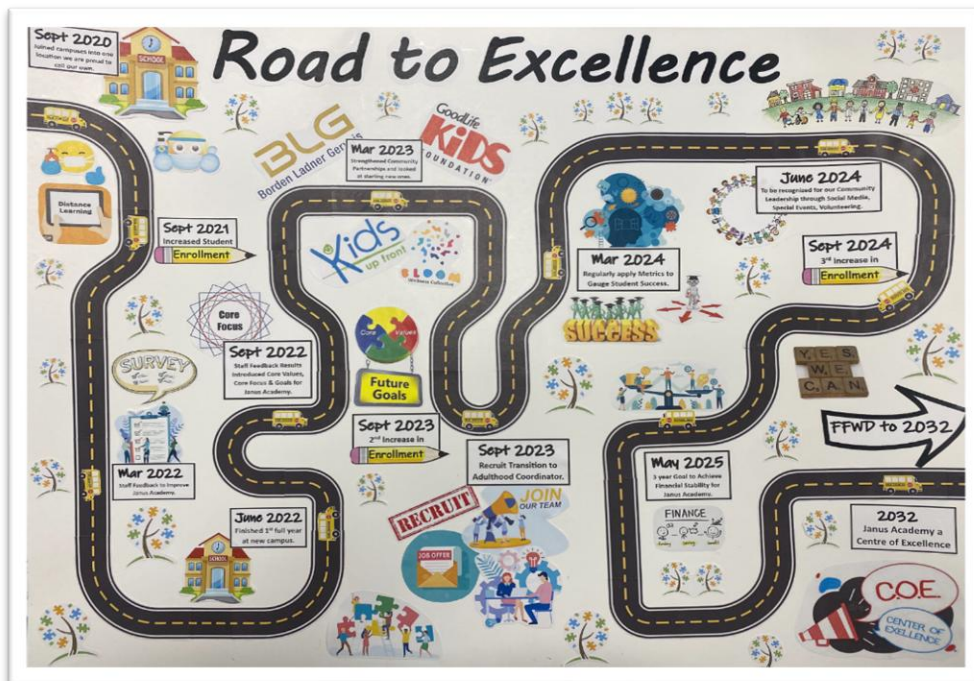




JANUS ACADEMY EDUCATION PLAN 2026-2029



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.

Our Niche

We are an accredited independent school, educating autistic students using the principles of Applied Behaviour Analysis.

Janus Academy is an accredited, publicly and privately funded independent school serving autistic children and youth in Grades 1–12. As the school approaches its 30th year of operation, Janus Academy reflects with pride on a long-standing commitment to high-quality, evidence-informed education that recognizes and celebrates neurodiversity. From its early beginnings to its present role as a leader in autism education, the school has remained steadfast in its belief that every student deserves programming that honours their strengths, supports their individual needs, and prepares them for meaningful participation in school and community life.

Educational programming at Janus Academy is organized around three interconnected pillars: the development of language and communication, the strengthening of academic learning, and the growth of social and classroom participation skills. Over nearly three decades, these core priorities have guided instructional decision-making and program design. Through ongoing assessment and data-informed planning, students are supported to build foundational skills, increase independence, and experience success across learning environments. Janus Academy specializes in delivering positive, individualized educational programming for autistic learners. Instruction is thoughtfully tailored to each student, drawing on evidence-based practices and professional expertise refined over many years of practice. This personalized approach allows educators to adapt curriculum, instructional strategies, and supports so that students can engage meaningfully in learning while progressing toward their individual goals.

Looking ahead to the coming year and toward a milestone 30th anniversary, Janus Academy remains focused on strengthening its role as a Centre of Excellence. This moment offers an opportunity not only to celebrate the school's history, but also to reaffirm a shared commitment to innovation, excellence, and continuous improvement. Intentional strategic planning, strong leadership, and collaboration across the school community remain essential to this work. By working closely with students, families, staff, community members, corporate partners, and the Board of Directors, Janus Academy continues to foster a culture of trust, shared responsibility, and collective purpose. These partnerships, built and sustained over decades, have been instrumental in shaping a supportive learning environment and will continue to guide the school into its next chapter.

The long-term aim remains to further solidify Janus Academy's reputation as a leader in evidence-based education for autistic learners, locally, provincially and within the broader global autism education community. As the school approaches three decades of service, this includes honouring past contributions while investing in staff learning, leadership development, and responsiveness to emerging research and best practices. Meaningful stakeholder engagement continues to be foundational to this work. Janus Academy actively seeks input through parent and staff surveys, strategic planning sessions, consultation forums, leadership and Board working sessions, and ongoing communication via digital platforms. These avenues ensure that voices across the community inform decision-making and that insights gained over time continue to shape program priorities.

The Parent Advisory Council (PAC) remains an essential partner in strengthening school–family relationships. Meeting every second month throughout the school year in flexible formats (in-person, virtual, or hybrid), the PAC includes parent representatives from each grade division whenever possible. Its work supports family engagement, community building, staff appreciation, and social opportunities for parents and students, while also collaborating with the Friends of Janus Academy Association (FOJAA) to advance fundraising initiatives that enhance student programming and experiences. As Janus Academy looks toward the future, the PAC continues to serve as a valued advisory voice, ensuring that parent perspectives remain central to school planning.

The feedback gathered through these collaborative and reflective processes continues to shape school-wide priorities, guiding the implementation of meaningful instructional practices, comprehensive support systems, and sustainable community partnerships. As Janus Academy enters its next decade, these collective efforts position the school to honour its legacy, strengthen its community, and continue providing high-quality education that supports the long-term success and wellbeing of autistic learners.





KEY INSIGHTS

Analysis of provincial achievement data, Annual Education Results Reports (AERR), and ongoing stakeholder feedback, supported by discussions with families, staff, leadership, community partners, and the Board of Directors has identified several consistent and interrelated insights. These findings reflect both sustained strengths and priority areas for continued growth and improvement over the next three years. Collectively, they inform Janus Academy's Education Plan and align provincial expectations with local context and measures of success.

Data trends and stakeholder feedback confirm that Janus Academy's strength lies in delivering evidence-based, individualized programming through a collaborative, team-oriented approach. Personalized learning supported by tailored curriculum adaptations, responsive instructional strategies, and consistent assessment continues to be essential in meeting the diverse academic, communication, and social needs of students.

AERR analysis highlights the continued importance of purposeful adaptation of the Alberta Education Program of Studies, particularly for students functioning significantly below chronological age. Maintaining strong instructional practice while ensuring developmental appropriateness and accessibility remains a core priority across all grade levels. For students in secondary programming, there is an increasing emphasis on expanding access to credit-bearing high school courses and strengthening pathways that support successful transition to post-secondary education, employment, and adulthood.

Both survey feedback and student achievement data reinforce literacy and numeracy as ongoing areas of focus. Continued investment in targeted instructional supports, professional development, and specialized resources is required to further strengthen outcomes in these foundational skill areas. Stakeholders also emphasize the importance of aligning academic programming with functional and transition-focused outcomes, particularly for older students.

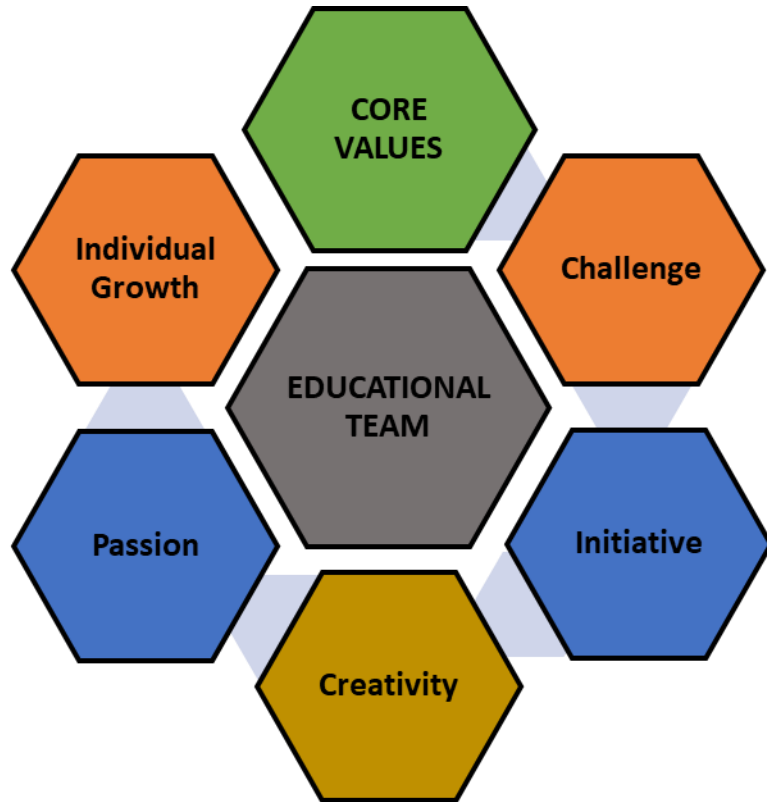
Stakeholder input and waitlist data underscore a growing need to expand physical learning spaces to meet community demand. Exploration of additional physical space, including the potential development of an additional campus, has been identified as a strategic priority to support enrolment growth and reduce wait times, while maintaining the quality and integrity of Janus Academy's programming model.

In parallel, feedback from the broader education community highlights increased demand for Janus Academy's expertise in autism education. Expanding the school's community training and professional learning initiatives is a priority over the three-year period, allowing Janus Academy to support and train educators, paraprofessionals, and community partners while further reinforcing its leadership role within the education field. Across multiple AERR cycles, Janus Academy's commitment to staying current with research and best practices in autism, special education, and Applied Behavioural Analysis (ABA) has been identified as a key strength. Continued professional learning and instructional refinement remain essential to sustaining high-quality, evidence-based programming for both students and staff.

Organizational feedback highlights the importance of strong internal systems and effective communication. Continued refinement of school-wide frameworks is needed to support consistency, efficiency, transparency, and shared understanding of common goals. Sustaining a skilled, stable staff team remains critical to achieving positive student outcomes and maintaining Janus Academy as a Centre of Excellence. Ongoing focus on staff retention through competitive compensation, targeted professional learning, leadership development, and wellbeing initiatives will remain a priority over the three-year planning cycle.

Finally, strong community partnerships are essential to long-term sustainability and growth. Expanding partnerships to support inclusivity, access to funding, training opportunities, transition to adulthood, and post-secondary readiness will further strengthen Janus Academy's ability to meet the evolving needs of students and families as the school enters its next phase of development.

JANUS ACADEMY CORE VALUES



STUDENT GROWTH AND ACHIEVEMENT

Outcome 1: Learning experiences will support all students reaching their full potential academically, socially, physically, and emotionally.

Strategies	Measures												
Enhanced instructional leadership capacity to improve coherence, assessment practices, and alignment of programming across divisions., including improving outcomes for First Nations, Metis and Inuit students.	<ul style="list-style-type: none"> ✓ By Year 1, instructional leadership structures will be expanded through the addition of a .4 Vice Principal role to support teaching quality, assessment, and transition planning. ✓ School-wide instructional expectations and assessment practices will be consistently implemented across divisions and measured through analysis of school framework objectives and outcomes. ✓ Certificated Teachers (CTs) will lead instructional initiatives that build staff capacity in First Nations, Métis and Inuit perspectives, treaties, agreements, and the history and ongoing impacts of residential schools, using approaches that are responsive to the strengths, learning profiles, and communication needs of neurodivergent students, and that support culturally responsive and inclusive learning environments. ✓ Move from exclusively individualized learning targets to shared objectives for students with similar learning profiles, enabling analysis of group-level learning outcomes alongside individual progress. <table border="1" data-bbox="644 778 2038 911"> <thead> <tr> <th>Education Quality</th> <th>2025 (actual)</th> <th>2026 (actual)</th> <th>2027</th> <th>2028</th> <th>2029</th> </tr> </thead> <tbody> <tr> <td>Projected Targets for the next 3 years</td> <td>94.3%</td> <td>97.6%</td> <td>95%</td> <td>95%</td> <td>95%</td> </tr> </tbody> </table>	Education Quality	2025 (actual)	2026 (actual)	2027	2028	2029	Projected Targets for the next 3 years	94.3%	97.6%	95%	95%	95%
Education Quality	2025 (actual)	2026 (actual)	2027	2028	2029								
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Provide students with ongoing opportunities to develop and generalize skills through community-based learning, off-campus activities, and instruction delivered by external partners.	<ul style="list-style-type: none"> ✓ Over the three-year period, students will have increased access to a range of community-based learning experiences aligned to learning and transition goals. ✓ Observation and staff feedback will indicate improved student ability to generalize skills across environments. 												
Strengthen access to developmentally appropriate mental health, social-emotional learning (SEL), and sexual health education within secondary programming.	<ul style="list-style-type: none"> ✓ By Year 2, social-emotional learning and mental health concepts will be consistently embedded within secondary instructional programming. ✓ Sexual health programming will be intentionally designed and assured to align with Alberta Education requirements and best practices related to sexuality, mental health, consent, safety, and student wellbeing, while being responsive to the learning profiles and developmental needs of Janus Academy students. 												



Continued...

Outcome 1: Learning experiences will support all students reaching their full potential academically, socially, physically, and emotionally.

Strategies:	Measures:												
<p>Janus Academy offers a board range of programs that support the growth and opportunity for learning to our students.</p>	<ul style="list-style-type: none"> ✓ Staff feedback will indicate that students are consistently provided with new and evolving learning opportunities that align with their individual needs from year to year. ✓ Over the next three years, Janus Academy will monitor access to instructional programs to ensure all students are provided with equitable, age-appropriate learning opportunities and experience a progression of instructional experiences year over year, while demonstrating progress aligned to individual or shared learning goals. <table border="1" data-bbox="573 715 1974 839"> <thead> <tr> <th data-bbox="573 715 1090 793">Access to supports and services</th> <th data-bbox="1090 715 1294 793">2024 (actual)</th> <th data-bbox="1294 715 1475 793">2025 (actual)</th> <th data-bbox="1475 715 1638 793">2026</th> <th data-bbox="1638 715 1806 793">2027</th> <th data-bbox="1806 715 1974 793">2028</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 793 1090 839">Projected Targets for the next 3 years</td> <td data-bbox="1090 793 1294 839">96%</td> <td data-bbox="1294 793 1475 839">100%</td> <td data-bbox="1475 793 1638 839">97%</td> <td data-bbox="1638 793 1806 839">97%</td> <td data-bbox="1806 793 1974 839">97%</td> </tr> </tbody> </table>	Access to supports and services	2024 (actual)	2025 (actual)	2026	2027	2028	Projected Targets for the next 3 years	96%	100%	97%	97%	97%
Access to supports and services	2024 (actual)	2025 (actual)	2026	2027	2028								
Projected Targets for the next 3 years	96%	100%	97%	97%	97%								
<p>Prioritize the development of functional communication skills for early learners through intentional, developmentally appropriate instruction.</p>	<ul style="list-style-type: none"> ✓ Establish an SLP Assistant (SLPa) role by advancing a qualified staff member to work under the supervision of a contracted Speech-Language Pathologist, strengthening in-school capacity to support language and communication development. ✓ Implement SLPa-led play groups to enhance student language and communication skills while building staff capacity to support communication development, with evidence of increased functional language use observed in daily classroom interactions and reflected in staff feedback. 												

STUDENT GROWTH AND ACHIEVEMENT

Outcome 2: Promote student growth and achievement through targeted instruction, support, and continuous assessment.

Strategies	Measures
<p>Academic growth with emphasis on literacy, numeracy, and applied learning.</p>	<ul style="list-style-type: none"> ✓ Strengthen literacy and numeracy instruction through targeted professional development, specialized resources, and instructional coaching. ✓ Staff feedback will confirm that instructional resources and supports remain sufficient and well aligned to student learning needs. ✓ Continue purposeful adaptation of the Alberta Education Program of Studies, particularly for students functioning below chronological age. ✓ Integrate technology-supported learning to enhance access and engagement for high school students. ✓ Embed culturally responsive practices, including First Nation, Métis and Inuit perspectives, within instructional programming.
<p>Consolidate key metrics in a centralized system to track and guide student success by grouping students with similar learning profiles and shared curriculum targets, allowing analysis of both individual progress and collective learning outcomes.</p>	<ul style="list-style-type: none"> ✓ Staff feedback will demonstrate increased capacity to adapt curriculum and instruction for diverse learner profiles, including students functioning below chronological age. ✓ 100% of students have current, data-informed IPPs aligned to academic, communication, and wellbeing goals.
<p>Increase access to high-school credit programming and strengthen transition planning for post-secondary education, employment, and adulthood.</p>	<ul style="list-style-type: none"> ✓ Introduce a Credit Pathway Program through partnerships with EduLearn and Golden Hills to provide online high-school credit courses (10-2, 20-2, 30-2 and selected 10-3/4 pathways) and targeted learning supports, with the goal of increasing successful course completion and expanding the number of students able to access credit-bearing programming. ✓ Expand secondary programming, high-school credit attainment, and transition pathways, informed by Transition Coordinator year-end summaries and aligned to identified goals and outcome measures. ✓ By Year 3, all secondary students will have documented, transition-focused plans aligned with individual goals and post-school pathways that includes post secondary placement, when applicable.



PREPARED FOR ADULTHOOD

Outcome 1: Students are prepared for adulthood through meaningful, age-appropriate programming and community partnerships that support transition to further education, employment, and community participation.

Strategies:	Measures:
<p>Knowledge & Employability (K&E) program will be developed to offer more programming options from the current two.</p>	<ul style="list-style-type: none"> ✓ Offer additional core academics focus in K & E for Grades 10-12. ✓ Develop prerequisites to identify students for the K & E learning stream. ✓ Finalize selection of CTF modules tailored for K & E students. ✓ Research Janus Academy’s ability to provide high school credits for students.
<p>Develop structured volunteerism and employment pathways that reflect student abilities, interests, and readiness, using clearly defined skills, expectations, and progression opportunities.</p>	<ul style="list-style-type: none"> ✓ Defined skill sets and task profiles will guide placement decisions and support student success. ✓ Students participating in volunteer or employment pathways will demonstrate increased independence and skill application over time. ✓ Transition planning documentation will reflect increased alignment between skill development and placement experiences.
<p>Expand community-based learning, volunteer, and employment-readiness opportunities through partnerships that support authentic, hands-on experience and skill development.</p>	<ul style="list-style-type: none"> ✓ Over the three-year period, students will have increased access to meaningful community-based learning experiences aligned to individual or shared transition goals. ✓ Through the partnership with Vecova, Janus Academy will expand student access to work experience placements, with participation and outcomes reviewed annually to inform program improvement and growth. ✓ Partnerships will be reviewed annually for alignment, sustainability, and student impact. ✓ Student participation data will demonstrate growth in applied learning and workplace-readiness experiences.
<p>Build and maintain mutually beneficial community partnerships that enhance learning, support transition outcomes, and reflect Janus Academy’s mission and values.</p>	<ul style="list-style-type: none"> ✓ Janus Academy will demonstrate growth in active partnerships that directly support secondary programming and transition goals. ✓ Partnership outcomes will be reviewed annually to inform program improvement and scalability. ✓ Community partners will identify Janus Academy as a valued collaborator in supporting inclusive education and transition programming.



ENHANCED CAPACITY IN STAFF

Goal: Strengthen employee satisfaction, retention, engagement, and professional capacity.

Strategies:	Measures:												
Strengthen staff capacity through targeted professional learning, coaching, and mentorship that supports both new and experienced staff.	<ul style="list-style-type: none"> ✓ Professional learning opportunities will reflect emerging needs and advanced practice for experienced staff, with a focus on strengthening leadership skills such as managing difficult conversations and conflict resolution. ✓ Mentorship and onboarding structures will support skill development and role clarity. ✓ Identify gaps and emerging requirements, then expand the Student Support Team (SST) with clearly defined roles and responsibilities to enhance coordinated support for students and staff. 												
Engage staff in decision-making and continuous improvement through structured opportunities for dialogue, feedback, and collaborative problem-solving.	<ul style="list-style-type: none"> ✓ Staff feedback will reflect increased opportunities to share perspectives and contribute to school improvement. ✓ Leadership teams will use staff input to inform planning and operational decisions. 												
Maintain or enhance competitive and sustainable compensation practices that support staff retention, recognize experience, and align with organizational capacity.	<ul style="list-style-type: none"> ✓ Compensation structures will continue to be reviewed to support retention and market alignment. ✓ Staff retention trends will reflect stability, particularly among experienced staff. ✓ Financial planning will continue to support compensation adjustments within long-term sustainability goals. ✓ Regular staff feedback will be used to ensure the school culture remains aligned with Janus Academy's mission and values over time, including annual classroom check-in meetings with the CEO. <table border="1" data-bbox="726 1063 1847 1192"> <thead> <tr> <th>Schools culture aligned with mission and values</th> <th>2024 (actual)</th> <th>2025 (actual)</th> <th>2026</th> <th>2027</th> <th>2028</th> </tr> </thead> <tbody> <tr> <td>Projected Targets for the next 3 years</td> <td>100%</td> <td>97%</td> <td>97%</td> <td>97%</td> <td>97%</td> </tr> </tbody> </table>	Schools culture aligned with mission and values	2024 (actual)	2025 (actual)	2026	2027	2028	Projected Targets for the next 3 years	100%	97%	97%	97%	97%
Schools culture aligned with mission and values	2024 (actual)	2025 (actual)	2026	2027	2028								
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Foster a culture of recognition, wellbeing, and belonging that values staff contributions and supports long-term engagement.	<ul style="list-style-type: none"> ✓ Provide two DEI-focused training sessions per year and report on DEI initiatives and progress during quarterly leadership meetings. ✓ Staff wellbeing indicators will demonstrate stability or improvement over the three-year period. 												



ENHANCED CAPACITY IN STAFF

Goal: Strengthen employee satisfaction, retention and engagement.

Strategies:	Measures:																		
<p>Increase focus and investment in staff who have been employed with Janus Academy for 3 or more years.</p>	<ul style="list-style-type: none"> ✓ Target training initiatives and professional development for higher-level learning and challenging topics. Retention trends for staff with three or more years of service will remain stable or improve over the three-year period. ✓ Staff participation in wellbeing initiatives (e.g., wellness days, restorative sessions, team-building activities) will be sustained or increase over time. ✓ Staff feedback will reflect that wellbeing initiatives contribute positively to morale and workplace sustainability. ✓ Explore and evaluate strategies to enhance the RRSP matching package to improve employee retention, including implementing increased tiered matching. <table border="1" data-bbox="586 656 1923 828"> <thead> <tr> <th>Staff Retention</th> <th>2024 (actual)</th> <th>2025 (actual)</th> <th>2026</th> <th>2027</th> <th>2028</th> </tr> </thead> <tbody> <tr> <td>3+ years</td> <td>0% (actual)</td> <td>TBA</td> <td><5%</td> <td><5%</td> <td><5%</td> </tr> <tr> <td><3 years</td> <td>23% (actual)</td> <td>TBA</td> <td><20%</td> <td><18%</td> <td><16%</td> </tr> </tbody> </table>	Staff Retention	2024 (actual)	2025 (actual)	2026	2027	2028	3+ years	0% (actual)	TBA	<5%	<5%	<5%	<3 years	23% (actual)	TBA	<20%	<18%	<16%
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<3 years	23% (actual)	TBA	<20%	<18%	<16%														
<p>Engage staff in decision-making processes and problem-solving activities.</p>	<ul style="list-style-type: none"> ✓ Staff feedback will indicate increased opportunities to contribute to decision-making and problem-solving at the classroom, team, and school-wide levels. ✓ Conduct biannual check-ins with Executive leadership and classrooms to gather insights and suggestions. ✓ Staff contributions inform planning and improvement efforts. 																		



BUILDING COMMUNITY

Outcome: Become recognized for our community leadership.

Strategies:	Measures:												
Strengthen leadership capacity and collaborative practices across the organization to support shared vision, consistent decision-making, and continuous improvement.	<ul style="list-style-type: none"> ✓ Staff feedback will indicate increased confidence in leadership communication and opportunities for collaboration. ✓ Following the Kyle Kalloo “Change my Business Coaching” Individual leadership team members will have clearly defined key performance indicators (KPIs) aligned to organizational priorities, with progress reviewed regularly to strengthen accountability and collective leadership effectiveness. ✓ Strategic priorities will be monitored annually and refined through leadership and Board planning processes. 												
Develop and strengthen strategic partnerships with community organizations, educational institutions, and service providers to enhance programming, access to specialized supports, and transition opportunities.	<ul style="list-style-type: none"> ✓ By Year 3, Janus Academy will demonstrate growth in active partnerships aligned to student programming, transitions, and community access. ✓ Partner feedback and program outcomes will inform ongoing refinement of collaborative initiatives. ✓ Annual Board and leadership planning sessions will reflect clear alignment to Education Plan priorities. ✓ Governance processes will continue to support informed decision-making and strategic oversight. 												
Strengthen Board–school collaboration and governance.	<ul style="list-style-type: none"> ✓ Board–Leadership collaboration will be strengthened through annual strategic planning with the Board of Directors, with evidence of shared priorities, aligned goals, and documented follow-up actions. <table border="1" data-bbox="614 1053 1969 1203"> <thead> <tr> <th data-bbox="614 1053 970 1132">WCERSL</th> <th data-bbox="970 1053 1174 1132">2024 (actual)</th> <th data-bbox="1174 1053 1370 1132">2025 (actual)</th> <th data-bbox="1370 1053 1582 1132">2026</th> <th data-bbox="1582 1053 1765 1132">2027</th> <th data-bbox="1765 1053 1969 1132">2028</th> </tr> </thead> <tbody> <tr> <td data-bbox="614 1132 970 1203">Projected Targets for the next 3 years</td> <td data-bbox="970 1132 1174 1203">100%</td> <td data-bbox="1174 1132 1370 1203">97.9%</td> <td data-bbox="1370 1132 1582 1203">98%</td> <td data-bbox="1582 1132 1765 1203">98%</td> <td data-bbox="1765 1132 1969 1203">98%</td> </tr> </tbody> </table>	WCERSL	2024 (actual)	2025 (actual)	2026	2027	2028	Projected Targets for the next 3 years	100%	97.9%	98%	98%	98%
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Projected Targets for the next 3 years	100%	97.9%	98%	98%	98%								



BUILDING COMMUNITY Continued...

Outcome: Become recognized for our community leadership.

Strategies:	Measures:
Expand Janus Academy's role as a leader in autism education through community training, professional learning, and knowledge-sharing opportunities.	<ul style="list-style-type: none">✓ Over the three-year period, Janus Academy will increase opportunities for external professional learning, training, and collaboration with schools and organizations.✓ Participant feedback will demonstrate increased knowledge, confidence, and application of learning in educational settings.✓ Janus Academy will be increasingly recognized as a resource and leader within the broader education community.
Foster welcoming, caring, respectful, and safe learning and working environments for students, families, and staff through clear expectations, communication, and shared responsibility.	<ul style="list-style-type: none">✓ Student, parent, and staff feedback will continue to show high levels of belonging, safety, and respect across the school community.✓ School-wide practices will reflect inclusive and neuroaffirming approaches aligned to Janus Academy values.



FINANCIAL STEWARDSHIP

Goal: Maintain financial sustainability through effective stewardship and responsible governance

Strategies	Measures
Diversify revenue through mission-aligned initiatives, including expanded community training programs, credit-bearing secondary partnerships, and responsible growth in facility and campus options to support enrolment demand.	<ul style="list-style-type: none"> ✓ Increase investment opportunities. ✓ Explore strategic options for expanding facility or campus space to support enrolment growth and long-term program sustainability. ✓ Explore opportunities to offer community-based programming during evenings or weekends to enhance access, engagement, and potential revenue generation. ✓ Evidence of year-over-year growth in non-tuition revenue sources. ✓ Increased revenue generated through community training and educational partnerships. ✓ Financial feasibility analysis completed for expanded physical space or additional campus options.
Focus on parental involvement at the school level and fundraising level to ensure continued financial stability.	<ul style="list-style-type: none"> ✓ Develop clear, accessible communication approaches to help families understand the purpose and impact of fundraising, while ensuring participation remains voluntary and does not influence enrolment decisions. ✓ Strengthen opportunities for parent and caregiver engagement in the annual Spring Gala through inclusive, flexible participation options.
Implement multi-year financial forecasting to align resource allocation with enrolment growth, staffing needs, capital planning, and program expansion priorities.	<ul style="list-style-type: none"> ✓ Three-year budget projections reviewed annually by the Board. ✓ Financial forecasts used to guide staffing, wage adjustments, and program decisions. ✓ Increased operational reserve capacity to manage risk and unexpected costs.
Maintain financial decisions that prioritize competitive compensation and staff retention while balancing long-term fiscal sustainability.	<ul style="list-style-type: none"> ✓ Wage grid adjustments aligned with market trends and affordability.



JANUS ACADEMY BUDGET 2026-2027

With Alberta Education funding covering approximately 55% of the total cost of specialized programming, the 2026–2027 budget continues to rely on tuition revenue, fundraising, and alternative income sources to maintain program quality. Financial planning remains focused on diversifying revenue streams in ways that align with Janus Academy’s mission and reduce pressure on families while supporting sustainability.

Planned salary grid adjustments reflected in the 2026–2027 budget are intended to support recruitment and retention in a specialized education environment. While this strategy reduces turnover-related costs and preserves institutional knowledge, it also leads to incremental, structural increases in annual wage expenditures. Budget monitoring over the three-year cycle will continue to assess sustainability alongside staffing stability and program needs.

The budget reflects a planned deficit due to increased amortization costs related to the new campus. These costs represent a strategic capital investment and are not the result of increased operating expenditures.

Amortization expenses remain high in the 2026–2027 budget due to facility upgrades, furniture purchases, and transportation assets. These costs reflect necessary infrastructure investments to support enrolment capacity, program delivery, and safe learning environments, and are expected to continue over the medium term as part of long-term capital planning.

Janus Academy Society 2026-2027 Budget

Revenue

Alberta Education	\$2,936,718.27
Fundraising	\$485,000.00
Tuition	\$1,640,300.00
Amortization	\$18,734.98
Restricted Grants	\$35,000.00
External Programs	\$97,650.00
Interest from Investments	\$36,000.00
Other	<u>\$17,000.00</u>
	\$5,266,403.25

Expenses

Lease Costs	\$400,950.09
Wages, Salaries, Benefits	\$4,102,040.64
Operating Costs	\$167,305.88
School Supplies	\$192,220.00
Professional Services	\$63,120.00
Accounting and Legal	\$24,000.00
Technology	\$36,000.00
Fundraising Expense	\$125,800.00
Amortization	\$57,849.79
AE Transportaion for Families	\$29,536.00
Reserve/Contingency Funds	\$35,000.00
External Programs	<u>\$69,686.28</u>
	\$5,303,508.68
Revenue/Expense	- \$37,105.43

Accountability

Statement

The Education Plan for Janus Academy Society commencing May 31, 2026 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2026-2029 on May 19, 2026.



Servejit Massey

Board Chair

May 19, 2026