



Janus Academy

*Enhancing the **lives of Students,**
their **families** and the
communities they live in*

November 2015

**ANNUAL EDUCATION RESULTS REPORT
(2014 – 2015)
&
THREE-YEAR EDUCATIONAL PLAN
(2015/16 to 2017/18)**

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Message from the Board Chair

The 2014/2015 School year was successful both academically and financially.

Five students from the Janus Academy Acadia Campus completed their high school program – the largest graduating class in the 19 year history of the school. This allowed for five students in the Elementary program at the Ramsay Campus to transition to Junior High School, and we were able to admit five new students to the elementary program.

This was also a financially successful year and we completed our fiscal year with a small surplus. Much of this was due to the ongoing fundraising success of our annual Spring Gala and of two newer events, the “Shoot of the Century” and our “Little Olympics” Sports Day, which were both well attended and generously supported.

This year we hired an Executive Director to lead the Janus Academy and assist the Board in strengthening and growing the School. This is a new staff position for the school. The Board of Directors developed a three-year Strategic Plan. The plan focuses on four areas of development:

1. A unified facility for all of the Janus Academy
2. A plan for increased staff retention, professional development and evaluation
3. A comprehensive fund development and communications plan
4. A governance board model, adopting best practices of the sector

The strategic plan drew from the critical success factors that the Janus Academy will measure its success over the coming 10 years:

- Owning our own facility to house all of Janus Academy programs and services
- Having a full range of necessary clinical and family supports on site
- Ensuring financial stability by having two years operating reserve
- Developing the board governance model
- Fully embracing innovation in education of children diagnosed with Autism by fostering research that results in the implementation of best practices within the field.

These are ambitious plans in challenging times. The Board is confident that it has the human resources and can raise the financial capital required to transform these goals into reality.

Our strategic plan will be presented to the membership and families of the Janus Academy at our Annual General Meeting and will be available from our Administrative Office at the Ramsay Campus.

The vision of being recognized as a leader in specialized education and the facilitation of lifelong community integration of children and youth with Autism will be realized through our strategic plan and the dedicated efforts of both the Board and Staff of the Janus Academy. We appreciate our staff for their dedication and commitment to professionalism. We are grateful for the parents and families of our students for choosing the Janus Academy, and their ongoing support of our programs.

We invite your feedback on the Annual Education Results Report and the Three Year Education Plan.

Sincerely,

Ian Menzies,
Board President



Accountability Statement

The Annual Education Results Report for the 2014 – 2015 school year and the Education Plan for the three years commencing September 1, 2015 for the Janus Academy Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. The document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the school year 2014-2015 and the three-year Education Plan for 2015/2016 on December 14, 2015.

On behalf of the Board of Directors,

Ian Menzies,
President

Board of Directors:

Officers: Bill de Jong, Treasurer; Nick Heffernan, Secretary; Mona Johnson, Vice President;
Directors: Pat Gartner, Ian Holloway, Blake Scheuerman, Adrian Todeila



Foundation Statements

Publication

The Annual Education Results Report (AERR) for the 2015 – 2015 school year and the Education Plan for the three years commencing September 1, 2015 will be made available to the community on the Janus Academy website at www.janusacademy.org. Community partners and funders may receive a copy of the AERR and Three Year Plan within their information package. Parents whose children attend the Janus Academy will be provided a copy of these reports at the Annual General Meeting of the Janus Academy Society, or by request to the Administrative Office.

Our Vision

To be recognized as a leader in specialized education and the facilitation of lifelong community integration of children and youth with Autism

Our Mission

To empower and support children and youth with Autism and their families, maximizing their quality of life by providing excellence in innovative teaching techniques that meet their academic, social and emotional needs

Our Values and Beliefs

We embrace **INCLUSIVITY** by:

- Being accessible to the whole Autism community
- Being engaged
- Being collaborative

We practice **SAFETY** by:

- Ensuring the physical safety of our students, staff and volunteers
- Having compassion and ensuring the emotional safety of all of our stakeholders

We **RESPECT** all our children and youth, staff, parents, volunteers and our partners.

We practice **STEWARDSHIP** by:

- Being fiscally prudent
- Behaving ethically (Ethical behaviour respects the dignity, diversity and rights of individuals and groups of people)

We foster **TRUST** by:

- Being honest
- Ensuring all of our actions are in the best interests of the students

We strive for **EXCELLENCE** by:

- Adopting best practices
- Being flexible
- Being innovative and open to change
- Being professional and fair with all of our stakeholders



A Profile of the School Authority

The Janus Academy is an independent, not for profit school, that was established in 1997 by four families striving to meet the unique educational needs of their school aged children diagnosed with Autism. Located in Calgary, the Janus Academy has grown to encompass all levels of education from ages 6 to 20 years and is housed in two facilities – Ramsay and Acadia campuses. Our Elementary School (Ramsay Campus) shares facilities with the Calgary Board of Education's Ramsay School. Our Junior and Senior High School (Acadia Campus) is located in the McDougall United Church in southeast Calgary. Our total student complement is 57 students and we employ 57 Teachers, Coordinators, Instructors and Administrative staff.

Janus Academy specializes in providing an educational approach that is based on the principles of Applied Behaviour Analysis within structured individualized instruction and small group teaching sessions. Each student's program is based upon an individualized Assessment of Basic Language and Learning Skills (ABLLS) Revised (Parrington, James W. 2008), adapted Alberta Learning Curriculum, and a functional Behavioural Assessment for behaviours that may interfere with learning. Much emphasis is placed on the development of language and communication, socially appropriate behaviours, learner skills and academics, through a verbal behaviour approach and discrete trial teaching. Goals and objectives for each student are designed to facilitate independence and allow each student to grow and develop to their full potential.

The Janus Academy provides programming in education to students who possess skills across the Autism spectrum. As student profiles differ significantly, we have created different divisions within our program to target individual needs and group cohesiveness. Janus Academy classrooms are not formed by grades but rather by similar student profiles. We do our best to ensure that all students are placed within a peer group that will provide them with the most successful education, in a safe and caring environment.

Each student is given the opportunity to participate in a variety of school programs such as art, computer software and technology, physical education, music and cooking. These extra-curricular activities help to enhance each student's program and are designed specifically for the needs of each of our students



Trends and Issues

Alberta offers the greatest amount of school choice in Canada and is applauded for both the principle of choice as well as perceived benefits from competition in the education market place. Independent schools serve students in keeping with the learning and teaching strategies, education philosophy and belief system that animates each of them. In fact, Alberta is fortunate to have some eleven Designated Special Education Independent schools dedicated specifically to serving students and children with special needs; the Janus Academy is honoured to be amongst this distinguished category of educators.

The Janus Academy holds a unique niche in providing extremely low ratio learning environments for children and youth diagnosed on the Autism Spectrum (ASD). Recent media attention has brought to light that the prevalence of autism spectrum disorders (ASDs) is increasing; it is estimated that 1 in 88 children are now being diagnosed with ASD (Centres for Disease Control, 2012). The demand for enrollment at the Janus Academy grows and we are continually faced with turning away qualified students.

The cost of providing our unique low student – staff ratio continues to rise. As a part of our long range planning, Janus Academy plans to raise funds to create a bursary fund to assist those families facing financial challenges that would prevent them from sending their child to Janus Academy.



Summary of Accomplishments

- Hosted two Training Workshops for Parents and family members in principles and practices of Applied Behavioural Analysis
- In May 2015 hired Executive Director to lead and guide the growth and operations of the Janus Academy
- In June 2015, the Janus Academy saw its largest graduating class in its history. Five students graduated from the high school, allowing five students to move from the elementary school to junior high school.
- Fostered a safe, caring learning environment
- Strengthened a collaborative and participatory culture where parents are welcome and included in school events.
- Parents provided over 3,000 volunteer hours to assist the school with fundraising activities and extra-curricular activities that enhance the learning environment
- Secured a grant from Allies for Autism Foundation that will provide for new technology in the Ramsay Campus
- Developed and executed new Strategic Plan
- Established Joint Occupational Health and Safety committee across all Janus Academy campuses
- Raised awareness of Janus Academy and Autism through participation in allied Autism organizations, AISCA, CAPS, municipal and provincial government relations

Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Janus Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.1	n/a	91.6	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	72.9	n/a	67.4	81.3	81.3	81.2	Intermediate	Maintained	Acceptable
		Education Quality	80.9	n/a	81.1	89.5	89.2	89.5	Very Low	Maintained	Concern
		Drop Out Rate	0.0	32.0	13.5	3.4	3.3	3.3	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	*	*	n/a	76.4	74.9	74.6	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	0.0	*	n/a	73.0	73.1	73.9	Very Low	n/a	n/a
		PAT: Excellence	0.0	*	n/a	18.8	18.4	18.9	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	50.5	54.4	*	*	*
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.8	59.2	59.0	*	*	*
		Work Preparation	71.4	n/a	91.7	82.0	81.2	80.4	Low	Maintained	Issue
		Citizenship	80.6	n/a	77.3	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Excellent	Parental Involvement	87.5	n/a	93.3	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	75.0	n/a	75.0	79.6	79.8	80.1	Intermediate	Maintained	Acceptable

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include 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.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018	
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	7.6	8.6	0.0	32.0	0.0	0.0	Very High	Improved	Excellent				
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	*	n/a	*	*	*				
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*	*				

Comment on Results

Students at the Janus Academy work towards building not only academic skills, but also social skills that provide them a community of friends and social networks. Our 'Improved' Drop Out Rate is indicative of the enhanced training and skill development of our staff that ensure our students are benefiting from the Individualized programs and personalized learning plans for each student.

Generally, the students enrolled in the Janus Academy are on a modified curriculum throughout their educational career and will transition into a supported adult program at completion of the grade 12 year. During the 2014/15 school year, Janus Academy had five students who completed their Certificate of Completion.

During the 2014 – 2015 school year, the Janus Academy had less than the required six students in many of the areas being measured for this outcome. Therefore the results are suppressed or marked not applicable.

Strategies

1. All of our students are diagnosed on the Autism spectrum (ASD) and coded for special needs
2. Individual learning plans and programs are developed in the fall semester for each student and monitored on a regular basis. The results of these plans are shared with parents at Parent/Teacher interviews held twice each school year, and modified as required, to ensure the development, progress and success of each student.
3. In partnership with the Sinneave Foundation, operating as the Ability Hub, the Janus Academy has developed an Adult Day Program focusing on integrating young adults into their community, as well as continuing to expand their learning and development of life and vocational skills. This year, the Janus Academy was able to open a second campus for the Adult Day Program open to both graduates and non-graduates of the Janus Academy.
4. A Task Force has been established by the Board of Directors to explore future opportunities for graduating students of Janus Academy, either through the Adult Day Program or through other organizations and/or agencies that provide services, training and opportunities for persons with developmental disabilities

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship .	n/a	67.9	86.7	n/a	80.6		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	83.3	100.0	n/a	71.4		Low	Maintained	Issue			

Comment on Results

The Janus Academy programming focuses heavily on developing essential life skills that encourage our students to be productive citizens – each to their own ability. All of our students have goals which target learning and gaining appropriate social and behavioural skills that allows them to function, each to the best of their ability, and to be active members of their community. These results reflect our ongoing commitment to developing citizenship in our students.

The majority of the students at the Janus Academy will transition into Adult Day Programs or occupy supported volunteer or employment opportunities. To assist in the transition, the Janus Academy provides Life Skills programs in conjunction with the academic program at the junior and senior high school level. These programs teach the skills and responsibilities required to participate effectively, safely and productively as an active member of the community. The skill training includes hygiene, home care, nutrition, cooking, pre-vocational and safety skills, to a level where each student can function as independently as possible.

Strategies

1. Continue to include social skill targets in each student’s IPP
2. Provide training workshops for parents of Janus Academy students to provide them with the tools and resources to support the development of citizenship skills
3. Work with Speech Pathologists and Occupational Therapists to incorporate citizenship goals and themes for individual student programs
4. Maintain the community integration programs for the junior and senior high school level students to provide practice in developing citizenship skills
5. Create opportunities for volunteering within the community for junior and senior high school level students

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: *Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	0.0	*	0.0		Very Low	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	0.0	*	0.0		Very Low	n/a	n/a			

Comment on Results (OPTIONAL)

During the 2014 – 2015 school year, Janus Academy had less than the required six students in many of the areas being measured for this outcome. Therefore the results are suppressed or marked not applicable.

Due to the specific needs of our student population, Janus Academy students do not write either of the Provincial Achievement Tests nor the Student Learning Assessments. To date all of our students have been exempt from these Alberta Education Requirements.

Strategies

1. Goals on the Individual Program Plan (IPP) are reviewed and updated three times per year to ensure progress
2. Students' program are individually designed to capitalize on skills and needs of each individual student
3. Individual Program Plans (IPP), assessments and data are monitored on a regular basis to ensure that progress is being made and that the appropriate and timely revisions are made when necessary
4. Continual research and appropriate training and support techniques are regularly monitored and incorporated into core curriculum areas such as math, literacy, social studies and science
5. Increase the use of technology in the classroom to aid in literacy and numeracy skills
6. In partnership with the Autism Learning Technologies organization, the Janus Academy will be running a pilot test project of a new interactive learning software device to build and enhance the communications skills of elementary-aged students. This early intervention program will provide students with the opportunity to take the skills learned in the classroom and share them in the home environment as modified homework-style opportunities that will reinforce the academic proficiencies developed in the classroom. This program has the objective of increasing the skills and attitudes to create a positive attitude toward lifelong learning and to transition those skills learned in the classroom to the home environment.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	67.3	67.4	n/a	72.9	75	Intermediate	Maintained	Acceptable	75	80	80

Comment on Results

Janus Academy functions as a learning collective with academic and behavioural methodologies developed in conjunction with a team of classroom professionals who focus on the individual and custom needs and requirements of each child. Teachers and Classroom staff receive specialized training in behaviours and skills necessary for children with severe special needs.

Students at the Janus Academy receive a wide-range of programs in conjunction with their academic instruction. Physical education is provided through Pilates, Yoga, Soccer, Drumming and Movement classes by certified instructors.

Strategies

1. Continue to seek private funds and grants to provide specialized programs in music and art therapy, physical education, health, nutrition and computer technology
2. Professional Development days occur twice each academic year, where staff receive customized training in a wide range of extra-curricular activities
3. Continue the extensive training program developed for new and returning staff, which includes regular monitoring, coaching and testing
4. Pursue opportunities to build service support within the Janus Academy including Speech Pathologists and Occupational Therapists in order to enhance personal and academic skills, social growth and development.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	90.0	96.6	n/a	87.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education .	n/a	81.6	80.6	n/a	80.9		Very Low	Maintained	Concern			

Comment on Results

Janus Academy provides opportunities for effective communication and parental involvement through regular review of each student’s Individualized Program Plan at Parent-Teacher interviews.

Teachers, Program and Classroom staff maintain regular contact by using a daily communication binder, along with regular conversations and communications on individual student’s progress and concerns

School activities and program workshops are communicated through the monthly Janus Academy Newsletter

Janus Academy is committed to its policy and practice of extremely low student : staff ratios designed to provide a high quality learning environment.

Strategies:

1. Develop an annual, online survey to gather feedback, input and suggests from parents that will enable the Janus Academy staff to identify gaps and weaknesses, and build the necessary programs and supports to improve all areas of educational programming
2. Develop communication plans for changes and developments at Janus Academy, to build greater engagement and interaction between parents and the staff of the Janus Academy
3. Provide opportunities for problem-solving and capacity building amongst all stakeholders
4. Solicit feedback regularly and often, through a variety of communication channels, to assess the level of parental satisfaction
5. The long-term strategy is to build capacity to create a support services division within Janus Academy that would include on-site Family Liaison Coordinator, Occupational Therapy and Speech Pathology and Psychologist. This will facilitate regular meetings and communications with parents to support them with the resources and tools needed to ensure a successful learning program and environment for growth and success, both at school and at home

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school , are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	90.0	93.1	n/a	92.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	83.3	66.7	n/a	75.0		Intermediate	Maintained	Acceptable			

Comment on Results

The results in regards to the Safe and healthy learning environments are very high and reflect the commitment of Janus Academy to strive towards its vision as the leader in specialized education for children and youth with Autism. Safety is at the heart of everything that we do. These results demonstrate that the students feel a sense of respect and belonging.

We continue to provide and teach safety procedures and emergency practices to ensure a safe and caring learning environment for our students, and a safe working environment for our employees.

Strategies

1. Continue to reinforce the need for teachers, staff, students, and families to work collaboratively to ensure a safe and secure learning environment.
2. Seek new and innovative professional development opportunities for staff
3. Continue to modify and develop our classrooms to provide for the most effective programming for students at all levels
4. Provide opportunities for senior staff to mentor and coach staff on best practices
5. Network with other Autism agencies and similar schools to provide insight, opportunities for shared program growth and greater efficiency and accountability
6. Build the Board of Directors organizational and governance capacity to enhance the Board's ability to advocate on the behalf of the Janus Academy
7. Prepare for anticipated growth and development, including a new facility, when the appropriate opportunity is presented
8. Ensure that our facilities comply with all health and safety standards

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Comment on Results
Currently the Janus Academy has no FNMI students enrolled.
Strategies
<ol style="list-style-type: none">1. Seek opportunities and resources to provide guest artists, teachers, and community members of FNMI communities to visit Janus Academy and share Aboriginal perspectives and cultural aspects with students to increase their awareness and understanding of other peoples

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Future Challenges

- Responsibly increasing enrollment with careful consideration of training and integrating new staff
- Keeping tuition at an affordable rate for all school families, while maintaining salaries and benefits that meet competitive rates
- Developing new revenue streams through corporate and individual donations, including a bursary fund to assist in tuition for families who otherwise would not be able to send their children to Janus Academy
- Seeking and preparing for a new facility for our school that will integrate our elementary, junior and senior high school students, which will allow for greater efficiencies and capacity building
- Recruit outstanding Board Members who embrace the Janus Academy Mission, Vision and Values and can assist in the successful execution of our Strategic Plan and Three-Year Education Plan

Summary of Financial Results

- The Board of Directors, in its 2014 – 15 budget was committed to maintaining the level of service to the children/students at the Janus Academy
- Enrollment remained constant at 57 FTE students
- The year ended with a surplus of \$110,422

The Statement of Revenues and Expenditures is listed below

Budget Summary

- The 2015 – 16 budget will maintain the current level of services to the students at the Janus Academy.
- The overall projected deficit is \$81,992
- The student enrollment count as of September 30, 2015 is 57 FTE children/students; this represents the same number of students as the previous year
- The 2015 – 16 budget accommodates the following underlying requirements and conditions:
 - Low staff – student ratios
 - Salary increases for staff comparable to the provincial picture and in accordance with the ATA collective agreement (where applicable)
 - Lower fundraising targets due to Casino scheduling and fewer fundraising events

The Statement of Revenues and Expenditures is listed below

JANUS ACADEMY SOCIETY
Statement of Statement of Revenues and Expenditures

	Budget 2015 - 16	Actual 2014 - 15
REVENUES		
Alberta Education	1,351,709	1,350,194
Other Government of Alberta	6,000	
Federal Government and/or First Nations	-	-
Instruction fees / Tuition fees	708,471	710,831
Interest on investments	-	8,910
Gifts and Donations	310,000	408,720
Gross school generated funds		260,093
Amortization of capital alloctaions	6,608	6,608
Other		
- Operating contributions	549,000	24,688
TOTAL REVENUES	\$ 2,931,788	\$ 2,770,044
EXPENSES		
Certificated salaries	143,337	132,384
Certificated benefits	7,437	27,743
Non-certificated salaries and wages	1,881,644	1,742,304
Non-certificated benefits	103,490	218,908
Services, contracts and supplies	300,359	255,460
Severe Disabiliteis / Program Unit	18,500	
Early Literacy	1,756	
English as a Second Language	1,649	
Capital and debt services:		
Amortization of capital assets		
from restricted funds	6,608	6,608
Gross school generated funds:	549,000	260,093
Other - Bad debts		6,000
- Interest and bank charges		10,122
TOTAL EXPENSES	\$ 3,013,780	\$ 2,659,622
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	<u>-\$ 81,992</u>	<u>\$ 110,422</u>

Parental Involvement

Janus Academy parents are actively involved in all areas of their child's education including:

- Twice annual Parent Teacher interviews
- Regular communications with Teaching and Classroom staff through various communications channels including: monthly newsletters, face-to-face meetings and conversations, and personal written notes, social media and website
- Volunteer hours in excess of 3,000 in activities that support the success of Janus Academy
- Janus Academy Society Annual General Meeting

Timelines and Communication

The Janus Academy Board of Directors approved this Annual Education Results Report on Monday December 14, 2014. This Annual Education Results Report and the Three-Year Education Plan will be available on the Janus Academy website at www.janusacademy.org

In addition to publishing this document, and as part of our strategic planning, Janus Academy will develop a Communications plan with the objective of increasing awareness of our effective practices and innovative approaches to the learning environment for children and youth diagnosed with Autism.

The audience for this plan will include the Janus Academy parent community, corporate and individual donors, the local community, the Autism community, the Education community including Alberta Education.

Our key message will include, but is not limited to, is that children and youth diagnosed with Autism have unique academic, social and emotional needs that can effectively be supported at the Janus Academy, and provide support for families of children at Janus Academy. The plan will be developed and executed in 2016.

Whistleblower Protection

Section 32 of the *Public Interest disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report

The Janus Academy Board of Directors approved a Whistleblower policy in 2014/15.

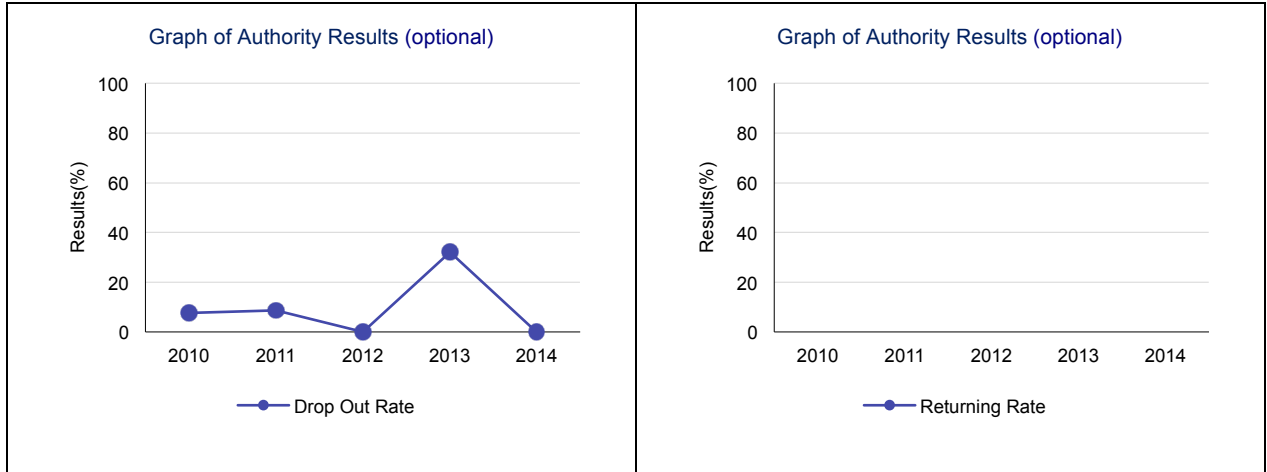
There were no disclosures made during the 2015-2015 school year

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Drop Out Rate – Measure Details (OPTIONAL)

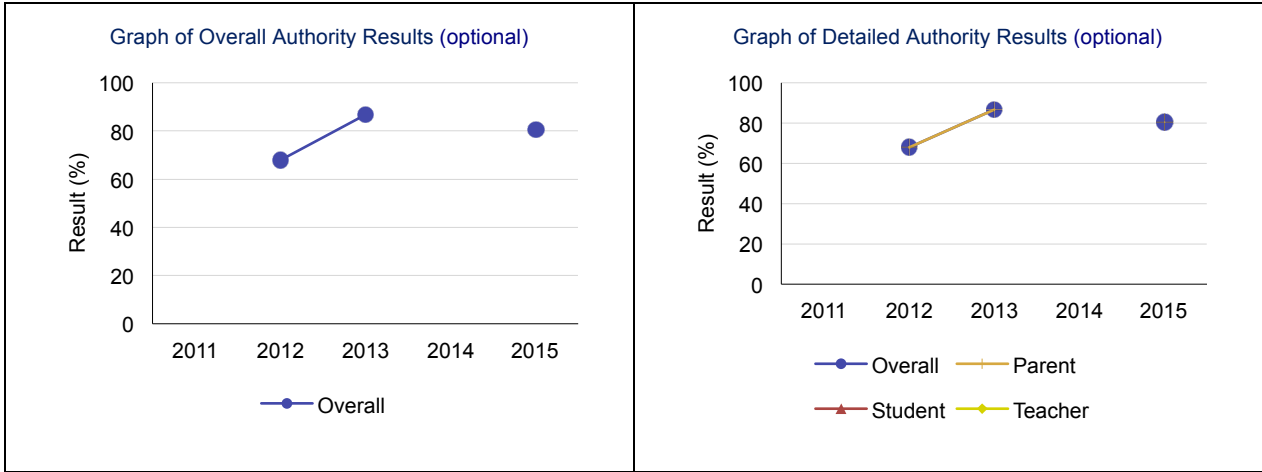
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	7.6	8.6	0.0	32.0	0.0	4.2	3.2	3.5	3.3	3.4
Returning Rate	n/a	*	*	n/a	*	27.9	23.4	23.0	21.1	20.3



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details (OPTIONAL)

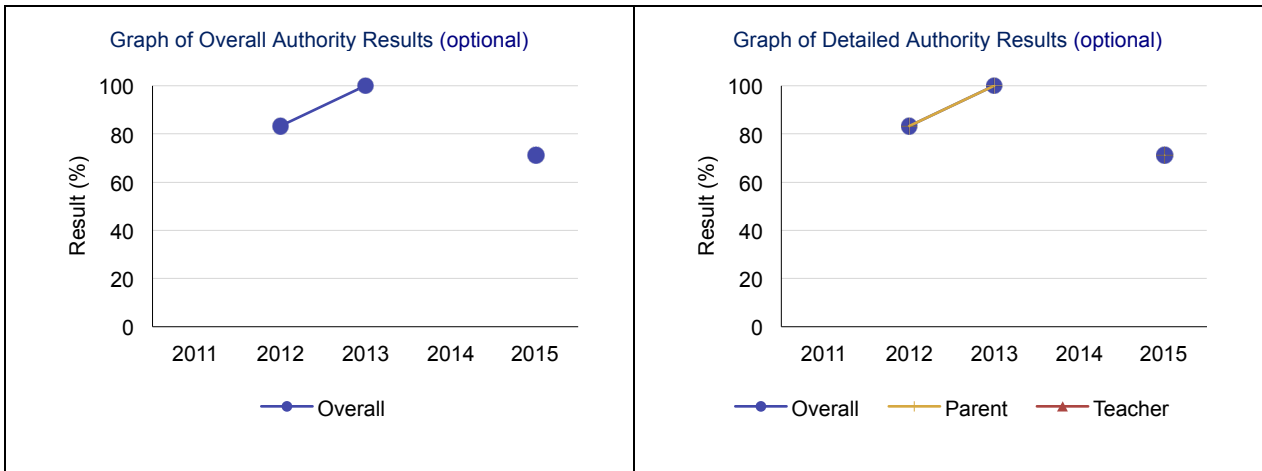
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	67.9	86.7	n/a	80.6	81.9	82.5	83.4	83.4	83.5
Teacher	*	*	*	*	*	92.7	93.1	93.6	93.8	94.2
Parent	*	67.9	86.7	*	80.6	78.6	79.4	80.3	81.9	82.1
Student	n/a	n/a	n/a	n/a	n/a	74.5	75.0	76.2	74.5	74.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	83.3	100.0	n/a	71.4	80.1	79.7	80.3	81.2	82.0
Teacher	*	*	*	*	*	89.6	89.5	89.4	89.3	89.7
Parent	*	83.3	100.0	*	71.4	70.6	69.9	71.1	73.1	74.2

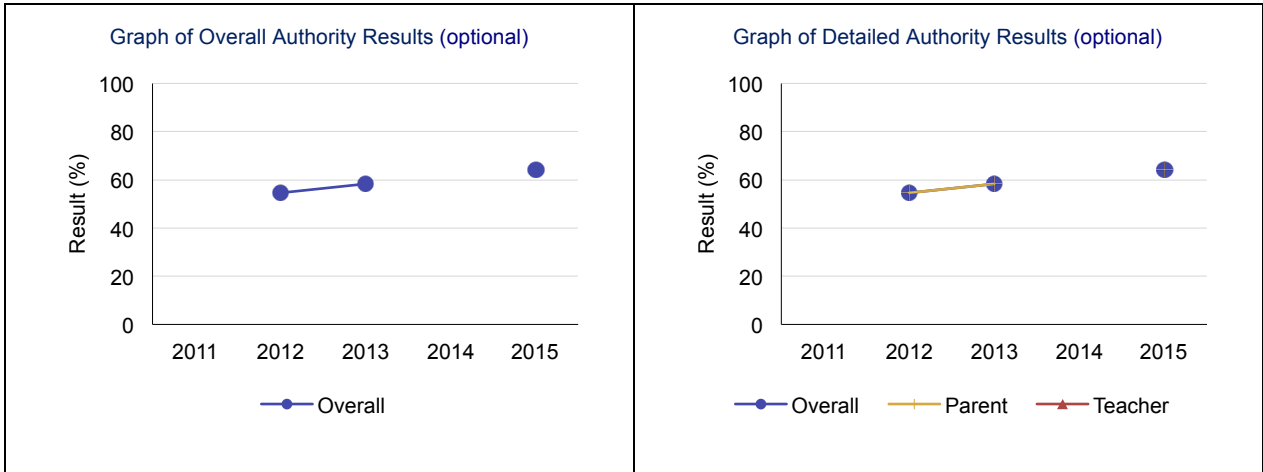


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	54.5	58.3	n/a	64.3	67.9	68.0	68.5	69.5	70.0
Teacher	*	*	*	*	*	75.3	75.8	75.7	76.0	76.0
Parent	*	54.5	58.3	*	64.3	60.6	60.2	61.2	63.0	64.0



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

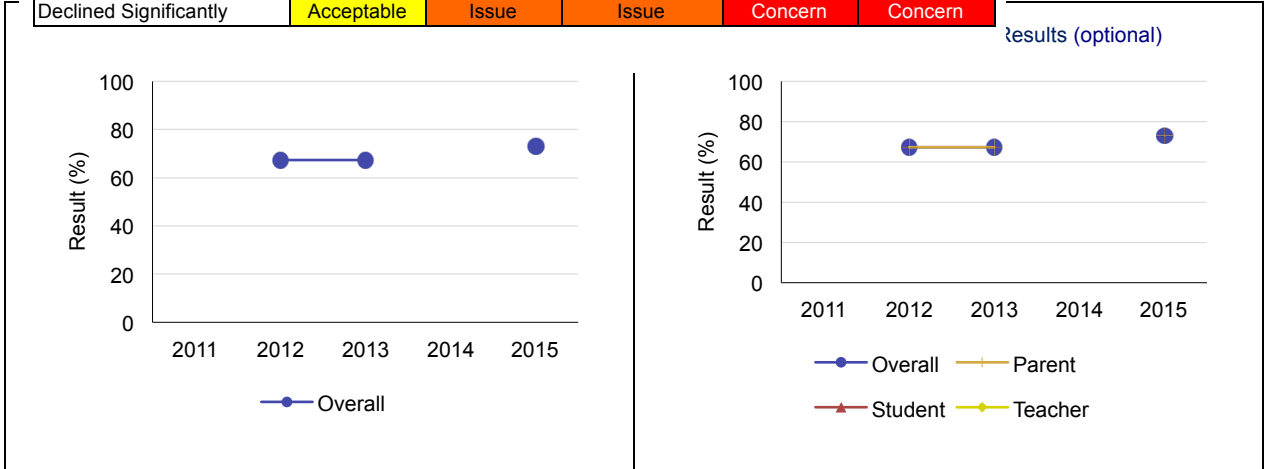
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Achievement					2013	2014	2015
	Very High	High	Intermediate	Low	Very Low			
Improved Significantly	Excellent	Good	Good	Good	Acceptable	81.3	81.3	
Improved	Excellent	Good	Good	Acceptable	Issue	87.5	87.2	
Maintained	Excellent	Good	Acceptable	Issue	Concern	79.9	79.9	
Declined	Good	Acceptable	Issue	Issue	Concern	76.6	76.9	
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern			

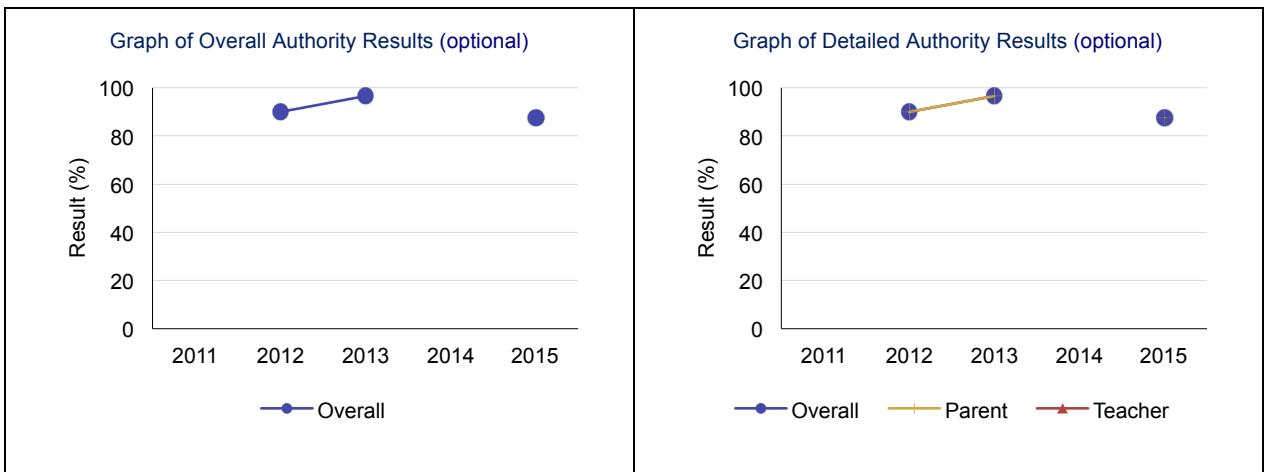


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	90.0	96.6	n/a	87.5	79.9	79.7	80.3	80.6	80.7
Teacher	*	*	*	*	*	88.1	88.0	88.5	88.0	88.1
Parent	*	90.0	96.6	*	87.5	71.7	71.4	72.2	73.1	73.4

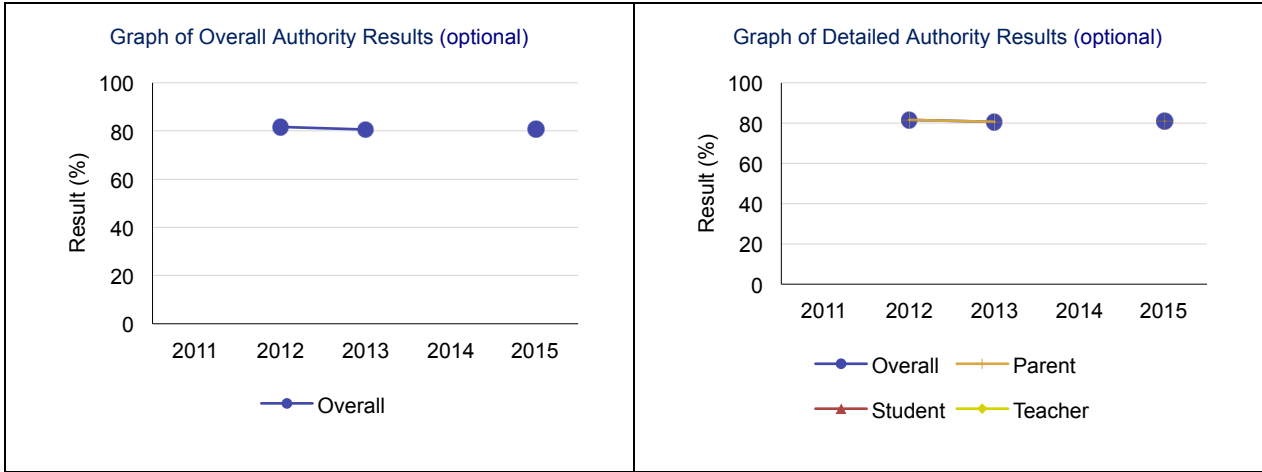


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	81.6	80.6	n/a	80.9	89.4	89.4	89.8	89.2	89.5
Teacher	*	*	*	*	*	95.5	95.4	95.7	95.5	95.9
Parent	*	81.6	80.6	*	80.9	84.2	84.2	84.9	84.7	85.4
Student	n/a	n/a	n/a	n/a	n/a	88.5	88.6	88.7	87.3	87.4

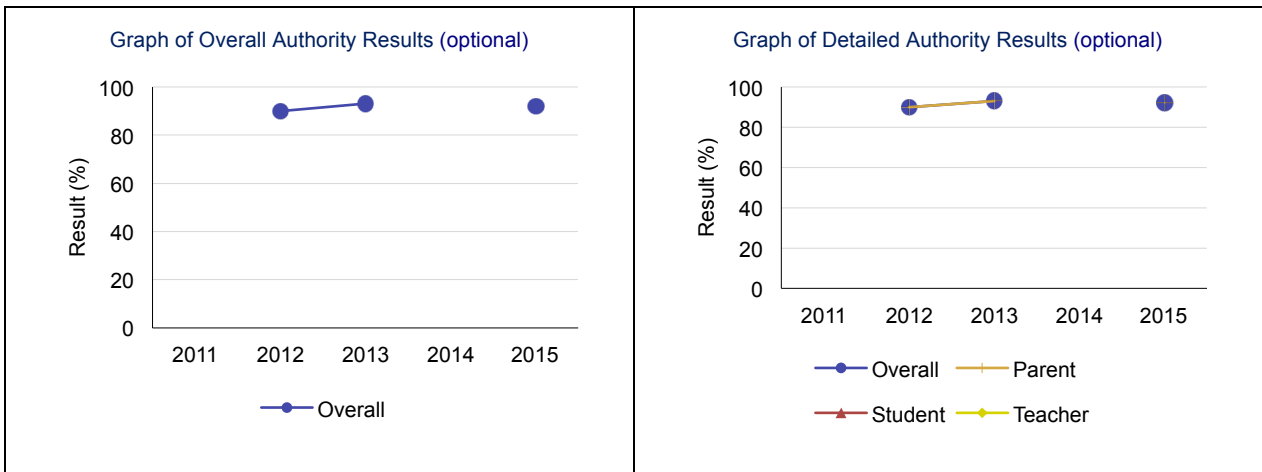


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	90.0	93.1	n/a	92.1	88.1	88.6	89.0	89.1	89.2
Teacher	*	*	*	*	*	94.5	94.8	95.0	95.3	95.4
Parent	*	90.0	93.1	*	92.1	86.6	87.4	87.8	88.9	89.3
Student	n/a	n/a	n/a	n/a	n/a	83.3	83.7	84.2	83.1	83.0

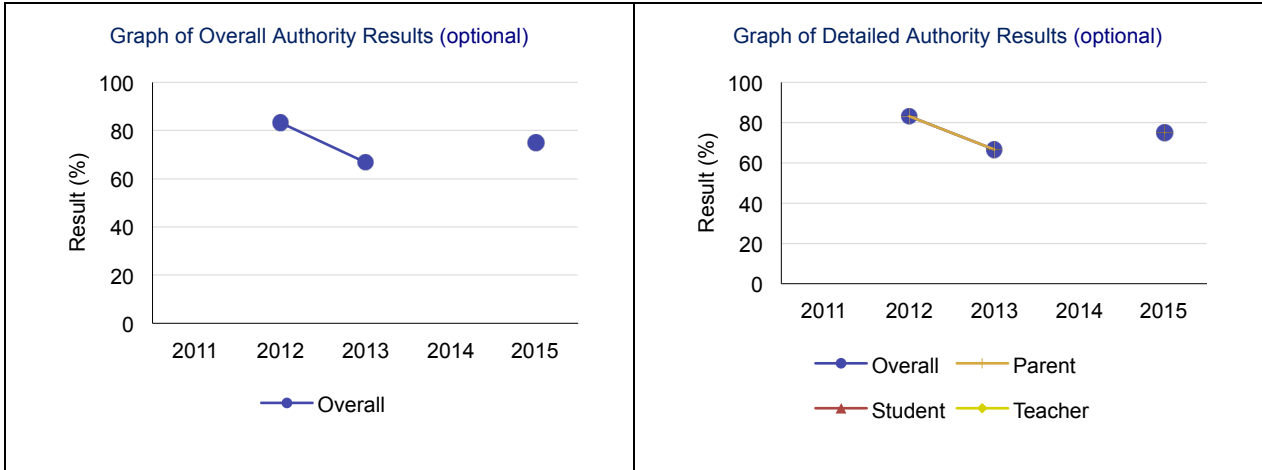


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	83.3	66.7	n/a	75.0	80.1	80.0	80.6	79.8	79.6
Teacher	*	*	*	*	*	80.1	81.1	80.9	81.3	79.8
Parent	*	83.3	66.7	*	75.0	77.3	76.2	77.9	77.0	78.5
Student	n/a	n/a	n/a	n/a	n/a	82.9	82.7	82.9	81.2	80.7



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.