

JANUS  
ACADEMY  
SOCIETY

ANNUAL EDUCATION RESULTS REPORT  
2019 – 2020 &  
THREE-YEAR EDUCATIONAL PLAN  
FOR 2020 - 2023



Learning with autism is better here. | Janus Academy Society



## Table of Contents

Message from the Board Chair .....	<b>Error! Bookmark not defined.</b>
Accountability Statement .....	4
Profile of the School.....	5
Foundation Statements .....	6
Trends and Issues.....	7
Overall Accountability Scores .....	8
Communication and Future Challenges .....	20
Summary of Financial Results .....	21
Budget Summary.....	22
Summary of Facility and Capital Plans.....	23
Parental Involvement.....	23
Whistleblower Protection.....	23

## Message from the Board Chair

Janus Academy is one of the only schools focused exclusively on the learning goals of local children with autism. Our ability to create transformational student outcomes is grounded in the ABA (Applied Behaviour Analysis) approach for achieving maximum individual potential.

We continue to live by our mission of empowering and supporting persons with autism and their families, and maximizing their quality of life by providing the model-learning environment that meets their academic, social, and emotional needs.

The 2019 – 2020 school year has been a very significant year for the students, staff, and Board of Directors at Janus. We successfully achieved a major goal towards consolidating our two school locations of elementary and junior/senior high, into one location that allows us to grow our student enrolment and enhance our educational services. For many years we have been unable to increase our enrolment beyond our capacity of 60 students due to limited space but now with our new location we are projecting a gradual enrolment of 100 students over the next two to three years.

In 2020, we launched a 3-year capital campaign to recover the costs we incurred for the tenant improvements made to our leased space as well as new furniture and other associated costs for the school. This campaign will also serve to ensure our future programs and services meet the needs of our students and families.

We continue to have success in our focus of moving our students into small group learning. This approach has provided the opportunity to challenge students academically as well as increasing opportunities for group interactions that are crucial to children diagnosed on the Autism Spectrum.

We have revised our strategic focus in four areas of our current strategic plan:

1. Financial Stability through a formal capital campaign that has launched in 2020;
2. To be a recognized leader in special education and facilitation of lifelong community through partnerships, academic research, and program outreach;
3. A plan for staff development, retention strategies, and compensation;
4. A long-term strategy for our adult program.

Due to COVID-19, all of our fundraising events had to be cancelled. Despite this reality, Janus managed to pivot quickly to online fundraising that had positive results.

Our Parent Advisory Council (PAC) gained momentum with the creation of council bylaws and the information sharing that was done with parents. The PAC continues to participate as a voting member of the Board and provides valuable input into the future direction of Janus

Janus Academy's Board continues to provide oversight of the governance of the society. The Board has successfully recruited 4 additional new directors who collectively bring a broad range of skills and expertise to support our growth while ensuring sustainability and future development of our programs. On behalf of the Board, I would like to thank our Executive Director and staff for their efforts and dedication in ensuring success in 2020-2021. I would also like to thank my fellow Board Members and PAC members who have volunteered their time, effort and expertise on behalf of Janus Academy over the past year. We are also grateful to the parents and families of our students for their on-going support.

We look forward to an exciting year ahead.

Sincerely,



Board of Directors:

Officers: Maxine Jones Sine, Board Chair, Raj Bal, Vice Chair, Katie Ruddy, Treasurer; Rebecca Pound, Secretary;

Directors: Rahim Bhatia, Peter Taylor, Allison Streit, Rosa Twyman, Devon Barber

## Accountability Statement

The Annual Education Results Report for Janus Academy Society the 2020 school year was prepared under the direction of the Board in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the private school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society. This Annual Education Results Report for 2019/2020 was approved by the Board on November 27, 2020.



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Maxine Jones Sine  
Board Chair

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November 27, 2020

Date



## A Profile of the School

Janus Academy operates a school for students diagnosed with ASD aged 6 to 18 years of age. Our program provides an individualized approach to teaching for each student based on the science of Applied Behaviour Analysis (ABA). Our classrooms support a low student to teacher ratio. The program provides a major emphasis in three core areas; development of language and communication skills, the expansion of learner skills and academics, and the development of socially appropriate behaviour and classroom skills. Goals and objectives for each student are designed to facilitate independence and allow each student to grow and develop to their full potential.

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 endeavour to ensure that all students are placed within a peer group that will provide them with the most successful education.

Each student's educational program is based upon goals set out in their Individual Program Plan and the Alberta Program of Studies which may be modified or adapted depending on the student learning profile. These goals are derived from the collaboration of the student's educational team, assessment results, functional analysis of behaviour, and contributions from parents.

Our curriculum is based on Alberta Education's Program of Studies. We follow a modified program that is geared to the individual needs of our students.

Once students reach the Junior/Senior high school age, the focus of their learning grows to include living skills and pre-vocational skills that support their transition towards adulthood. Our community outreach approach supports students using these classroom learned skills and transferring them into community practice. This includes grocery shopping, using public transit, social enterprises, and volunteering.





## Foundation Statements

The Annual Education Results Report (AERR) for the 2019 – 2020 school year and the Education Plan for the three years commencing September 1, 2020 will be made available to the community on the Janus Academy website at <http://janusacademy.org/about-us/governance/>. Parents whose children attend the Janus Academy will be provided a copy of these reports 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 persons with autism.

### Our Mission

To empower and support persons with autism and their families, maximizing their quality of life by providing the model learning environment that meets 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

## 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; Janus Academy is honoured to be amongst this distinguished category of educators.

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 66 children are now being diagnosed with ASD (National Autism Spectrum Disorder Surveillance System (NASS)).

It has been a priority over the past few years to find suitable space that would accommodate our grades 1-12 within one school space. We are pleased to announce that in early 2020 we found our new home. Over the next 7 months we retrofitted approximately 23,000 square feet to accommodate both of our campuses to come together and to allow us space to grow so we can meet the ever increasing need for student and families requiring our expertise and specialized educational model.

As all Alberta educational programs and schools faced the COVID- 19 pandemic in March 2020, Janus Academy too was required to quickly pivot to distance education. This was a challenge for our educational team as well as for many of our students however, with creativity and determination we felt we met the needs of our students and families as best as we could through online learning, hard copy packages, video teaching sessions and the use of specialized apps and learning tools.



## Combined 2020 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	100.0	91.4	96.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	69.2	98.0	86.1	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	73.8	97.6	93.8	90.3	90.2	90.1	Very Low	Declined	Concern
	Drop Out Rate	0.0	0.0	2.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	0.0	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	0.0	0.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	0.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	0.0	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	*	n/a	60.1	59.0	58.5	Very Low	n/a	n/a
	Work Preparation	57.1	85.7	81.1	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	82.9	91.2	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.3	100.0	93.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	57.1	85.7	91.5	81.5	81.0	80.9	Very Low	Declined	Concern

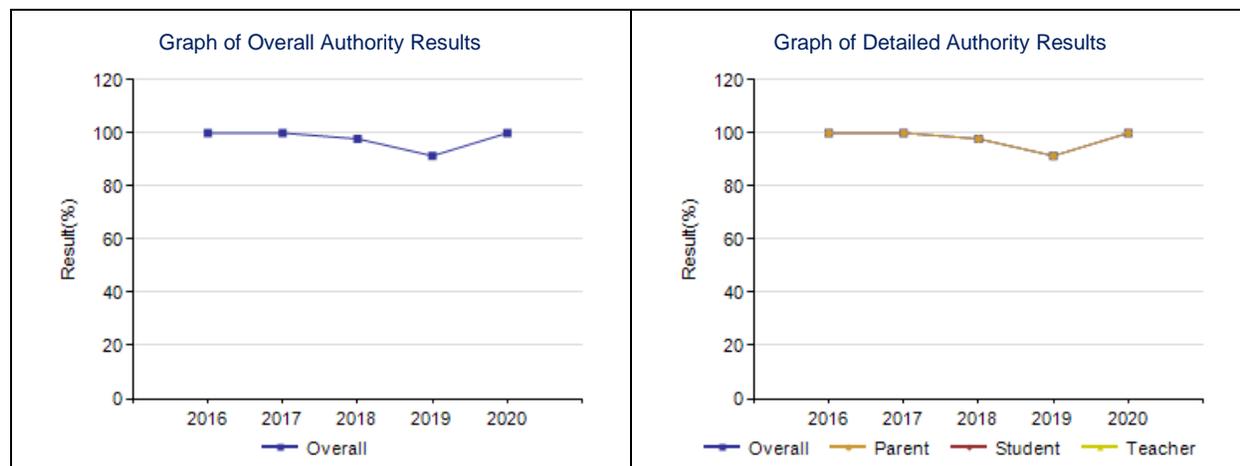
Note: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). We had an 11% return rate of parents who completed the survey which resulted in only 7 families participating.

## Outcome One: Alberta's students are successful

### Safe and Caring – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	100.0	97.8	91.4	100.0	89.5	89.5	89.0	89.0	89.4
Teacher	*	*	*	*	*	95.4	95.3	95.0	95.1	95.3
Parent	100.0	100.0	97.8	91.4	100.0	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	n/a	n/a	n/a	83.4	83.3	82.5	82.3	82.6



### **Comment on Results**

We are proud of our accomplishments in creating a positive and safe school community for our students and our staff. It is very important to Janus Academy to ensure that everyone is treated fairly and respectfully and feels safe when at school. We have a variety of initiatives and processes in place to support and evaluate our practices. We have a Health and Safety committee that meets monthly and oversees the evaluation, monitoring and assurances regarding the safety of the larger school environment. Classrooms have two team meetings a week to discuss any red flags, behavioural or safety issues that may need to be looked at. This is a time to brainstorm ideas and find solutions to help support all students to be caring and respectful to the best of their ability.

We are a unique school who specializes in the education of those diagnosed with autism spectrum disorder, which brings with it, distinct challenges. Our educational and leadership teams are committed to providing ways to identify and overcome any identified areas requiring improvement and this shows in the above results. We work together to find solutions and implement protocols that directly target any safety issues that are identified.

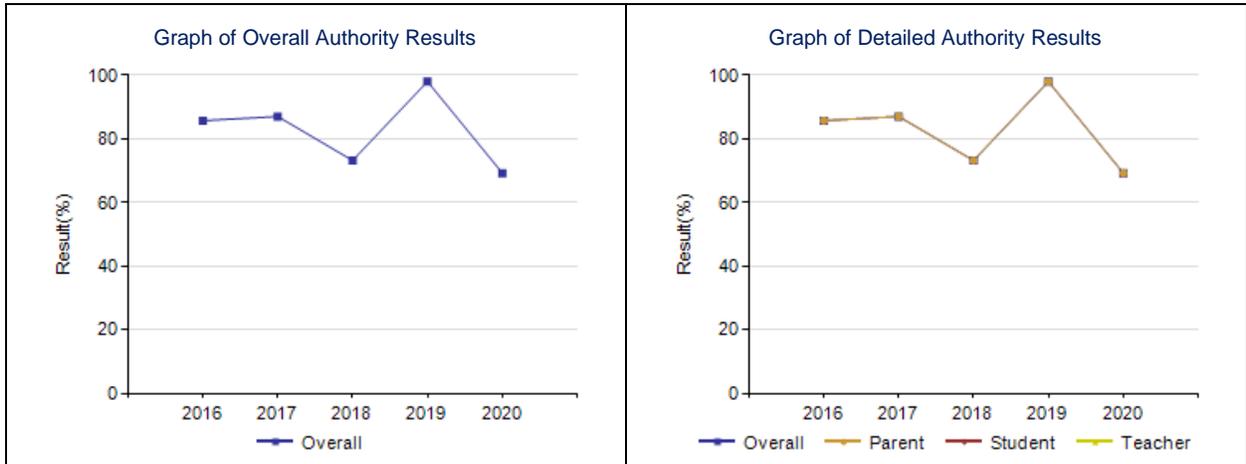
### **Strategies**

1. Gather feedback annually through our online survey from parents and staff that will enable Janus Academy staff to identify gaps and weaknesses and build the necessary programs and supports to improve all areas of educational programming.
2. Solicit feedback regularly to assess the level of parental satisfaction, including the Parent Advisory Council.
3. Continue with our Occupational Health and Safety protocols to identify areas of need to ensure the health and safety of all members of the school community.
4. Continue to expand the opportunities our students and staff have to come together to celebrate our school community in a positive way and build respect and friendships. Although, during the pandemic this can be challenging we have begun to implement many creative ways to continue to encourage this outcome through online forums, cohorted activities, staff initiatives and whole school communications.
5. Provide mental health supports through online and in personal seminars, online resources, and health benefits to ensure the health and safety of our staff. Supporting the health of our staff ensures that they in turn create a healthy and safe environment of our students.
6. Ensuring our daily lessons are infused with opportunities and the language that teaching respect for each other and amongst peers.

## Program of Studies – Measure Details

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.

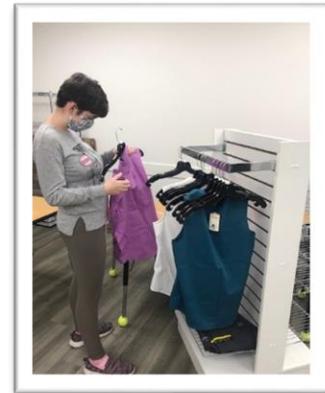
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.7	87.0	73.2	98.0	69.2	81.9	81.9	81.8	82.2	82.4
Teacher	*	*	*	*	*	88.1	88.0	88.4	89.1	89.3
Parent	85.7	87.0	73.2	98.0	69.2	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.5	77.7	77.2	77.4	77.8



### Comment on Results

We continue to evolve both in programming offered and in the profile of our student population. This requires us to continually assess and design new programs that support student learning and increase their access to broader learning opportunities. We have been challenged to being able to provide a broad program with limited space over the past few years. However, with the new school campus comes immense opportunity to broaden our focus and expand what we offer across all grades and abilities.

We provide a very individualized program that is intense with teaching techniques based on scientific principles that guide our teaching practices along with the Alberta Program of Studies. Due to the different needs each individual student requires within our program, it is imperative that we create a constructive balance between challenging students both socially and academically, providing opportunities to experience new opportunities and ensuring specific skill development that will produce life long learning and independence.

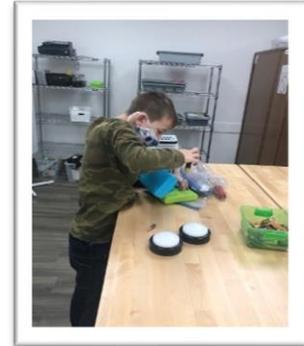


Opportunities for our Junior and Senior High students to receive a broad program of studies and also offer functional and practical experiences is evident in each students program plan. Allowing for skill development across all learning areas and opportunities to expand those skills outside of the classroom is important and apparent.

### Strategies

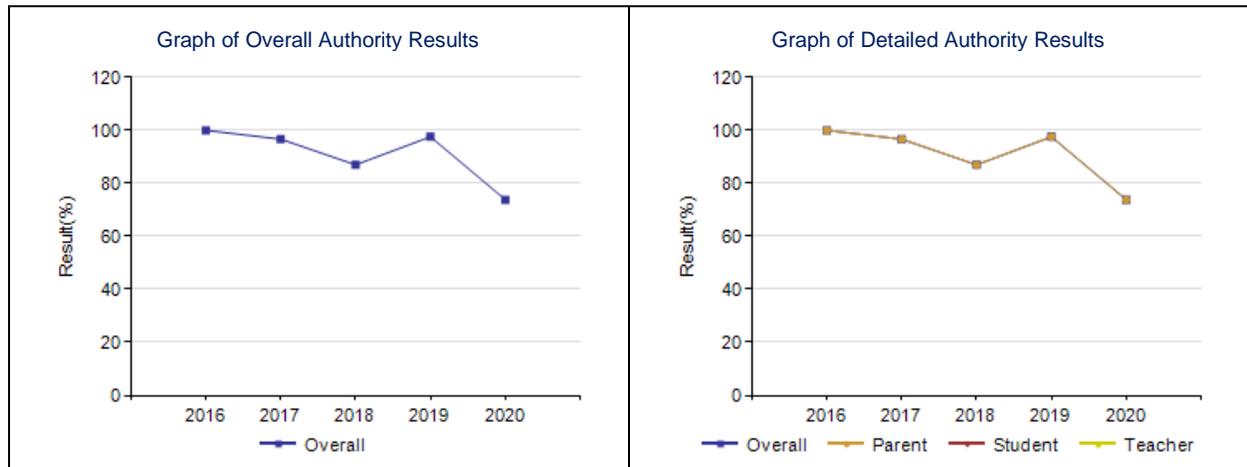
1. With the additional space at our new school we are creating additional learning opportunities for our students across a variety of areas. Including, Visual Arts, enhanced Language Arts facilities, Employment Readiness and Consumer Science.
2. Continue to put in grant proposals to secure funding for technology support and access. Through grant funds we have been able to secure new technology for the classrooms and have overhauled our technology platform for both staff and students.

3. Research and add additional opportunities to allow our students access to activities and learning opportunities that are beneficial and that may not have been accessible previously.
4. Make changes to the role of our Certificated Teachers and the overall oversight across all learning areas.
5. Obtain feedback and input from parents and teaching staff (internal surveys) on how to best broaden the program each student receives in regards to the Alberta Program of Studies. Implement suggestions that are given that are feasible and appropriate for the school program.
6. Professional development training and information sessions are to occur monthly where staff receive customized training in a wide range of extra-curricular activities
7. Create opportunities to invite Specialists to work directly with our students and staff to increase our competencies in a variety of teaching environments.
8. Expand our High school programming to provide greater access to volunteer and work opportunities in a safe and supported way.
9. Provide greater opportunities to participate and integrate into the community to learn and practice skills important to lifelong learning.



### Education Quality - Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	96.7	87.0	97.6	73.8	90.1	90.1	90.0	90.2	90.3
Teacher	*	*	*	*	*	96.0	95.9	95.8	96.1	96.4
Parent	100.0	96.7	87.0	97.6	73.8	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	n/a	n/a	n/a	88.0	88.1	88.2	88.1	87.8



### Comment on Results

Students attending Janus Academy are provided educational programming that supports not only academic achievement but also, social, emotional and language development as well as behavioral management. It is our goal to teach the skills needed to be as independent as possible and for each student to reach their own potential.

Students attending Janus Academy are assessed using a variety of tools to ensure competency and fluency within their individualized programming. Decisions around programming goals and objectives of each students achievements are

decided through daily probe data scores, academic, language and basic learner skill assessments that are completed quarterly as well as, standardized developmental and cognitive test scores.

Students attending Janus Academy often present with deficits in mathematics, literacy, social studies and science and require both curriculum modifications and adapted teaching styles to be successful.

Students do not currently write Provincial Achievement Tests and have been granted an exception due to skill level with in the Alberta Program of Studies or an inability to test take at this academic level. If a student presents with an ability to take part in writing an achievement test with or without adaptations we would make the accommodations required.

### Strategies

1. Student programming and learning objectives will be assessed, designed and implemented with a collaborative team approach including Parents, Certificated Teachers, Program Coordinators, Group Instructors and Behaviour Therapists to ensure quality education and successful learning.
2. Students will continue to be assessed and monitored through internal and standardized assessment procedures to guide programming and achievement levels.
3. Students who possess the skills to participate in writing Provincial Achievement Tests will do so with the support of the Principal. Accommodations will be made through the Principal and Teacher if required.
4. Provide practice sessions of accommodation strategies such as scribing, technology, test taking in quieter space for those students who are moving towards or have an ability to take Provincial Achievement Tests in the future.
5. A long-term strategy is to build capacity to create a support services division within Janus Academy that would include an on-site Family Liaison Coordinator, Occupational Therapist, Speech Pathologist 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.

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

**(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)**

[No Data for Overall FNMI Results]

Quotes from staff:

- "I feel inspired about looking into what happened with the residential schools and educating myself"
- "We should ensure that we educate ourselves in the role indigenous people played in serving our country during our remembrance day ceremonies"
- I have begun to implement more information about indigenous people into my everyday planning for the students during social studies class in my modified curriculum"

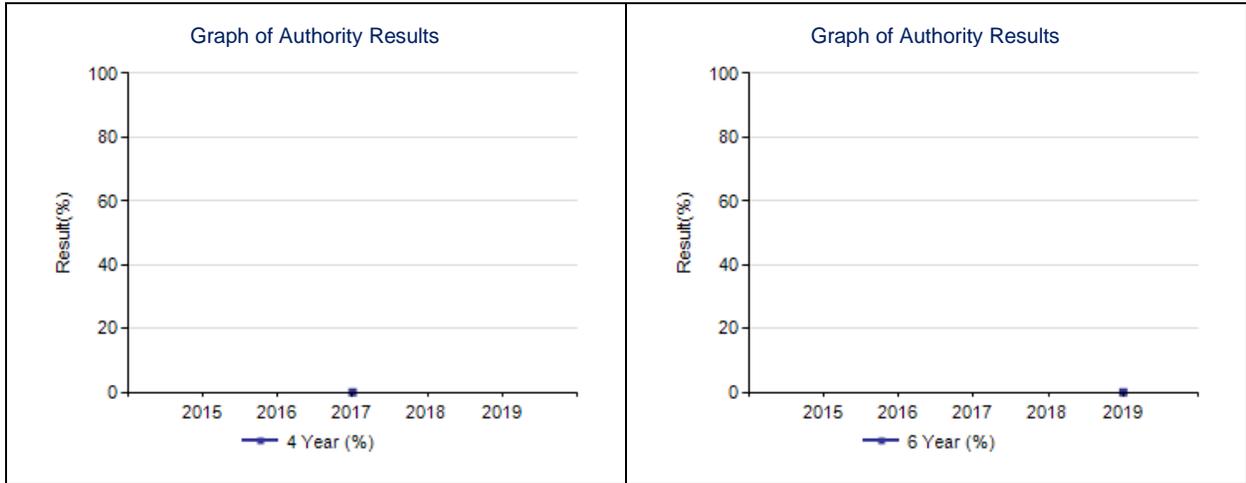
### Strategies

1. Create professional learning opportunities for the Leadership team, Principal, Certificated Teachers and Instructional staff to gain greater knowledge of perspectives of First Nations, Metis and Inuit persons and culture.
2. Expand staff knowledge and awareness of First Nations, Metis and Inuit by sharing stories, facts and information pertaining to the history and FMNI perspectives at staff meetings.
3. Enhance resources for Teachers to enhance FMNI knowledge, perspectives and history.

### High School to Post-secondary Transition Rate - Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

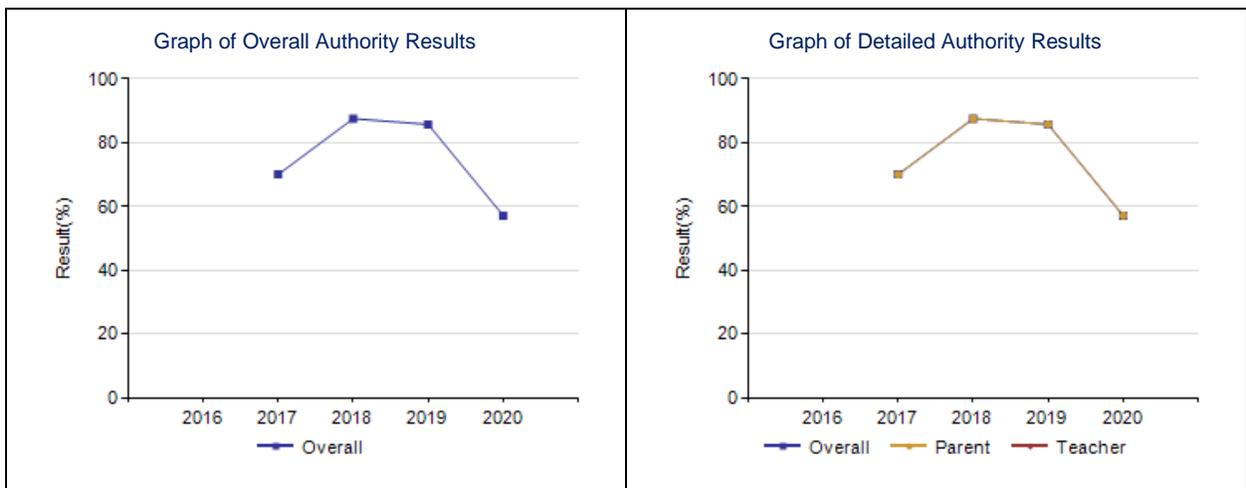
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	*	*	0.0	*	*	37.0	37.0	39.3	40.1	40.8
6 Year Rate	*	*	*	*	0.0	59.4	57.9	58.7	59.0	60.1



### Work Preparation - Measure Details

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.

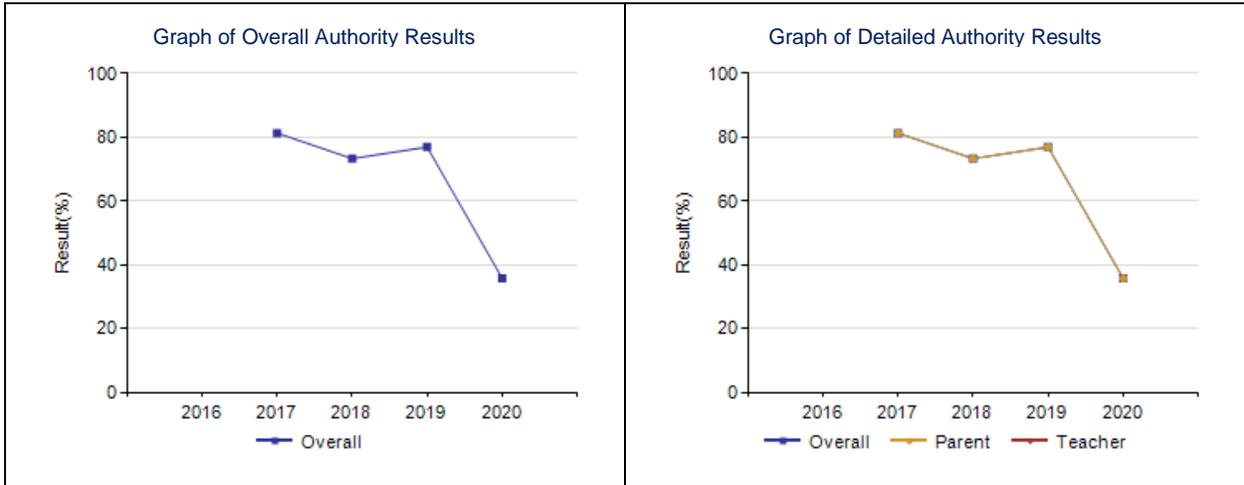
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	70.0	87.5	85.7	57.1	82.6	82.7	82.4	83.0	84.1
Teacher	*	*	*	*	*	90.5	90.4	90.3	90.8	92.2
Parent	*	70.0	87.5	85.7	57.1	74.8	75.1	74.6	75.2	76.0



### Lifelong Learning – Measure Details

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

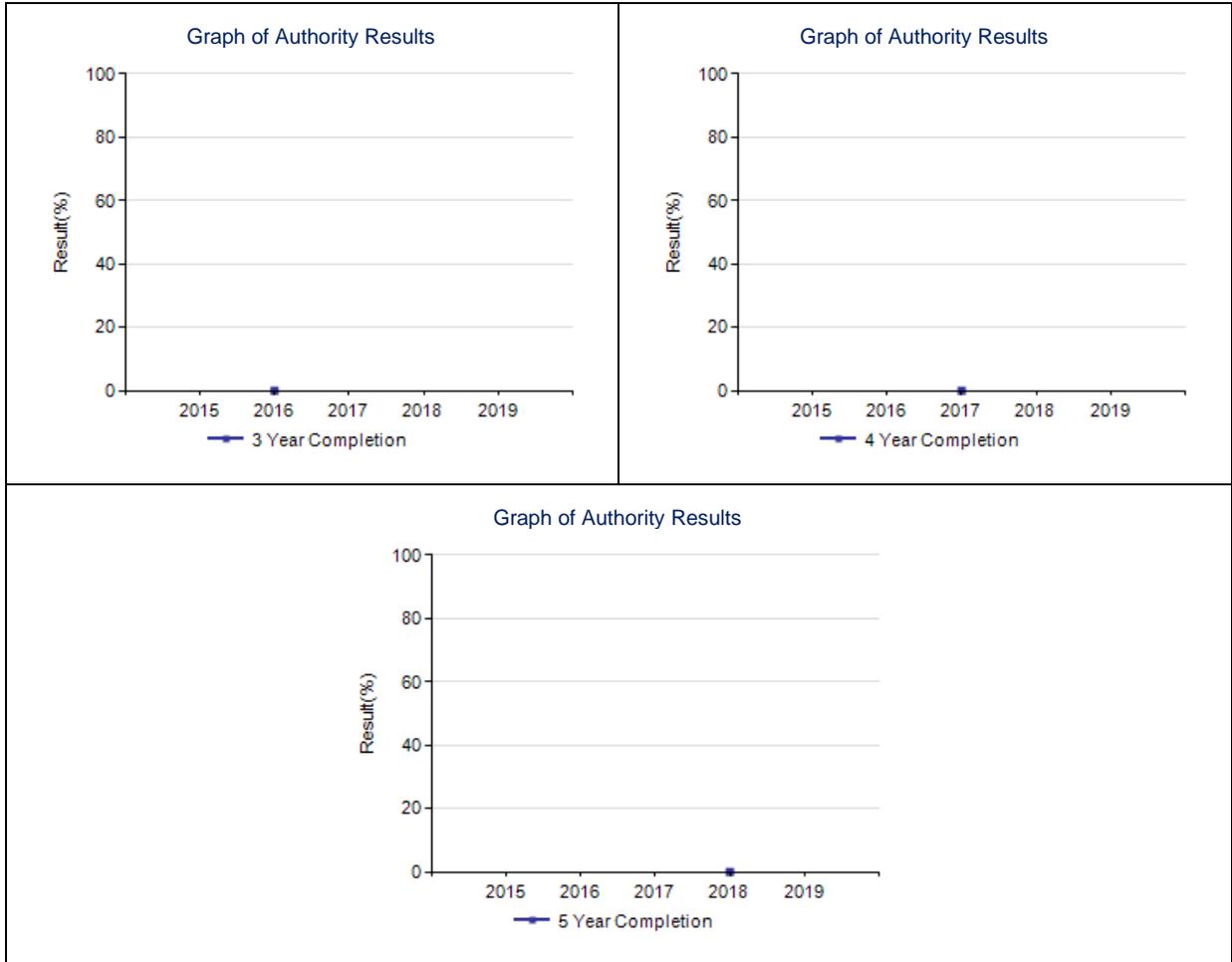
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	81.3	73.3	76.9	35.7	70.7	71.0	70.9	71.4	72.6
Teacher	*	*	*	*	*	77.3	77.3	77.8	78.8	80.6
Parent	*	81.3	73.3	76.9	35.7	64.2	64.8	64.0	64.0	64.6



### High School Completion Rate – Measure Details

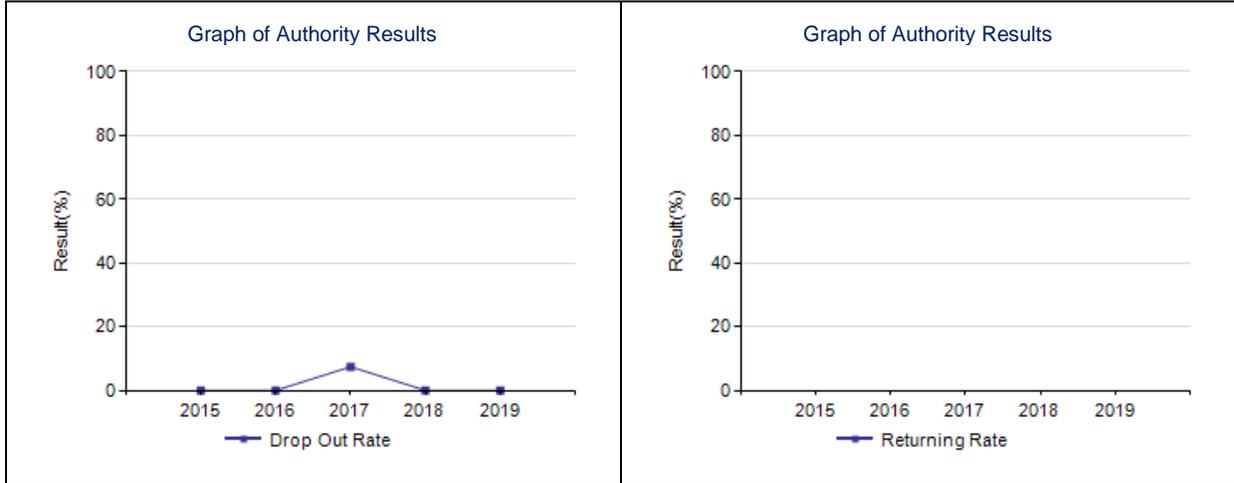
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	*	0.0	*	*	*	76.5	78.0	78.0	79.1	79.7
4 Year Completion	*	*	0.0	*	*	81.0	81.2	82.6	82.7	83.5
5 Year Completion	*	*	*	0.0	*	82.1	83.2	83.4	84.8	84.9



## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	7.4	0.0	0.0	3.2	3.0	2.3	2.6	2.7
Returning Rate	n/a	n/a	n/a	*	n/a	18.2	18.9	19.9	22.7	18.2



### Comment on Results

Whether this is through attending an adult day program, volunteering or entering the work force, our main goal is skill development to enhance independence.

To date students graduate from Janus Academy with a certificate of completion. Student may remain with the program for a fourth year of high school if it is felt that the school can provide a continued educational benefit to the individual student.



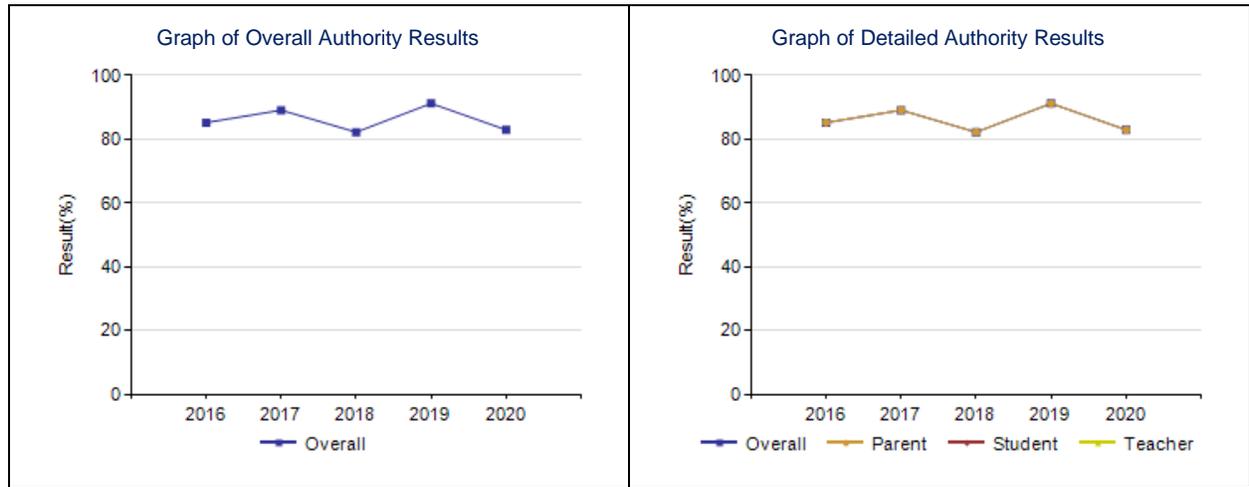
Typically, students with an autism spectrum disorder diagnosis do not drop out of high school and the data can display skewed dropout rates due to moving provinces or parental decisions of an early completion date.

### Strategies

1. Base programming decisions and instruction on current research, trends and scientific principles.
2. Continue to nurture a collaborative approach with educational personnel and parents in setting individual learning objectives geared towards independence. Ensure skill development that will aid students in their ability to integrate into the community successfully and live as independently as possible.
3. Continual review and assessment of our programming supporting student preparation for adult services, volunteer opportunities or paid employment.

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	89.1	82.2	91.2	82.9	83.9	83.7	83.0	82.9	83.3
Teacher	*	*	*	*	*	94.5	94.0	93.4	93.2	93.6
Parent	85.2	89.1	82.2	91.2	82.9	82.9	82.7	81.7	81.9	82.4
Student	n/a	n/a	n/a	n/a	n/a	74.5	74.4	73.9	73.5	73.8



#### Comment on Results

These results show a continued trend in satisfaction from parents and teachers. We are pleased to see that parents and teachers feel the work we are doing with our students demonstrates the teaching of the characteristics of active citizenship.

Janus Academy employs a variety of specialists and instructors to provide educational supports to our students. These employees work closely with the educational team, including Certificated Teachers. Currently, only certificated teachers are given permission to provide feedback within any performance measure for the Accountability Pillar. We use internal surveys, committees and feedback sessions to ensure that we are providing an education that supports students modelling the characteristics of active citizenship.

Individual Program Plans and curriculum assessments are designed to ensure continuous learning and skill fluency, with all objectives whether they are academic or non-academic in nature. Student programming and assessment guides the programming decisions for language, motor and social development, core academic subjects, and life skills. All programming is designed to support students in being able to engage in their community and be active citizens to the best of their ability.

Janus Academy has strategies in place to allow Parents and the Educational Specialists, including teachers to set and assess goals collaboratively, always keeping in mind what is best for each individual student and their families.

## Strategies

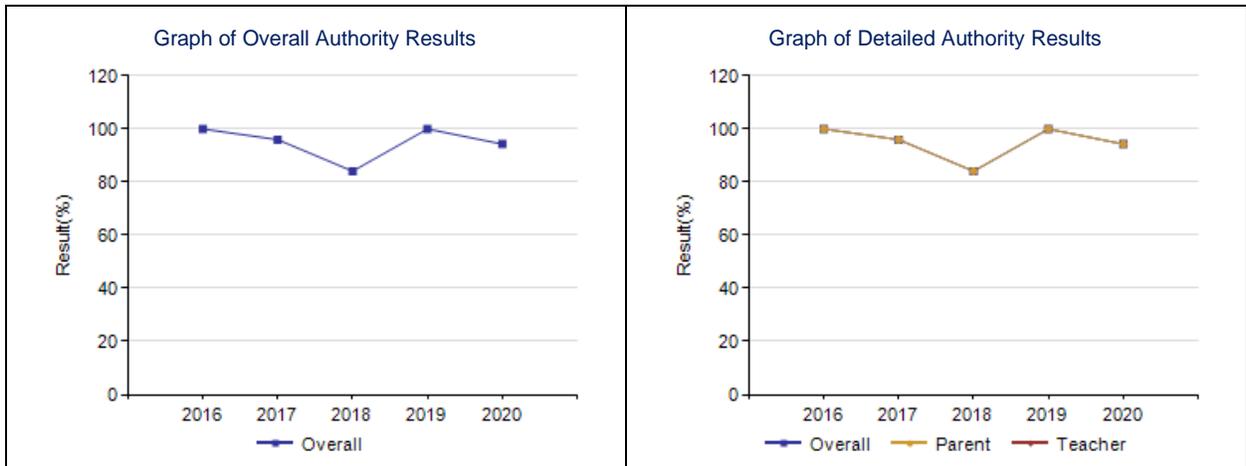
1. Provide training workshops for parents and educational staff of Janus Academy to offer them the tools and resources necessary to support the development of citizenship skills.
2. Ensure all behavioral support plans are in place for students requiring these interventions and that these programs are supported with the application of proactive strategies that teach replacement behaviors that better support appropriate and functional skill development to allow for active citizenship development and opportunities.
3. Work with Speech Pathologists and Occupational Therapists to incorporate citizenship goals and themes for individual student programs.
4. Review annually all student IPP and assessment tools to ensure they are guiding skill development towards active citizenship and social integration within all communities (school, home, peer etc.).
5. Maintain the community integration programs for the Junior and Senior High school level students to provide practice in developing citizenship skills within the larger community.
6. Create opportunities for volunteering within the community for Junior and Senior High school level students.



### Parental Involvement – Measure Details

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	96.0	84.1	100.0	94.3	80.9	81.2	81.2	81.3	81.8
Teacher	*	*	*	*	*	88.4	88.5	88.9	89.0	89.6
Parent	100.0	96.0	84.1	100.0	94.3	73.5	73.9	73.4	73.6	73.9



#### Comment on Results

We ensure that parents have opportunities to be involved both in the decisions about their child’s education as well as the school community as a whole. Many opportunities for input into long-term goals, setting objectives and parent/teacher/instructor dialogue are provided throughout the year. From the results it is evident that are providing these opportunities but we also must ensure we continue to look at ways to engage the parents.

#### Strategies

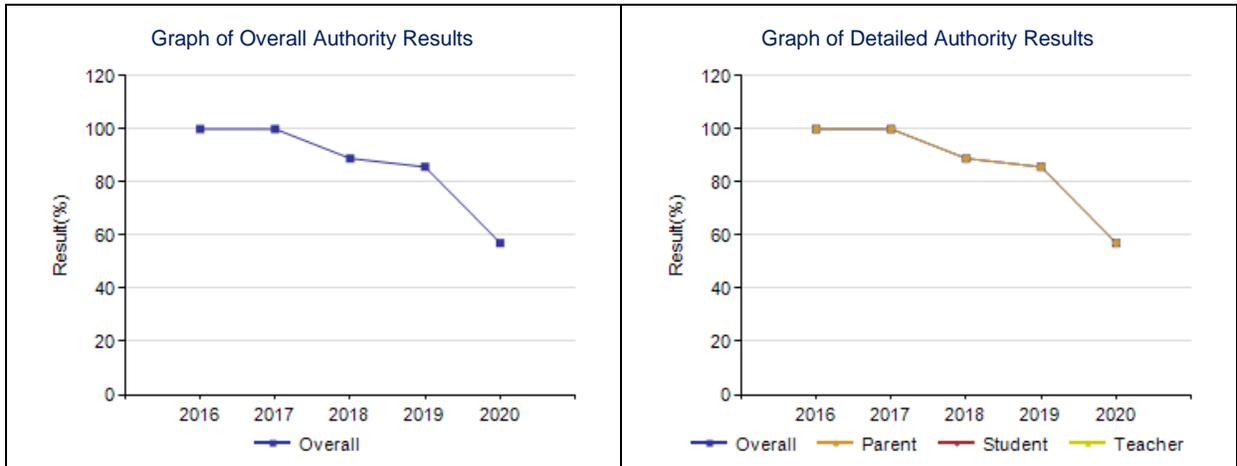
1. Continue to identify areas to strengthen our communication with families through a variety of mediums.
2. Conduct parent information sessions twice a year to allow for formal sharing off information and opportunities for parents to ask questions and provide feedback.
3. Design a formal system to allow the sharing of information at the classroom level, parent group level and school administration level that are unique and meeting the needs of each individual group.
4. Expand the type of information shared about the day to day learning that is occurring in the classrooms through emails, video presentations, “Google Classroom” platform, and sharing of materials.



### School Improvement – Measure Details

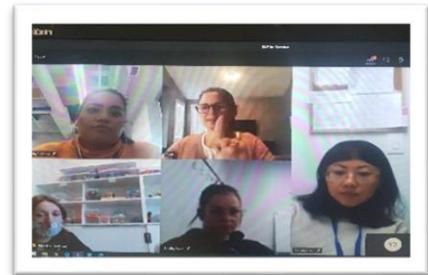
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	100.0	88.9	85.7	57.1	81.2	81.4	80.3	81.0	81.5
Teacher	*	*	*	*	*	82.3	82.2	81.5	83.4	85.0
Parent	100.0	100.0	88.9	85.7	57.1	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	n/a	n/a	81.5	81.1	80.2	79.4	79.6



### Comment on Results

Janus Academy is committed to continual improvement in the services we offer to meet the special and diverse needs of our student population. Although the results shown here indicate a significant drop in that satisfaction we understand that the scores shown here are often derived from questions that do not represent our unique student population and educational services. We also acknowledge that due to the implementation of distance education that it was a challenge for our school and our families to meet the needs of our students. For the vast majority of our students, online learning, learning within a home situation posed obstacles to their learning. We did our best to provide as many opportunities for continued learning as we could during this difficult time.



Due to the small pool of respondents who complete this survey we also rely heavily on our own internal feedback and survey results. Our local measures show that we continually adapt and evolve to our students needs to reach their potential.

## Timelines and Communication

The Janus Academy Board of Directors approved this Annual Education Results Report on Friday November 27<sup>th</sup>, 2020. This Annual Education Results Report and the Three-Year Education Plan will be available on the Janus Academy website at [www.janusacademy.org](http://www.janusacademy.org)

In addition to publishing this document, and as part of our strategic planning, Janus Academy has developed 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, and the Education community including Alberta Education.

Our key message includes, but is not limited to, children and youth diagnosed with Autism have unique academic, social and emotional needs that can effectively be supported at Janus Academy, and provide support for families of children attending Janus Academy.

## Future Challenges

- Ensuring consistent learner outcomes during the pandemic while maintaining high levels of safety protocols in the classrooms and the school environment.
- 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.
- Continually assessing and designing appropriate and beneficial programming to ensure successful transitions of our High School students into adult services, volunteer opportunities or the work force.
- Developing new revenue streams through corporate and individual donations, to support the continued level of excellence in our educational program.
- Recruit outstanding external 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 2019 – 2020 budget was committed to maintaining the level of service to the students at Janus Academy, incorporating new initiatives that best serve students and their families.

- Student enrollment was 60 FTE students
- 53 Employees that include Leadership, Administration, Certificated Teachers and non-certified Instructors
- Salary costs account for 80% of our annual expenses
- The year ended in a positive earnings of \$60,200 from fundraising sources
- External Services include our Adult Day Program that unfortunate was closed in March due to the COVID-19 pandemic.

## Budget Summary

The 2020-2021 budget will maintain the current level of services to the students at Janus Academy.

- We will be running a deficit of \$-371,355 due to an increase in rental and operational costs in conjunction with difficulties maintaining our annual fundraising dollars due to COVID-19 restrictions
- The student enrollment count for the school year is 63 FTE students and 54 staff
- An increase in tuition of \$1000 per family to \$15,000 per year
- Student funding for severe disabilities changed from a per student model to a weighted average model
- The 2020/21 budget accommodates the following underlying requirements and conditions:
  - High ratios of staff to students
  - Decrease in anticipated fundraising targets
  - Parental fundraising requirements remain the same as in previous years

**JANUS ACADEMY SOCIETY**

	2019 -2020 AFS	2020 -2021 Budget
<b>REVENUE</b>		
Alberta Education	\$1,470,246	\$1,709,228
Tuition	\$842,000	\$945,000
Amortization of Capital Contributions	\$25,036	\$24,539
Fundraising	\$412,827	\$0
Casino AGLC	\$53,413	\$0
Gifts and Donations	\$93,232	\$60,000
Interest and Other	\$14,765	\$30,726
Operating Contributions	\$100,833	\$35,000
Gain on disposable asset	-	-
External Programs	\$401,520	\$0
	<b>\$3,140,404</b>	<b>\$2,804,493</b>
<b>EXPENSES</b>		
Amortization of Capital Contributions	\$25,810	\$24,539
Salaries and Wages	\$2,255,017	\$2,383,479
School Supplies	\$34,360	\$55,500
Consulting Fees	\$9,664	\$24,640
Fieldtrips and Activities	\$1,404	\$2,000
Insurance	\$27,850	\$29,000
Interest and Bank Charges	\$15,999	\$14,000
Moving costs	\$31,691	\$0
Office and Administration	\$62,515	\$118,450
Professional Development	\$10,872	\$10,000
Professional Fees	\$69,391	\$29,300
Rent	\$94,511	\$397,440
Fundraising Expenses	\$34,360	\$0
Travel and Transportation	\$5,240	\$7,500
IT Support and Equipment	\$0	\$80,000
External Programs	\$401,520	\$0
	<b>\$3,080,204</b>	<b>\$3,175,848</b>
<b>Excess of Revenue over Expenses</b>	<b>\$60,200</b>	<b>\$-371,355</b>

## Capital and Facilities Projects

Janus Academy has leased a new school facility that has allowed our grades 1-12 to operate within a single location. The lease agreement, allowance was provided by the landlord in the amount of \$911,520 for facility improvements which will be treated as a capital asset. The Leasehold improvements will be amortized over the lease term as an annual adjustment to amortization expense.

Janus Academy has recently launched its Capital Campaign, “Building Janus” to raise funds to support the educational and operation needs of the school and to recover cost associated with the new school building. This capital campaign will also support a tuition bursary program for families who may be struggling financially or do not have the means to access specialized education that Janus Academy provides.

## Parental Involvement

As per our Strategic Plan, Janus Academy Board of Directors has moved to a governance model. In this period of growth and transition, the Board has updated and approved its bylaws. These revisions have been provided for the development of a Parent Advisory Council (PAC). The PAC will have a designated representative that will hold a position on the Janus Academy Society Board of Directors, with a full voice and vote.

In addition to the development of the PAC, Janus Academy parents are actively involved in all areas of their child’s education including:

- Three Parent Teacher conferences per school year
- 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
- In excess of 3,000 volunteer hours in activities that support the success of Janus Academy
- Training and information sessions that are held throughout the school year.

## 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 2019 which is prominently displayed in our school office with procedures for making disclosures.

There were no disclosures made during the 2019-2020 school year

