

Janus Academy
Annual Education Results Report 2025-2026

Learning with autism is better here.

Building brighter futures together.

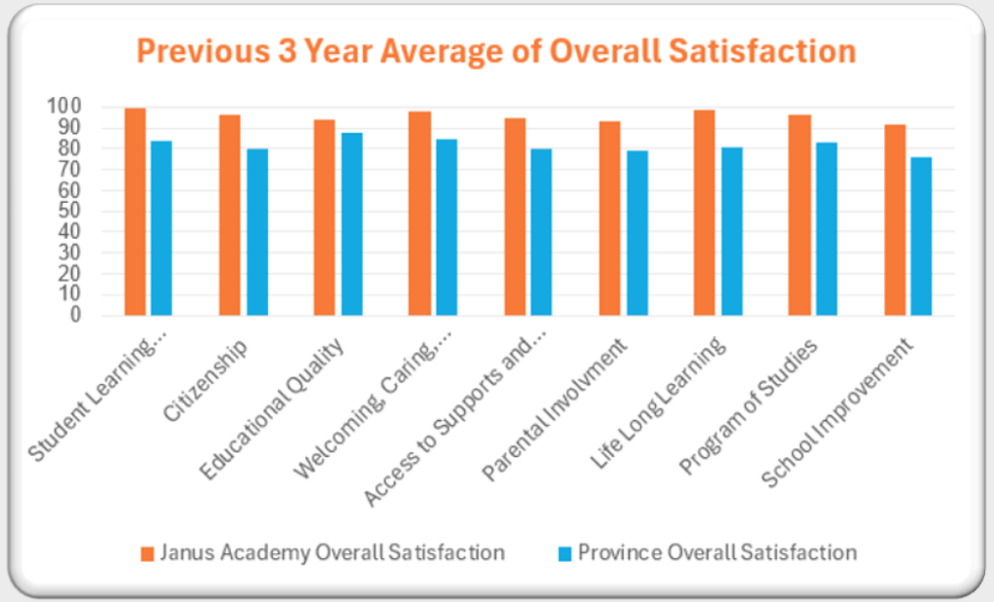
PROFILE OF JANUS ACADEMY SOCIETY

Janus Academy Society is an accredited independent school in Calgary, Alberta, serving autistic children and youth. During the 2025-2026 school year, Janus Academy provided specialized educational programming to 90 students across nine classrooms serving students from Grades 1 through 12. For 29 years, Janus Academy has provided specialized, evidence-informed educational programming designed to support each student's academic, communication, social, emotional, and independent living development. Our mission is 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. We do this through individualized education, meaningful relationships, and programming that is tailored to individual strengths, needs, interests, and future goals.

Through a two-stream educational model, Janus Academy ensures that students receive appropriate levels of assistance along with access to challenging learning opportunities and positive learning environments. Because we understand that learning looks different for each student, individualized approaches are essential to success. The first stream serves students who need substantial help with communication, self-regulation, social development, and functional academics. A modified Alberta Program of Studies forms the basis of the second stream, where students work toward provincial curriculum outcomes with accommodations and specialized services in place to maximize success.

A defining feature of Janus Academy is its interdisciplinary approach to education. A dedicated educational and leadership team of 69 staff members guided student learning throughout the year. That team brings together certificated teachers, educational assistants, program coordinators, classroom coordinators, speech-language pathologists, occupational therapists, a psychologist, board-certified behaviour analysts, and school leadership staff. This collaborative model keeps services coordinated across all areas of student development.

Individual Program Plans (IPPs) are developed for every student and are informed by Alberta curriculum outcomes, assessment findings, family input, student voice, and ongoing progress monitoring. Programming focuses not only on academic achievement but also on the development of communication, self-advocacy, independence, social relationships, emotional regulation, and life skills that contribute to long-term success and wellbeing. At the high school level, programming expands to support students in preparing for adulthood, post-secondary opportunities, employment, and community participation. Students engage in individualized transition planning focused on personal goals, independence, community access, and career exploration. Through these authentic learning opportunities, students apply classroom skills in real-world environments while developing confidence, employability skills, self-determination, and community connections.



JANUS ACADEMY STAKEHOLDER ENGAGEMENT

Janus Academy's success is built on strong partnerships with the many stakeholders who contribute to the educational growth, well-being, and future success of our students. Our stakeholders include students, families, staff, leadership, the Board of Directors, community partners, post-secondary institutions, external professionals, donors, and funding partners.

As a specialized independent school serving autistic children and youth in Grades 1-12, Janus Academy values ongoing collaboration and actively seeks stakeholder feedback to guide school improvement, strategic planning, and program development. Throughout the 2025-2026 school year, stakeholder input informed decisions related to student programming, staff professional learning, community engagement, operational planning, and strategic priorities.

Feedback was gathered through a variety of methods, including:



- Parent and staff surveys
- Student voice opportunities and preference assessment
- Individual meetings and interviews
- Parent Advisory Council (PAC) involvement
- Staff meetings and focus groups
- School events and training sessions
- Community consultations and partnership discussions, including students transition partners
- Ongoing communication through email, ClassDojo, Microsoft Teams, newsletters, and social media
- Community Leadership activities (AISCA presentations, convention presentations, external school visits and other school personal visiting our classrooms)
- Board and Leadership Strategic Retreat

The information gathered was reviewed by leadership and shared with staff and the Board of Directors to support ongoing monitoring of priorities identified within Janus Academy's Education Plan and Strategic Roadmap.

Students

Students remain at the center of all decision-making at Janus Academy. Wherever possible, students are provided opportunities to share their perspectives, preferences, strengths, interests, and future goals. Student voice informs individualized programming, transition planning, goal development, classroom supports, and learning opportunities. Through ongoing observation, student feedback, preference assessments, and collaborative planning, the school ensures programming remains responsive to each student's unique learning profile while fostering increasing independence, self-advocacy, and meaningful participation in school life.

Families

Families are valued partners in the educational process. Parents and guardians provide essential insight into their child's strengths, needs, interests, and progress. Janus Academy actively seeks family input through surveys, meetings, Individual Program Plan (IPP) development, parent education opportunities, direct communication, and participation in the Parent Advisory Council. Family feedback plays an important role in evaluating program effectiveness, identifying areas for growth, and shaping future priorities. The school is committed to maintaining strong home-school partnerships that support positive outcomes for students and families.

Staff

Janus Academy recognizes that staff expertise and engagement are critical to student success. Staff members contribute to school improvement through collaborative planning, professional learning communities, staff meetings, committee work, surveys, focus groups, and ongoing dialogue with leadership. Staff feedback informs operational decisions, professional development planning, resource allocation, program improvement, and workplace culture initiatives. Through open communication and shared leadership, Janus Academy strives to be both a leader in autism education and an employer of choice.

Board of Directors

The Board of Directors provides governance, strategic oversight, and accountability for the organization. Regular engagement between the Board, leadership team, and stakeholders supports informed decision-making and alignment with Janus Academy's mission, vision, and strategic priorities. The Board reviews stakeholder feedback, educational outcomes, financial performance, risk management, and strategic initiatives to ensure the Academy remains responsive to the needs of students, families, staff, and the broader community.

Community Partners, Donors, and Supporters

Janus Academy benefits from the support of community organizations, post-secondary institutions, businesses, professional partners, donors, and volunteers. These relationships expand learning opportunities for students, strengthen community inclusion, and support innovation within the school. Feedback from community partners helps inform future programming, transition planning, work experience opportunities, professional development initiatives, and organizational priorities. Through ongoing communication and engagement, Janus Academy continues to strengthen its role as a Center of Excellence in autism education while maintaining strong connections with the communities it serves.

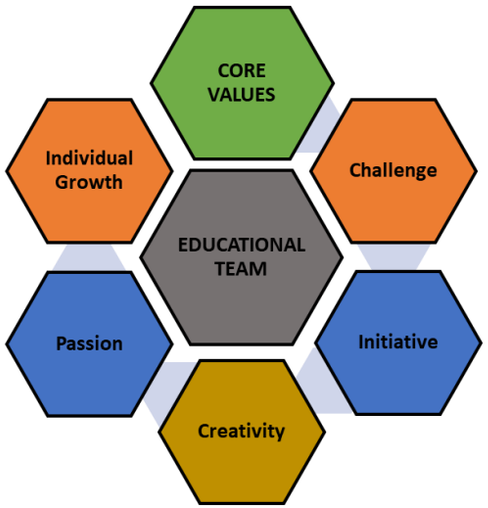
Accountability & Assurance Measures

The Annual Education Results Report identifies priorities and areas for improvement through stakeholder feedback. It demonstrates how Janus Academy meets and exceeds Alberta Education performance requirements across five assurance domains.

FIVE ASSURANCE DOMAINS

1. **Student Growth & Achievement**
2. **Teaching & Leading**
3. **Learning Supports**
4. **Governance**
5. **Local & Societal Context**

EDUCATIONAL TEAM



BOARD OF DIRECTORS



Core values guide both operational practice and governance oversight.

MESSAGE FROM THE BOARD

On behalf of the Board of Directors, it is an honour to share the 2025–2026 Annual Education Results Report for Janus Academy. For 29 years, our school has stood as a place of possibility, belonging, and a center of excellence for children with autism.

This past year's achievements, including 100% overall satisfaction across key provincial assurance measures, expanded high school pathways, and strengthened student independence—directly reflect the extraordinary people at the heart of Janus Academy. To our entire staff and administration: thank you. Whether you are a teacher, educational assistant, therapist, specialist, coordinator, or member of our leadership team, your expertise, compassion, and tireless dedication shape a safe, caring, and dynamic environment where our students truly thrive. Your commitment to individualized learning and collaborative teamwork is the reason families place such deep trust in our school.

We are also profoundly grateful to our families, donors, volunteers, and community partners whose ongoing support fuels opportunity and enriches every student's journey. Together, we are building brighter futures and empowering every learner to reach their full potential.

With sincere gratitude,With sincere appreciation,



Sincere regards,

Servejit Massey

Janus Board Chair

Accountability Statement

The Annual Education Results Report for Janus Academy for the 2025/2026 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial 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 2025/2026 was approved by the Board on November 17, 2026

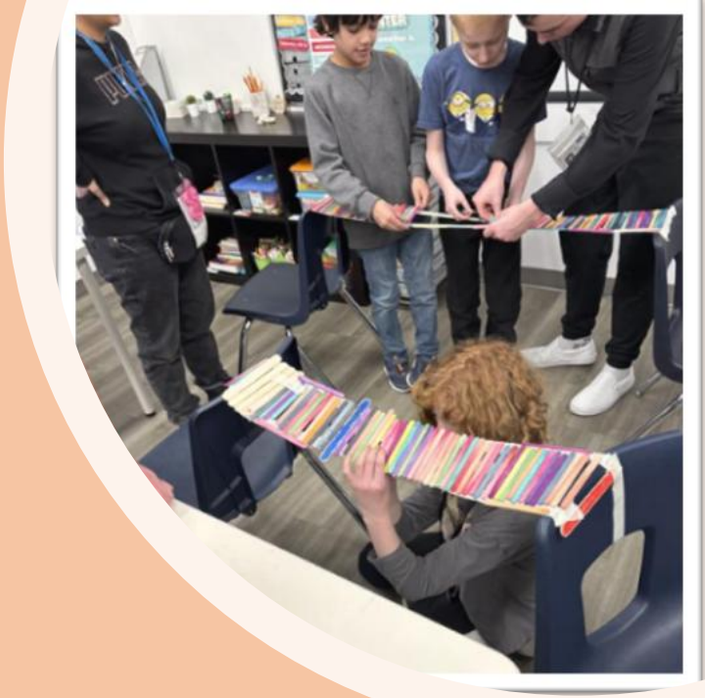


Servejit Massey
Board Chair, Janus Academy Society
(Original Signed)











STUDENT GROWTH AND WELL-BEING

Goal 1: Learning objectives will focus on all students reaching their full potential academically, socially, physically, and emotionally.

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



Student Learning & Program Measures

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	87.5	18	98.2	20	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	84.2
Parent	8	87.5	10	96.4	13	100.0	4	*	1	*	*	*	*	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
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	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	4	*	8	100.0	7	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	88.5	18	91.6	20	98.2	7	100.0	7	92.7	Very High	Maintained	Excellent	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	196,028	83.4
Parent	8	88.5	10	98.3	13	96.5	4	*	1	*	*	*	*	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	37,119	82.5
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	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	125,148	78.5
Teacher	4	*	8	84.9	7	100.0	7	100.0	7	92.7	Very High	Maintained	Excellent	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	33,761	89.3

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	95.7	18	90.0	20	96.2	7	100.0	7	100.0	Very High	Maintained	Excellent	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5	278,402	80.2
Parent	8	95.7	10	93.1	13	92.3	4	*	1	*	*	*	*	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5	37,068	73.1
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	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	4	*	8	87.0	7	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4	33,748	88.0

Student Learning & Program Measures

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	90.9	18	89.4	20	94.3	7	97.6	7	100.0	Very High	Maintained	Excellent	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	8	90.9	10	91.2	13	90.9	4	*	1	*	*	*	*	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
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	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	4	*	8	87.5	7	97.6	7	97.6	7	100.0	Very High	Maintained	Excellent	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	95.3	18	96.4	20	99.5	7	97.9	7	100.0	Very High	Maintained	Excellent	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	85.8
Parent	8	95.3	10	100.0	13	99.0	4	*	1	*	*	*	*	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
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	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	4	*	8	92.7	7	100.0	7	97.9	7	100.0	Very High	Maintained	Excellent	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	92.5	18	91.3	20	96.7	7	100.0	7	100.0	Very High	Maintained	Excellent	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	81.2
Parent	8	92.5	10	95.5	13	93.3	4	*	1	*	*	*	*	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	80.1
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	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	72.7
Teacher	4	*	8	87.2	7	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	90.9

Student Learning & Program Measures

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	92.3	18	89.0	20	96.2	7	100.0	7	100.0	Very High	Maintained	Excellent	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	8	92.3	10	95.9	13	92.3	4	*	1	*	*	*	*	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
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	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	4	*	8	82.1	7	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

School Improvement

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

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	85.7	18	88.8	20	85.2	6	100.0	6	100.0	Very High	Maintained	Excellent	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	272,598	76.3
Parent	7	85.7	10	90.0	13	84.6	4	*	1	*	*	*	*	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	35,434	75.0
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	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4	205,728	76.8
Teacher	3	*	8	87.5	7	85.7	6	100.0	6	100.0	Very High	Maintained	Excellent	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	31,436	77.1

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	97.5	18	97.4	20	100.0	7	97.0	7	100.0	Very High	Maintained	Excellent	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	278,912	88.3
Parent	8	97.5	10	100.0	13	100.0	4	*	1	*	*	*	*	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	37,193	88.9
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	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	207,932	82.4
Teacher	4	*	8	94.9	7	100.0	7	97.0	7	100.0	Very High	Maintained	Excellent	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	33,787	93.8

Provincial Achievement Tests (PATs)

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Janus Academy					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	8	2	9	4	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	0.0	*	0.0	*	*	*	*	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	0.0	*	0.0	*	*	*	*	n/a	16.8	15.5	15.4	15.6

Key Insights

As a Designated Special Education Independent School (DSEIS), Janus Academy serves students with diverse learning profiles who require individualized supports, adaptations, and modifications to achieve success. Consistent with Alberta Education provisions, students attending Janus Academy are generally exempt from Provincial Achievement Tests (PATs); therefore, provincial assessment data is not available. While PAT data is unavailable, Janus Academy maintains a robust assessment and progress-monitoring framework to ensure students are achieving meaningful growth aligned with their Individual Program Plans (IPPs) and educational programming. Student progress is monitored through ongoing curriculum-based assessments, academic performance measures, skill acquisition data, behavioural and social-emotional indicators, classroom observations, and regular review of individualized goals.

Assessment data is collected and analyzed throughout the school year to evaluate student growth, guide instructional decision-making, and ensure appropriate supports and interventions are in place. This data-driven approach enables educators to adjust programming, monitor progress toward outcomes, and ensure students continue to access learning opportunities that are aligned with Alberta curriculum expectations while reflecting their unique strengths, needs, and learning pathways. The review of student achievement data demonstrates that students continue to make meaningful progress toward individualized academic, communication, social-emotional, independence, and functional learning goals. Ongoing assessment practices provide staff, families, and stakeholders with a comprehensive understanding of student growth and support the continuous improvement of educational programming at Janus Academy.

Performance data and provincial results for students who self-identify as First Nation, Métis, or Inuit, and those requiring English support as their Second Language, will be disclosed when accessible.

STUDENT GROWTH AND WELL-BEING Local Measures

Percentage of Parents who are satisfied that:	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
The curriculum and programming meets their child's needs and skill level.	97%	100%	100%	98%	**96%**
The Education Team treats me and my child with courtesy and respect.	100%	100%	100%	98%	**100%**
The information provided regarding my child's progress and achievements keeps me informed about my child's growth and areas needing to be focused on.	N/A	100%	97%	95%	**96%**
If my child has a Behaviour Support Plan (BSP) designed specifically for them, the information given to me regarding the BSP is clearly explained.	N/A	100%	96%	100%	**95%**
Questions about my child are answered fully and in an acceptable timeframe	N/A	100%	100%	100%	**100%**
Percentage of Staff who are satisfied that:	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Educational Programming is structured to meet the diverse needs of each student.	88%	100%	100%	100%	**100%**
The school is a safe and caring environment to work in.	97%	96%	97%	95%	**98%**
Janus Academy offers a broad range of programs that support the growth and opportunities for learning to our students.	N/A	N/A	100%	98%	**99%**







Key Insights

The 2025-2026 school year demonstrated strong progress toward the goals outlined in the Education Plan. Stakeholder confidence remained exceptionally high, student independence increased significantly, and expanded supports strengthened Janus Academy's ability to meet the diverse needs of every learner.

Staff confidence that students had access to a broad range of learning opportunities increased from 96.9% (November) to 100% (May).

The organization also continued to strengthen pathways to adulthood through transition planning, life-skills instruction, workplace readiness programming, and community-based learning opportunities. Monthly review of student achievement data and continued development of Knowledge and Employability pathways helped align learning experiences with long-term student goals.

During the 2025-2026 school year, Janus Academy continued to strengthen student growth and achievement through targeted program enhancements designed to address the diverse and complex needs of learners. A significant addition was the integration of proprioceptive supports across classrooms and programs. Increased attention to sensory regulation and body awareness helped students improve self-regulation, readiness for learning, engagement, and participation in educational activities.

The school also completed the development and implementation of Intensive Educational Session (IES) targets for Low Support Needs students. These targets were directly aligned with Individualized Program Plan (IPP) objectives and a newly developed goal bank, creating greater consistency in programming across classrooms and divisions. This work established common priorities for students with similar learning profiles, improved collaboration among educational teams, and allowed for more measurable tracking of progress within specific skill domains.

Transition and employment readiness programming continued to expand through a partnership with Vecova's Youth Employment Program. High school students participated in structured employment preparation activities focused on resume development, interview skills, workplace expectations, and employment readiness. These experiences provided students with meaningful opportunities to develop practical skills and increased confidence as they prepared for adulthood and future employment opportunities.

Greater emphasis was also placed on social-emotional learning, healthy relationships, and sexuality education. Community experts collaborated with school staff to provide specialized instruction and resources, while targeted curriculum was implemented for high school students to support personal safety, self-advocacy, emotional well-being, and age-appropriate relationship development.

Literacy instruction was further enhanced through the support of the school's Literacy Specialist. Certificated Teachers received coaching, training, and consultation related to assessment, instructional practices, and literacy interventions. Staff reported positive impacts on their professional practice, increased confidence in literacy instruction, and greater consistency in the delivery of literacy programming across classrooms. To further strengthen learning opportunities, Janus Academy secured additional funding to purchase literacy resources, social studies materials, and classroom instructional supports. These resources enhanced curriculum delivery and provided Educational Teams with improved tools to meet the diverse academic, communication, and learning needs of students. The continued investment in high-quality instructional materials contributed to more engaging, accessible, and individualized learning experiences across the school.

Goal 1: Learning objectives will focus on all students reaching their full potential academically, socially, physically, and emotionally.

Areas of Strength

- Education Quality increased from 90.9% to 100% over five years.
- Access to Supports and Services exceeded the Education Plan target.
- The Student Support Team strengthened classroom capacity and collaboration.
- Expanded programming opportunities contributed to increased stakeholder confidence.
- Students demonstrated meaningful growth in independence and engagement.
- 84% of students enrolled in intensive communication interventions demonstrate increased spontaneous requests.

Intensive Educational Session (IES) programming was expanded across elementary, Junior and Senior High classrooms. Increased student engagement, independence, and instructional consistency were observed. Staff reported positive impacts from individualized supports and targeted instruction.

Student Support Team (SST) model expanded school-wide with the addition of a full-time Training Coordinator and supported by the addition of a Speech and Language Pathologist Assistant focusing on language and communication through play-based activities. We saw an increase of direct services by over 54% from last year to this year. Staff reported increased access to specialized expertise and classroom problem-solving support. Positive feedback indicates SST strengthened both student supports and staff capacity.

The target of providing more than six programming opportunities by external specialists and off-campus programming supporting skill development and generalization was doubled. Growth in community partnerships and sensory-based learning came through weekly activities at the We Rock the Spectrum facility, sport specialists introducing students to unfamiliar activities, job coaching for employment through Vecova, and volunteer placements in the community.

Junior/Senior High school students took part in EZ-Robot programming, which was carried out successfully. Their learning was then presented at the science fair with great success.

All certificated staff attended AISCA's annual Teacher Convention and shared that knowledge amongst each other and shared knowledge at a Professional Learning Committee meeting.

90.4% of staff reported that their learning and understanding were strengthening.

3 parent workshops to enhance understanding and reinforce learning at home were provided.

Areas of Focus

- Expand communication about academic progress and IPPs and how to understand progress.
- Transition, employment, and life-skills programming.
- Family engagement and accessibility of events.
- Continue expanding meaningful Indigenous learning experiences.
- Develop common cohort pre/post measures to better demonstrate cohort growth over time.

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

Areas of Strength

During the 2025-2026 school year, Janus Academy strengthened its literacy and numeracy programming through a systematic approach to screening, intervention, and progress monitoring. Literacy and numeracy screening practices were formalized with standardized testing to ensure early identification of students requiring additional support, without loosing focus on individualized results. Assessment information was used to guide instructional decisions, individualized intervention plans, and ongoing monitoring of student growth. This increased focus on evidence-informed decision-making improved consistency across classrooms and strengthened continuity of programming for students.

- Lead literacy specialist appointed.
- Two annual curriculum/assessment training sessions provided for Teachers and Coordinators.
- Ongoing literacy and numeracy instructional support through support provided by the Principal and learning specialists.
- Increased classroom staff training for communication development.
- 91% of students demonstrated measurable growth in individualized literacy and/or numeracy skills, including functional communication, comprehension, independence, application or generalization of learning across environments.
- Improved access to resources and centralized assessment data

Learning supports: Janus Academy received a $990 grant from Alberta Education to support First Nations, Métis and Inuit student success.
Staff capacity continued to grow through targeted professional learning. Certificated Teachers and Educational Assistants participated in curriculum, assessment, literacy, numeracy, and communication-focused training opportunities. Increased collaboration with instructional leaders and specialists supported consistent classroom implementation and strengthened staff confidence in adapting programming to meet diverse student learning needs.

Eight Educational Assistants and other Educational Team member received an Educational Assistants Literacy Essentials Certificate through LDAA.
Play-based language enhancement was the focus of two sessions, each running six weeks. Reported feedback covered student learning outcomes, gains in language use, and staff capacity to generalize these skills into other environments.

Janus Academy continued to improve its assessment and data management systems. Student learning information, assessment results, and programming data became increasingly centralized, improving access to information and supporting smoother transitions between classrooms and grade levels. The school also continued exploring technology-supported approaches to data management to reduce information loss, strengthen program continuity, and support informed decision making.

With the development of the 4th year of high school program planning, a focus was on continued student achievement and continued independence. High school curriculum for the 4th year was refined and aligned with K&E, CALM, Career Education, and Financial Literacy outcomes, strengthening life skills, employment readiness, and community engagement opportunities. This resulted in expanded transition planning, increased volunteer participation, and successful employment opportunities for several students.

Areas of Focus

- An SLPa was contracted to enhance and support student learning. Continue to discuss increasing this role internally.
- Continue refining literacy and numeracy screening practices and establish school-wide reporting measures that demonstrate student growth over time.
- Strengthen evaluation of community-based learning opportunities.

Early Years Assessment

Understanding Needs | Providing Targeted Supports | Building Foundation Skills

LITERACY

Grade	Name of Assessment Used	Total number of students assessed at the beginning of the school year	Total number of students identified as requiring additional supports based on the initial assessment	The total number of students identified as requiring additional supports at the end of the school year after receiving intervention programming.
Grade 1	CC3 & LeNS, RAN, PAST	3	1	1
Grade 2	CC3 & LeNS	5	1	0
Grade 3	CC3	6	2	1

NUMERACY

Grade	Name of Assessment Used	Total number of students assessed at the beginning of the school year	Total number of students identified as requiring additional supports based on the initial assessment	The total number of students identified as requiring additional supports at the end of the school year after receiving intervention programming.
Grade 1	Provincial Numeracy Assessment	3	1	1
Grade 2		5	3	3
Grade 3		5	3	3

Summary of Supports and Strategies in Literacy and Numeracy

Students assessed at risk that received additional supports were provided:

- 1:1 pull out sessions
- Small group learning sessions with 3–4 peers
- Levelled literacy and phonics-based instruction
- Differential instruction
- Basing lessons on specific targeted curriculum such as, Fountas and Pinnell, Lively Letters, Mathletics, Jump Math.

PREPARED for ADULTHOOD

Goal 1: Prepare students for adulthood through the creation of community partnerships that foster innovation and creative programming.











Prepared for Adulthood

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	100.0	15	100.0	18	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7	66,650	84.2
Parent	6	100.0	8	100.0	12	100.0	4	*	1	*	*	*	*	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0	34,404	76.7
Teacher	4	*	7	100.0	6	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4	32,246	91.7

Lifelong Learning

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

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	88.9	15	100.0	20	95.5	7	100.0	6	100.0	Very High	Maintained	Excellent	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8	68,123	81.2
Parent	7	88.9	8	100.0	13	90.9	4	*	1	*	*	*	*	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5	35,211	75.1
Teacher	4	*	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1	32,912	87.2

KEY INSIGHT

The 2025–2026 results continue to provide important information about student preparation for life beyond high school. The results support Janus Academy's continued emphasis on individualized transition planning, independence, life skills, workplace readiness, and opportunities for students to apply their learning within authentic community settings.

Prepared for Adulthood

High School to Post-secondary Transition Rate

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

	Authority													Province								
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	1	*	6	0.0	n/a	n/a	3	*	2	*	*	*	*	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5	51,145	44.0
6 Year Rate	2	*	3	*	1	*	6	0.0	n/a	n/a	n/a	n/a	n/a	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9	48,296	61.0

High School Completion Rate

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

	Authority													Province								
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	0.0	n/a	n/a	3	*	2	*	10	0.0	Very Low	n/a	n/a	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4	55,307	82.1
4 Year Completion	1	*	6	0.0	n/a	n/a	3	*	2	*	*	*	*	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7	51,145	85.5
5 Year Completion	3	*	1	*	6	0.0	n/a	n/a	3	*	*	*	*	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1	49,291	86.7

KEY INSIGHT

The results reinforce the importance of providing multiple pathways toward adulthood that reflect individual student strengths, needs, interests, and future goals. These findings complement the school's continued work to expand credited programming, employment preparation, volunteer opportunities, and community-based learning as part of the three-year Education Plan.

Key Insights

During 2025–2026, Janus Academy made significant progress in expanding opportunities that prepare students for adult life. Programming increasingly connected academic learning with independence, life skills, workplace readiness, employment preparation, and meaningful community participation.

A significant area of growth was the expansion of high-school credited programming. Science 14, English 10-2, and Social Studies 20-2 were added, while Mathematics 10-3, and Social Studies 10-4 continued to be offered. HCS3000 was also offered as a non-core course, resulting in Janus Academy awarding its first credits for HCS3000. Other high-school credits continued to be accessed through the school's non-primary partnership with Golden Hills School Division. Foods 10-4 was finalised for implementation in 2026–2027.

Employment preparation also continued to develop through the Vecova partnership. Grant and partnership funding enabled three students to participate in the programme during 2025–2026, with two additional students anticipated to participate in 2026–2027. This work complements the broader employment-readiness programming which included résumé development, interview skills, workplace expectations and employment preparation.

Community partnerships remained an important component of preparing students for adulthood. Janus Academy maintained relationships with existing partners while actively reaching out to new organisations to increase opportunities for volunteerism, community engagement, skill development and future employment preparation. This work directly reflects the Education Plan's focus on developing mutually beneficial community relationships that create meaningful learning opportunities for students.

Goal 1: Prepare students for adulthood through the creation of community partnerships that foster innovative and creative programming.

EDUCATION PLAN PRIORITY	2025–2026 PROGRESS	KEY RESULTS	NEXT STEP
K&E / CREDITED PROGRAMMING Expand Grades 10–12 options; add core academic programming; finalise practical learning modules; build capacity to award high-school credits; and provide small-group CTS learning.	SIGNIFICANT PROGRESS	• Added Science 14 and English 10-2 • Continued Math 10-3 and Social Studies 10-4 / 20-2 • First Janus-awarded credits through HCS3000 • Additional credits through Golden Hills School Division	Implement Foods 10-4 in 2026–2027 and continue expanding appropriate credited and practical course options.
VECOVA PARTNERSHIP Evaluate and refine the Vecova partnership for potential expansion and identify ongoing funding to support suitable students over the three-year plan.	SIGNIFICANT PROGRESS	• Grant funding supported 3 students • Structured employment-readiness programming provided	Support 2 additional students anticipated for 2026–2027 and continue evaluating and refining the partnership.
GRADUATE VOLUNTEER & EMPLOYMENT PROGRAM Develop a formal program by identifying suitable volunteer or employment tasks and responsibilities and creating skill-based task analyses for potential roles.	DEFERRED	• Program development deferred • Limited student interest and no students available to participate in 2025–2026	Carry the work forward into 2026–2027 as appropriate student interest and opportunities emerge.
COMMUNITY PARTNERSHIPS Identify potential partners; strengthen existing relationships; contact at least 3 new organisations; and develop a consistent partnership communication tool to increase hands-on learning.	SIGNIFICANT PROGRESS	• 6 new organisations contacted, exceeding the target of 3 • Made by Mama established as a new partner • Existing partnerships engaged • Partner communication letter developed	Continue developing prospective partnerships with Bloom Dance, Ausome Gift Store, Pinnovate and Clay for Kids.

The first year of the 2025–2028 Education Plan demonstrated strong progress in expanding pathways to adulthood. Increased credited programming, employment-readiness opportunities, and community partnerships strengthened the connection between high-school learning and students' future independence, employment, and community participation.

AREAS OF STRENGTH

Prepared for Adulthood

1 HIGH SCHOOL PATHWAYS & FOURTH-YEAR PROGRAMMING

Janus Academy strengthened the continuum between high school and adulthood through expanded credited pathways and fourth-year programming. Curriculum was refined in the areas of life skills, workplace readiness, CALM, K&E, Career Education, Financial Literacy and community participation. Student achievement, IPP progress and independent-living data informed individualised pathway planning.

2 INDIVIDUALISED TRANSITION PLANNING

Transition planning became more comprehensive and responsive to student and family priorities. Student interest assessments, parent transition surveys, annual planning, parent-teacher discussions, wrap-around meetings and individualised pathway plans connected school programming with employment, volunteering, leisure, living, transportation and adult-service goals.

3 WORKPLACE READINESS & VOLUNTEER EXPERIENCE

More than 95% of high school students participated in ongoing volunteer experiences. School stores, coffee cart activities, recycling, food pantry support, laundry, church partnerships and other service opportunities supported responsibility, communication, teamwork, customer service and workplace-readiness skills.

4 COMMUNITY, EMPLOYMENT & ADULT PATHWAYS

Community partnerships increased access to authentic employment and adult pathways. One Grade 10 student secured paid community employment; one graduate continued in Mount Royal University's Transitional Vocational Program while maintaining part-time employment; and another graduate was accepted for 2026–2027.

High School Programming → **Transition Planning** → **Workplace / Volunteer Experience** → **Adult & Community Pathways**

Together, these strengths form a purposeful progression from individualised planning and skill development to authentic volunteer, employment, post-secondary and community opportunities, supporting students in building greater independence and preparing for meaningful adult lives.

AREAS OF FOCUS

Prepared for Adulthood | Continued Priorities

1 EXPAND CREDITED PATHWAYS

Increase K&E, CTS and core course options, including Foods 10-4, while supporting individualised progress towards the Certificate of High School Achievement.

2 DEVELOP OCCUPATIONAL & PRACTICUM CREDITS

Explore Janus Academy's capacity to award credits for occupational courses, Workplace Practicum, Work Experience and Community Volunteerism.

3 STRENGTHEN VOLUNTEER & EMPLOYMENT PATHWAYS

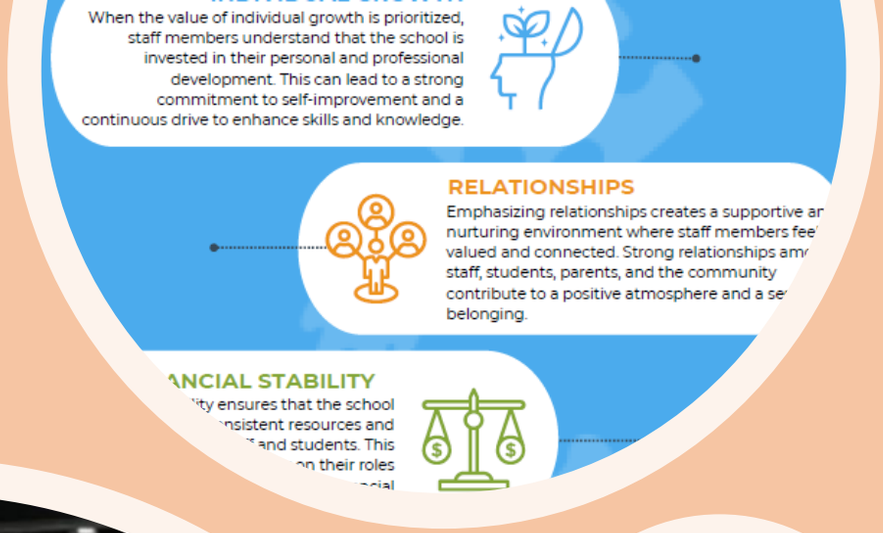
Develop structured pathways with clear skill expectations and progression from school-based jobs to community placements and supported employment.

4 EXPAND COMMUNITY OPPORTUNITIES

Strengthen existing partnerships and develop new opportunities for community engagement, volunteerism, workplace learning and employment preparation.

Expanded Courses → **Occupational & Practicum Credits** → **Volunteer & Employment Pathways** → **Community Participation**

The next phase will connect individualised high-school programming with recognised credits, authentic workplace learning and meaningful participation in employment, volunteering and community life.











Enhanced Capacity in Employees

Goal 1: Strengthen employee capacity through ongoing development, skill-building, and support for professional growth.

Goal 2: Strengthen employee satisfaction, retention and engagement.



Enhanced Capacity in Employees

In-Service Jurisdiction Needs - Data Summary

	Janus Academy													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	60.9	7	95.2	6	94.4	7	100.0	Very High	Improved	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0
Teacher	4	*	8	60.9	7	95.2	6	94.4	7	100.0	Very High	Improved	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0

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

What staff are most proud of

Student Growth & Success: Seeing students grow, become independent, and experience new opportunities (partnerships, volunteering, trips).

Collaboration & Teamwork: Strong sense of community, inclusivity, and camaraderie among staff, everyone works together to support students and each other.

Professional Growth: Access to training, support, and opportunities for learning throughout the year.

Adaptability & Evolution: Pride in how the school has grown and evolved over time, embracing change and striving to improve.

What continues to be strong

- **Strong school culture and belonging**
- **Supportive, collaborative teams and strong leadership relationships**
- **High-quality training and growth**
- **Deep sense of purpose**

Local Measures

Janus Academy recognizes that strong student outcomes depend on knowledgeable, skilled, supported, and engaged employees. During the 2025-2026 school year, the school continued to strengthen employee capacity through professional learning, interdisciplinary support, opportunities for staff input, leadership accessibility, and initiatives intended to reinforce a positive and inclusive workplace culture. Two staff satisfaction surveys were administered during the school year. The November 2025 survey received 64 responses, and the May 2026 survey received 55 responses.

Percentage of Staff who are satisfied that:	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
I am offered opportunities to give my input into decisions that could effect my work in the classroom.	98%	100%	86%	93%	96%
I am treated with respect and in a polite manner by my supervisors.	N/A	95%	96%	96%	97%
I feel Valued for the work I do.	N/A	N/A	N/A	92%	98%
I have access to the instructional resources needed to support student learning and when new student needs arise, appropriate instructional supports are provided	100%	100%	100%	95%	96%
Janus Academy consistently incorporates the core values into the school environment and culture.	96%	97%	100%	97%	97%
Janus Academy's culture encourages me to take initiative, to use my skills, and to contribute meaningfully.	97%	100%	100%	97%	98%
How satisfied are you with collaboration among team members to support student success?	N/A	N/A	N/A	N/A	96%

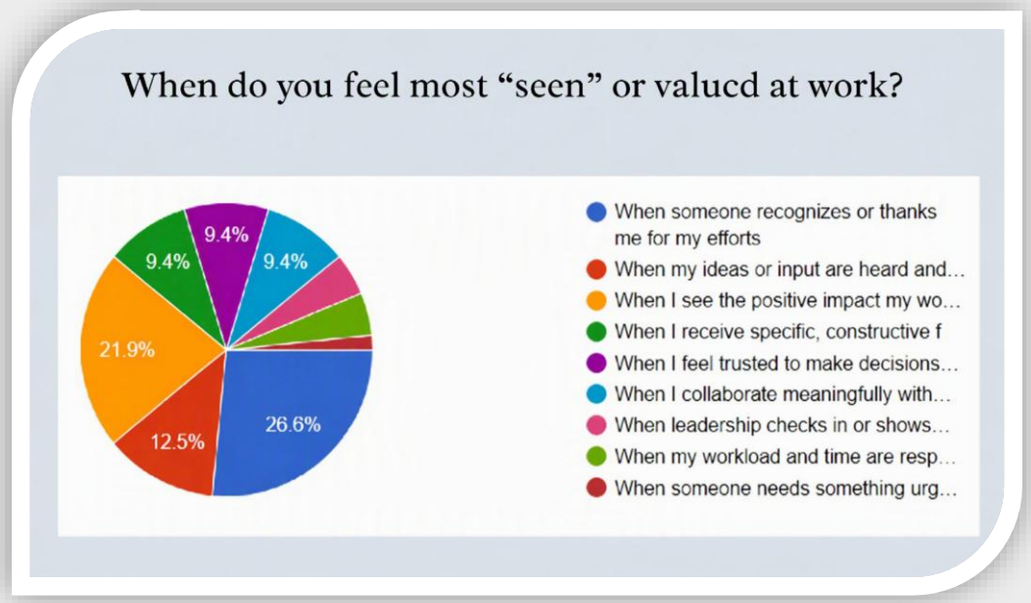
Key Insights

During the 2025-2026 school year, Janus Academy continued to invest in strengthening staff capacity through targeted leadership development, instructional coaching, collaboration, and employee support initiatives. Several foundational systems matured this year, including the Student Support Team model, the Teacher Quality Standards framework, and enhanced opportunities for experienced staff to take on mentorship and leadership responsibilities.

The school recognized that sustainable student success depends on building the knowledge, confidence, and effectiveness of staff. Efforts to provide clearer role definition, increased access to professional learning, and stronger interdisciplinary collaboration helped create greater consistency in programming and service delivery across classrooms.

Feedback from staff and leadership discussions suggested that employees value opportunities for professional growth, collaborative problem solving, and having access to specialized supports when addressing increasingly complex student needs.

Leadership Development: Targeted leadership coaching with Kyle Kalloo through “Change My Business Coaching.” The professional learning was intended to provide in-depth leadership training focused on high-performance leadership and organizational growth. Monthly strategic planning and leadership sessions supported the team in reviewing progress, identifying emerging challenges, setting actionable objectives, strengthening collaborative problem-solving, and maintaining alignment with organizational priorities. Leadership and Board strategic planning supported shared goal-setting and longer-term organizational planning. Leadership members also worked with individual KPIs and organizational roadmap priorities to guide accountability, professional growth, and continuous improvement. The 2025–2026 program highlights connect this goal-setting process with individual leadership growth.



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

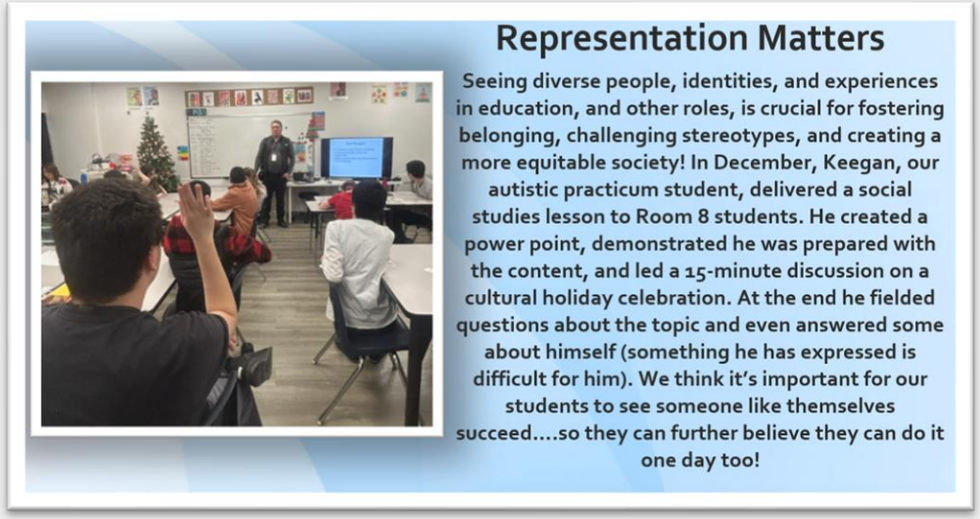
Areas of Strength

A significant accomplishment was the continued development of a multidisciplinary Student Support Team (SST). The expansion of this model increased collaboration among departments and allowed specialized expertise to be shared more effectively across classrooms. The addition of dedicated Training Coordinator and Transition Coordinator positions enhanced support for both staff development and student transitions. The SST model strengthened problem-solving, improved communication between the Educational Team, specialist, and provided more targeted supports for classrooms serving students with complex learning and behavioral needs.

Janus Academy continued to strengthen instructional capacity through ongoing professional development aligned with Teacher Quality Standards. Staff engaged in classroom observations, coaching conversations, collaborative problem solving, and specialized training opportunities. These initiatives helped promote greater consistency in instructional practices and supported certificated teachers in adapting curriculum, assessment, and instructional approaches to meet diverse student learning profiles.

Areas of Focus

While significant professional learning opportunities were provided, the next step is to further measure how training translates into classroom practice and student outcomes. Future efforts will focus on identifying clear indicators of implementation and effectiveness.



Goal 2: Strengthen employee satisfaction, retention and engagement.

Areas of Strength

Janus Academy supported a positive workplace culture through employee recognition, and regular collaboration and opportunities for staff feedback. These practices strengthened relationships across teams and helped staff remain connected to the school's mission.

Compensation investment included a 3% salary increase and a new salary grid for targeted roles.

- Staff retention reached 95.7%, with overall turnover of 4.3% and no turnover among staff with three or more years of service.

Experienced staff took on mentorship and leadership responsibilities. Classroom coaching, collaborative problem solving and dedicated Training Coordinator and Transition Coordinator roles supported professional growth and more consistent practice.

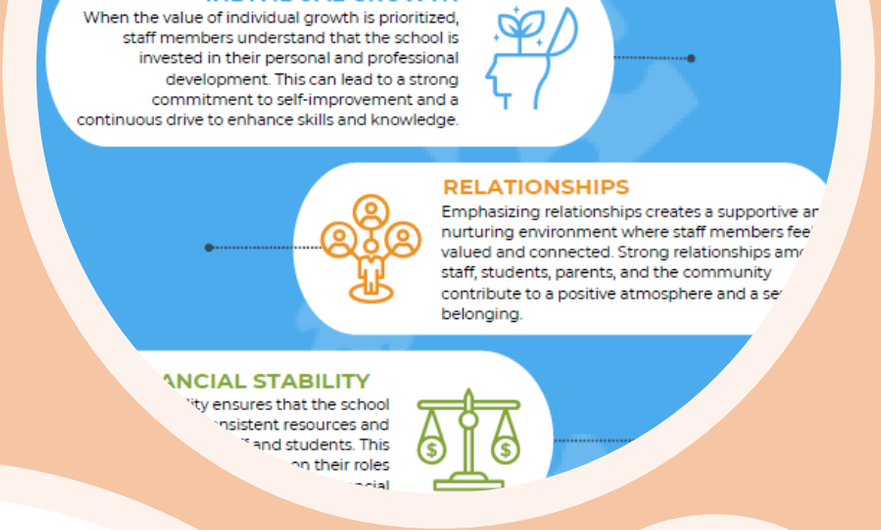
External Community and Educator Learning

The Director of Training shared an online learning series and announced an AISCA presentation in February 2026, extending Janus Academy's professional learning beyond its own staff.

- Janus Academy's wider outreach included training for CBE, CSSD and Palliser educators, along with presentations at AISCA and teacher conventions.
- Visiting school teams learned from Janus programs through classroom observations and theory-based training on campus.

Areas of Focus

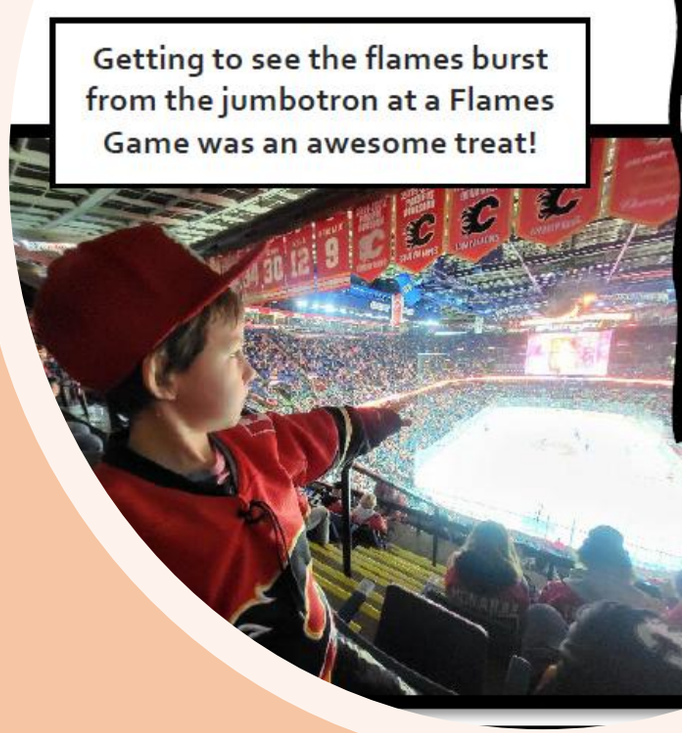
Continue developing future leaders through mentorship and instructional leadership opportunities. Strengthen succession planning and track participation, feedback and application of professional learning to guide future staff development and community training.











Building Communities

Goal 1: Become recognized for our community leadership.



Building Communities

Parental Involvement - Data Summary

	Janus Academy										Measure Evaluation			Alberta								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	80.0	18	94.4	20	93.1	7	91.4	7	100.0	Very High	Maintained	Excellent	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	8	80.0	10	93.9	13	86.2	4	*	1	*	*	*	*	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	4	*	8	95.0	7	100.0	7	91.4	7	100.0	Very High	Maintained	Excellent	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1

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

Satisfaction with Program Access - Data Summary

	Janus Academy										Measure Evaluation			Alberta								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	76.0	17	82.1	19	91.7	7	96.2	7	88.2	Very High	Maintained	Excellent	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1	276,717	71.8
Parent	8	76.0	9	96.7	12	83.3	4	*	1	*	*	*	*	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4	36,083	68.7
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	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8	207,015	74.8
Teacher	4	*	8	67.6	7	100.0	7	96.2	7	88.2	High	Maintained	Good	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1	33,619	71.9

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

Safe and Caring - Data Summary

	Janus Academy										Measure Evaluation			Alberta								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	97.5	18	97.4	20	100.0	7	97.0	7	100.0	Very High	Maintained	Excellent	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	278,912	88.3
Parent	8	97.5	10	100.0	13	100.0	4	*	1	*	*	*	*	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	37,193	88.9
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	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	207,932	82.4
Teacher	4	*	8	94.9	7	100.0	7	97.0	7	100.0	Very High	Maintained	Excellent	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	33,787	93.8

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

Key Insights

Strong collaboration between staff, families, leadership, and support professionals contributed to a stable and supportive school culture.
The Student Support Team model improved access to expertise and strengthened problem-solving for complex student needs.
Leadership coaching and strategic planning helped reinforce organizational values and expectations for respectful communication and collaboration.
Staff retention remained strong, supporting consistency in student programming and relationship building.

Families demonstrated a high degree of confidence in Janus Academy's staff and programming. Parents frequently highlighted the compassion, expertise, responsiveness, and professionalism of staff, noting that communication was timely and that educational teams genuinely cared about their children's success. The strong trust expressed by families reflects the positive relationships that have been built between students, staff, and parents and reinforces Janus Academy's reputation as a valued community resource.

Stakeholder feedback suggests that Janus Academy has become recognized not only as a school but as a source of expertise for supporting autistic students with complex needs. Parents frequently commented on the knowledge, understanding, and dedication of staff and expressed appreciation for the specialized supports their children received. This feedback aligns with the school's broader goal of becoming recognized for community leadership through knowledge sharing, advocacy, and innovative programming.

Local Parent Survey Results	2023-2024	2024-2025	2025-2026
The information I receive on school initiatives and school community activities is clearly communicated?	**98% agree**	**97% agree**	**98% agree**
Communication with my child’s classroom using Dojo or another platform chosen by the class, is an effective method to receive information about my child and their classroom activities?	**98% agree**	**97% agree**	**95% agree**
Janus offers opportunities for parents to engage with other parents/families that help to create a sense of community?	**91% agree**	**93% agree**	**93% agree**

Goal 1: Strengthen the sense of community amongst all our stakeholders.

Areas of Strength

A major outcome was the decision to make High-Performance Leadership a strategic focus for the organization. This included leadership coaching with Kyle Kalloo, monthly strategic planning meetings, and stronger alignment between leadership goals and Board priorities. Targeted leadership development through Kyle Kalloo's "Change My Business Coaching" helped strengthen strategic planning, accountability, and organizational alignment. The work supported the creation of clearer priorities, measurable objectives, and a shared roadmap for future growth, sustainability, and continuous improvement. The leadership sessions focused on:

- Developing clear strategic priorities and measures of success.
- Building accountability through KPIs and strategic priorities.
- Leadership accountability measures.
- Strengthened collaboration between the Board and Leadership Team through strategic planning and ongoing monitoring of goals.

Janus Academy strengthened its reputation as a leader in autism education by expanding knowledge-sharing opportunities and collaborative partnerships within the broader educational community. This was demonstrated through:

- Training provided to CBE, CSSD, and Palliser educators.
- Presentations at AISCA and teacher conventions.
- Visiting schools learning from Janus programs on campus both in the classroom and in theory training sessions.

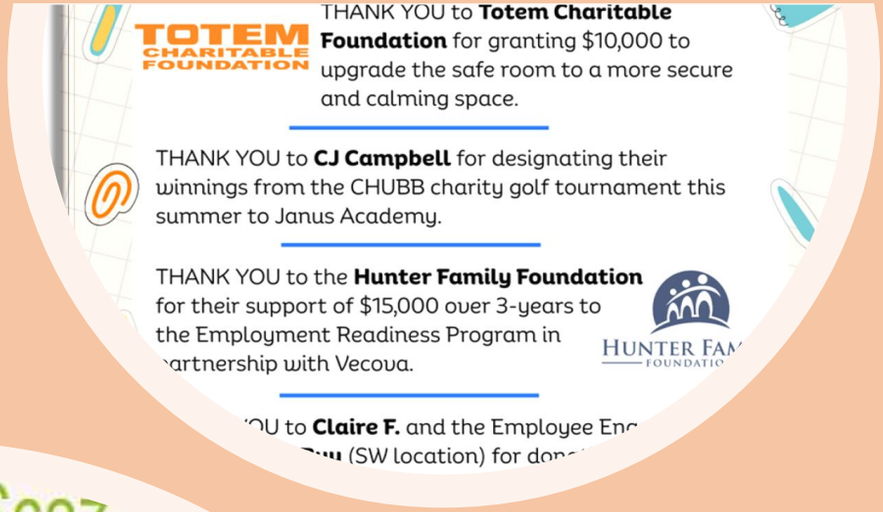
A significant strength this year was the continued development of a strong and connected school community. Janus Academy fostered a culture of belonging through collaborative partnerships, responsive communication, and enhanced supports for students and staff. Strong stakeholder feedback, high staff retention, and increased interdisciplinary collaboration demonstrated a shared commitment to creating a welcoming, caring, respectful, and safe environment where students, families, and staff could thrive together. Stakeholder feedback remained exceptionally strong, with 99% of stakeholders reporting that Janus Academy provides a welcoming, caring, respectful, and safe learning environment, meeting the school's target.

Areas of Focus

Continue to focus on creative ways to build a stronger, more inclusive community for our students, families, and stakeholders.

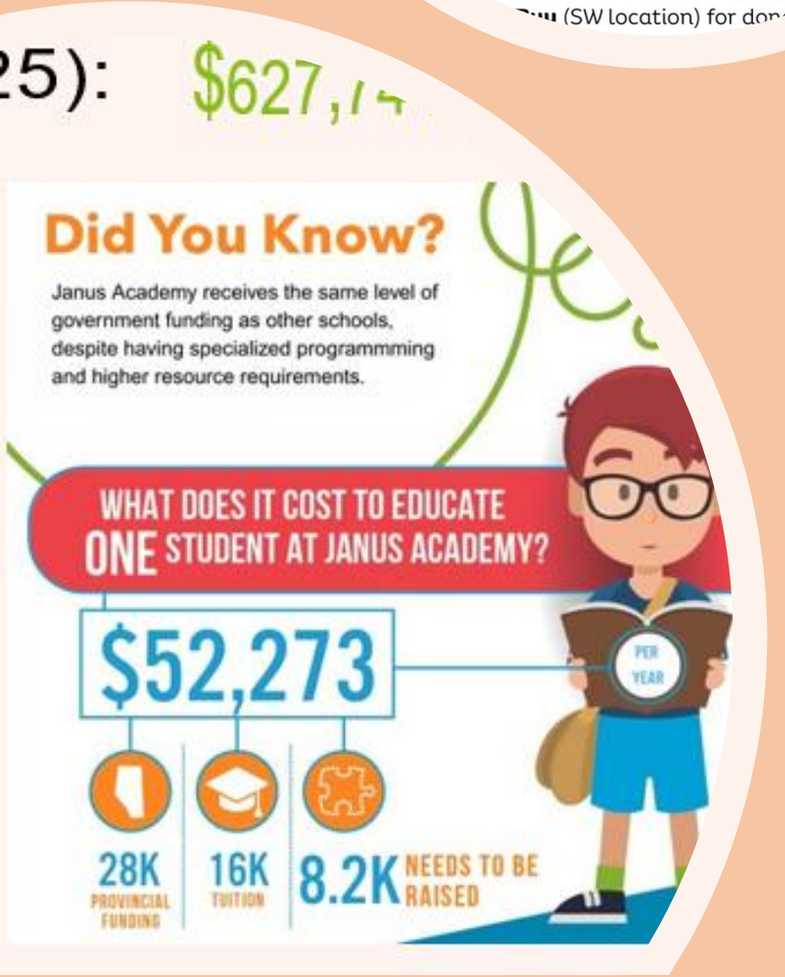
Continue to form partnerships with local organizations and businesses to offer students real-world learning opportunities and provide resources for families.

Community Impact - "I feel much more equipped to support children and their families with different needs.









Financial Stewardship

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



Key Insights

During the 2025-2026 school year, Janus Academy remained financially stable while continuing to invest strategically in staff, programming, and long-term organizational sustainability. The Board of Directors and Leadership Team worked collaboratively to strengthen financial oversight, align resources with strategic priorities, and plan for future growth. Through ongoing strategic planning, the organization continued to refine its roadmap for expansion, facility needs, workforce development, and financial sustainability while remaining firmly committed to maintaining program quality for students with complex support needs.

A significant insight emerging from this work is that growth must be carefully balanced with organizational capacity. While demand for specialized educational services remains high, maintaining high-quality programming, specialized staffing ratios, and individualized student supports continues to be a priority. Strategic planning discussions reinforced the importance of measured growth that preserves program quality while positioning the organization for future expansion.

With approximately 70 students on the waitlist, Janus Academy continues to explore strategic growth opportunities to meet increasing demand while preserving the quality, individualized support, and specialized programming that students and families value.

The Friends of Janus Academy Association continued to play an important role in enhancing educational opportunities for students by providing financial support for initiatives including technology, arts programming, and expanded physical education experiences. In addition, Marketing and Development Committee initiatives supported community engagement efforts and contributed to diversification of revenue sources.

Areas of Strength

Janus Academy maintained a balanced budget during the 2025-2026 school year through careful fiscal oversight, responsible resource allocation, and ongoing monitoring of expenditures. Reserve and contingency funds continued to grow, strengthening the organization's ability to respond to future financial pressures and support long-term sustainability. Fundraising activities and prudent investment strategies continued to make meaningful contributions to the organization's financial health. These efforts provided additional resources for student programming and innovation while reducing pressure on operating budgets.

Over the past three years, Janus Academy has increased salary and benefits expenditures from approximately $3.24 million to $3.80 million, representing an increase of over 17%. This investment reflects the organization's commitment to maintaining competitive compensation, attracting qualified staff, and supporting long-term workforce stability.

Area of Focus

- Advance long-term planning related to growth, facility needs, and program expansion.
- Growth in reserve and contingency funds.
- Development of new revenue-generating partnerships and initiatives.
- Reduced reliance on fundraising revenue to support core operating expenses.
- Continued ability to invest in staffing, programming, and organizational growth while maintaining a balanced budget.

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.

For more information, please connect with us via:

Website: www.janusacademy.org

Phone: (403)262-3333

Email: janus.contact@janusacademy.org

PUBLIC INTEREST DISCLOSURE ACT (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 were no Whistleblower disclosures to report for the 2025-2026 school year.

JANUS ACADEMY Financial Results Summary

Janus Academy maintained a strong financial position during the 2025-2026 school year through effective budgeting, careful fiscal oversight, and responsible resource management. Expenses were closely monitored to ensure cost efficiency while continuing to invest in high-quality programming, student supports, and organizational priorities.

Fundraising initiatives and prudent investment strategies continued to contribute positively to the organization's financial stability, resulting in further growth of reserve funds. These reserves strengthen Janus Academy's ability to respond to emerging needs, manage rising operational costs, and support long-term sustainability.

A significant accomplishment has been the organization's continued investment in its employees. Over the past three years, salaries and wages have increased substantially to ensure compensation remains competitive within the education sector. During the 2025-2026 school year, salary and benefits expenditures increased to approximately $4.09 million compared to $3.80 million in the previous year, reflecting Janus Academy's commitment to attracting, retaining, and supporting highly qualified professionals. This investment contributed to a staff retention rate of approximately 95.7%, providing stability and continuity for students and families.

While increasing lease and facility costs continue to present challenges, the organization has successfully maintained budget discipline and remains well-positioned to address future financial pressures. Through strategic planning, strong financial management, and ongoing investment in staff and programming, Janus Academy remains financially sound and committed to supporting student success.

As required by Alberta Education, Janus Academy prepares its financial statements using the accrual method of accounting.

Capital assets are being amortized. For detailed financial information, please contact Frejya Evenstar at frejya.evenstar@janusacademy.org

Auditor: MNP LLP

Janus Academy Society

		2025-2026 AFS	2025-2026 Budget
REVENUE			
Alberta Education Funding		$2,765,855.00	$2,688,698.00
Gifts, Donations and Fundraising		$525,667.00	$515,000.00
Tuition and Application Fees		$1,486,316.00	$1,497,600.00
Non Instructional Fees		$14,600.00	$14,000.00
Other Sales and Services (Includes Summercamp)		$110,842.00	$89,412.00
Amortization of Capital Contributions		$28,544.00	$19,988.00
Interest and Other		$33,624.00	$38,000.00
	Total	**$4,965,448.00**	**$4,862,698.00**
EXPENSES			
Instuction Grade 1 -12		$3,420,505.00	$4,032,204.00
Operations and Maintenance		$415,261.00	$551,202.00
Transportation		$49,957.00	$29,042.00
Board and System Administration		$923,265.00	$190,128.00
External Services (Summercamp)		$69,585.00	$60,000.00
	Total	$4,878,573.00	$4,862,576.00
Deficiency of Revenue Over Expenses		**$86,875.00**	**$122.00**

Appendix A

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Janus Academy							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	*	*	*	10	*	n/a	n/a	63,866	71.3	61,670	69.1
	Standard of Excellence	*	*	*	10	*	n/a	n/a	63,866	8.9	61,670	12.7
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	79.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	10.0	n/a	n/a
Français langue première et littérature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	85.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	19.3	n/a	n/a
Mathematics 6	Acceptable Standard	*	*	*	10	*	n/a	n/a	63,820	53.0	61,656	53.1
	Standard of Excellence	*	*	*	10	*	n/a	n/a	63,820	18.3	61,656	15.1
Science 6	Acceptable Standard	*	*	*	10	*	n/a	n/a	63,740	65.7	n/a	n/a
	Standard of Excellence	*	*	*	10	*	n/a	n/a	63,740	20.7	n/a	n/a
Social Studies 6	Acceptable Standard	*	*	*	10	*	n/a	n/a	29,449	64.5	56,171	66.3
	Standard of Excellence	*	*	*	10	*	n/a	n/a	29,449	18.7	56,171	18.8
English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	58,077	70.0	58,247	70.2
	Standard of Excellence	*	*	*	7	*	n/a	n/a	58,077	11.4	58,247	12.1
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	44.5	1,396	49.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	3.5	1,396	5.5
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	71.6	3,219	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	9.0	3,219	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	76.6	589	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	15.6	589	19.5
Mathematics 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	56,398	50.7	57,645	52.9
	Standard of Excellence	*	*	*	7	*	n/a	n/a	56,398	15.1	57,645	13.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	44.1	1,907	51.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	8.5	1,907	10.8
Science 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	54,620	65.3	58,279	67.5
	Standard of Excellence	*	*	*	7	*	n/a	n/a	54,620	20.4	58,279	20.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	47.7	1,354	51.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	10.0	1,354	9.2
Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	55,336	57.5	58,302	59.8
	Standard of Excellence	*	*	*	7	*	n/a	n/a	55,336	16.3	58,302	16.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	47.9	1,308	50.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	11.6	1,308	10.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic in 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Spring 2026

Authority: 0025 Janus Academy Society

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	**100.0**	100.0	99.4	**84.2**	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	**100.0**	100.0	96.0	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**0.0**	*	n/a	**82.1**	81.4	80.8	Very Low	n/a	n/a
	5-year High School Completion	*	n/a	0.0	**86.7**	87.1	87.9	*	*	*
	PAT9: Acceptable	**n/a**	*	0.0	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	*	0.0	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**100.0**	97.6	93.7	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**100.0**	97.9	97.9	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**100.0**	100.0	95.0	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**100.0**	91.4	93.0	**79.9**	80.0	79.5	Very High	Maintained	Excellent

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 2020/21 to 2021/22 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. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.