



New Heights

school & learning services

Education Plan

2024-2025 to 2026-2027

Published May 21st, 2024

Message from the Board Chair:

The 2023/24 school year was marked by a change in leadership for New Heights School & Learning Services with the retirement of Brent Williams, our Executive Director for the past 12 years. Brent has been a tremendous addition to the New Heights community, providing leadership and support through significant growth and two facility moves including the purchase of our current building. The Board of New Heights, staff, students and their families are grateful for Brent's service and wish him all the best.

With Brent's departure we are excited to welcome Mathew Worthy as our new Executive Director. Matt comes with a variety of leadership experiences including most recently serving as the Regional Manager for MCG Careers and prior to that he was the Senior Relationship Manager/Operations Executive with Scouts Canada. Matt is originally from Australia and holds a Master of Business Administration from Swinburne University.

Amidst this change in leadership this year we have also had to navigate our way through key school administrative staff being on leave. We are fortunate to have the depth of administrative leadership that we do in our community, and it was particularly needed this year. The Board is very appreciative for how so many have stepped in to support our programming during these absences.

We are continually looking to improve the educational experience and resources for our students. From the Home & Community Support program, through our school age kids, and to our young adults who are finding their way after completing their program, we strive to create opportunities for growth. To highlight just one example, our Transitioning to Adult (T2A) program has been participating in a new way in community outreach through their Neuronights program which was recently featured on the CBC. This event gives young adults an opportunity to mix and mingle in an environment that is specifically designed with neurodiversity in mind. It is a tremendous event for our community, and we look forward to more opportunities like it.

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, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board 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 Board approved the Education Plan for 2024/2027 on May 13th, 2024.



Dr Gary Lepine

Chairman of the Board



Mathew Worthy

Executive Director



Katie Blasetti

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 several renovations that occurred over the summer and have continued to prepare the space for our programming. We completed a timeline of 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 ages 5 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 also has a Home & Community Support program for preschool aged children and their families, and a Transition to Adulthood (T2A) program for autistic young adults with who are graduating from or are alumni of New Heights School and stepping out and engaging in the Calgary community through employment, post secondary, and social wellness.

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 results 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 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
Percentage of teachers, parents and students who agree that students are engaged in their learning at school	AE	89.6%	90%	90%	90%	90%
Overall agreement that students model the characteristics of active citizenship	AE	92.3%	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	93.7%	75%	80%	85%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
Percentage of students on a modified program who achieved growth of at least one grade level on reading assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	*	80%	80%	80%	80%
Percentage of students on a modified program who achieved growth of at least one grade level on math assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	80%	75%	80%	80%	80%
Percentage of students on an adapted program who achieved growth of at least two grade levels on reading assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	92.8%	80%	80%	80%	80%
Percentage of students on an adapted program who achieved growth of at least two grade levels on math assessments over 3 years (overall cohort results Gr 3, 6, 9)	NHS	57.1%	75%	65%	70%	75%
Of the students writing, percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results)	AE/NHS	71.4%	50%	50%	55%	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 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
Of the students writing, percentage of students who achieved the acceptable standard on diploma exams (overall results)	AE	*	50%	55%	60%	65%
High school to employment transition rate of students within six years of entering Grade 10	NHS	71.7%	70%	75%	80%	80%
High school to post secondary transition rate of students within 5 years of receiving their Diploma or Certificate of Achievement	NHS	64.1%	60%	65%	65%	65%
Overall percentage of New Heights alumni who are actively involved or pursuing growth in Education, Employment, Social Groups, and Independent Living, and Health & Wellbeing.	NHS	92.1%	90%	90%	90%	90%
Percentage of Grade 12 students participating in the New Heights T2A program.	NHS	75.0%	80%	80%	80%	80%
Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A.	NHS	71.0%	65%	70%	75%	80%

Strategies:

- Develop and implement student specific strategies for regulation (match our energy to the context) to increase students' capacity to be available for learning; as well as 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 reading and math will occur, moving into the third year of evidence gathering through this method for New Heights. Continue with and increase the Learning Leader positions on staff to better implement and evaluate the process.
- Using the research and program planning started in 2022-2023, and evaluation of the pilot in Elementary classrooms in 2023-2024, continue with implementation of our literacy program plan in our Elementary classrooms in 2024-2025, focusing 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 2025-2026. Continue with and increase the Learning Leader positions for research, program planning and evaluation.
- In 2024-2025 begin research for a numeracy program plan focusing on communication and interaction for our students with ASD. Plan for implementation through a pilot program in 2025-2026, with school wide implementation in 2026-2027. Continue with and increase the Learning Leader positions for research, program planning and evaluation.
- Continue to offer physical education, health, art, technology, and music as part of our regular programming. Continue to offer foods, drama, art, CTS (design/woodworking), outdoor education, and work experience as high school option courses.
- Continue to partner with the New Heights T2A program for effective transitioning for our students/alumni to adult life.

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.

Data that includes less than 6 students in a cohort is suppressed with a *.

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 will 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 can access the supports and services they need to achieve success through the reduction of barriers.

Measure:	Provincial (AE) / Local (NHS)	Actual 2021-2022	Current Target 2022-2023	Target 2023-2024	Target 2024-2025	Target 2025-2026
Overall agreement that students are taught attributes and behaviours that will make them successful at work when they finish school	AE	96.9%	90%	90%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2021-2022	Current Target 2022-2023	Target 2023-2024	Target 2024-2025	Target 2025-2026
Percentage of job-motivated high school students participating in part time jobs or volunteering over the summer break or during the school year	NHS	39.3%	50%	55%	60%	65%
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	93.7%	75%	80%	85%	90%
Percentage of graduating students who have had experience in a part-time job in High School	NHS	62.5%	60%	65%	70%	75%
Percentage of work experience supervisors who agree that they would continue to have New Heights students in practicum placements at their business.	NHS	100%	80%	85%	90%	90%
Percentage of employers of New Heights students who agree that they would hire another employee on the autism spectrum.	NHS	80%	80%	85%	90%	90%

Strategies:

- Continue to evaluate the Work Experience courses and practicum placements, in collaboration with the T2A program and the Community Liaison role. Develop a more comprehensive work experience program to cover the curriculum, and grow the individual skills and widen individual opportunities within the course and practicums. Evaluate and redesign existing structures in Spring/Summer 2023, for piloting small group implementation in 2023-2024. Continue to evaluate in 2023-2024 for full implementation in the 2024-2025 school year.
- Continue to grow and maintain partnerships for work experience practicums in the community for New Heights high school students.
- Develop a life skills program plan, informed by the identified gaps in the skills of our emerging adults in our Transitioning to Adulthood (T2A) program, to pilot in high school small groups in 2023-2024, and pilot in junior high small groups in 2024-2025. 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 2024-2025, with a plan for full implementation K-12 by 2025-2026.

- 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 volunteerism and/or part-time employment during the summer, or on weekends, building confidence and capacity for these individuals.

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 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
Overall satisfaction with the quality of basic education	AE	92.6	90%	90%	90%	90%
Overall agreement that students have access to the appropriate supports and services at school	AE	95.8%	95%	95%	95%	95%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	AE	96.5%	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	98.9%	90%	90%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
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	100%	80%	90%	90%	90%

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 2024-2025 school year, with a 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, and the history and legacy of residential schools. Continue connection with the Aboriginal Friendship Centre.
- Enhance our school library to promote effective teaching of diversity in 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, along with the world, have been coming out of the multi-year pandemic, and are relieved to be stepping out more confidently again to spread throughout our building and integrate into the community around us more regularly. Though we were creative and found pockets of the New Heights culture within this new way of living in restrictions, there is still much to re-build to find that special belonging that is such a safe-haven for our students, parents and staff.

We have also been experiencing growth of our student body for the past 4 school years in our new building. We know the importance of embracing our unique culture, as well as expanding it within this growth. 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 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
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	97.1%	95%	95%	95%	95%
Percentage of parents and teachers who are satisfied that families are encouraged and supported in helping their family be successful through their child's educational journey	NH	93.7	90%	90%	90%	90%

Measure:	Provincial (AE) / Local (NHS)	Actual 2022-2023	Current Target 2023-2024	Target 2024-2025	Target 2025-2026	Target 2026-2027
Overall percentage of stakeholders satisfied with parental involvement in decisions about their child’s education.	AE	87.3%	90%	90%	90%	90%
Overall percentage of stakeholders indicating that the student voice is heard in their school community.	NHS	89.9	85%	90%	90%	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	100%	80%	85%	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

The feedback and information gathered from students, staff and parents through surveys, before/after questionnaires, focus groups, and discussions this year and over the past 3 years have been valuable in forming the 2024-2025 Education Plan. This Plan is evolving through review and targeted discussion with our Board and stakeholders as we continue learning the Assurance Model with Alberta Education, as well as build our programming for our student body in our new building. Elements of this Plan are a work in progress. The evolution of the Plan will require continued stakeholder engagement and the use of meaningful data to inform decision making. Entering this fourth year of shifting to the Assurance Model, we have focused on communication and process, and plan to continue to grow our stakeholder engagement, creating the baseline that will develop a data culture, and continue to improve our programming, with measures to track each priority area.

This Education Plan is shared via newsletters and our website, to the New Heights community. Priorities and evidence are shared and discussed in meetings with stakeholders and will be examined and analyzed in strategic planning with the New Heights Board of Directors.

Future Challenges

- Continuing to make our building our home; using the space efficiently as we plan for future programming.
- Continuing growth 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.

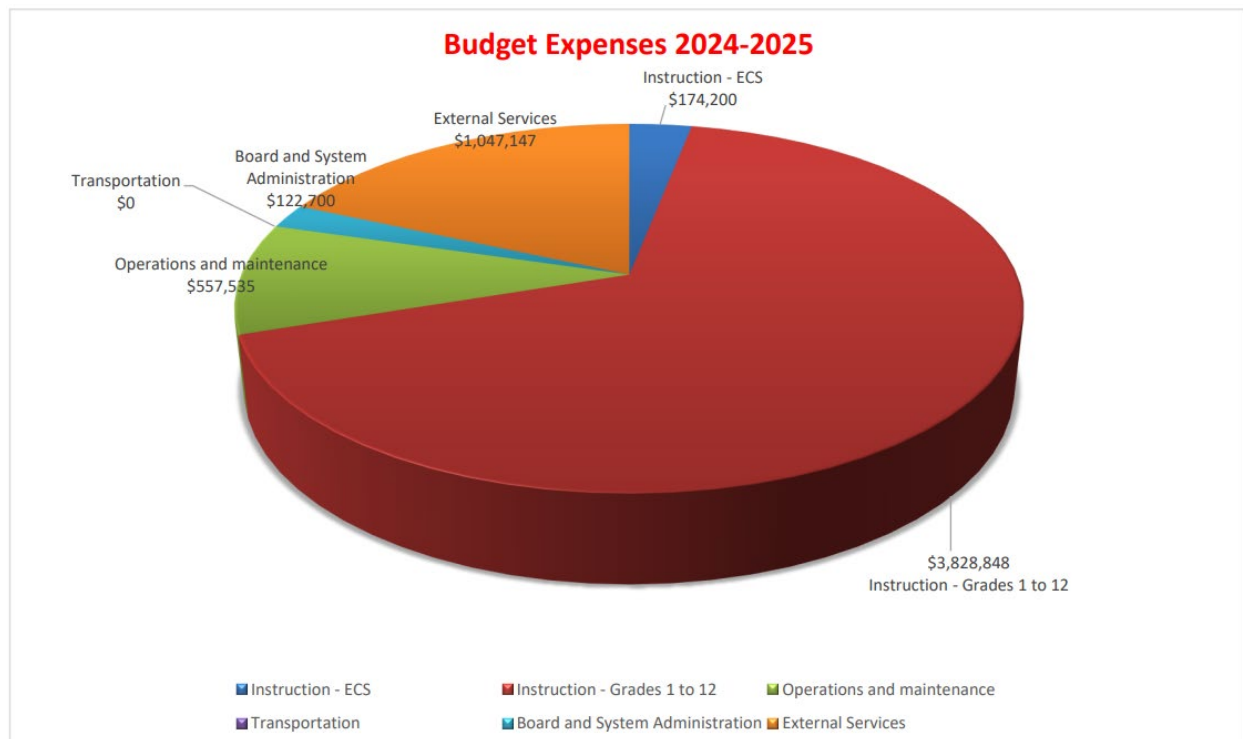
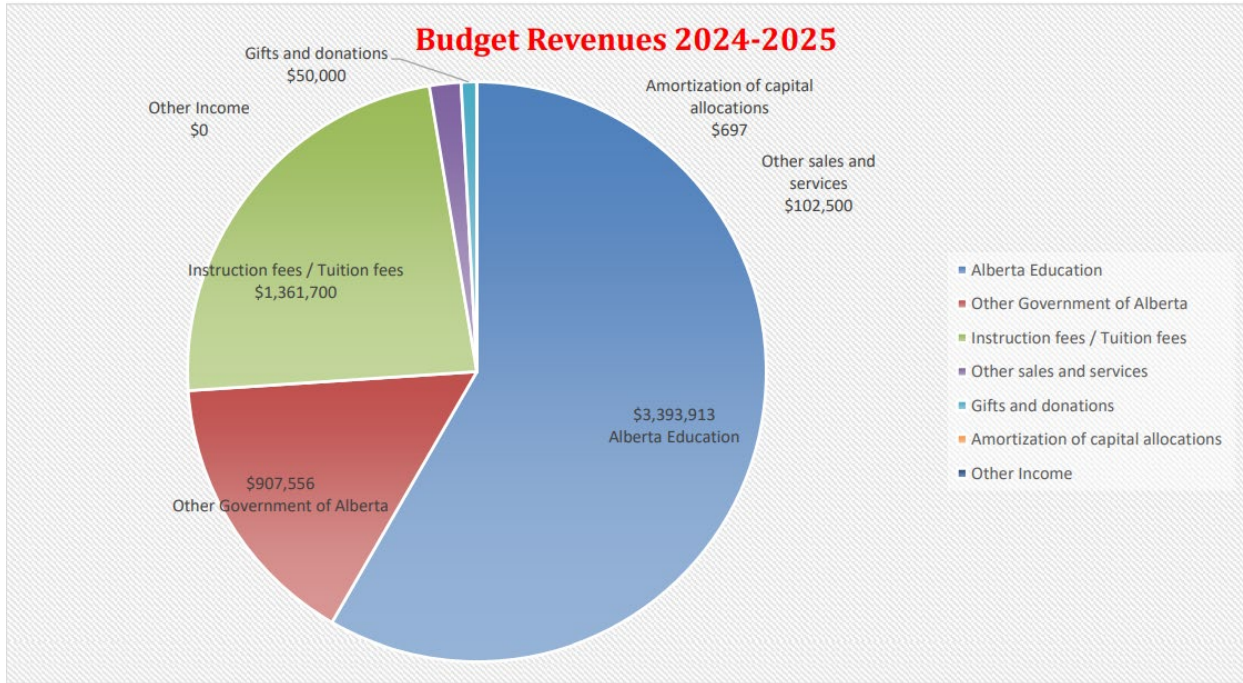
Budget Summary

For the 2024.2025 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 2024.2025, please contact the New Heights office at 403-240-1312 or at info@newheightscalgary.com.

* A ratio of 2:10 in Elementary and Junior High, and a ratio of up to 2:12 in high school programming.

Appendix A: Budget Revenues & Expenses



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 30 th	Education Plan submitted to Alberta Education via website	
May 30 th	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	School level: Teachers, Learning

	incoming students to determine baseline and inform teaching	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	<p>Board and all stakeholders</p> <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	<p>All parents, staff & students via AGM, newsletter and website</p> <ul style="list-style-type: none"> • Gather feedback on the results from staff and parents to inform school reflections