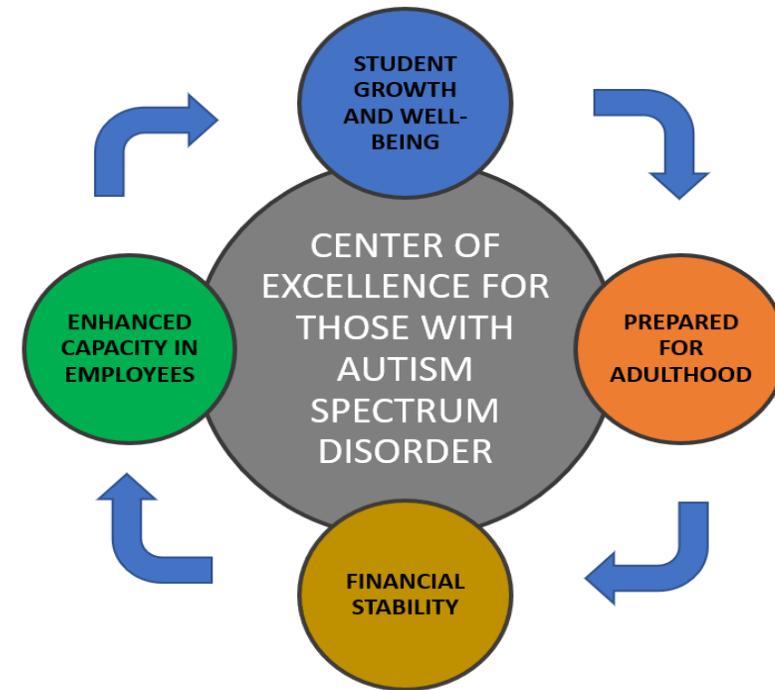


# Janus Academy Annual Education Results Report 2021-2022



## Vision

To be recognized as a leader in specialized education and the facilitation of lifelong community integration of persons with autism.

## 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.

## Niche

We are an accredited, independent, non-profit school, educating students with autism using the principals of Applied Behaviour Analysis.

## PROFILE OF JANUS ACADEMY SOCIETY

Janus Academy is a school for children and youth diagnosed with autism spectrum disorder (ASD), from grades 1-12. We provide data informed education to students who possess skills across the autism spectrum. At Janus Academy, we provide a major emphasis in three core areas; development of language and communication skills, the expansion of learner and academics skills, and the development of social and classroom skills.

As all students with ASD come with differing learner profiles, we offer an educational program that consists of two educational streams to allow each student to grow and develop to their full potential. The first stream is for students requiring adaptations in teaching with the second stream working on a modified Program of Studies.

Janus Academy classrooms are designed by divisions (i.e., grades 1-2, 3-4, 5-6, 7-9, 10-12) and consider individual strengths and challenges to ensure group cohesiveness. Students entering our program are assessed on academic capabilities, language, communication and socialization skills, and overall independence in learning. We then place each student in a classroom that provides both a challenging and supportive learning environment that best meets their individual needs.

Our school program provides an individualized approach to teaching based on the science of Applied Behaviour Analysis (ABA) with high student to instructor ratios. Each student is provided with an educational team that may consist of but is not restricted to Program Director(s), Director of Training, Certificated Teacher(s), Program Coordinator(s), Classroom Coordinator(s) Group Instructor(s), and Educational Assistant(s). Supports such as Speech Language Pathologists (SLPs), Occupational Therapists (OTs), and Board-Certified Behavior Analysts (BCBA) are a part of the broader educational team and provide guidance and support in a consultative manner.

Each student's educational program is based upon objectives 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 objectives are derived from a partnership between the student's educational team, and contributions from parents/guardians, along with assessment results, and analysis of behaviour. Goals and objectives for each student are designed to promote independence and are dedicated to cultivating the potential in each student, to grow and reach their full potential.

Once students reach senior high school age, the focus of their learning grows to include a heavier emphasis on independent living and the development of greater over-all independence and pre-employment skills that support their transition towards adulthood. Our community outreach approach supports students utilizing their classroom learned skills in a functional and meaningful way through supported practice in the community.





## JANUS ACADEMY STAKEHOLDERS

The Janus Academy community is comprised of many stakeholders that support the unique educational needs of autistic children and youth. These include families, students, the education team, leadership, Board of Directors and external community supporters. This group is committed to working together to create solutions and implement changes that support the educational and social needs of the students. Janus Academy values the input and feedback from our stakeholders and continues to create new ways to gain this information. Over the last year, COVID-19 placed some barriers when looking to share all that has been happening at school, specifically with the exciting news of our new campus being finished and decorated. With some of the health restrictions being lowered over the past year, we were once again welcoming our families and community onto our campus to share firsthand all the new initiatives and exciting additions this new facility has allowed. Over the year, we were creative in the way we engaged our stakeholders, such as virtual events, virtual tours, online communication and surveys, small group brainstorming and sharing groups. We were thrilled to finally have our first in person event with our Science Fair and Art Exhibit, which was a huge success.

Throughout the year, we worked hard to create ample opportunities to increase our communication and receive feedback to continue our work towards becoming a Center of Excellence. The following are some ways in which this was achieved:

### Students

Students are the focal point of all the decisions made in the classrooms and as a school organization. We ensure that each student's education is based on their own individual needs, which includes specialized services, curriculum adaptations and a wraparound approach to programming objectives. Whenever possible, we seek input from our students on supports given, learning styles and preference assessments.

### Parents

Parents are encouraged to provide input in a variety of ways. Input is requested regarding their child's overall education objectives, day-to-day successes and progress seen both at home and at school. Local measures are in place to evaluate the overall program through surveys, requests for direct feedback in email and other communication platforms such as Class dojo, individual and group meetings, and parent support training sessions. All staff levels seek information from parents that can inform their own work and ensures we are meeting the needs of the students and families we serve.

### Staff

Open communication and transparency are priority areas of growth. All staff meet regularly to discuss what the school's goals and vision are moving into the future. Input and feedback is sought through focus groups, staff meetings, staff surveys, classroom meetings, idea boards, opinion polls and direct conversations. This information guides how we plan and evolve to ensure success as a school for children and youth with ASD and as an employer of choice.

### Supporters and Funders

Although engaging this group was more difficult through the pandemic, we relied heavily on online platforms and social media to share what was happening at the school and how their support was making a difference (whether it was through supporting initiatives or direct funding dollars). This ensured they were knowledgeable about the avenues to provide input and feedback. We continue to increase our presence on social media as we are entering the second year of our capital campaign. It is imperative to get direct feedback from the community and other partners and stakeholders on how we are doing as a school organization and where we need focus our efforts to best meet the needs of our students, families, staff and community.

## ACCOUNTABILITY AND ASSURANCE MEASURES

---

The Annual Education Results Report allows Janus Academy to report on key priorities and improvement areas identified through feedback provided by our stakeholders. The information gathered allows Janus Academy to demonstrate and report on performance requirements set out by Alberta Education that aims to provide assurance that Janus Academy is meeting and exceeding performance across the established domains.

- Student Growth and Achievement
- Teaching & Leading
- Learning Supports
- Governance
- Local and Societal Context



## MESSAGE FROM THE BOARD



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 2021 – 2022 school year has become more routine for the students and staff as we have moved beyond the threat of COVID-19 and can focus on learning and developing new skills. We have become more settled in our new school and the daily routine is a welcome occurrence for the students, parents, and staff of Janus Academy. Our student enrolment continues to moderately increase with many new families joining our school, while we see the normal attrition of our graduate students and their families as they prepare for a life beyond Janus.

In 2022, we continue to execute our 3-year capital campaign. The campaign has experienced a steady path of stewarding our current donors, finding new donors beyond our Janus friends and families, and sourcing out grant and corporate funding opportunities. This campaign serves to ensure our current and 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 with ASD.

Our strategic focus has changed slightly for 2021-2022:

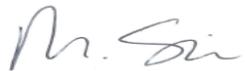
1. We continue to seek **financial stability** through a formal capital campaign that was launched in 2020.
2. We continue to seek **to be a recognized leader** in special education and facilitation of lifelong community through partnerships, academic research, and program outreach.
3. We continue with our **plan for staff development, retention strategies, and compensation**.
4. As a board, we have decided to abandon our focus on an **adult program** and work with those agencies who provide services to our students upon graduation from Janus Academy.

Janus Academy's Board of Directors continues to provide oversight of the governance of the society. The Board has ten voting members who each bring the skills and expertise to effectively govern Janus Academy. On behalf of the Board, I would like to thank our Chief Executive Officer and staff for their efforts and dedication in ensuring success in 2022-2023. I would also like to thank my fellow Board 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 another exciting year ahead.

# Accountability Statement

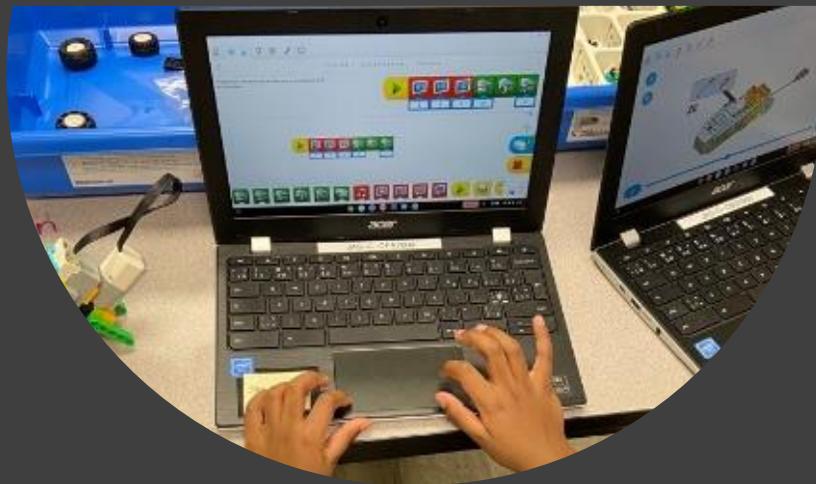
The Annual Education Results Report for Janus Academy for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021/2022 was approved by the Board on November 25, 2022



November 25, 2022

Maxine Jones Sine  
Board Chair





## STUDENT GROWTH AND WELL-BEING

Goal 1: Adapt the Program of Studies to best fit the individual needs of students, taking into consideration, developmental level and chronological age.





# STUDENT GROWTH AND WELL-BEING

## Provincial Goals

### Student Learning Engagement

Authority: 0025 Janus Academy Society

Province: Alberta

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	7	85.7	8	87.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	7	85.7	8	87.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	4	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Program of Studies - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	9	73.2	7	98.0	7	69.2	7	92.9	8	88.5	Very High	Maintained	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	9	73.2	7	98.0	7	69.2	7	92.9	8	88.5	Very High	Maintained	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Program of Studies - At Risk Students - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	9	85.2	7	85.7	6	72.2	7	95.0	8	95.7	Very High	Maintained	Excellent	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	9	85.2	7	85.7	6	72.2	7	95.0	8	95.7	Very High	Maintained	Excellent	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	7	87.0	8	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	7	87.0	8	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	4	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Access to Supports and Services - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	8	92.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	8	92.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	4	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Education Quality - Data Summary

	Janus Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	87.0	7	97.6	7	73.8	7	92.5	8	90.9	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	9	87.0	7	97.6	7	73.8	7	92.5	8	90.9	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Citizenship - Data Summary

	Janus Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	82.2	7	91.2	7	82.9	7	82.4	8	92.5	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	9	82.2	7	91.2	7	82.9	7	82.4	8	92.5	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## Safe and Caring - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	9	97.8	7	91.4	7	100.0	7	94.1	8	97.5	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	9	97.8	7	91.4	7	100.0	7	94.1	8	97.5	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Parental Involvement - Data Summary

	Janus Academy										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	9	84.1	7	100.0	7	94.3	7	79.4	8	80.0	High	Declined	Acceptable	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	9	84.1	7	100.0	7	94.3	7	79.4	8	80.0	Very High	Declined	Good	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	2	*	2	*	3	*	2	*	4	*	*	*	*	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



# STUDENT GROWTH AND WELL-BEING

## Local Measures

Percentage of Parents who are satisfied that:	2020-2021	2021-2022
Non-Academic classes (visual arts, consumer science, life skills, sensory, employment readiness) support the academic, social, and emotional needs of my child.	93.8 %	100 %
Educational staff are approachable when I have questions.	96.9 %	100 %
The school is a safe place for my child to attend.	96.9 %	100 %
The curriculum and programming meet my child's needs and skill level.	93.8 %	96.8 %
Leadership team members (Executive Director, Program Directors, Principal, Director of Training, Director of Fundraising and Communications) are approachable when I have questions or concerns and deal with my concerns in a timely manner.	96.9 %	100 %
Resources are available from the school to support families with difficulties they may be experiencing with their child.	96.9 %	100 %

Percentage of Staff who are satisfied that:	2020-2021	2021-2022
Non-Academic classes (visual arts, consumer science, life skills, sensory, employment readiness) support the academic, social, and emotional needs of my student.	92.4 %	87.5 %
The school is a safe and caring environment to work in.	100 %	96.9 %

### Learning Disruption Grant from Alberta Education

Funding was provided by Alberta Education to help support students in grades 1-3 who experienced learning loss due to the pandemic. 11 students were identified as "at risk" and were provided with intensive literacy intervention to help lessen this gap. See below for results.

	Number of Students Participating in LeNS Assessment <sup>4</sup>	Average Score at Beginning of Intervention Program	Average Score at End of Intervention Program	Average Score Increase from Beginning to End of Intervention Program	Average Number of Months Behind Grade Level at the Beginning to End of Intervention Program	Average Number of Months Gained at Grade Level from Beginning to End of Intervention Program
Grade 1	6.00	16.83	35.50	19.00	10.00	6.00
Grade 2	4.00	18.00	25.75	17.75	22.00	12.00
Grade 3	1.00	29.00	37.00	8.00	24.00	6.00
Total	11.00					

## Key Insights

Janus Academy has a 10-year target to be recognized as a Center of Excellence that integrates the use of innovative and proven best practices that enables students to achieve their greatest success. One area that is vital to this quest is to ensure the growth and wellbeing of our students, families and staff members. This requires our team to regularly apply metrics to gauge student success. For a school like Janus Academy, this gauge may look different than conventional education. Our students' needs are often different and intensive, our families needs are varied and supportive, and how our program meets those needs must be customized to the individual for success.

We are very pleased with the positive feedback received regarding the above focus areas and the trend to maintain or improve our programs offered. It can be seen from the trend over the past 2-5 years that the scores significantly fluctuate year to year. This can be due to several factors including that many of the questions in this survey are not targeted to families of autistic children. These questions can be difficult for many of our parents to answer or the interpretation can be significantly different. We therefore rely on local measures to help discern and learn the information and feedback needed to ensure accountability and the pursuit of being a center of excellence. We are very gratified to see that 100% of our parents who answered the survey are satisfied with the program we offer their children.

It is evident from the data within the "Parental Involvement" summary section shows that last year, Janus Academy struggled with parent involvement where in previous years this was consistently noted as one of our strengths. We also received feedback through local measures that parents were feeling the lack of community and engagement with each other and the school. Not being able to enter the school building due to Covid-19 health restrictions or engage with staff face to face for a long period has affected how parents feel regarding their involvement with the school and their child's education. The school did our best to provide as many online supports as possible and opportunities to share information and connect.

Parent Involvement stands out as an area to re-focus our attention. Due to COVID, we worked hard to find alternative ways to engage our parents, but that sense of community was lacking. Families did not get the chance to meet each other in person, gain friendships and a sense of belonging to the school community. We were pleased that by the 2<sup>nd</sup> term, we were once again able to build our school community, in person. The leadership team has mapped out the year with longstanding and new events and opportunities for our parents to be involved at the student and school level. Meaningful changes to how we communicate to our parents, staff, and supporters about what is happening at student/school levels were implemented over the year. Sharing with parents, pictures and videos of activities, events, and programming goals were enhanced school wide. We received very positive feedback through social media on our video presentation made by students and staff, highlighting learning objectives, celebrations, and school spirit.

As we continue to broaden the opportunities for students to participate in a wide variety of programming, we are pleased with the positive feedback both from our students and our families. We placed an emphasis on the physical and mental health of our staff, students and families and this shows from the data. Resources and programming enhancements were introduced over the school year, as we focussed on re-building partnerships and opportunities that were lost or lessened due to the pandemic. We also focused on building new partnerships that would lead to greater access to programming and learning opportunities for all students.



## Key Insights continued...

An updated and streamlined approach to IPP writing, curriculum development, programming objective and mastery criteria, and assessment began through two separate working groups over the course of the year. These groups worked on enhancing how we set learning objectives across the grades outside of core curriculum areas and will now focus on creating a systematic assessment approach. These changes were identified by the Instructional Team due to duplication and time consumption of reporting and accuracy when students transition.

Janus Academy is an accredited Designated Special Education Private (Independent) School (DSEPS) with all students requiring additional supports to ensure success. Adaptations and modifications to programming objectives are essential to each student's educational program. Increased intensity and learning supports are in place as part of their Individual Program Plan (IPP). Assessments and data collection occurs often to put in place the right supports or ensure the right supports are in place at any given time. For students needing additional supports in literacy and/or numeracy modifications may be provided with a smaller learning groups, differential resources, and programming, 1:1 support and adaptations in teaching strategies. This same process is used whenever possible for all learning objectives and areas that a student may demonstrate more "at risk" behaviours or deficits.

2021-2022 school year we:

- partnered with "Goodlife Kids" Foundation who piloted a weekly in person physical education class for our Junior/Senior High students on the spectrum.
- hired a Music Teacher (vs a music therapist) to provide a well-rounded and challenging curriculum for all levels and grades.
- Contracted with specialists to provide lessons in soccer, dance and movement.
- Contracted with Speech and Language and Occupational specialists to support staff in capacity building and enhancing the overall language and communication curriculum.
- focused on integrating First Nation, Metis, and Inuit (FNMI) teachings into our school culture to enhance knowledge and understanding. Those who self-identify as FNMI helped support and guide lessons, staff meetings, and healthy interactions. Certificated Teachers were accountable and creative in the ways they brought the teaching of FNMI culture to the classrooms that were child friendly and appropriate for the skill level of our student population through song, tangible items, craft making, storytelling and media.
- expanded our STEM program to include additional grade levels learning to code and work with the Robotics program. This program has made a significant impact on our students learning and we will be expanding it once again to add further Robotics programs for those students who may not yet be able to work independently with computer literacy and Robotics.



## Key Insights continued...

A year ago, M couldn't read but yesterday he received 100% on his spelling test!

Lauren Schiwy

### Areas of Strength

#### Parent and Staff Comments from annual survey

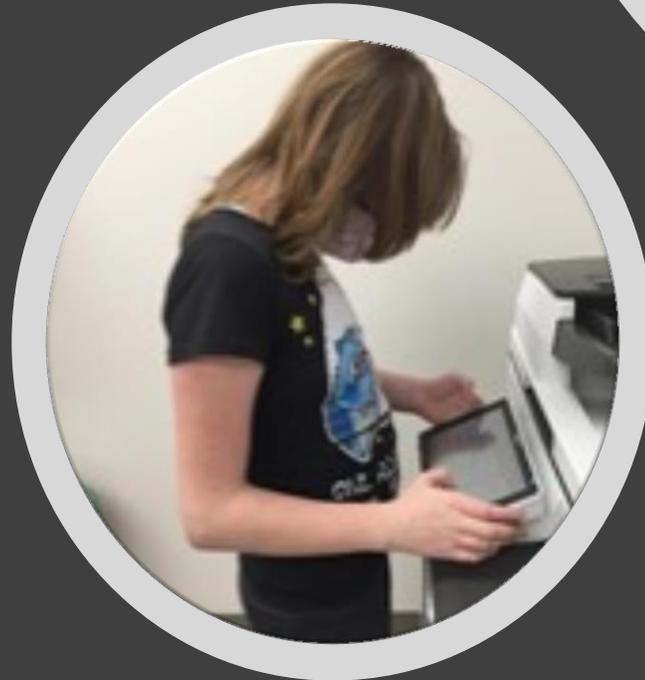
- The different academic, life skills and community integration opportunities that are offered to students is great and inclusive.
- Communication and care for my child has always been great. I am confident that the staff care for the wellbeing of my child and that provides me with a great sense of security.
- We provide students with a safe learning environment and create a welcoming community for everyone.
- We are very student and family focused.
- Provide world class education for a child on the spectrum.
- You know my child very well and you program for him accordingly. You also listen to suggestions and incorporate them into their day and offer support at school to support initiatives at home.
- Providing short term opportunities for specific students to participate in classes that are tailored to their individual learning programs. Examples of these are Robotics, Photography, and Functional Life Skills in the community.
- Staff commented that we are flexible and adaptive when it comes to providing additional learning opportunities to meet the unique needs of students with ASD.
- Janus Academy is creative and strategic in designing programs for our students to enhance learning opportunities and encompass objectives from the Alberta Program of Studies, that are adapted to ensure success.

### Areas of Focus

- Research technology that may include smart boards and virtual reality learning platforms, as well as funding opportunities for purchasing.
- Continue with finalizing Individual Program Plan formats, assessment tools and programming initiative.
- Outdoor play area
- Continue to partner with external professionals to provide a wider range of learning opportunities.
- A suggestion from parents was to create a central hub for information that is not on social media or through email. Finding ways to communicate that ensure all parents are comfortable with and find it easy to navigate will prove beneficial.

# PREPARED for ADULTHOOD

Goal 1: Janus Academy students will successfully transition to adult employment/volunteering or community opportunities.





# PREPARED for ADULTHOOD

## Lifelong Learning - Data Summary

	Janus Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	8	73.3	7	76.9	7	35.7	7	100.0	7	88.9	Very High	Improved	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	8	73.3	7	76.9	7	35.7	7	100.0	7	88.9	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	1	*	2	*	3	*	2	*	4	*	*	*	*	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

## Work Preparation - Data Summary

	Janus Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	8	87.5	7	85.7	7	57.1	6	100.0	6	100.0	Very High	Improved	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	8	87.5	7	85.7	7	57.1	6	100.0	6	100.0	Very High	Improved	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	2	*	1	*	3	*	2	*	4	*	*	*	*	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## High School Completion Rate - Data Summary

	Janus Academy										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	2	*	2	*	3	*	1	*	6	0.0	Very Low	n/a	n/a	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	6	0.0	2	*	2	*	3	*	1	*	*	*	*	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	1	*	6	0.0	2	*	2	*	3	*	*	*	*	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

## Key Insights

---

As our students move closer to adulthood and transition into their next stage of development, Janus Academy plays an integral role in ensuring they have been offered the opportunities to develop the skills necessary to manage this change successfully. It is also imperative that there is a plan in place to help guide parents, as this time of change and transition can be difficult not only for the students but for their families as well.

With the closure of our Adult Day Program due to Covid-19, Janus Academy could no longer provide support services for students graduating from our school program. This change has left a gap in services for many of our families which has required the necessity to find alternative placements for students. Janus Academy has focused on learning about community agencies that offer these services and we have built partnerships and contacts with these groups to enhance and facilitate a smoother transition for students.

Providing opportunities to support lifelong learning and an ability to enter the workforce, volunteer opportunities or day programs that best suit each students' abilities has been on the forefront of the Leadership planning. A variety of initiatives began over the year including:

- Implementing a transition program committee to assess the gaps and to create the assessments and surveys needing to be developed for this project.
- The creation of a senior high school assessment for parents and students to help plan for developing priorities between the youth, school and the family, regarding an upcoming transition to adulthood.
- Creation of a transition plan survey in written form and adapted to picture format to measure skill strength and employment preferences for our students.
- Development of a 3-year independent living curriculum to guide programming from Junior High to Senior High School to graduation. This will better prepare the students and the families for the transition after graduation (post-secondary education, work, day program)
- Community partnerships were re-established such as the Community Pantry, where students were able to volunteer their time.



## Key Insights Continued...

K got a job at the neighborhood convenience store. All the skills she practiced in employment readiness will certainly help her be successful in her part time job.

Koren Trnka

### Measures for Success

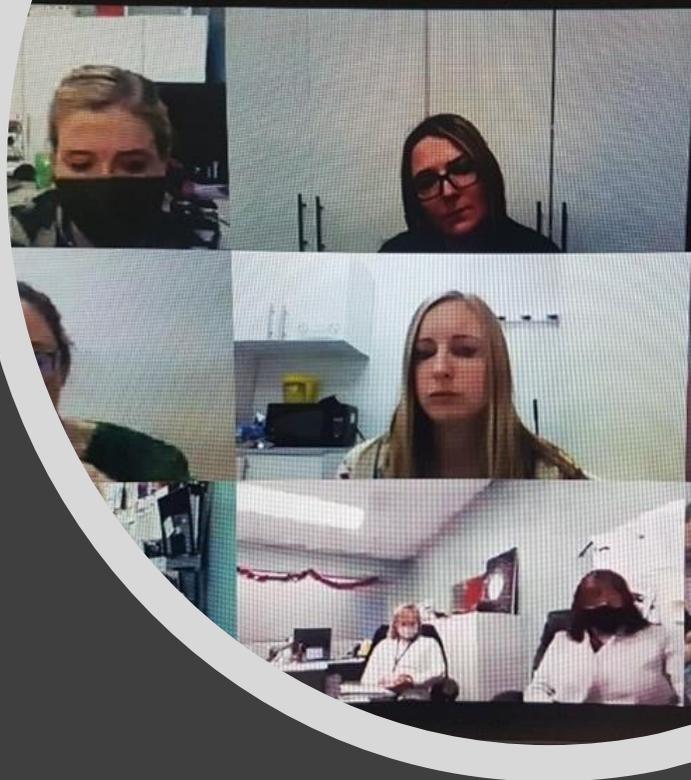
- Students in Junior High and Senior High were measured through baseline data and probe data to identify skill level and progress.
- Due to Covid-19, the development of new partnerships were placed on hold. Previous partnerships were reinstated, and our community integration program was back up and running by the end of the school year.
- 100% of students over the last 5 years completed 12 years of education and received a Certificate of High School Completion from Alberta Education.
- 86% of our students who received a Certificate of High School Completion from Janus Academy are participating in community programs, such as university, college, work or day programs.

### Areas of Strength

- Janus Academy received very positive feedback regarding our transition program that supports students completing high school and moving into an adult day program. The preparation work the students are given to get them ready for adulthood programming fits well into what is needed to be successful in the community programs.
- Student programming is specifically developed to support growth in all core areas including independence and life skills, which are imperative for success as they transition to adulthood.

### Areas of Focus

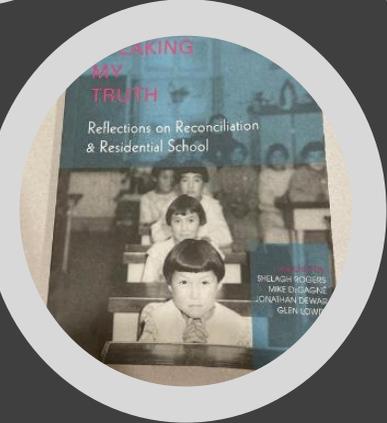
- Hiring of a full time Transition Coordinator to focus on creating opportunities for our youth to engage in community activities/job placements/volunteer placements, that will support their transition to adulthood.
- Pilot the transitional assessment tool for parent and students.
- Complete the Independent Living Curriculum and implement the 3-year cycle.



**Creativity & Imagination**

Things we foster at Janus Academy!

All year long students contribute to the many bulletin boards throughout the school. These displays are a small sample of the imagination and creative talents of our students. We even have a Gratitude Board where staff can express appreciation for many great things at Janus, from the person who volunteers to recycle everyone's cardboard to extra help our practicum students provide. It is a place where we can express our thanks for the many acts of generosity and kindness that make Janus Academy great!



**Enhanced Capacity in Employees**

Goal 1: Improve knowledge and teaching capabilities of all members of the Educational Team to ensure proficiency in understanding current ASD practices, using evidence-based practice, data collection that guides programming decisions and implementation of the new Program of Studies.





# ENHANCED CAPACITY IN EMPLOYEES - Local Measures

Percentage of Staff who are satisfied that:	2020-2021	2021-2022
<b>I have the tools and resources to do my job well.</b>	92.3 %	96.9 %
<b>The job makes good use of my skills and abilities.</b>	88.4 %	96.9 %
<b>The job makes good use of my skills and abilities.</b>	88.4 %	96.9 %
<b>There is a scope of opportunity available to update and broaden my skills outside of my regular job description (i.e., committee work, additional training, special projects, professional development)</b>	96.1 %	90.6 %
<b>Information I receive on school initiatives and school community activities is clearly communicated</b>	84.6 %	96.9 %
<b>Information on mental health supports is appreciated and helpful.</b>	88.5 %	90.6 %

## Key Insights

---

Janus classroom staff are amazingly supportive of my son's needs and are very approachable and collaborative.

Janus Parent

### Measures for Success

- 6 Members (100%) completed the Royal Roads coaching sessions through the International Coach Federation. The coaching supported the professional and personal growth of all members by clarifying goals and identifying obstacles and finding strategies for overcoming these obstacles.
- 89% of the Educational Leadership staff completed the Registered Behavioural Technician Certificate through Autism Partnership USA. The feedback with regards to what was learned through this certification, motivated additional staff to voluntarily take the 40-hour training courses on their own time. This is to be applauded and shows how strong and dedicated the Janus Academy educational team is to continuous learning and strengthening the programs offered to students.
- A multi-disciplinary team consisting of a Board-Certified Behavior Analyst (BCBA), a Speech and Language Pathologist (SLP) and an Occupational Therapist (OT) was contracted by Janus Academy and to date have provided direct supports and consultation to the Education Team for over 320 hours, well above the projected 20 hours per year. This did not include the additional SLP, OT and Psychology supports provided through Expanding Capacity and Learning Supports (ECLS) funded by Alberta Education grants which were used to provide consultative and group teaching to our Junior and Senior high students. The positive impact these initiatives and professional development opportunities have had on staff was noted through comments and local measure scores on our annual survey.

### Areas of Strength

- Staff commented that Janus is asking for feedback and actually taking it! Forward thinking and growth focussed mindset from everyone involved in the school community.
- Staff commented that there is a lot of positive and affirming feedback, extremely well organized.
- A formalized salary grid was introduced in 2020-2021 and then amended to include increases in 2021-2022. The aim is to continually invest in our staff by improving our wages and total compensation package to support long term retention of our employees
- An increase of 92.3% to 96.9% staff reported that they have the tools and resources to do their job well.
- All staff report gaining knowledge and experience about First Nations, Metis, and Inuit perspectives.

### Areas of Focus

- Continue to offer opportunities for staff to enhance capacity and broaden skills in and outside of the classroom.
- Continue to offer professional growth opportunities for staff to participate in that will enhance their skill sets and foster life-long learning.
- Find ways to encourage employee participation in the support of Janus Academy core values to enhance our organization as an employer of choice.
- Attrition remained higher then targeted for the past 3 years and therefore focus and initiatives to help combat this are still required.



- Revenue**
- Alberta Education Funding
- Fundraising
- Tuition
- Amortization
- Restricted Grants
- External Programs
- Other
  
- Expenses**
- Fundraising
- Wages, Salaries, Benefits
- Operating Costs
- School Supplies and Professional
- Printing and Legal

## WAYS TO GIVE



Capital Campaign Gift

Help us build stronger futures together.

[DONATE NOW](#)

## Financial Stewardship

Goal 1: Build capacity to ensure financial stability and a foundation for growth.

## Key Insights



The financial stability of Janus Academy is paramount in our ability to continue offering services to complex, neurodiverse students with ASD. In our last two years of operation, we have been successful at increasing our enrollment from 64 to 79 students. This has increased our revenue through tuition but the weighted moving average funding system from Alberta Education has caused considerable financial obstacles in planning for the intense needs of our student population. Without receiving 100% funding per student, as we had in previous years, we are struggling to balance the significant costs of operations with this growth. We currently fundraise 20% of our operating budget to compliment the funding we receive from Alberta Education and tuitions.

### Measures of Success

- Compensation grids were increased and salaries moved closer to industry standards.
- Our 25<sup>th</sup> year Spring Gala fundraiser was one of the most successful fundraisers Janus Academy has held.
- A few new revenue generating events were held but limited due to the pandemic. The Five Wonders of the Spectrum, which was a staff-initiated campaign raised over \$5000! We also held a 25<sup>th</sup> anniversary Janus swag sale, which helped not only to raise funds but to raise awareness.

### Areas of Strength

- Janus has a strong and diverse Board of Directors who are committed to ensuring the financial strength and accountability of the organization.
- Have stable and consistent fundraising events that support financial stability.
- Long term fundraising staff who have created multiple community connections and financial supporters.

### Area of Focus

- Create a Board sub-committee that is focused on developing new revenue generating streams of income to support long term needs of the organization.
- Create opportunities for 3rd party funding initiatives that are not dependent on current Janus Academy staff resources.
- Grow areas/activities for fundraising with new community partners.
- Continue to research industry standards for compensation packages.
- Forecast student population growth and financial stability as we grow toward maximum capacity.
- The PAC did not have enough membership to continue this past year. Fundraising events and volunteer opportunities were put on hold. Re-engaging parents to reform the PAC is a top priority.



## TIMELINES AND COMMUNICATION

The AERR and Education Plan are available on our home page on our website: [Janus Academy - Enhancing the lives of children with autism, their families and the communities they live in.](https://www.janusacademy.org)

For more information, please connect with us via:

Website: [www.janusacademy.org](https://www.janusacademy.org)

Phone: (403)262-3333

Email: [janus.contact@janusacademy.org](mailto:janus.contact@janusacademy.org)

## WHISTLEBLOWER POLICY

Janus Academy has developed a clear and effective Whistleblower policy and procedure document, which is in accordance with Alberta Education's requirements. There are no Whistleblower disclosures to report at this time.

# JANUS ACADEMY Financial Results Summary

Due to a combination of factors including the moving weighted average funding model combined with an increase in enrollment, the second phase of new salary grids being implemented and a challenging time meeting the Capital Campaign fundraising goals have resulted in a deficit year.

A \$750,000 Capital Campaign goal for 2021-2022 was set to financially support the move to the new campus with added costs of leasing expenses, amortization for furnishings, fixtures and equipment and the enhance the educational services Janus Academy provides to those with ASD and their families. This amount was not reached and was a considerable variable in running the deficit.

A second year of deficit is anticipated for the 2022-2023 school year. This deficit was a planned deficit due to the 3-year plan of program enhancements and will be adjusted through a slower enrollment increase, support from the Friends of Janus Academy covering annual initiatives and a continued investment in increasing fundraising abilities.

As directed by Alberta Education, Janus Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information, please contact Frejya Evenstar at [frejya.evenstar@janusacademy.org](mailto:frejya.evenstar@janusacademy.org)

Auditor: Buchanan Barry LLP

We are not budgeting for any significant changes from the previous year.

## JANUS ACADEMY SOCIETY

### Statement of Operations

Year Ended August 31, 2021

	2021	2020
<b>REVENUE</b>		
Adult day program	\$ -	\$ 401,520
Alberta Education	1,684,729	1,470,246
Amortization of capital contributions	29,908	25,036
Casino fundraiser	-	53,413
Gifts and donations	189,762	93,232
Interest and other	9,648	14,765
Operating contributions	98,834	100,833
Government assistance (Note 17)	20,946	-
Spring gala	119,258	139,359
Tuition	951,000	842,000
	<b>3,104,085</b>	<b>3,140,404</b>
<b>EXPENSES</b>		
Adult day program	-	401,520
Amortization of capital assets	150,521	25,810
Bad debts	13,500	-
Consulting fees	17,144	9,664
Field trips and activities	344	1,404
Fundraising fees (Note 11)	112,206	39,260
Insurance	17,107	27,850
Interest and bank charges	14,857	15,999
Moving	866	31,691
Office	30,509	37,521
Professional development	15,844	10,872
Professional fees	39,516	30,131
Rent (Note 12)	290,957	94,511
Repairs and maintenance	14,928	10,274
Salaries and wages (Notes 11, 17)	2,341,237	2,255,017
Spring gala expenditures	12,725	38,982
Supplies	123,258	34,360
Telephone and utilities	21,844	10,098
Travel	3,365	5,240
	<b>3,220,728</b>	<b>3,080,204</b>
<b>EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES</b>	<b>\$ (116,643)</b>	<b>\$ 60,200</b>

## Appendix – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	87.5	85.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.5	82.4	87.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	0.0	n/a	n/a	83.2	83.4	81.1	Very Low	n/a	n/a
	5-year High School Completion	*	*	0.0	87.1	86.2	85.6	*	*	*
	PAT: Acceptable	0.0	n/a	0.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	0.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.9	92.5	85.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	87.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.3	97.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.0	79.4	97.1	78.8	79.5	81.5	High	Declined	Acceptable

Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. 4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results. 6. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

- Janus Academy is an accredited Designated Special Education Private (Independent) School (DSEPS) with all students requiring additional supports to ensure success. Adaptations and modifications to programming objectives are essential to each student’s educational program. Increased intensity and learning supports are in place as part of their Individual Program Plan (IPP). For students needing additional supports in literacy and/or numeracy modifications may be provided with a smaller learning groups, differential resources, and programming, 1:1 support and adaptations in teaching strategies. This same process is used whenever possible for all learning objectives and areas that a student may demonstrate more “at risk” behaviours or deficits.
- At this point, students do not write Provincial Achievement Tests. If a student presents with an ability to take part in writing an achievement test without significant adaptations, we will make the accommodations required to do so.
- Students with self-identify as First Nation, Métis or Inuit as well as for students who required English as a Second language supports: information on student performance or provincial achievement results will be shared when available.