

# **New Heights Learning Services**

## **3 Year Education Plan**

For the years  
2009—2012

**Accountability Statement**

The **New Heights Early Learning Services Society** education plan for the three years commencing **September 1, 2009** was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

---

R. Gasper  
Chairman of the Board

---

K. Blasetti  
Principal

**Mission**

New Heights Early Learning Services is committed to helping each student reach his or her full academic and social potential by engaging highly qualified teachers and support staff to discover and encourage each student's unique learning style. We value integrity, accountability, and believe that each student can achieve independence by becoming responsible, contributing members of society.

**Vision**

New Heights Early Learning Services will be recognized as a leader in specialized education, and a community that provides effective education for individuals identified as autistic and or as having learning differences.

**Jurisdiction**

We are a special education school, serving students on the autism spectrum and those with learning differences. The school consists of three components: a school program from grades 1 through 12, a preschool program, and home services. Class sizes are typically at a maximum of nine students in the school and six students in the preschool, with a teacher and educational assistant in every room. We have therapists on site for speech/language therapy, occupational therapy, and psychology.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	New Heights Early Learning			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	100.0	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	53.1	n/a	n/a	80.3	79.4	78.7	Very Low	n/a	n/a
			Education Quality	93.9	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	75.8	75.9	76.7	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	19.6	19.4	19.3	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.4	85.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	22.3	23.3	23.1	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.0	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	100.0	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	87.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	90.6	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	100.0	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

**Goal One: High Quality Learning Opportunities for All**

**Outcome: New Heights provides a safe and caring environment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	100.0	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<b>Strategies</b> <ul style="list-style-type: none"> <li>We will continue to reinforce the need for teachers, staff, students, and families to work collaboratively to ensure a safe, secure, and predictable learning environment.</li> <li>Our psychologist is on site, and behavior plans are developed where appropriate.</li> <li>Social skills and safety are taught directly to students through teacher programming, and are practiced on a daily basis.</li> <li>We will continue to maintain small class sizes.</li> <li>We will provide professional development specific to the unique nature of our school population and their specialized needs.</li> </ul>								

**Outcome: The education system meets the needs of all K-12 students, society and the economy.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	53.1	n/a	Very Low	n/a	n/a	75%	80%	90%
Overall teacher, parent and student satisfaction with the overall quality of basic education.	93.9	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<b>Strategies</b> <ul style="list-style-type: none"> <li><b>We will continue to offer a program of studies focused on helping each student achieve academic success and develop independent work habits. As well, our focus continues to be the enhancement of social skills and the building of confidence and self esteem through providing students with the understandings and strategies they require to perform optimally.</b></li> <li><b>We will offer phys ed, health, informational technology, and music as part of our regular school programming.</b></li> <li><b>Appropriate phys ed programming will be made possible by renting space at a nearby gym.</b></li> <li><b>Field trips will be offered to students throughout the year that will target the fine arts areas.</b></li> <li><b>We will offer Speech Therapy, Occupational Therapy, and Psychology on site to enhance personal and academic skills, and social growth and development.</b></li> <li>We will maintain small class sizes.</li> <li>We will continue to teach strategies for learning, and evaluate these strategies.</li> <li>Our program emphasizes comprehension, memory retention, communication skills, and team (social) skills.</li> <li>All of our students' programs are based on their Individual Program Plans, which address individual strengths and needs. We follow Alberta Learning's Program of Studies with accommodations and modifications as required.</li> <li>We will continue to encourage parents and students to be involved and active in all functions of the school program. Mandatory IPP meetings are scheduled and revisited throughout the year.</li> <li>Parents are frequently communicated with in person, through communication books, our monthly school newsletter, phone calls, e-mails, etc.</li> <li>In recognition of the current downturn in the economy, we do provide a sliding scale for tuition fees based on proof of income.</li> </ul>								

**Outcome: Children and youth at risk have their needs addressed through effective programs and supports.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	n/a	n/a			
<p><b>Note:</b> Our school currently has less than 6 students in this age range; therefore the data for this measure is not applicable.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Our psychologist is available on site.</li> <li>• We will continue to provide a supportive environment academically, socially, and emotionally for students and their families.</li> <li>• Our programming targets student learning needs and their emotional and social well-being.</li> <li>• We will continue to practice frequent/ongoing monitoring of student progress, both in academics and in social behaviors, with appropriate and timely revisions when necessary.</li> </ul>								

**Outcome: Students complete programs.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
<p><b>Note:</b> Our school currently has less than 6 students in this age range; therefore the data for this measure is not applicable.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• We will match student interests and abilities to a course of study in high school that will enable success and encourage opportunities for post-secondary education.</li> </ul>								

**Goal Two: Excellence in Student Learning Outcomes**

**Outcome: Students demonstrate high standards in learner outcomes.**

[No Data for Student Learning Outcomes]

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Percentage of students enrolled writing Provincial Achievement Tests.	n/a	n/a	n/a	n/a	n/a	30%	45%	60%
Overall parent and team satisfaction that we are creating and working with measureable IPP goals.	n/a	n/a	n/a	n/a	n/a	90%	90%	90%

**Note:** Our school currently has less than 6 students in the grades writing achievement tests; therefore the data for this measure is not applicable.

**Strategies**

- 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. A determination will be made regarding underlying conditions which might adversely affect the student's participation (i.e. anxiety, depression, frustration, etc.) and whether provisions need to be made to accommodate student needs (i.e. scribes, readers, extra time, etc). New Heights is committed to maximizing individual student performance, and targets are set for each student, which are reflected in their Individual Program Plans. 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 inappropriate. We would expect to see considerable variability over time in our performance data, which would reflect the changing profiles of individual students within our population.
- We will continue individualized programming according to the needs of the student, to lead to independence.
- We will continue to help students learn strategies to help them achieve and succeed.
- We will continue to provide small class sizes.
- In academics, we will continue to focus on math, reading, and writing at all grade levels.
- We will continue to focus on comprehension, memory retention, communication, and team (social) skills.
- We will evaluate existing strategies and provide professional development to staff and parents on new strategies.
- Students will be provided with the information to make them aware of eligibility for the Rutherford Scholarship.

**Outcome: Students are well prepared for lifelong learning.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Students feel they are prepared for transition from high school to post-secondary education.	n/a	n/a	n/a	n/a	n/a			
<p><b>Note:</b> Our school currently has less than 6 students in transitioning from high school, therefore the data for this measure is not applicable.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will have access to assistance with career planning and decision-making. These skills will be taught directly in student programming.</li> <li>• Students will be provided with information regarding job and career fairs.</li> <li>• Teachers and staff will help students explore post-secondary opportunities.</li> <li>• We will offer students the academic support needed to successfully complete high school.</li> </ul>								

**Outcome: Students are well prepared for employment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Transition plans will be provided, as noted in previous outcome.</li> <li>• We will offer career counseling for grades 9-12 as part of classroom programming.</li> <li>• Social skills will continue to be taught directly to students as part of regular classroom programming.</li> <li>• Life skills will continue to be taught directly to students as part of regular classroom programming.</li> <li>• We will continue to offer individualized program planning according to each students needs.</li> </ul>								

**Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	87.0	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Citizenship is emphasized in English and Social Studies classes, as well as through social skills directly taught to students.</li> <li>• Teachers, students, staff, and parents will take part in community building activities such as special lunches, reading programs between classrooms, special/theme days, sporting activities and field trips, and a year-end celebration BBQ.</li> <li>• Students will continue to take part in frequent community outings, including the library and gym.</li> <li>• Students will continue to have the opportunity to take part in the AAFS (Autism/Aspergers Friendship Society) outings on Friday afternoons.</li> <li>• Teachers, students, and parents will take part in discussions and new initiatives according to our AISI project involving generalizing strategies.</li> <li>• Partnership with other schools to increase awareness of community and to extend borders.</li> </ul>								

**Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students**

**Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"><li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li></ul>
<b>Strategies</b> <ul style="list-style-type: none"><li>• We have no self-declaring FNMI students at this time; however, we have included outcomes that respect all individuals, as seen in the previous goals.</li></ul>

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"><li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li></ul>
<ul style="list-style-type: none"><li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li></ul>
<ul style="list-style-type: none"><li>• Annual dropout rate of self-identified FNMI students aged 14-18.</li></ul>
<ul style="list-style-type: none"><li>• High school completion rate of self-identified FNMI students (three-year rate).</li></ul>
<ul style="list-style-type: none"><li>• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li></ul>
<ul style="list-style-type: none"><li>• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li></ul>
<b>Strategies</b> <ul style="list-style-type: none"><li>• We will increase student awareness of Aboriginal culture through Social Studies curriculum as part of our regular classroom programming.</li><li>• Teachers and staff will take part in professional development sessions focused on respecting diversity of all cultures and all students.</li></ul>

**Goal Four: Highly Responsive and Responsible Jurisdiction**

**Outcome: The education system at all levels demonstrates effective working relationships.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	90.6	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<b>Strategies</b> <ul style="list-style-type: none"> <li>We will continue our team approach to each individual student, with teacher, educational assistant, parent, and therapists.</li> <li>We will continue our IPP process with team involvement, and meet throughout the year to discuss student progress.</li> <li>Parent awareness will be increased through our monthly newsletter and PAC (Parent Advisory Council) meetings.</li> <li>A Communication Coordinator will be on staff to increase parent responsibility, awareness, and communication.</li> <li>PAC responsibility will be increased through reasonable mandatory base participation.</li> </ul>								

**Outcome: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	100.0	n/a	Very High	n/a	n/a	Maintain	Maintain	Maintain
<b>Strategies</b> <ul style="list-style-type: none"> <li>We will continue to solicit input from parents and staff on how to improve New Heights.</li> <li>A search committee will be formed Summer 2009 with the intention of finding a building for relocation Summer 2010.</li> <li>Our intention is to relocate during the summer of 2010 where we can grow in population (but maintain our current student/teacher ratios).</li> <li>Time and budget will be allocated to professional development and AISI project support.</li> <li>Time will be provided for teacher and school initiated research and development.</li> <li>Staff will continue to be involved in making requests for professional development related to their personal growth plans, including conferences, seminars, and workshops.</li> <li>Professional Development will focus on the areas of autism and learning differences.</li> </ul>								

### **Budget Highlights**

- 2009-2010 will be our second year as an accredited school program.
- We are expanding our school program. Enrollment has continued to increase and we will be opening an additional classroom to provide a Division I, II and III school program structure, in addition to our ECS/preschool program.
- We will also continue to expand our Home Program.
- During the course of the 2008-2009 period, significant administrative restructuring has been undertaken resulting in improved coordination of Administration and Board responsibilities and accountabilities.
- In recognition of the current downturn in the economy, a sliding scale for tuition fees based on proof of income has been instituted and a more responsive tuition payment plan offered to parents.
- See appendix for budget report.

### **Highlights of Facility and Capital Plans**

Renewing and re-energizing our school and community spirit through:

- Partnership with other schools to increase awareness of community and to extend borders
- Hiring a Communication Coordinator on staff to facilitate parent/school communications
  - Monthly newsletter
  - PAC (Parent Advisory Council) monthly meetings
  - Opportunity for parent involvement in student/school projects e.g. AISI Project
- Implementing a reasonable mandatory base participation in our PAC (Parent Advisory Council).
- Establishing an active search committee for Summer 2009 with the intention of finding a building for relocation of the school in Summer 2010 where we can continue to expand our student population.
- Building another classroom and needed facilities into our current space to accommodate our students and staff in the 2009/2010 school year.

### **Publication and Communication**

The information in this plan will be available to the public through our website

[www.newheightscalgary.com](http://www.newheightscalgary.com).

Our parents and staff have been notified through our June school newsletter and in regular PAC and staff meetings.

**Appendix: Budget Report**

**STATEMENT OF REVENUES AND EXPENSES**  
**For the Year Ending August 31**  
(in dollars)

	Budget 2009 / 2010	Projected 2008 / 2009
<b>REVENUES</b>		
Alberta Education	\$ 898,184	\$ 939,425
Other Government of Alberta	\$ 932,181	\$ 666,680
Federal Government and/or First Nations	\$ -	\$ -
Other Alberta school authorities	\$ -	\$ -
Instruction fees / Tuition fees	\$ 135,000	\$ 183,000
Non-instructional (O&M*, Transportation, Admin fees, etc.)	\$ -	\$ 81,311
Other sales and services	\$ -	\$ 1,800
Interest on investments	\$ -	\$ -
Gifts and donations	\$ -	\$ 66,000
Net school generated funds	\$ -	\$ -
Amortization of capital allocations	\$ 22,907	\$ -
Other (specify): Fundraising expenses	\$ 4,800	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 1,993,072</b>	<b>\$ 1,938,216</b>
<b>EXPENSES</b>		
Certificated salaries	\$ 355,290	\$ 174,800
Certificated benefits	\$ 37,806	\$ 34,960
Non-certificated salaries and wages	\$ 346,953	\$ 620,070
Non-certificated Benefits	\$ 44,059	\$ 130,844
Services, contracts and supplies	\$ 1,091,453	\$ 840,950
Net school generated funds	\$ -	\$ -
Capital and debt services		
Amortization of capital assets	\$ 22,907	\$ 9,500
Interest on capital debt	\$ 6,000	\$ 9,000
Other interest charges	\$ -	\$ 1,092
Losses (gains) on disposal of capital assets	\$ -	\$ -
Other (specify):	\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$ 1,904,468</b>	<b>\$ 1,821,216</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$ 88,604</b>	<b>\$ 117,000</b>

