



ANNUAL EDUCATION RESULTS

REPORT 2008-2009

I. Accountability Statement

The annual education results report for Janus Academy for the 2008-2009 school year was prepared under the direction of the Janus Academy Board of Directors in accordance with the responsibilities under the *Private Schools Regulation and the Education Grants Regulation*. The Janus Academy Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

II. Accountability Pillar

Goal	Measure Category	Measure Category Evaluation	Measure	Janus Academy			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	86.9	85.1	84.6	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	80.3	79.4	78.7	n/a	n/a	n/a
			Education Quality	n/a	n/a	n/a	89.3	88.2	87.8	n/a	n/a	n/a
			Drop Out Rate	*	*	n/a	4.8	5.0	4.9	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	0.0	0.0	0.0	76.8	75.3	75.6	Very Low	Maintained	Concern
			PAT: Excellence	0.0	0.0	0.0	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	n/a	n/a	n/a	79.6	80.1	78.1	n/a	n/a	n/a
			Citizenship	n/a	n/a	n/a	80.3	77.9	77.1	n/a	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.1	78.2	77.9	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	79.4	77.0	76.7	n/a	n/a	n/a

III. Publication

The AERR will be made available to the community on our website at www.janusacademy.com. Community partners and funders may receive a copy of the AERR and Three Year Plan within their information package. Parents whose children attend the Janus Academy will be provided a copy attached to their December 2009 newsletter.

Our Vision

"A leader in enhancing quality of life through innovative specialized education for children with autism spectrum disorder and their families."

Our Mission

"To provide children with autism with an intensive and individualized education using proven and effective ABA teaching methods.

IV. Highlights

The 2008-2009 school year marked the twelfth year of operation of the Janus Academy Society and our fourth year of operation of our Jr. High/High school program.

One of the highlights of this year was the continued relationship and support the Carbone Clinic provided us. Emily Sweeney Kerwin visited the Janus Academy and met with the Administration and Programming team. This meeting provided an opportunity for the team to ask questions concerning programming, behavioural issues, staff training and teaching procedures. Soon after that meeting, two of our Program Directors visited the Carbone Clinic in Valley Cottage, New York in December 2008. Through this three day visit and observation, they were able to bring back many new teaching procedures, ideas on school and classroom set up, training protocols and lots of resources. The Carbone clinic gave them insights into protocols based on new research and principles that are founded in the science of Applied Behaviour Analysis. What was learned on this trip developed into many additions to the way we teach our students, program for our students and develop behavioral plans. With these additions, we have seen higher acquisition rates, an increase in resources, greater success in targeting maladaptive behaviours, student participation in math and literacy programs, and an overall increase in staff competency. Many of the academic resources recommended by the Carbone Clinic were purchased through grants funds' provided to us through the Allies for Autism Foundation. These resources have not only been beneficial to enhancing curriculum for our students, but have significantly decreased the amount of time our Teachers and Behavioral Therapists spend preparing lessons.

We were excited to announce that an anonymous donor provided us with the funds to purchase a School bus for our Jr. High/High School. The addition of the bus increased our ability to increase community integration, decreased waiting times using public transit for all fieldtrips, decreased cost associated with transportation and allowed us to expand the type of prevocational and leisure activities that the students in this program require.

V. Summary of Accomplishments

Through ACETS, three students were provided funding to conduct a trial with a communication device. Two of these three students were then provided additional funding to help in the purchase of a communication device to use full time. An SLP through REACH services provided staff training on how to teach each of the students to use their device as a communication tool.

Student Health Partnership and REACH

Services	Number of student Referrals	Number of students served
SLP	3	3
OT	3	3

AISI project

- 2008-2009 marked the third year of the three year cycle on our AISI project. The project focused on using computer technology to support and enhance those students who were involved in a literacy program. Specific software such as, *Simon Sound it Out* was purchased and other programs were used with all Janus students. These programs were utilized in conjunction with their classroom instruction. The results showed that when computer technology is taught in conjunction with classroom curriculum, the students are not only more motivated to learn but we noted a faster acquisition rate. The project software changed throughout the cycle due to the addition of our technology instructor and newly available software. Learner outcomes were met for the students targeted. To learn more about the project or to obtain the AISI annual report visit

http://education.alberta.ca/apps/aisi/cycle3/advasearcher_cy3.asp

School Program

- Each child's program was individually designed to capitalize on the student's unique skills and individual needs.
- Teaching methodologies were based on the principles of Applied Behavior Analysis, incorporating Verbal Behavior teaching techniques.
- Each child was assessed once or twice a year using the ABLLS (Assessment of Basic Language and Learning Skills), where appropriate.
- Each child was assessed once a year using the PEP-R (Psychoeducational Profile Revised), AAPEP (Adolescent and Adult Psychoeducational Profile), SIB-R (Scales of Independent Behavior – Revised) and/or the Brigance where appropriate.
- Progress was recorded on a daily basis to ensure that students were improving and appropriate revisions were made.

- A Functional Assessment and Behavioral Plan was completed and implemented for those students in need.
- Parents and teachers communicated daily and met three times a year to discuss their child's progress.
- Maintained 1:1/1:2 ratio for all classrooms, both at the elementary site and the Jr. High/High school sites.
- Continued to support community agencies through the placement of practicum students.

SCHOOL GOALS AND OUTCOMES

GOAL 1: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOME 1.1: School provides a safe and caring environment for students

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Teachers and therapists agree that students are treated fairly and are safe when at school.		N/A	87%	89%	100%	92%
Parents agree that students are treated fairly and are safe when at school.		N/A	N/A	N/A	100%	95%
<p>Comments on results: Survey results were scored out of five. All parents scored between 3 (satisfied/good) to 5 (strongly agree/excellent). Many parents made positive comments regarding the positive energy and the loving and caring environment all staff provide for their children.</p> <p>Many of the comments made by staff highlight their feeling that a safe and a caring environment is a priority at the Janus Academy. In general, the staff felt that the environment was highly supportive, safe and secure for all students. This positive environment was created due to a high ratio of staff, teaching based on positive reinforcement and a focus on building trust and relationships.</p> <p>Staff commented on how often the community at large does not always treat our students with understanding and compassion. We continue to increase our visibility and strive to educate the community on autism awareness. We also work to inform the community of our program through information booths and evening information sessions.</p> <p>An area of needed improvement that was noted through the staff survey was the importance of increasing staff awareness around maintaining student boundaries. Due to the strong relationships staff often build with students due to the intensity of the teaching environment and hours spent in a one to one situation, it is imperative that staff become aware and knowledgeable of teaching and maintaining healthy boundaries. We understand and acknowledge that we as teachers need to adhere to age appropriate boundaries, in a consistent way and be role models for all of our students.</p>						

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

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Percentage of parents who believe they are getting educational value for tuition paid.		N/A	N/A	100%	100%	86%
Percentage of parents who feel instruction meets the needs of their child by appropriate programming being provided.		100%	100%	100%	100%	100%
Percentage of parents who are satisfied with the overall quality of basic education provided.		100%	100%	100%	100%	100%
Percentage of parents who are satisfied with the quality of additional services (REACH, SHP, Technology, Music) offered.		N/A	52%	N/A	86%	60%
<p>Comments on results: Feedback through surveys was very positive in regards to effort and dedication of all teaching staff. Many parents felt that their children made tremendous gains in a variety of areas such as language development, reading and math skills and daily living skills. Some parents also noted improvements in their child's ability to manage their behaviour within the home and community environment.</p> <p>Over the last several years, the school had made a concerted effort to improve our parent's satisfaction with the quality of additional services. We have done this through the enhancement of technology at our Jr. High/Senior High school site, increased the amount of extracurricular activities such as music, cooking and social groups. One area we need to continue to focus on is increasing our SLP and OT support services for all students. Due to limited availability of services through REACH and SHP, we have to contract privately, which comes at a much greater cost. Therefore, we are working on finding ways to fund these supports.</p> <p>Scores that are N/A mean that data was not collected on these targets for that school year.</p>						

OUTCOME 1.3: Children at risk have their needs addressed through effective programs and supports.

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Percentage of parents who provided input into their child's IPP.		100%	100%	100%	100%	100%
Number of students targeted in AISI project		9	9	26	37	36
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.		N/A	100%	100%	100%	100%
Number of students services through REACH and SHP		N/A	21	12	6	13

Comments on results: Speech AND Occupational Therapy provided through REACH and SHP does not provide services for all students. For the targeted year, these services were available for students who used communication devices funded through ACETS and students who only required short term intervention. This limited the number of students receiving these services. Many families continued to provide private SLP/OT/PT supports who worked closely with the school staff. A private contract for Speech Language Pathology by the Janus Academy was also used in order to conduct assessments and additional goals setting for students' IPPs.

Using computer technology to enhance and augment student learning continues to be an important part of the Janus Academy program. Unfortunately, we were unable to provide and Specialized Technology Instructor for this school year, however we continued to ensure that all students had access to such technology and that it was part of their program goals. One can see from the data, all students continued to participate in computer technology on a weekly basis and demonstrated progress with their individual and targeted goals.

OUTCOME 1.4: Students complete programs

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
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	N/A
<p>Comment on results: We have not yet had a student who has become of age 20 and will be transitioning from Senior high school into adult services. We are aware that our many of students will soon be getting to the age that they will be making this transition and that we as a school must educate ourselves on the options available to those students and their families.</p>						

GOAL 2: EXCELLENCE IN STUDENTS LEARNING OUTCOMES.

OUTCOME 2.1: Students demonstrate high standards by completing goals on their Individual Program Plans (IPP)

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Number of students in early literacy programs in ECS to grade 2, who have shown a notable increase in grade level reading by the end of the school year.		N/A	5	4 (66%)	6 (85%)	5
Number of students who are involved in our math program who show significant improvements.		N/A	10 (66%)	9 (71%)	8 (80%)	10
Percentage of students showing improvement in at least 75% of the skills identified in their IPP.		N/A	75%	94%	94%	81%
Percentage of students who have progressed throughout the year in at least 8 skills areas from their ABLLS (only applicable students).		N/A	100%	100%	92%	100%
<p>Comments on results: Students who have not met general criteria based on skill assessment will not participate in math, reading, social or science curriculums. Most students must have the majority of their ABLLS assessment complete before they begin a math and/or literacy program. Many of those students whom math and reading is part of their IPP follow a Direct Instruction curriculum, such as, “Connecting Math”, “Reading Mastery”, “Distar Math” and/or “Language for Learning” in combination with adapted Alberta Education core curriculum.</p> <p>Due to our student population, it is very difficult to measure academic goals for all students. However, all of our students made gains in their individual programs as noted through probe data scores and relevant assessments. We saw a slight increase in the number of grade 1 and 2 students who possessed the skills profile to be included in our early literacy program. With the addition and implementation of Direct Instruction curriculum, we have also seen a significant increase in results and progress. We did not meet our target in relation to ABLLS scores. Through the process of analyzing these results, we realized that these goals may not be written to encompass these curriculum areas and therefore, do not represent all gains made. To date, no students have participated in PAT exams, as shown in our accountability pillar.</p>						

OUTCOME 2.2: Students are well prepared for lifelong learning by providing them with the appropriate education necessary to transition into adulthood. (Higher level educational placements, adult placements for the disabled in the community)

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008-2009
Number of students enrolled in the secondary school program		7	10	12	12	12
<p>Comments on results: All students in our Jr. High and Senior High School have a portion of their IPP and program, which targets these types of skills. We continue to work on expanding this portion of the program to allow more opportunities for our students to actively participate within their community.</p> <p>The number of students transitioning to our secondary program or being admitted to the program will be capped at 15 students. This cap is due to limited space until at least 2011, when our lease agreement expires.</p>						

OUTCOME 2.3: Students are well prepared for employment or volunteer work placement.

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008-2009
Percentage of students in secondary school who participate in a pre-vocational skills programming.		N/A	100%	100%	100%	100%
<p>Comments on results: A portion of students program within this age range (15-20) encompasses prevocational skills programming. This may include skills such as, use of money, assembly, sorting, wood work and office work. We expect many of our students will transition into adult day programs or occupy supported volunteer roles, rather than paid employment opportunities. Programming focuses on teaching our students the necessary skills needed to function as independently as possible, in the future.</p>						

OUTCOME 2.4: Students model the characteristics of active citizenship

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Percentage of students that have a portion of their IPP that target citizenship skills.		100%	100%	100%	100%	100%
Comments on results: All students have goals targeted towards learning appropriate social and behavioural skills that will allow them to function to the best of their ability. Goals within this area vary widely depending on the student's skill level. For example, goals may target teaching students to understand the feeling of others, to participate in groups, decreasing or eliminate maladaptive behavior, learn about themselves and their strengths, and critical thinking.						

GOAL 3: Highly responsive and responsible jurisdictions.

OUTCOME 3.1: The private school demonstrates effective working relationships with partners and stakeholders.

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Percentage of parents who are satisfied with the level of information received from the school about programs and practices.		100%	92%	100%	100%	94%

Percentage of parents/school community and staff satisfied with the direction of the Janus Academy.		N/A	N/A	Parents 93%	Parents 100%	91%
				Staff 85%	Staff 100%	
Percentage of parents satisfied with the quality of teaching their child receives.		100%	100%	100%	100%	100%
Percentage of parents satisfied with the quality of information provided by the school regarding their child's progress and achievements.		N/A	92%	100%	100%	94%
<p>Comments on results: We are very pleased with the feedback provided to us by our parents, staff and the community. We are proud that we continue to meet or exceed our targets each year. It is imperative to the success of the school that parents understand and support the direction of the school. We strive to keep communication between parents, the community and the school ongoing. Our school remains a small community which lends itself to a cohesive environment that allows information to be passed on relatively easily. As we grow, the Board of Directors understands the importance of continuing to ensure information is being shared and that parents, staff and the community have a way to be a part of the process of moving forward. New initiatives to enhance this area began at the end of 2008-2009 school year and we look forward to reporting on their success in the next reporting period.</p>						

OUTCOME 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Results					Target
		2005/2006	2006/2007	2007/2008	2008/2009	2008/2009
Percentage of staff who are satisfied that the school has a process in place for school improvement and that the school improvement process are effective.		N/A	87%	79%	N/A	89%

Percentage of teaching staff who agree that professional development opportunities are focused on school priorities, effectively address their ongoing professional development needs, and contributes significantly to their professional growth.		N/A	N/A	83%	90%	80%
Percentage of teachers/classroom coordinator/administration involved in developing professional growth plans and using them to facilitate growth.		100%	100%	100%	100%	100%
Percentage of staff who successfully passed their probationary training period and competency checklist with satisfactory results.		N/A	N/A	87%	90%	100%
<p>Comments on results: Providing training and ongoing professional development opportunities remains a high priority and staff survey results support this. Opportunities provided to staff were in a variety of areas; staff supervision and management, curriculum based training, speech and language training and non-restrictive practices.</p> <p>All staff are required to pass an evaluation at three months that looks at teaching skills, professional skills and knowledge of theory around Applied Behavioral Analysis. On occasion, if someone does not pass these competencies, goals are set to assist them in improving their skills in targeted areas or they may not pass probation and continue employment. Data takes into consideration staff who did not pass their probationary period, as well as, staff who terminated their employment within their first 3 months of working at the Janus Academy.</p>						

Overall Assessment of Progress and Achievement

Janus Academy continues to provide intensive individualized education to students with autism and ensures that each student has access to the services they require. The teaching staff participates in intensive and ongoing training to ensure that they have the skills to meet student needs and challenge student growth. The teaching staff at Janus Academy utilizes a variety of instructional techniques including Applied Behavior Analysis, errorless teaching, distributed practice, direct instruction, cooperative learning, learning centers and information technology.

VI. Future Challenges

Priority Areas for Improvement

- Continue to increase collaboration with other school jurisdictions in order to increase access to and quality for available services.
- Search out new integration opportunities for our students.
- Continue to revise and expand training programs for new and existing employees working with children with autism.
- Find appropriate community integration opportunities for our maturing students.
- Find appropriate prevocational and volunteer opportunities for our maturing students.
- There is a need to hire a Speech Pathologist and Occupational Therapist on a permanent basis (not contracted out from other organizations).
- We are in need of securing additional classroom/work space for expansion of programs and to enhance programs already in existence.

VII. Financial Summary

Revenues	Actual from 2008-2009	Projected 2009-2010
Government Funding	\$929,153	\$1,082,444
Tuition	\$333,000	\$387,000
Grants	\$150,730	\$45,000
Interest	\$5,834	\$5,000
Fundraising	\$262,881	\$277,000
Summer Camp	\$39,574	\$39,000
Gifts and Donations	\$39,291	\$20,000
Amortization	\$6,608	\$0.00
	\$1,727,780	\$1,855,444
 Expenses		
Salaries and Benefits	\$1,378,322	\$1,568,439
School Supplies	\$75,557	\$35,000
Rent	\$75,354	\$78,800
Insurance	\$5,333	\$6,330
Bank Charges	\$11,328	\$5,000
Operating costs	\$24,355	\$47,298
Amortization	\$19,402	\$0.00
Professional Development	\$7,367	\$18,000
Professional Fees and Consulting	\$37,592	\$47,000
Summer Camp	\$39,574	\$39,000
	\$1,674,184	\$1,844,867
 Surplus (deficit)	 \$53,596	 \$10,577

% Of Spending Instruction	89%
% Of Spending Operating Expenses	6%
% Of Spending on Administration	5%
Total Expenditures	100%

The public can obtain budget and expenditure information regarding Janus Academy by contacting the Janus Academy, 2223 Spiller Rd SE, Calgary, Alberta, T2G-4G9
Phone: 403-262-3333.