked hard at this and we are fortunate to have the depth of leadership that we do in our community.

The awareness and focus on neurodiversity in our province and country is growing. There is an increasing understanding of the character, skills, and desire that students such as ours have; it is good to see. Additionally, there is a growing appreciation for the need to develop more connections and supports within larger society. This is a challenge that we are excited to be engaged with.

As an organization we have some significant conversations ahead of us. We are at capacity in our current facility and the waiting list for students and families looking to access our services is growing. This continued time of internal development will provide us with an increased ability to do our part in supporting the larger Autism community.

Thank you,

Dr Gary Lepine

Chairman of the Board

Accountability Statement for the Education Plan:

The Three-Year Education Plan for New Heights School & Learning Services commencing September 1, 2025 was prepared under the direction of the operator and governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and governing body approved the 2025/2028 Education Plan on May 26, 2025.



Gary Lepine
Chairman of the Board



Mathew Worthy
Executive Director



Katelyn Newfield
Principal

A Profile of New Heights School & Learning Services:

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.

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 preschool to early adulthood. In 2018, the New Heights Board secured our new school building in our current neighbourhood of Currie, and moved us in over the summer of 2020. There were a number of renovations that occurred over the summer and have continued through this year to prepare the space for our programming. We have a timeline of future renovations over the next few years to bring the building to our ideal space for programming.

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 aged 6 to 20, 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, Woodworking Instructor, and Educational Technologist work with the students and teachers, and a Family School Liaison Counselor works with our families.

In addition to the School, New Heights has two programs providing support for individuals aging into or out of school. Our Home & Community Support program is for preschool aged children and their families, while our Transition to Adulthood (T2A) program is for students graduating from, or alumni of New Heights School as they engage in their community after high school.

Key Insights from Results Analysis

We are pleased to share the key insights from our 2023-2024 Annual Education Results Report, which highlight our significant strengths and ongoing commitment to continuous improvement at New Heights. This report underscores our dedication to providing an exceptional and highly individualized educational experience for our students.

Our Annual Education Results Report showcases our successful and highly individualized approach to education for our neurodivergent student population. This is clearly demonstrated by our flexible high school pathways offering all three graduation tracks: diploma, certificate of achievement, and certificate of completion. The data shows the vast majority of our students choosing and completing a 4-year high school route. Our local measures for literacy and numeracy consistently show our students' progress over time, as these measures are specifically designed to account for their unique learning profiles. Overall, the results validate our commitment to individualized learning that prioritizes each student's unique needs over rigid timelines, ensuring every student has the opportunity to succeed at their own pace.

The Report confirms that our foundational strength is our key priority of being a welcoming community, where we provide a robust commitment to quality learning, safety, and comprehensive support. We are thrilled that consistently high stakeholder satisfaction, exceeding 90%, affirms that we are providing a safe, welcoming, and supportive environment. Our vast multi-disciplinary team collaborates directly with classrooms to ensure that each student receives tailored strategies for social communication, emotional regulation, executive functioning, and adaptive skill development, truly living our promise of differentiated instruction. This comprehensive support has created an exceptionally safe and respectful community, reflected in the 95.9% agreement on student safety and fairness, fostering a profound sense of belonging where our students are empowered to be their true selves - genuinely and proudly. A student comment from the survey says it best, "this is the first school I've felt I belong to. It's for people like me, not just accepting of us. I feel supported here. New Heights means so much to me. It saw me when other schools didn't."

Our Annual Education Results Report also points to a key area for continued growth and focus: understanding and enhancing student-reported engagement in learning and their perception of active citizenship. The Report notes a decline in student engagement to 82.9% and a decrease in agreement that students model active citizenship (down to 91.0%). The data shows that this decline is primarily driven by student responses. This contrasts with the significant rise in overall stakeholder agreement (96.2%) that our student voice is increasingly heard and valued. This indicates an important need for us to get curious with our students and take a deep qualitative inquiry approach to truly understand their student experience, evaluate curriculum relevance from their perspective, and identify the underlying factors contributing to these perceptions. Addressing this will be a focus for us as we continue to ensure all our students feel genuinely connected, empowered, and actively involved in their learning journey and in our community.

Planning and Priorities

Key Priorities: The New Heights School Education Plan is grounded in four priority areas

- Student Success and Transition
- Collaboration for Professional Growth
- Student Employability
- A Welcoming Community

There are strong connections between the priority areas. Each of the areas overlap to meet the needs of our students.

Assurance Model

Planning and reporting for New Heights School is based on continuous improvement and includes:

- Ensuring plans are aligned with provincial and community priorities
- Incorporating stakeholder input through a variety of methods
- Preparing a budget that reflects resources to build the priority areas
- Implementing strategies to maintain or improve student learning and achievement
- Monitoring implementation and adjusting methods as needed
- Measuring, analyzing and reporting results
- Using data to identify areas for improvement and to develop strategies and targets for future plans
- Communicating with stakeholders about education plans and results

Key Priority: Student Success and Transition

The successful journey of a student from when they enter New Heights, through to high school completion and beyond.

At New Heights, success is defined as growth in academic achievement, social-emotional learning, and student engagement and participation in the community around them. Student success at New Heights is not just about completing high school, but about transitioning effectively and confidently into life beyond high school. This has led us to develop the New Heights Transition to Adulthood (T2A) program. We walk alongside our high school students, and continue to meet and provide coaching to connect our emerging adults to resources in the community, as they graduate from high school and enter adulthood (up to 25 years old).

Outcomes:

- Students demonstrate growth in provincial learning outcomes, demonstrating improvement in numeracy and literacy.
- Students experience effective transitions throughout their school journey and into adult life.
- Students are supported in their growth in literacy and numeracy through the research, development, staff training, and implementation of a literacy and a numeracy program (or combination of literacy programs and numeracy programs) throughout the New Heights K-12 program.
- Success defined as growth in education, employment, social development, independent living, and self-advocacy will be evident in the culture of New Heights School.
- Students demonstrate growth in personal academic achievement, employment skills, social development, and self-determination.

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Overall agreement that students model the characteristics of active citizenship	AE	91.0%	90%	90%	90%	90%
Overall agreement that students are engaged in their learning at school	AE	82.9%	90%	90%	90%	90%
Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school.	NHS	84.0%	80%	85%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Percentage of students on a modified program who achieved growth of at least one grade level on literacy assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	75.0	80%	80%	80%	80%
Percentage of students on a modified program who achieved growth of at least one grade level on numeracy assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	*	75%	80%	80%	80%
Percentage of students on an adapted program who achieved growth of at least two grade levels on literacy assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	88.2%	80%	80%	80%	80%
Percentage of students on an adapted program who achieved growth of at least two grade levels on numeracy assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	71.4%	65%	70%	75%	80%
Of the students writing , percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results)	AE/NHS	*	50%	55%	60%	60%
High School completion rate of students on a Diploma or Certificate of Achievement route graduating within three, four, and five years of entering Grade 10.	AE	100%	90%	90%	90%	90%
High School completion rate of students on a Certificate of Completion route graduating within five years of entering Grade 10	NHS	100%	90%	90%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Of the students writing , percentage of students who achieved the acceptable standard on diploma exams (overall results)	AE/NHS	59.1%	55%	60%	65%	65%
High school to employment transition rate of students within six years of entering Grade 10	NHS	72.7%	75%	80%	80%	80%
High school to post secondary transition rate of students within 5 years of receiving their Diploma or Certificate of Achievement	NHS	51.5%	60%	65%	65%	65%
Overall percentage of New Heights alumni who have connected with T2A within the year, who are pursuing growth in Education, Employment, Social Groups, and Independent Living, and Health & Wellbeing.	NHS	74.1%	75%	80%	85%	90%
Percentage of Grade 12 students participating in the New Heights T2A program.	NHS	90.0%	80%	80%	80%	80%
Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A.	NHS	68.8%	70%	75%	80%	85%

Strategies:

- Develop and implement student specific strategies for regulation (match our energy to the context) to increase students' capacity to be available for learning, and focus on tools and strategies to promote executive functioning skills, especially in the areas of: planning, working memory, persistence, task initiation, and organization (ongoing staff development focuses).
- Continue to grow staff knowledge, skill, and confidence 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 development. Integration of technology in the classroom positively promotes executive functioning skills and literacy for our students, better preparing our students for the community.

- Continue to implement and evaluate a more efficient and structured routine of when assessment of the Gr 3, 6, and 9 cohort in literacy and numeracy will occur. Using the last three years of evidence, collaborate with the Learning Leader positions on staff to better implement and evaluate the process.
- In 2025-2026, using the last three years of evidence (from program planning, piloting, and continued implementation) of our literacy program, collaborate with the Learning Leader positions on staff to evaluate the program's effectiveness. Adjust the approach to include direct teacher feedback followed up by regularly scheduled professional development sessions. Continue to focus on communication and interaction for our students with ASD. Build on learnings in Elementary to research and program plan for Junior High and High School literacy enhancement in 2026-2027.
- Consider key learnings from the literacy program experience over the years and apply those to approaching enhancing numeracy programming. In 2025-2026 continue research for a numeracy program plan focusing on communication and interaction for our students with ASD. Plan for implementation through a pilot program in 2026-2027, with school wide implementation in 2027-2028. Continue with and increase the Learning Leader positions for research, program planning, and evaluation.

Note: Local strategies will be evaluated through surveys, before/after questionnaires, and/or focus groups with stakeholders including 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 program 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.

Key Priority: Employability

The ability of students to effectively and confidently step out into the community and contribute to the world around them.

Without support, many individuals with ASD, even with postsecondary degrees, struggle to find and maintain employment. Our goal is that every New Heights student will have the opportunity to secure employment or volunteering opportunities while they are still at New Heights, and receive the coaching they need to keep that job, or find meaningful employment after graduating. The greatest predictor of youth having a paid job at or above minimum wage after leaving high school is having a paid job while attending high school. This has led us to a focus on Employment for our students in Grade 10+, and our T2A alumni. Through Work Experience courses, employment programming, and the T2A program, our students have the opportunity to receive support and coaching as they seek, land, and maintain their first part-time after school or summer jobs or volunteer work while they are attending high school.

Outcomes:

- All students completing high school also graduate with the experience of having a part time job or volunteer work.

- Each student has the opportunity for growth and success in the workforce.
- Students are contributing citizens in the Calgary community.
- Employers gain experience in working with individuals with ASD, and gain an understanding of the benefit of having employees on the spectrum.
- Students are supported in their growth in employment skills and life skills through the introduction of programming in elementary and junior high, expanding on the current programming in high school.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Overall agreement that students are taught attributes and behaviours that will make them successful at work when they finish school	AE	93.1%	90%	90%	90%	90%
Percentage of job-motivated high school students participating in part time jobs or volunteering over the summer break or during the school year	NHS	66.7%	55%	60%	65%	70%
Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school.	NHS	84.0%	80%	85%	90%	90%
Percentage of graduating students who have had experience in a part-time job in High School	NHS	70.0%	65%	70%	75%	80%

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Percentage of work experience supervisors who agree that they would continue to have New Heights students in practicum placements at their business.	NHS	90.0%	85%	90%	90%	90%
Percentage of employers of New Heights students who agree that they would hire another employee on the autism spectrum.	NHS	87.5%	85%	90%	90%	90%

Strategies:

- For the Work Experience program, leverage the evaluation and redesign work completed in 2023-2024, piloting in 2023-2024, and implementation in 2024-2025, to continue to implement and evaluate this newly re-designed program. In collaboration with the T2A program and the Community Liaison role, evaluate the programs effectiveness to cover the curriculum, grow individual skills, and widen individual opportunities within the course and practicums.
- Continue to grow and maintain partnerships for work experience practicums in the community for New Heights high school students.
- In 2025-2026 with the necessary staff roles consistently in place, revisit the expansion of our life skills program. The life skills program plan will be informed by the identified gaps in the skills of our emerging adults in our Transitioning to Adulthood (T2A) program, the experience of the high school small groups pilot in 2023-2024, and the junior high small groups pilot in 2024-2025. In 2025-2026 continue to pilot in junior high small groups. Utilize onsite therapists and Therapy Team Lead to inform and developmentally structure the program plan. Continue with program assistants to implement small group programming. Set a plan for continued staff training 2025-2026, with a plan for full implementation K-12 by 2026-2027.
- Continue to build relationships with Calgary employers and provide access for communicating and learning about working with students on the autism spectrum through the Transition to Adulthood Program and the Community Liaison.
- Continue the focus on Employment, in collaboration with the T2A program, providing high school students and our alumni with the opportunity and skills to gain part-time employment during the summer, or on weekends, building confidence and capacity for these individual

Note: Local strategies will be evaluated through surveys, before/after questionnaires, and/or focus groups with stakeholders including 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.

Key Priority: Collaboration for Professional Growth

As a team, striving for success for all students through: excellence in differentiated instruction, support for students, and a reduction in barriers. This includes continuous learning from each other and our students, as staff seek to grow in understanding of experiencing the world with ASD.

At New Heights, we have a strong emphasis on growing our staff understanding of the human experience of ASD. Our professional development is rooted in building strong relationships, and often includes growth in strategies and tools to develop social communication, emotional regulation, and effective practical supports, including integrated assistive technology, to bridge executive functioning differences. We seek to infuse student interests into the curriculum. This individualization requires teachers and staff who are confident experts in differentiation throughout the school and who are confident in collaborating and sharing feedback with each other.

Outcomes:

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic and social emotional wellbeing.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Overall satisfaction with the quality of basic education	AE	90.0%	90%	90%	90%	90%
Overall agreement that students have access to the appropriate supports and services at school	AE	94.7%	95%	95%	95%	95%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	AE	94.7%	95%	95%	95%	95%
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from New Heights has been focused, systematic and contributed significantly to their ongoing professional growth.	AE	92.3%	90%	90%	90%	90%

Percentage of all staff (including Educational Assistants, Therapists, Program staff) reporting that in the past 3-5 years the professional development and in-servicing received from New Heights has been focused, systematic and contributed significantly to their ongoing professional growth.	NHS	84.6%	85%	90%	90%	90%
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Strategies:

- Collaborate with specialists on the multidisciplinary team to design and provide targeted and specialized supports to enable achievement of the learning outcomes; using appropriate universal and targeted strategies and supports to address each students' strengths, learning challenges and areas for growth. Continue with the Therapy Team Lead role to provide direction and effectively coordinate and enhance collaboration.
- Create meaningful, collaborative learning opportunities for teachers and staff to cultivate and develop a shared responsibility for the success of all students. Emphasize practical, play-based methods, through SCERTS (social communication, emotional regulation, transactional supports) in staff development continued in the 2025-2026 school year, with a continued focus on developmentally appropriate differentiation in teaching and learning.
- Provide opportunities throughout the school day for students to meet with supportive adults in their school environment (e.g. psychologist, principal, OT, SLP, T2A)
- Establish a more efficient mentorship program, utilizing the Learning Leaders, Administration, and the Therapy Team Lead, for Classroom Staff who are new to New Heights.
- Continue to seek further training from autistic professionals in order to increase understanding and learn from the first person perspective to be better educators for autistic students.
- Continue with Teacher Lead or PLC to effectively infuse indigenous perspectives and experiences in the classroom, creating heightened awareness to the whole school community of culture, history and issues. Continue to create opportunities, including staff meetings and whole school activities, for this PLC to bring their learning to the whole staff community to effectively teach FNMI perspectives and experiences, treaties, agreements, history and legacy of residential schools, as well as, the Truth and Reconciliation Commission recommendations. Continue connection with the Aboriginal Friendship Centre.
- Enhance our school library to promote effective teaching of diversity in the community, including FNMI perspectives and LGBTQ2S+ resources.

Note: Local strategies will be evaluated through surveys, before/after questionnaires, and/or focus groups with stakeholders including classroom teaching teams and school therapists, and also by observing increased use of visuals, tools and technology present in the classroom environments.

Key Priority: A Welcoming Community

New Heights is known by students, parents, and staff as a place that is safe and welcoming. We strive for an environment where our students can build their own identity being wildly themselves, as well as connect with the people and environment around them; allowing the community to benefit from their talents, skills, and a different way of thinking.

We are now at full capacity in our building after growing consistently for the 4 years previous. We have intentionally grown while acknowledging the importance of embracing our unique culture. This community and space creates a special belonging that is such a safe-haven for our students, parents, and staff, and evolving our culture within the growth of the school and our PAC, without losing what makes us New Heights, is important. This is why 'A Welcoming Community' is known as a key priority for our Society over the next few years.

Outcomes:

- Community connections are established, strengthened, and expanded, including work experience placements, school networks and partnerships, and other agencies in the ASD community, such as the Ability Hub.
- New Heights parents are active participants in their child's program and in the school community.
- New Heights students and staff are actively building a greater school community through connecting and interacting across age-groups and classrooms.
- A sense of community, identity, and belonging is evident in the culture of New Heights School and Learning Services.

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Overall 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	AE	95.9%	95%	95%	95%	95%
Percentage of parents and staff who are satisfied that families are encouraged and supported in helping their family be successful through their child's educational journey	NH	95.1%	90%	90%	90%	90%
Overall percentage of stakeholders satisfied with parental involvement in decisions about their child's education.	AE	90.2%	90%	90%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2023-2024	Current Target 2024-2025	Target 2025-2026	Target 2026-2027	Target 2027-2028
Overall percentage of stakeholders indicating that the student voice is heard in their school community.	NHS	96.2%	90%	90%	95%	95%
Number of active partnerships in the Calgary community who agree they would continue their placements with New Heights staff and students (including work experience partnerships and practicum student partnerships)	NHS	90%	85%	90%	90%	90%

Strategies:

- Continue to establish, strengthen, and expand relationships with the network of partners and agencies. Continue with the Community Liaison role to navigate the relationships impacting our program, such as post secondary practicum programs and work experience supervisors.
- Continue to hold and grow Whole School Activities throughout the year, like the Science Fair and Talent Show, including student input through the New Heights Student Council.
- Enhance our school library to promote effective teaching of diversity in the community, including LGBTQ2S+ resources.
- Collaborate with the Parent Advisory Council to continue their mission of building community among New Heights families, and continue to support and participate in gatherings and events.
- Increase opportunities for parent education through our Family School Liaison counselor, as well as T2A. Partner with other ASD agencies to facilitate and keep from duplicating programming and resources.
- Continue to build New Heights Board capacity through revisiting, revising, and strengthening the Society's long term strategic plan.

Note: Local strategies will be evaluated through surveys, before/after questionnaires, and/or focus groups with stakeholders.

Communication and Stakeholder Engagement

Our approach to communication and stakeholder engagement is central to the evolution of our Education Plan. The insights and feedback we've gathered from our diverse stakeholders over the past few years have been invaluable in shaping this plan.

We actively engage with students across all grade levels, particularly our high school students. Student input is gathered through school-wide surveys, informal observations and interactions (i.e. hallway conversations and office pop-ins), where we encourage direct, honest feedback on their experiences. Our Student Council provides a formal avenue for student ideas, and their participation in whole-school activities like the Halloween Haunted House and Science Fair fosters a strong sense of community and allows them to contribute to our vibrant culture. Crucially, our Transition to Adulthood (T2A) program seeks input from alumni to identify common life skill areas for growth, directly informing our programming in adaptive functioning.

Our parents and families are vital partners. We maintain structured communication through bi-weekly newsletters, quarterly Individualized Program Plan (IPP) updates, three Report Card terms, and twice-yearly Parent-Teacher Interviews. Weekly, if not more frequent, communication from the classroom is a requirement and valued focus. Parents are integral to our multidisciplinary team approach, providing input on student progress and support. We host regular parent information sessions including: New Heights 101 for families new to the school, topic specific sessions led by our Family Liaison Counselor and Therapy Team Lead, as well as, transition sessions and individual follow up meetings for families with students moving into our high school program.

Our dedicated Family School Liaison Counsellor offers direct support and guidance to families on a wide variety of topics. Our Parent Advisory Council (PAC) plays a significant role in community building and their monthly meetings are also attended by administration. These virtual meetings reduce attendance barriers and provide a predictable and consistent avenue for the parent perspective to be shared with school leadership. PAC's fundraising efforts have been incredibly successful this year and we have this dedicated group of parents to thank for our brand new custom playground. Parent feedback is also collected through surveys, PAC meetings, and informal conversations.

All our staff, including teachers, EAs, therapists, and program staff, are deeply involved. They contribute through Professional Growth Plans, informal feedback conversations, and some formal evaluations. Our focused and systematic Professional Development covers topics like emotional regulation, differentiated learning, neuroaffirming practices, literacy/numeracy pilots, and technology integration (i.e. assistive technology supports) — directly incorporating the staff's self-identified growth areas. Staff collaborate closely as part of our multidisciplinary team to design targeted learning and supports.

We also strive to cultivate strong relationships with external community partners and employers. We actively foster and sustain work experience placements and seek new opportunities, forming direct partnerships that benefit our students. Collaboration with post-secondary institutions provides practicum opportunities at New Heights, and we provide coaching to employers to foster inclusive workplaces. Our involvement in the community, through "Service Providers for Autistic Adults Meetup (SPAAM)" for example, connects us monthly with over a dozen Calgary organizations, specifically discussing transition supports. Alumni connections further inform these community and employment opportunities.

This multi-pronged approach, combining formal surveys, structured meetings, direct communication, active participation in program development, and external partnerships, allows us to gather comprehensive feedback from all key groups. We're clearly committed to integrating this input into our decision-making and program

improvements. We consider stakeholder input as a continuous feedback loop; it's not just about reporting numbers. It's about actively listening to students, parents, and staff, interpreting their feedback, and then translating those insights into actionable local priorities that shape our school's strategic direction, program design, and professional growth initiatives.

Future Challenges

- Continuing to make our building our home; using the space efficiently to support programming as we are at full capacity. .
- Continuing growth and enhancement in programming while maintaining the priorities of small classroom sizes with a 2:10 ratio of classroom staff to students.
- Maintaining New Heights' unique community and culture, while still evolving, as we have moved from a "small school" context to a larger school community and growing organization.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. 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.

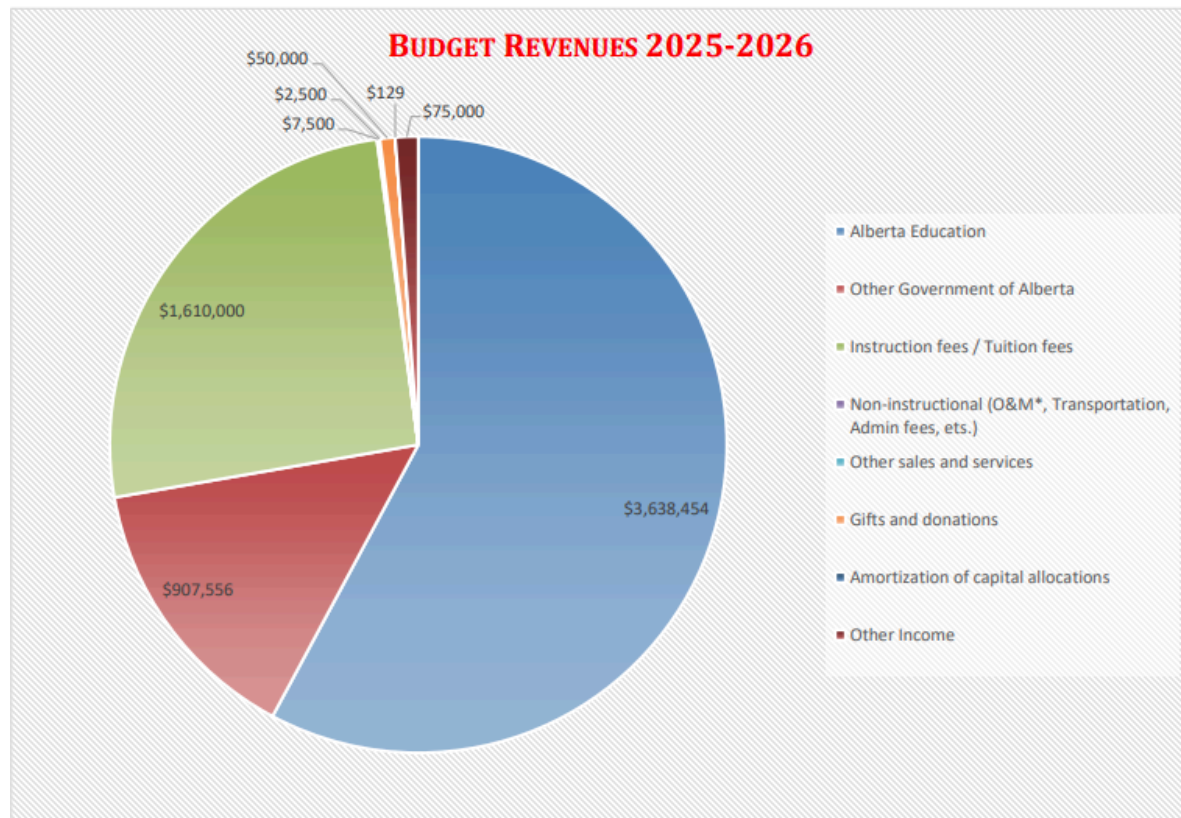
Note: 2:11 ratio of staff to students in our high school classrooms.

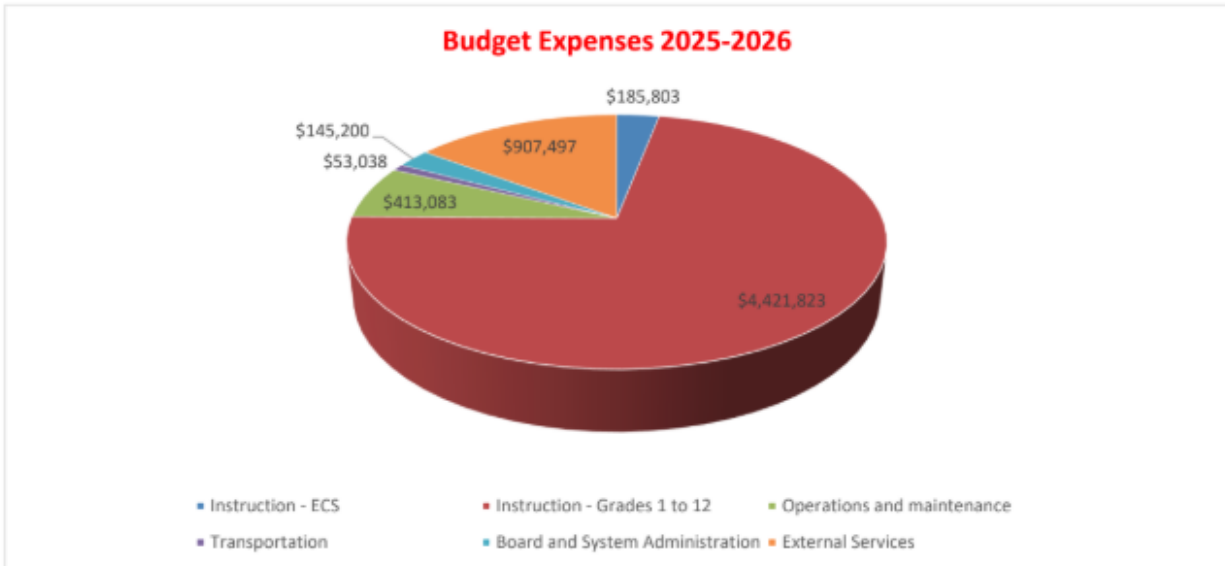
Budget Summary

For the 2025.2026 school year, New Heights will continue its financial support of our support staffing that includes Occupational Therapy, Speech Therapy, Psychology, Family School Liaison Counselor, Music Instructor and Educational Technologist, along with Program Assistants and Learning Leaders. We will also continue staffing that addresses the needs of our population, including the Transition to Adulthood (T2A) program. We will also ensure financial support for appropriate supplies and supports for growing and additional classrooms, programs, certificated and non-certificated staff, and students.

Note: For additional financial information, including the Budget Report for 2025.2026, please contact the New Heights office at 403-240-1312 or at info@newheightscalgary.com.

Appendix A:





Appendix B: Proposed Timeline of Assurance Planning

Date	Task	Communication
January and February	Survey window for parents, staff (incl Teachers, EAs, Therapists), Grades 4-12 students	<ul style="list-style-type: none"> Student, parents & staff understand the use and implication of the data collected Communication of what the questions mean Highlight areas of success and target areas of concern
End of February	Survey results compiled.	
March/April/May	School Administration begins communication and engagement plans with parents, staff, and students	<ul style="list-style-type: none"> via newsletter, PAC meetings, focus groups, staff meetings
March	Expected funding announcements from provincial government to guide Society and School budget planning	
March	School & ECS budget creation begins	
April Board Meeting	1st Draft of School Budget presented to the Board	
April, May, June	Individualized comprehensive math and reading testing for Grade 3, 6, 9 cohort students	School level: Teachers, Admin, Learning Leaders, students

May Board Meeting	1st Draft of Education Plan presented to the Board	
May 30th	Education Plan submitted to Alberta Education via website	
May 30th	School & ECS Budget submitted to Alberta Education	
June	Education Plan communicated to stakeholders	All parents, staff & students via newsletter, staff meeting and website
May-June	PATs and Diploma Exams	School level: Admin, Teachers, Students
August	Annual data collection for T2A programming and year end report; planning meetings with stakeholders	Program level: T2A Coordinator, coaches, parents, emerging adult participants
Sept 15-Oct 30	Reading inventories for returning Grade 3, 6, 9 cohort students	School level: Teachers, Learning Leaders, Admin, Students
October	Comprehensive subject based testing for individual incoming students to determine baseline and inform teaching	School level: Teachers, Learning Leaders, Admin, students
October	School & ECS Financial Audit starts	
October	Board and Administration begin engagement planning and review strategic planning	<ul style="list-style-type: none"> • What are the top achievements, highlights and accomplishments as New Heights? • What were the competing priorities? • What are the top areas of growth we face at New Heights? • How do we collaborate with stakeholders? • What are we learning from the results? • Engage on priorities for New Heights
November	Education Results compiled for reporting (incl Winter/Spring surveys and focus groups, Spring/Fall achievement data, Employment Program and T2A Program	

	data)	
November Board Meeting	Audited Financial Statements presented to the Board	
November Board Meeting	Compiled Results Report presented to the Board	
End of November	New Heights AGM with Audited Financial Statements and Results Report presented to the stakeholders	Board and all stakeholders <ul style="list-style-type: none"> Engage parents & staff on priorities for New Heights Engage parents & staff on budgeting decisions
November 30th	Audited Financial Statements submitted to Alberta Education	
November 30th	Annual Education Results Report submitted to Alberta Education via website	
December/ January	Annual Education Results Report communicated to stakeholders	All parents, staff & students via AGM, newsletter and website <ul style="list-style-type: none"> Gather feedback on the results from staff and parents to inform school reflections