



2009/2010 – 2011/2012 Three-Year Education Plan

I. PRIVATE SCHOOL AUTHORITY RESPONSIBILITY

The Education Plan for the Janus Academy for the three years commencing September 1, 2009 was prepared under the direction of the Board of Directors in accordance with the responsibilities specified in the School Act, the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The Board is committed to achieving the results laid out in this plan.

President/Chair Signature

Principal's Signature

II. COMMUNICATION

The information in this plan will be available to everyone through the link on our website at www.janusacademy.com. The information will be communicated to the parent community through the September newsletter.

III. VISION

The Janus Academy provides an intensive specialized educational program to children with autism and related pervasive developmental disorders. We strive to remain a leader in enhancing quality of life through innovative specialized education for children with autism spectrum disorder and their families.

Each student's program:

- Is individually designed to capitalize on skills and meet the unique needs of each individual student.
- Utilizes the Applied Behavioral Approach and other effective teaching strategies in intensive one-to-one and small group instruction.
- Focuses on developing academic, communication, daily living, self-help and social skills.
- Involves active participation by the child's family outside of regular school hours.
- Focuses on developing skills that will enable a student to learn from his/her environment and become an active participant in the community.
- Continues to provide an educational option to children who are not yet ready or able to achieve their potential in an integrated community school environment.

IV. MISSION

The Janus Academy Society was established in November 1996 to provide education, therapy and treatment to children with autism or other related pervasive developmental disorders. It was founded by a group of parents who had children with autism to fill a gap in the services available in meeting the unique educational needs of school aged children with autism. Janus Academy's mission is to provide children with autism with an intensive and individualized education using proven and effective Applied Behavioral Analysis (ABA) teaching methods.

V. PRINCIPLES AND BELIEFS

Children with autism have unique learning styles that require specific modifications in programming and delivery of instruction. Research has proven that students with autism respond to early intensive one-to-one and small group behavioral based instruction. As students acquire fundamental learning systems and basic concepts, they begin to respond to traditional instructional techniques and settings. The Janus Academy will provide the necessary programming, by staff that have specialized and ongoing training in this area. Extensive parental commitment is integral to the program and provides a cornerstone for the generalization of skills outside of school.

VI. PROFILE

Janus Academy serves children and youth with a diagnosis of autism spectrum disorder. Janus Academy (since September 1999) leases 4 classrooms from the CBE, in Ramsay School. Our Janus Academy Jr. High and High School is located at 8516 Athabasca Street SE. We have 43 students enrolled in grade 1 to grade 12 for the 2009-2010 school year. Employees include 2 program directors, 2 special education teachers (1 being a principal), 3 program coordinators, 1 training coordinator, 5 classroom coordinators, 5 group instructors and 25 behavior therapists.

VII. TRENDS AND ISSUES

Janus Academy continues to experience enormous success as a small private school for students with Autism Spectrum Disorder (ASD). One of the issues we are observing is an increase in staff retention over the year and into next. We are fortunate this year to have a turnover rate of less than 13%. We attribute this to the creation of advancement opportunities, an increase in staff training due to continuing to employ of a full time Training Coordinator and a focus on staff appreciation. Other changes that have been made are the implementation of an RRSP matching program as well as the addition of summer employment opportunities through our summer camp.

One of the issues that we are facing is the prospect of not being able to expand, due to space limitations. As of the 2009/10 school year we are operating at full enrollment and will not be able to accept any more students, unless spots open due to student transitions out of our program. This may become a serious issue with longer waiting list times and an inability to provide this needed educational option for families. This year the Board of Directors will be making this issue a priority and developing a plan in order to resolve it in the future.

VIII. SCHOOL GOALS AND OUTCOMES

PROVICIAL GOAL 1: HIGH QUALITY LEARNING OPPORTUNITIES

OUTCOME 1.1: The school environments are safe and caring.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Teachers and Behavioral Therapists agree that students are treated fairly and are safe when at school.	89%	92%	94%	94%
Parents agree that students are treated fairly and are safe when at school	N/A	95%	95%	95%

Strategies

- A 1:1 student to staff ratio is maintained in most circumstances unless an alternative is programmed for.
- Teaching procedures are designed to ensure high motivation, positive reinforcement and continuous positive verbal feedback.
- Regular training and support for non-restrictive practices are provided.
- Behavioral plans are developed where appropriate.
- Codes of conduct are outlined through monthly supervision meetings and all staff are expected to comply fully.
- Feedback through parent and staff communication and survey's.
- Suspension and expulsion policies are in place.

OUTCOME 1.2: The education system meets the needs of all K - 12 students, our society and the economy.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of parents who believe they are getting educational value for tuition paid.	100%	86%	87%	88%
Percentage of parents who feel instruction meets the needs of their child by appropriate programming being provided.	100%	100%	100%	100%
Percentage of parents who are satisfied with the overall quality of basic education provided.	100%	100%	100%	100%
Percentage of parents who are satisfied with the quality of additional services (REACH, SHP, Technology, Music) offered.	N/A	60%	65%	65%

Strategies

- Keep tuition affordable through fundraising events and community support.
- Regular training and professional development for staff.
- Continue to secure funding to maintain additional services.
- Continue to use the results of parent and staff evaluations to systematically identify areas for improvement, change and growth when indicated.
- Continue to use Alberta Education reviews/evaluations to improve, strengthen or change areas of concern where noted and applicable.
- Continue to target any students needing the services of specialists from REACH and SHP and refer them.

OUTCOME 1.3: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of students where computer technology has been implemented into their core curriculum to support learning goals in the classroom and on IPP's, measured through final progress reports.	100%	100%	100%	100%
Number of students targeted in AISI project	25	37	43	43
Percentage of students with severe behavioral issues (aggression, self injurious, safety issues etc...) that have a Behavioral Support Plan in place.	N/A	100%	100%	100%

Strategies

- Secure grant funds to renew contract of an Assistive Technology Instructor.
- Continue to develop and implement an AISI project.
- Continue to provide staff training on health related issues such as, seizures and epi-pen use.
- Each student's program is individually designed to capitalize on skills and needs of each individual child.
- Frequent and ongoing data keeping of each student's progress to ensure that progress is being made and that the appropriate and timely revisions are made when necessary.
- Use of assessments (ABLIS, PEP-R, AA-PEP, IED II, SIB-R) in order to track areas of growth and need. Pretest and post test.
- Expand pre vocational program for grades 7 to 12 at our secondary school site.

OUTCOME 1.4: Students complete programs so that they are ready to attend post-secondary institutions and or contribute as members of society and the economy.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
N/A – all Janus Academy students graduate within the year they reach the age of 20 years of age, due to the end of funding.	N/A	N/A	N/A	N/A

Strategies

- Continue to follow the Alberta Education Program of Studies and adapt and modify curriculum as needed.
- Develop appropriate programming to ensure successful transition upon graduation and ensure community supports are in place prior to this.
- Continue to educate school staff on transitional community programs and day programs that are available for students who are graduating our program.
- *Note up to this point none of our students have participated in Provincial Achievement Tests due to the special circumstances. However, students who meet the criteria and possess the skills necessary to participate will do so in the future.
- Assist parents in meeting PDD requirements to transition into the adult social services system.

PROVINCIAL GOAL 2: EXCELLENCE IN STUDENT LEARNING OUTCOMES

OUTCOME 2.1: Students demonstrate high standards in learner outcomes

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of students who will demonstrate progress in at least 8 skill areas (as measured by the ABLLS), for applicable students.	100%	100%	100%	100%
Percentage of students in early literacy programs in grade 1 and grade 2 who make significant progress in their IPP literacy goals (I.e. Significant progress = at least 80%)	80%	80%	80%	80%
Percentage of students who are involved in our math program who achieve make significant progress in their IPP math goals (I.e. at least 80%)	71%	80%	80%	80%
Percentage of students showing improvement in at least 75% of the skills identified in their IPP.	82%	80%	80%	80%

Strategies

- Goals on the IPP are reviewed and updated three times a year to ensure progress.
- Essential services to be included in a student's program will be included in a student's IPP.
- Teaching staff will participate in on-going training, provided by senior teaching staff and community.
- Teaching staff will participate in related external professional development.
- Addition of personnel to head up and implement a staff training program.
- Continual research of successful school programs for children and youth with autism.
- Continual research and appropriate training and support to implement core curriculum areas such as math, phonics, social studies, and science.
- All students in grade 1 and grade 2 who meet the prerequisites will participate in an early literacy program.
- The teaching staff will use research-based effective instructional strategies.
- Decrease number of overall IPP goals by prioritizing student skill areas.

OUTCOME 2.2: Students are well prepared for lifelong learning

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Number of students enrolled in the Jr. High/High school program	10	12	15	15
Number of students graduating each year	0	0	1	2
Percentage of parents satisfied with the direction by the Janus Academy (I.e. programs offered, population served, teaching philosophy)	93%	90%	90%	90%

Strategies

- Professional development focuses on competencies needed to help students with autism reach their learning potential.
- Continue to offer a functional life skill program to prepare Jr. High/High school students for community integration.
- Continuing to survey our parents on their satisfaction with the direction of the school.
- Implementation of SRA reading and Math curriculums to enhance literacy and numeracy skills, in all levels.

OUTCOME 2.3: Students are well prepared for employment.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of students in secondary school who participate in a pre-vocational skills program.	100%	100%	100%	100%
Percentage of parents and staff who feel that the school program focuses on teaching socially appropriate behaviors which will assist students in integrating into the community, as successfully as possible, when they finish school.	N/A	80%	80%	80%

Strategies

- Continue to provide pre-vocational programming through community partnerships and classroom skill development for our Jr. High/High school aged students.
- Research transitional vocational community work placements
- Implement social skills targets/goals into student IPP, as needed.

OUTCOME 2.4: Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of students that have a portion of their IPP that targets citizenship skills.	100%	100%	100%	100%

Strategies

- Continuing to implement a community integration program for appropriate students to practice good citizenship skills.

PROVINCIAL GOAL 3: Success for First Nations, Métis, Inuit (FMNI) students.

OUTCOME 3.1: Key learning outcomes for FMNI students improve.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target
N/A – FMNI students are provided the needed services and supports to ensure success.	N/A	N/A	N/A	N/A

Strategies

- Currently we do not have any self-identified FMNI students enrolled in our program. However, our program is open students of all cultural diversities.

PROVINCIAL GOAL 4: Highly responsive and responsible school authority.

OUTCOME 4.1: The private school authority demonstrates effective working relationships.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
Percentage of parents who are satisfied with the level of information received from the school about programs and practices.	100%	95%	95%	95%
Percentage of parents satisfied with the quality of information provided by the school regarding their child’s progress and achievements.	N/A	94%	95%	95%
Percentage of parents satisfied with the quality of teaching their child receives.	100%	100%	100%	100%
Percentage of parents who provided input into their child’s Individual Program Plan.	100%	100%	100%	100%

Strategies

- Communicate daily with parents via a home-school communication books and encourage parents to do the same.
- Communicate monthly with parents and community through a newsletter.
- Continue to build a relationship with Ramsay school and its teaching staff.
- Build a relationship with McDougall United Church, its members, and the community of Acadia.
- Janus Academy will continue to support and invite relationships with community agencies and schools, universities, colleges and high schools (i.e. student

teachers).

- Continue to encourage parents to actively participate in school related activities and programs such as, classroom observations, attending school functions, completing surveys, and attending parent teacher interviews.

OUTCOME 4.2: The private school authority demonstrates leadership, innovation and continuous improvement.

Performance Measures	Last Actual	Target 08/09	Target 09/10	Target 10/11
<ul style="list-style-type: none"> • Percentage staff who are satisfied that the school has a process in place for school improvement and that the school improvement processes are effective. 	79%	80%	85%	85%
<ul style="list-style-type: none"> • Percentage of teaching staff who are satisfied with the professional development opportunities and feel they are focused on school priorities, effectively address their on going professional development needs, and contribute significantly to their professional growth. 	83%	85%	85%	85%
<ul style="list-style-type: none"> • Percentage of teachers/classroom coordinator/administration involved in developing professional growth plans and using them to facilitate growth. 	100%	100%	100%	100%
<ul style="list-style-type: none"> • Percentage of staff who successfully passed their probationary training period and competency checklists with satisfactory results 	100%	100%	100%	100%

Strategies

- Administration will attend all private school meetings and in-services.
- Administration will continue to participate in leadership training.
- All staff and parents will be involved in School Improvement Plan development.
- Janus Academy will offer in-service and consultative support to education partners.
- Continue to implement teacher/classroom coordinator peer evaluations to ensure continuous professional growth.
- Continue to implement a Behavioral Therapist teaching competency evaluation.
- Continue to provide professional development opportunities on site and off that ensure continuous staff development.

IX. BUDGET HIGHLIGHTS:

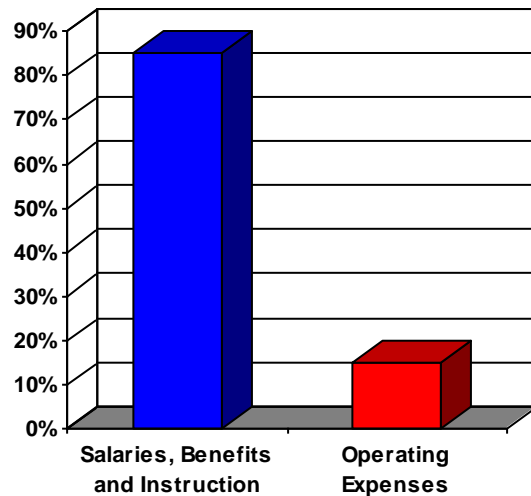
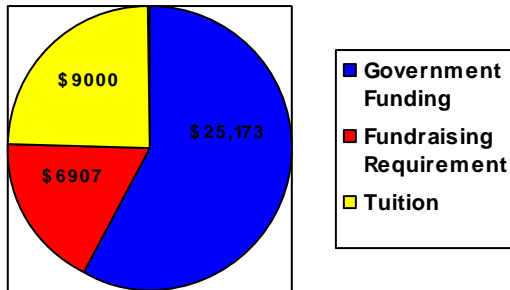
Revenues	Actual from 2007-2008	Projected 2009-2010
Alberta Education Funding	\$ 844,609	\$1,082,444
Tuition	\$ 299,700	\$ 387,000
Grants/Fundraising	\$ 413,906	\$ 297,000
Summer Camp	\$ 33,993	\$ 34,000
Other	\$ 6,353	\$ 25,000
Total	\$1,598,561	\$1,825,444

Expenses	Actual from 2007-2008	Projected 2009-2010
Salaries & Benefits	\$1,304,104	\$1,393,533
Costs of Operations	\$ 299,118	\$ 387,334
Summer Camp	\$ 33,993	\$ 34,000
Total	\$1,637,215	\$1,814,867

Surplus (deficit) (\$38,654)

\$ 10,577

Cost Per Student



The 2007-2008 school year was extremely challenging due to the increases in property rental rates, rising costs in many other areas and lease hold improvements for our Jr. High/High school site. These costs drew on our savings. Projected fundraising and grant revenue is lower than actual from previous years, as we cannot rely on revenue provided in these categories, year to year. This will ensure we can continue to provide an intensive and specialized education for our students and provide the programs necessary to ensure success.

The guiding principles that the Board of Directors applies to the financial planning for the Janus Academy are designed to help us achieve our mission. A conservative approach to estimating revenue and expense items and developing a budget that balances is utilized. In doing so we use a top down approach which then allows us to prioritize our future expenses and investments to ensure we are able to reach the goals within in our mission. Our priorities are to ensure accessibility and affordability for all families, to keep operating expenses low and to increase our investment into capital projects to ensure long term growth and success.

The Finance Committee which is a standing committee of the Board of Directors is responsible for: overseeing the development of the annual budget, ensuring accurate tracking/monitoring and accountability for funds and monitoring grants to ensure adequate financial controls. To access the Audited Financial Statements for the 2007-2008 school year please contact the Janus Academy at janusacd@telusplanet.net

Auditor: Davis, Daignault, Schick & Co.