

2022-2023

Annual Education Results Report (AERR) for School Authorities



Calgary
Quest
School





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Message from the Board



As we reflect on the 2022-23 school year, it is crucial to express our heartfelt gratitude to everyone who has contributed to positively impacting the lives of students, youth, young adults, and families. The collective effort of our community has been instrumental in achieving these significant outcomes, and on behalf of the Board, I extend our sincere thanks to our staff, PAC, parents, donors, volunteers, contractors, partners, and the Alberta government. Your unwavering support and dedication are the cornerstones of our success.

This past year has been a milestone for the Calgary Quest Children's Society, as we continue to implement our 2019 Strategic Plan. As of November 2023, we are at the culmination of this five-year plan, having successfully accomplished many of our collaboratively established goals. Under the exceptional leadership of our Executive Director, Susan Cress, we have continued to advance our vision. Notably, this year has seen the addition of two new classrooms and the expansion of our Calgary Quest Resources program, furthering our impact and reach.

Calgary Quest School continues to be a pioneer in cross-disability education for students with moderate to severe learning challenges. Our dedicated staff have been tirelessly evolving our best practices and implementing evidence-based approaches. This commitment to leading practices remains a focal point as we endeavor to deliver the best possible social, emotional, and educational outcomes for each student.

A significant achievement this year has been realizing our dream of a new facility. This development marks a pivotal moment in our journey, enabling us to continue advancing our community-based education model in the years ahead.

In addition to our ongoing objectives, this year, the Board has placed a strong emphasis on Communication with our stakeholders, Building the capacity of our people, and Ensuring a strong organizational culture. These focal areas are crucial in reinforcing our commitment to excellence and community engagement.

The Board wishes to acknowledge the unwavering dedication and support of our staff, parents, PAC members, and the Administration Team. Your collective efforts are vital to our success in transforming the lives of our students.

Lastly, I am honored to chair a group of dedicated Directors who generously contribute their time and talents to govern this dynamic organization. A heartfelt thank you to each Board member for your invaluable efforts and commitment.

Sincerely,

Barbara Pitts
President and Board Chair

Accountability Statement

The Annual Education Results Report for the Calgary Quest School during the 2022/2023 school year was prepared under the direction of the Board, aligning with its responsibilities outlined in the Private Schools Regulation and the Education Grants Regulation. The Board is dedicated to using the findings in this report to enhance student outcomes, striving to ensure that all students within the school authority can attain the necessary knowledge, skills, and attitudes for success and meaningful contributions to society.

Profile of the School Authority

Established in 1980, Calgary Quest School (CQS) was founded by a group of dedicated parents whose young children faced challenges. These visionary parents came together to create a non-profit society and create a philosophy for Calgary Quest School, a philosophy that remains unchanged to this day.

Throughout the years, Calgary Quest School has been resilient in adapting to the evolving landscape of Alberta, changes within Alberta Education, and shifts in the delivery of educational services to our community. A pivotal moment occurred in 1995 when Calgary Quest School sought designation as a Designated Special Education Private School (DSEPS) from the Alberta Government. Upon receiving this designation, CQS became a fully sanctioned school, standing alongside other designated schools committed to upholding the dignity and respect for the education of students with significant challenges. As stewards of this designation, Calgary Quest School undergoes regular monitoring by Alberta Education to ensure we consistently meet the high standards our students deserve.

Dedicated to providing an educational and therapeutic program tailored for children and students facing moderate to severe challenges, CQS secures funding from Alberta Education, parent fees, and fundraising efforts for all eligible students aged 6 to 19. With a diverse student body that travel from across the city, CQS maintains the most affordable and accessible tuition among private schools catering to students with moderate to severe challenges. To sustain our commitment to a high student-to-staff ratio and remain at the forefront of developing services for students with severe to moderate disabilities, the Society continually evaluates and adjusts our fee structure.

Students at CQS present a spectrum of physical, intellectual, emotional, and behavioral challenges that impact their ability to meet the academic and practical requirements outlined in the Alberta Program of Studies from K to 12. At CQS, teachers actively support student learning by making accommodations and modifications to the Alberta Program of Studies to align with the unique needs of their students. Consequently, certain assurance targets within the Domain of Student Growth and Achievement, as outlined by Alberta Education, may not be directly applicable to CQS students, such as Three and five-year High School Completion rates.

Our Values, Vision & Mission

Values

Caring

Providing a caring and compassionate environment for staff, students and families, and their families.

Inclusive

Creating an environment that recognizes and values the unique differences across our community, supporting everyone to do their best.

Safe

Building an environment where student and staff safety is everyone's primary concern.

Respectful

Treating others, ourselves, and our environment with high regard and value.

Sustainable

Enriching our practices to nurture, protect, and guide our resources- human, financial and environmental- into the future.

Vision

Maximizing student potential through excellence in individual programming.

Mission

A committed multi-disciplinary community working together to provide a supportive learning environment for cross-disability students and their families to deliver the best outcomes in their social, emotional, and educational journey.

CQS Pedagogy

At Calgary Quest School, our pedagogy is guided by our mission, vision, and values. We recognize the importance of individualized instruction and support for each student, and we work to create a positive and inclusive learning environment that addresses each student's unique needs. Our approach is grounded in the following principles:

- 1. Person-Centered Planning:** We use a person-centered planning approach to ensure that the individual goals and needs of each student are at the center of their educational program. We work collaboratively with families, students, and other professionals to develop and implement an individualized program plan (IPP) that reflects the student's strengths, interests, and needs.
- 2. Positive Behavioral Support:** We implement positive behavioral support strategies that promote positive behaviors. We use proactive strategies to teach replacement behaviors and skills that promote independence, communication, and social interaction. All our team members are trained in Non-violent crisis intervention (NVCi) to support this approach and are supported by our on-site behaviour strategist.
- 3. Differentiated Instruction:** We use differentiated instruction to meet the diverse needs of our students. We use a range of teaching strategies and materials to support students with different learning styles and abilities.
- 4. Universal Design for Learning (UDL):** We use UDL to create a flexible and accessible learning environment that supports the diverse learning needs of our students. We use multiple means of representation, expression, and engagement to promote learning and achievement.
- 5. Collaborative Team Approach:** We work collaboratively with families, students, our therapy team, and other professionals to ensure a coordinated and integrated approach to teaching and support. We use regular communication and collaboration to ensure that all team members are informed and involved in decision-making.
- 6. Evidence-Based Instructional Practices:** We use evidence-based instructional practices to promote learning and achievement. We use research-based strategies and interventions that have been shown to be effective for students with moderate to severe disabilities. CQS implements Social Thinking, We Thinkers, The Zones of Regulation, Jump Math, Core Language, Predictable Chart Writing, and University of Florida Literacy Institute's (UFLI) structured literacy program.

In summary, our pedagogical approach for students with moderate to severe disabilities is grounded in evidence-based teaching practices that promote individualized instruction, positive behavior support, differentiated instruction, universal design for learning, collaborative team approach, and evidence-based instructional practices. We are committed to providing a positive and inclusive learning environment that supports the diverse needs of all students.

2022-2023 School Accomplishments



As we reflect on the 2022-2023 school year, we celebrate the many achievements, partnerships, and moments of growth that have enriched the Calgary Quest School experience. This year has been marked by a commitment to providing an inclusive and accessible environment for our students, as well as fostering valuable connections with our families and the broader community.

Educational Enrichment

- **Engaging School Events:** Our students had the opportunity to enjoy various school-wide events, including visits to the Wildflower art studio, a performance at Jubilations, and a visit to Inside Out Theatre to watch the play, Most Imaginary Worlds, which was based on Quest students.
- **Community Enrichment:** The addition of new Quest vans in 2022 significantly enhanced our students' ability to explore the community and partake in exciting field trips, broadening their horizons and enriching their learning experiences. Many of our staff have acquired their class 4 licenses to facilitate these opportunities for additional community enrichment.



- **School Assemblies:** Throughout the year, the classrooms held meaningful school assemblies to commemorate important occasions such as Earth Day, Truth and Reconciliation, Pink Shirt Day, and Remembrance Day, reinforcing our commitment to community and social responsibility. We welcomed guest to our assemblies, which included Elder Shirley Hill and the Tsuut'ina Travelling Museum.

2022-2023 School Accomplishments

- **Extracurricular Activities:** Our teachers initiated the Dance Club, providing students with an opportunity to express themselves through movement. Additionally, our SLP created the Friendship Club, promoting social skill development and strengthening bonds among our students.
- **Music Therapy:** We were excited to welcome back our Music Therapist, Elle McAndrews, from Core Music to continue offering weekly music therapy for all students.
- **Staff Exhibition Events:** Our dedicated teachers took center stage in the gym, showcasing their talents in staff exhibition events that allowed students to cheer on their teachers.



Music Therapy



Dance Club



Tubing at Winsport

2022-2023 School Accomplishments

Student and Family Engagement

- **Collaboration with Families:** We strengthened our collaboration with families through various initiatives, including new parent information evenings, tours for potential families, town hall meetings, and a year-end family BBQ that brought our current and future Quest families together.
- **Partnerships:** We continued our partnership with Mount Royal University to host their massage therapy practicum students. We also welcomed practicum students from Bow Valley and East West College of Information and Technology, broadening our network of support.
- **Support:** We maintained our commitment to providing Before and After school care for our families onsite, ensuring the well-being and convenience of our Quest community.



New Parent Information Night



Family BBQ

2022-2023 School Accomplishments



- **Celebrations**

This year, we proudly witnessed ten graduates embark on new journeys. The graduation ceremony, dinner, and dance held at the school were truly exceptional and heartwarming moments for all.

Our school choir continued to shine, performing at numerous events. We also hosted our annual talent show and winter celebration, both of which received overwhelming participation and support from our families and community members.



Professional Development and Support

We remained committed to offering evidence-based programs and curriculums, with the introduction and addition of Jump Math and Social Thinking. Staff members received dedicated training to support the implementation of these programs in their classrooms.

Our staff undertook professional development in areas such as Non-Violent Crisis Intervention (NVCi) to support staff and student safety as well as a medication administration workshop. Team members also had the opportunity to engage in the Kairos Blanket exercise which is a workshop which teaches the history and impacts of colonization on Indigenous peoples in Canada.

2022-2023 School Accomplishments

The teachers had an opportunities to attend conferences such as the AISCA teachers conference and the Council for Inclusive Education conference. We utilized the Expanding Capacity and Learner Supports (ECLS) team and provided professional learning for our staff related to Core Language and Executive Functioning. Our education team also had the benefit of a workshop related to Sexual Health that was presented by Alberta Health Services.

Multi-Disciplinary Therapy Team

Our in-house multi-disciplinary therapy team played a crucial role in supporting our students and building capacity, especially in the use of Augmentative and Alternative Communication (AAC) devices and the implementation of Core Language and Predictable Chart writing in our classrooms. Our Occupational Therapist, Behaviour Strategist, and Speech-Language Pathologist are important members of our educational team and support the classrooms daily.

As we close this remarkable school year, we express our deep gratitude to our dedicated staff, students, and families for their unwavering support and engagement. The successes and enriching experiences of the 2022-2023 school year have reinforced our commitment to providing a nurturing, inclusive, and empowering learning environment at Quest School.



Community Partnerships

Community partnerships play an important role in enhancing the educational experience for students at CQS. These collaborations extend beyond the classroom, fostering a sense of inclusion and support for students with diverse needs. Through community engagement, students can access a broad range of resources and experiential learning opportunities. These partnerships provide a platform for shared expertise, creating a supportive network that empowers both students and educators. By bridging the gap between the school and the community, these collaborations contribute to a more enriching educational environment for our students.

Calgary Quest School built on the following community partnerships to enhance our educational offerings:

- The Provincial Low Incidence Team improved our capacity to support our more complex needs learners with vision, hearing, and AAC device needs.
- The Expanding Capacity and Learning Support (ECLS) Team provided our school staff with Evidence Based professional development presentations and consultative input for multi-disciplinary therapy strategies.
- The University of Calgary, Bow Valley College, Ambrose College, Mount Royal University, and East West College worked with us to create practicum placements for students entering into the field special education.
- The City of Calgary's Wildflower Art Center partnered with us to create accessible art experiences for CQS students.
- Cedars Villa Extendicare hosted CQS students who volunteered at their care facility.
- Mount Royal University Massage Therapy program partnered with us to provide practicum placements at CQS to facilitate massage therapy for our students.



Overall Summary

Calgary Quest School (CQS) is a DSEP school serving students with moderate to severe disabilities. An overall summary of our provincial and local measures reflect that Calgary Quest School has maintained a high ranking across all assurance domains. We provide our students with an innovative and accessible approach to special education. Our students need to have the opportunity to focus on life skills, social skills, and emotional regulation skills, within a supportive learning community. We are proud of the variety and depth of the programs we offer to such a diverse group of learners and the partnerships we have with our families and the community. Calgary Quest School is guided by our core values of being a caring, inclusive, safe, respectful, and sustainable learning community. These values align closely with Alberta Education's Assurance Measures. Our school governance is guided by our Board of Directors comprised of a dedicated slate of volunteers.

At CQS, the education team is a dedicated group committed to fostering a nurturing and personalized learning environment. With a remarkably low student-to-staff ratio, our approach emphasizes individualized programming to cater to the unique needs of each student. The classroom teams are comprised of a certified teacher and full-time instructional assistants all working collaboratively, allowing for a supportive community. Through this collaborative effort, we strive to create an inclusive and enriching educational experience that empowers every student to reach their full potential.

Local Measures

Calgary Quest School engages local measure to include the voices of our stakeholders. We work collaboratively with parents, students, and staff to create a vibrant and unique learning community. Parent surveys, teacher surveys, Parent Teacher Interviews, intake meetings, re-registration questionnaires, student wrap-around team meetings with other professionals and Parent Advisory Council meetings, ensure that we are hearing from all of our valuable stakeholders.

- 83.02% completely agree their child is treated with dignity and respect
- 79.25% completely agree the school learning environments are welcoming, caring, respectful and safe
- 88% were exceptionally satisfied with the quality service at Quest
- 94.75% plan on re-enrolling their child for the following school year
- 94.34% would highly recommend CQS to other parents and families

~Results from 2023 Survey

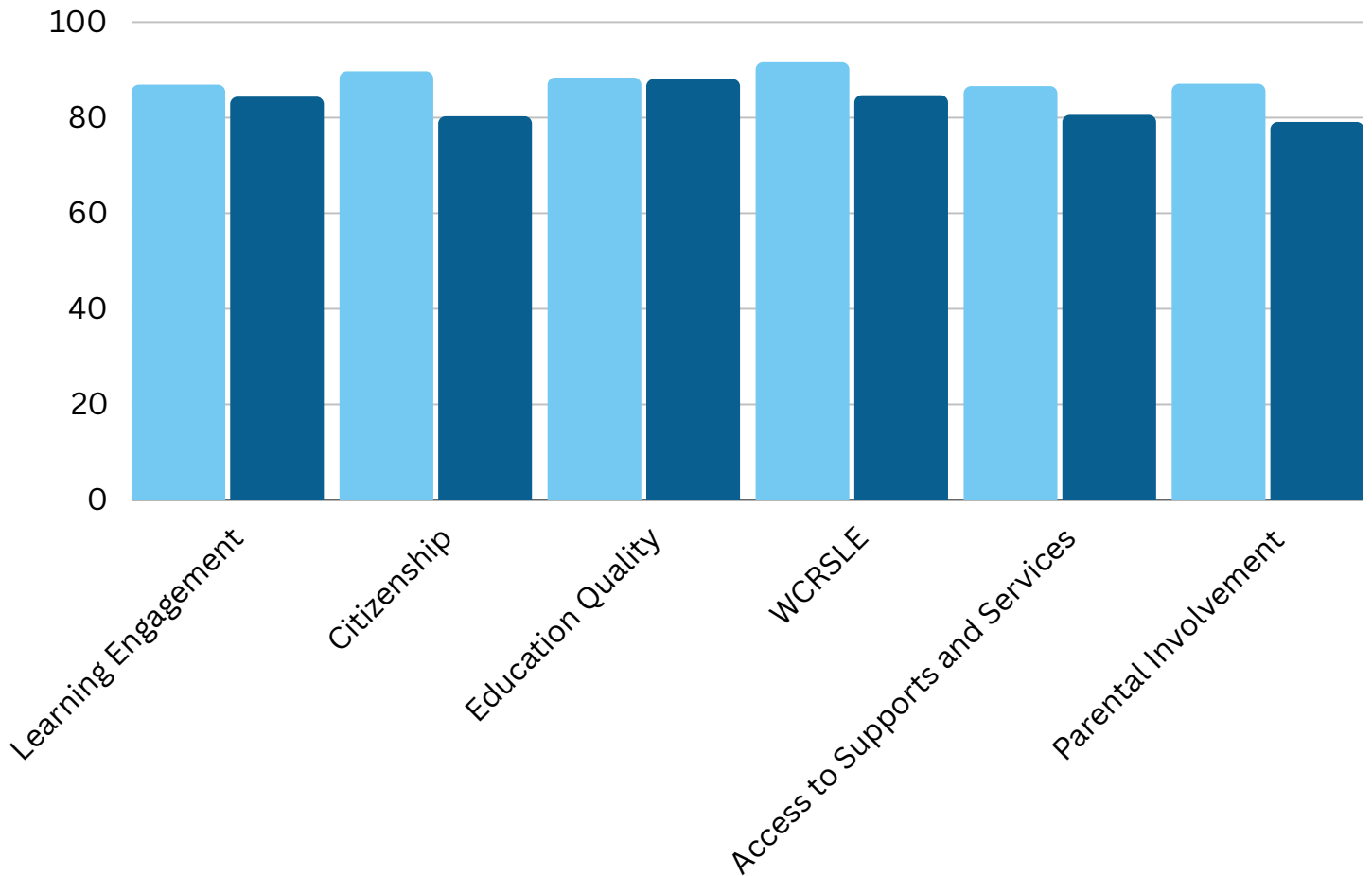
Overall Summary

Provincial Measures



Assurance Domain	Measure	Calgary Quest Children's Soc			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	86.9	91.5	91.5	84.4	85.1	85.1	n/a	Maintained	n/a	
	Citizenship	89.7	92.7	94.7	80.3	81.4	82.3	Very High	Maintained	Excellent	
	3-year High School Completion	*	0.0	0.0	80.7	83.2	82.3	*	*	*	
	5-year High School Completion	0.0	0.0	0.0	88.6	87.1	88.2	Very Low	Maintained	Concern	
	PAT: Acceptable	n/a	0.0	n/a	n/a	87.3	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a	n/a
	Education Quality	88.4	91.0	93.5	88.1	89.0	89.7	High	Maintained	Good	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	93.8	93.8	84.7	86.1	86.1	n/a	Maintained	n/a	
	Access to Supports and Services	86.6	86.6	86.6	80.6	81.6	81.6	n/a	Maintained	n/a	
Governance	Parental Involvement	87.1	89.2	92.1	79.1	78.8	80.3	Very High	Maintained	Excellent	

■ CQS ■ Alberta



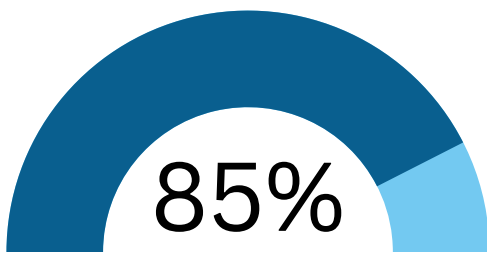
Student Growth and Achievement

Student Learning & Engagement

Provincial and local measures reflect that the majority of families and teachers agree that students are engaged in their learning at Calgary Quest School. CQS prioritizes student learner engagement by adopting a personalized and dynamic approach to education. Classrooms are organized based on individual program goals, fostering a supportive environment where students collaborate with peers who share similar objectives. The dedicated team, including teachers, a multi-disciplinary therapy team, and classroom instruction assistants, closely collaborates with families to maximize each student's potential through tailored programming. Our high school curriculum extends beyond the classroom, emphasizing community engagement and volunteerism, instilling a sense of civic responsibility and real-world application of skills.

Our classrooms prioritize a comprehensive approach to education, emphasizing not only academic skills but also social-emotional development, speech and communication needs, and independent life skills. By integrating these facets, we ensure a well-rounded educational experience that equips students with the tools they need to thrive academically, socially, and in their future independent lives.

Local Measures



According to our family survey, the majority of families agree that their child is motivated and engaged at school.

“Our daughter really loves the school and loves the staff and programming. Her teachers meet her where she’s at and she is slowly learning and progressing in her academics. She misses school on weekends and over break.”

-Parent response from survey

Student Learning & Engagement

Provincial Measures

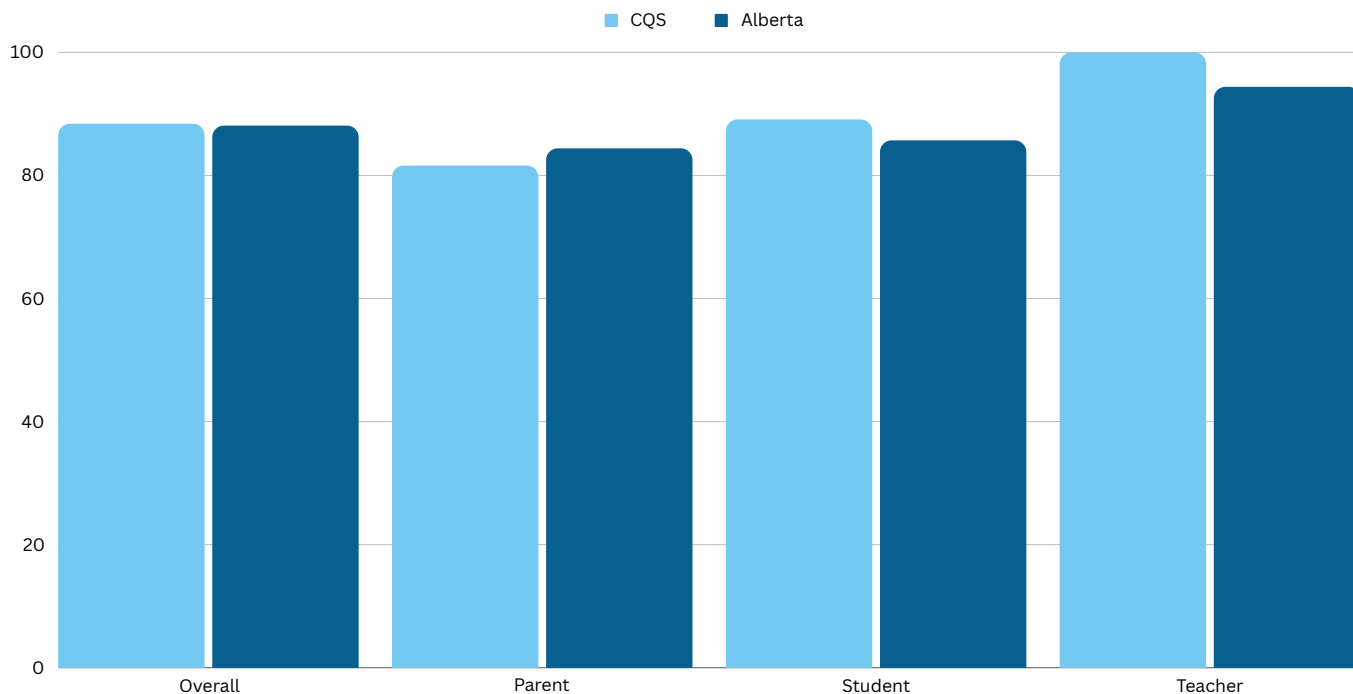
	Calgary Quest Children's Soc										Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	85	92.8	46	91.5	45	86.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,966	85.6	240,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	19	92.5	14	90.5	25	83.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	53	86.0	23	91.3	11	77.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	13	100.0	9	92.6	9	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

What we learned:

We have observed a concerning change in overall satisfaction related to student learning engagement. The percentage of parents who agree that their children are engaged in their learning at school dropped from 90.5% in 2022 to 83.6% in 2023. Meanwhile, students reported a reduction from 91.3% in 2022 to 77% in 2023, in part reflecting a significant decrease in sample size. Despite this, students at Calgary Quest school rated their engagement 6% higher than the provincial average. Our dedicated teaching staff reported a 100% satisfaction rate in 2023, up from 92.6% in 2022 and 5% higher than the provincial average. The difference between stakeholder groups satisfaction ratings suggest that efforts are needed to bridge the gap between parental, student, and teacher perspectives on learning engagement.



100% of Calgary Quest School Teachers agree that students are engaged in their learning at school.



Student Learning & Engagement



Strategies:

Collaboration and communication with families: Promote stronger parent-teacher communication and involvement in their child's education. We will utilize a hybrid model to increase parent engagement in addition to online platforms and apps to facilitate communication and collaboration, allowing parents to easily access information about their child's progress, assignments, and school events. Enhancing communication through our classroom Dojo accounts provides families with insights into their child's learning, fostering a transparent connection between home and school.

Professional Development: Invest in ongoing professional development for teachers to keep them updated on best practices for engaging students in the learning process. We will also continue to provide professional development opportunities that align with teachers' professional growth plans and CQS's pedagogy.

Community Engagement: Engage with the local community to create opportunities for real-world learning experiences, partnerships, and community service, making learning more relevant and engaging. We will continue to develop our partnerships with Wildflower Art Center, Tsuut'ina Nation Culture/Museum, Cedar's Villa, and Calgary Centre for Sexuality. We will also be creating new partnerships with the Salvation Army as well as local businesses (Sprouts and U-turn consignment and the Balanced Bark) to offer additional opportunities for volunteerism.

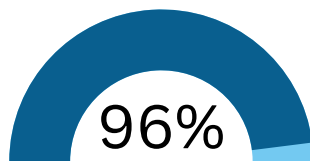


Citizenship

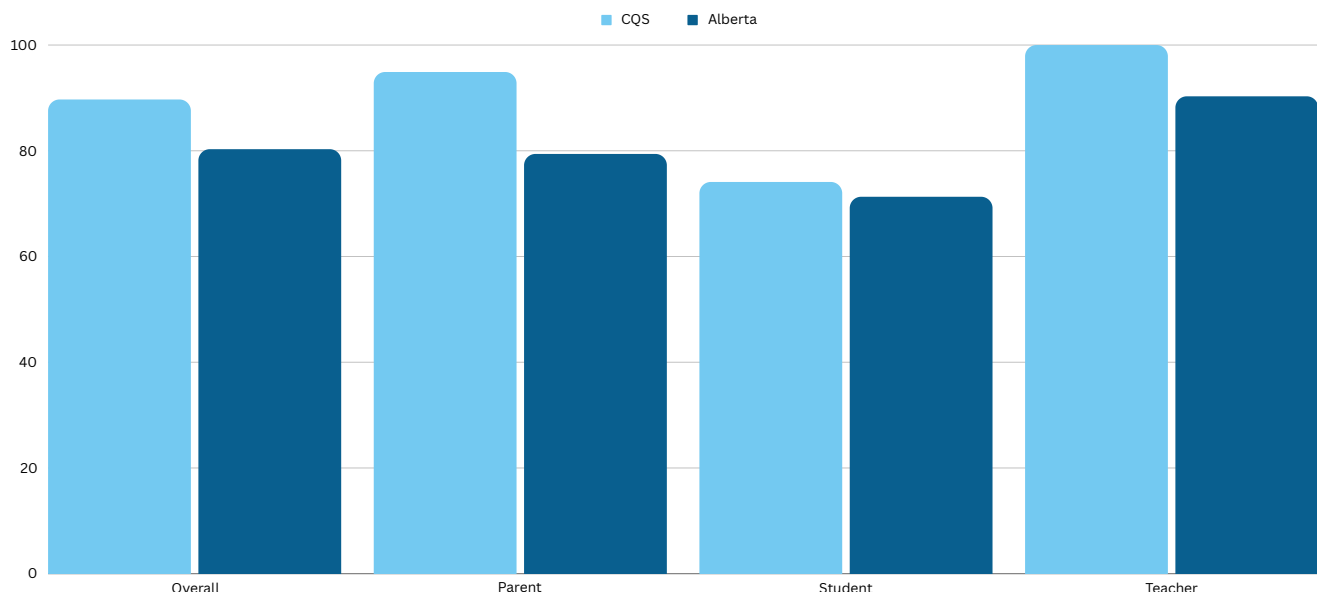
Provincial measures reflect that the majority of our families, students and teachers agree/strongly agree that the students model the characteristics of active citizenship. Citizenship at our school is an integral part of our programming, fostering a sense of community engagement and responsibility. Throughout the school year, we prioritize civic participation through events such as the annual Terry Fox walk, Remembrance day, Truth and Reconciliation day, and Earth day. These whole school events encourage students to understand and actively contribute to the well-being of our school community. A significant highlight of the 2022/2023 school year was the successful reintroduction of volunteerism across classrooms, emphasizing collaboration between high school and elementary classrooms. This initiative extended beyond the school walls, with students participating in volunteering activities at a local retirement center and engaging in community clean-up initiatives. The revival of the school ambassador program during major events like the winter celebration and talent shows further instilled a culture of active citizenship, empowering students to take on leadership roles.

Provincial Measures

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	83	96.8	70	96.8	85	96.3	47	92.7	45	89.7	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	24	91.6	33	98.8	19	93.4	15	90.3	25	94.9	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,889	79.4
Student	47	98.9	25	91.6	53	95.5	23	92.4	11	74.1	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	12	100.0	12	100.0	13	100.0	9	95.3	9	100.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



96% of families agree/strongly agree that their child is encouraged at school to be involved in activities that help the community.





What we learned:

Calgary Quest students model the characteristics of citizenship with all stakeholder groups reporting satisfaction above the provincial average. Our parent and teacher groups both increased in satisfaction ratings from the previous school year. This could be a result of the re-introduction of school ambassadors, volunteer opportunities with outside partnerships, and school wide assemblies. The significant decline in student satisfaction ratings from 92.4% in the 2021/2022 school year to 74.1% in the 2022/2023 school year raises several points for consideration. The most noticeable factor is the substantial decrease in the sample size, which dropped to only 11 students with moderate to severe disabilities. This reduction in participants is a critical factor influencing the overall satisfaction ratings. This small sample is comprised of students in grades 7 to 9. This may be indicative of the need for this group of students to be engaged in the school community with additional activities and provided more frequent leadership opportunities.

Strategies:

Implement Student-led Initiatives: We will provide more opportunities for grade 7 to 9 students to take an active role in shaping their school community by initiating and leading projects focused on citizenship. By empowering students to actively contribute to the betterment of their school environment, a sense of ownership and pride will be instilled, positively impacting their satisfaction levels.

Design Experiential Learning Opportunities: Work with local businesses to design experiential learning opportunities that allow students to apply classroom knowledge in real-world settings. This could involve volunteerism, job-shadowing programs, or collaborative projects that address community needs. Ensure that these opportunities align with students' goals and provide valuable skill development experiences.

Recognize and Showcase Achievements: Acknowledge and showcase the achievements of students involved in community partnerships and in school leadership. This recognition can take the form of awards, certificates, or features in school publications and assemblies. Highlighting success stories can motivate other students to actively engage in similar opportunities.



High School Completion Rate

Provincial Measures

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	13	0.0	7	0.0	14	0.0	10	0.0	10	0.0	Very Low	Maintained	Concern	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	12	0.0	13	0.0	7	0.0	14	0.0	10	0.0	Very Low	Maintained	Concern	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	7	0.0	12	0.0	13	0.0	7	0.0	14	0.0	Very Low	Maintained	Concern	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

Graduates from Calgary Quest School earn a certificate of completion rather than a high school diploma. It's important to note that these outcomes do not fully reflect the success of our students, as they do not adequately capture the substantial growth and accomplishments of our student body. CQS, a designated special education school, implements Individual Program Plans (IPPs) for every student. In addition to functional academics, the IPP's show personal growth in areas of social skills, executive functioning and independence. A multidisciplinary team is dedicated to assessing, monitoring, tracking, and supporting each student's progress throughout their academic journey and working collaboratively with the student's family.

Strategies:

Providing opportunities for students to access online courses: CQS is committed to supporting student learning. We will partner with an online school and offer students the opportunity to earn credit for their work with knowledge and employability (K&E) courses. There will be in-class support for students as they complete with their online coursework.

Collaboration: We will continue to create each student's IPP in collaboration with the student, the classroom educational team, the multi-disciplinary therapy team, and the families. This frequent collaboration ensures the goals are aligning with the students needs and the whole team is collectively contributing to the student's success.

Support for families: Our commitment to supporting families extends into the transition of students after graduation. We have developed Calgary Quest Resources for families to navigate the complexities of their child's transition into adulthood post-graduation. This adult program provides a continuation of services for our families. Through informative workshops and personalized consultations, we aim to empower families to make informed decisions and ensure a smooth and successful transition for their graduates.

Teaching and Leading

Education Quality

An overall summary of our provincial and local measures reflect that the majority of families and teachers agree that Calgary Quest School provides a high standard of Education Quality. Calgary Quest School continues to bring unique and innovative programs to life through evidence-based learning. Our education team integrates a wide range of exceptional programs including Structured Literacy, University of Florida Literacy Institute (UFLI), Jump Math, Social Thinking, Predictable Chart Writing with AAC, and Core Language learning. These programs are modified and adapted to support the learning needs of the whole child. Learning extends beyond functional academics, encompassing social skills, life skills, and emotional self-regulation skills. CQS has also expanded the reach of programming for both Junior and Senior High students. They are now accessing the provincial Knowledge and Employability courses, an outstanding program within an inclusive and supportive learning community. To assist with their ongoing need for life skills CQS has partnered with Alberta Health Services Sexual Health Services to provide accessible health education. CQS also arranges for supervised volunteer opportunities to increase community access and awareness. Services like these ensure that all of students have access to the learning they need for safe and healthy life choices.

Local Measures

“I would like to be able to see the more academic side of things explained, like how they teach things like reading, math, etc.”
- Parent response from survey

“CQS has compassionate and skilled staff who have a great knowledge of the matters related to special needs children and how to deal with circumstances and situations.”
- Parent response from survey

Education Quality

Provincial Measures

What we learned:

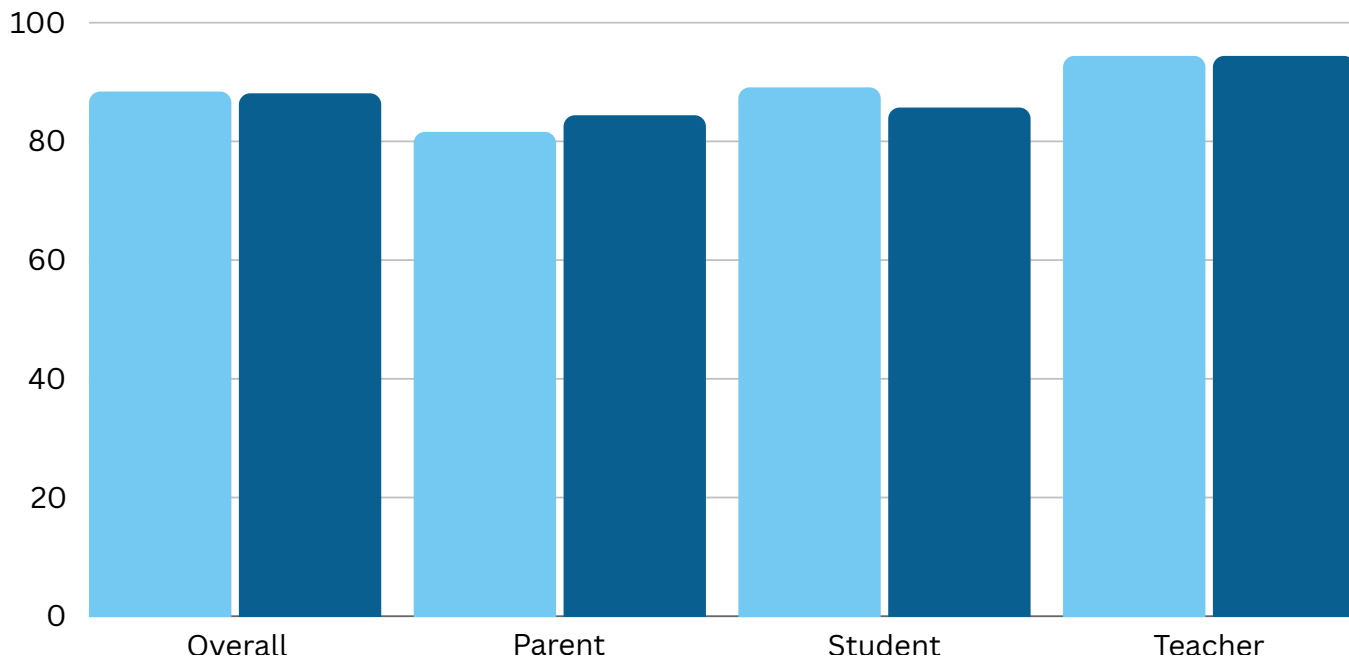
Overall, **88.4%** of respondents agree that Calgary Quest School has a high Education Quality. This is consistent with the provincial average of 88.1% overall. A 6% reduction in parent results for 2023 may be an indication that we need to improve our communication with parents regarding our unique programming. Within our context, the concept of Education Quality differs from a traditional model of academic achievement; instead, focusing on student success with developing social skills, life skills, and functional academics.

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	83	93.7	70	96.0	85	94.5	47	91.0	46	88.4	High	Maintained	Good	265,841	90.2	294,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	24	81.1	33	92.1	19	90.0	15	87.5	26	81.6	Intermediate	Maintained	Acceptable	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	47	100.0	25	100.0	53	93.4	23	91.2	11	89.1	High	Maintained	Good	197,282	88.1	193,783	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	12	100.0	12	95.8	13	100.0	9	94.4	9	94.4	Intermediate	Maintained	Acceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

■ CQS ■ Alberta



Education Quality



Strategies:

Parent Communication: We will expand our parent communication to promote understanding of our unique approach to teaching and learning including providing a more comprehensive overview of our literacy and numeracy programs. We will utilize our parent communication platforms to develop a greater shared understanding of how we implement evidence-based programs such as Structured Literacy, UFLI, Jump Math, Predictable Chart Writing with AAC, and Core Language learning. In addition to IPP's, we will expand our Progress Report pilot program to provide parents with more detailed information about their child's individualized learning.

Professional Development: Utilize professional learning to support capacity for teaching and learning Structured Literacy using UFLI. Develop a partnership with Calgary Regional Consortium to provide our teachers with a continuous professional learning series on structured literacy. Build upon our work with integrating Core Language learning and Predictable Chart Writing with AAC to create accessibility in language and literacy for our more complex learners.

Community-based Learning Opportunities: Field trips provide our students with meaningful opportunities to learn skills for community participation. CQS students benefit from learning self-regulation skills and social skills within the context of unfamiliar community settings. We will promote educational field trips by facilitating CQS van use, as well as supporting access to public transit as a component of life skills learning.

Knowledge & Employability: Continue to build on our pilot program with enhanced K&E offerings. Expand this program to include 10-4 courses for students who are prepared to continue their K&E journey. We will continue to build and expand the offerings of this program to match the growth and progress of our students.



Learning Supports



Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE)

Calgary Quest School promotes a Welcoming, Caring, Respectful, and Safe Learning Environment for all stakeholders. Students begin and end their day with a personal greeting by a CQS staff member. Every classroom represents a welcoming learning environment where teaching teams hold daily class meetings to review the day, evaluate student needs and celebrate individual accomplishments. The CQS Values of caring, inclusion, safe, respectful, and sustainable learning are shared with and discussed with students as a way of building a community and becoming respectful learners. Throughout the school year students participate in a variety of school-wide events such as the Winter Celebration, Year-End Family BBQ, Student Talent Show, assemblies and dances. These events are planned with student input and are hosted by a Homeroom and foster a sense of community and belonging for families, students, and CQS staff. PAC has been instrumental in promoting an inclusive and welcoming parent community through their support of these events. Another key component of our WCRSLE includes our work with Truth and Reconciliation and First Nations Metis Indigenous teaching and learning. Through a Kairos Blanket Exercise and partnerships with Indigenous Elders, we continue to grow and expand our understanding of what it means to be a Welcoming Caring Respectful Safe Learning Environment.

Local Measures



79.25% of parents completely agree that the school learning environments are welcoming, caring, respectful, and safe.

-Results from parent survey

“The staff is truly amazing. They have created a warm community feel to make learning exciting and a pleasure. Our child looks forward to going to school everyday.”

-Parent response from survey

“Every student is greeted by all staff with smiles/high fives as they enter the school. You know they truly love a very important job.”

-Parent response from survey

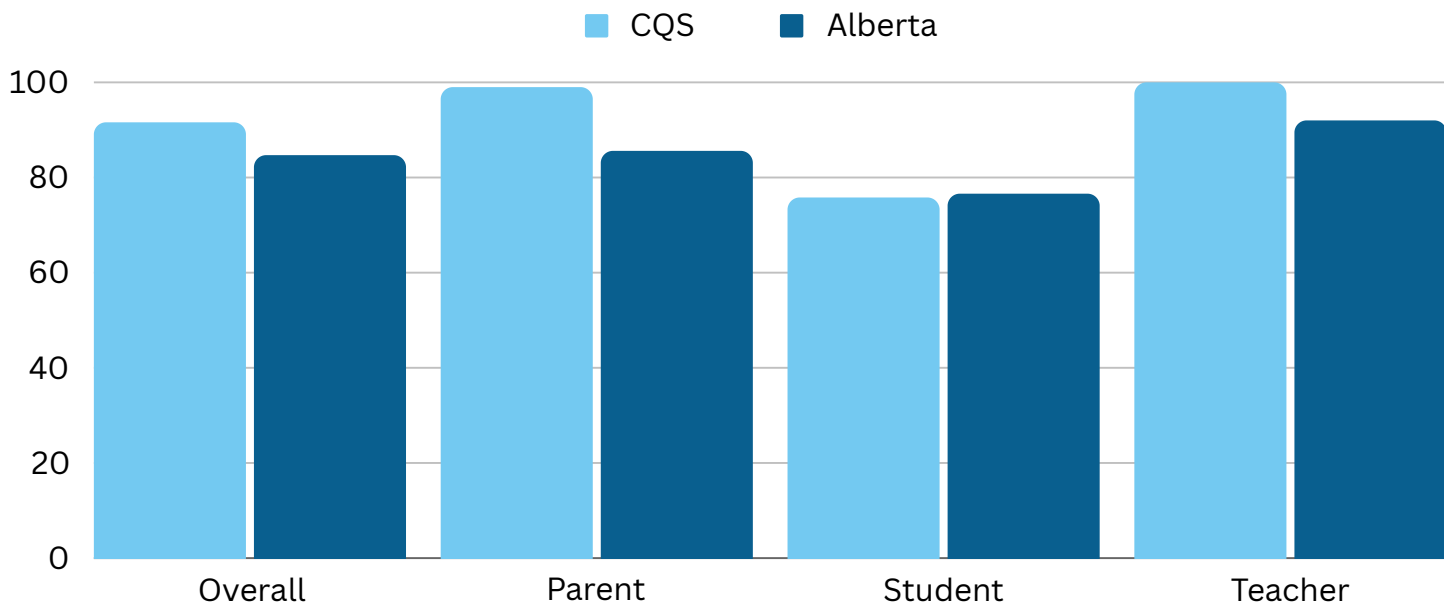


Provincial Measures

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Authority										Province													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	85	97.0	47	93.8	46	91.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	19	98.0	15	97.5	26	99.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	53	94.2	23	90.4	11	75.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	13	98.9	9	93.5	9	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



What we learned:

Alberta Education Assurance Measures indicate that overall, **91.6%** of respondents believe that Calgary Quest School is a warm, caring, respectful, and safe learning environment. Responses from 11 students with moderate to severe disabilities indicated a 14.6% decrease in comparison to the previous year. 27% of students responded that they “don’t know” if they are treated well by other students, which may be an indication that they are unclear on the survey question. 99% of parents believe that CQS is a warm, caring, respectful, and safe learning environment, which is 13.4% higher than the provincial average.



Strategies

FNMI Learning: We will build on our capacity to shift towards teaching and learning for reconciliation. This includes developing our relationship with our Elders and Tsuut'ina partners in learning. We will provide our students and staff with more opportunities for experiential learning about the impact of Truth and Reconciliation, as well as First Nations Metis Indigenous ways of knowing. This includes facilitating additional opportunities for Elder visits, traditional cultural presentations, and interactive experiences with indigenous knowledge keepers.

Partnerships for Accessibility: We will improve our understanding of how to support our students with low incidence needs. This includes a partnership with the Provincial Low Incidence Team to provide enhanced educational offerings for students with low vision, hearing impairments, and complex AAC users. Vision and hearing consultants will provide our educational team with in-services and information to help us better serve all of our students. Develop a partnership with Calgary Sexual Health to help us grow our understanding of teaching and learning about sexual health for our vulnerable population of students. Access our Expanded Capacity Learner Supports (ECLS) partnership to provide our teachers with additional consultation and support with Speech-Language Pathology and Occupational Therapy strategies for inclusive learning.

Building Skills to Support Mental Health: We will improve our capacity to support our students with their mental health needs. A cornerstone of supporting student behavior and mental health is Non Violent Crisis Intervention Training. We are developing additional in-house NVCI trainers to provide all of our instructional assistants, teachers, and therapists with access to on-site NVCI training and on-going consultation throughout the school year. Additionally we will provide our students with enhanced mental health supports through consultation with a psychologist through the Enhanced Capacity Learner Supports (ECLS) team. This includes visits from a child psychologist who can provide whole-class support to help students develop awareness of their emotions, and tools emotional self-regulation.

Understanding the Survey: To assist our students with understanding the survey we will take additional class time to review and explain the questions and provide opportunities for more students to answer the survey.

Access to Supports and Services

In order to support our students' unique needs, CQS values high quality supports and services within the school and within the community. This includes assessments and classroom support and collaboration with staff and families.

Access to Supports and Services is important to Calgary Quest School. Our students rely on our teachers, instructional assistants, our multi-disciplinary therapy team, and our provincial partnerships to provide supports and services. Since the provincial shift from RCSD funding to ECLS funding we have shifted to a more consultative model of therapy delivery. While this shift has taken time to accept and adjust to, our students do receive high levels of therapeutic educational supports with a high staff to student ratio.

Throughout the school year we value a wrap-around approach to student support to ensure the success of each individual student.

Local Measures



83% of parents agree or completely agree that CQS supports the needs of my child's development.

-CQS Parent Survey

“When my daughter was going through a difficult phase, I wasn't sure why it was happening, she was just so dysregulated. I reached out to the classroom team and we had a meeting within days with the Occupational Therapist and Behavioral Strategist where we decided on tools we could use to get her through. Then they created the tools for me at home with picture symbols that we could use to help her.

Within weeks she was back to her usual self, but I was truly grateful for the support we were able to receive from the school. I did not feel I was alone as a parent, and that I could access the support I needed.”

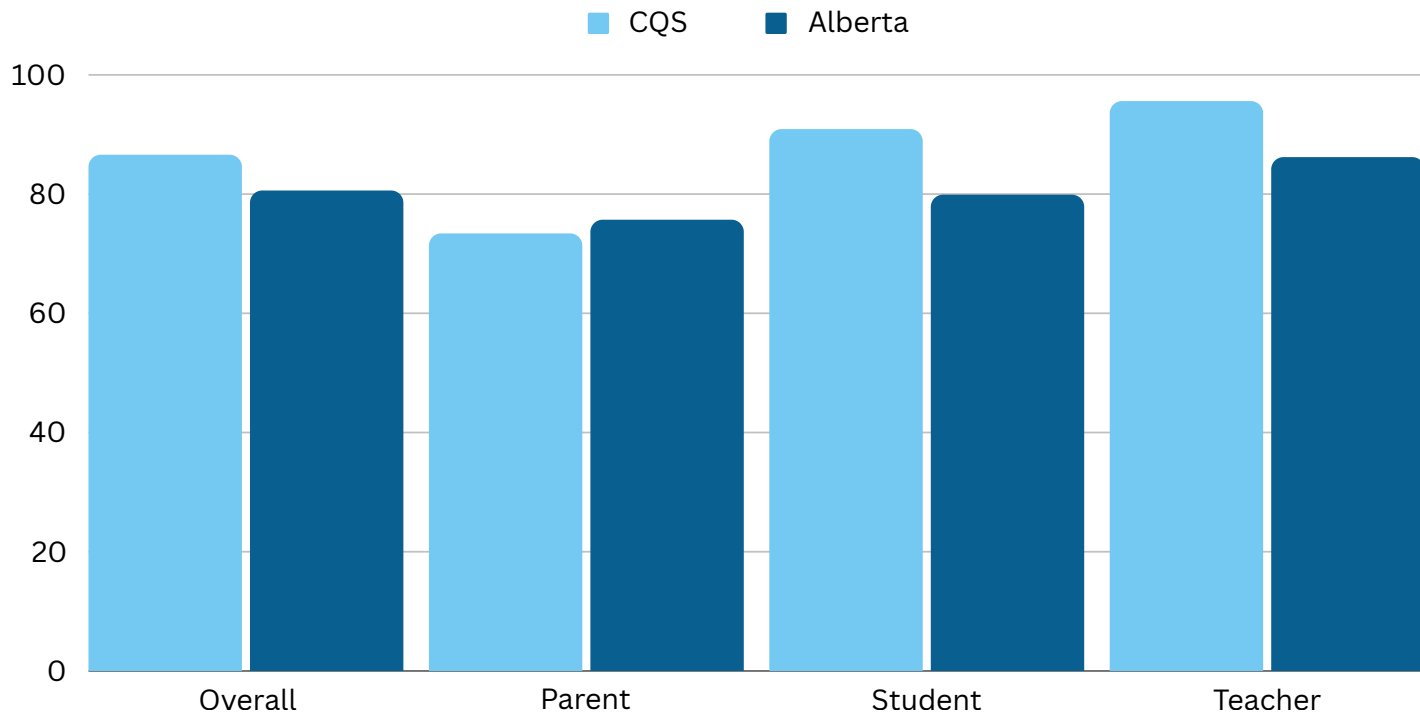
-Parent Response from Interview Questionnaire

Access to Supports and Services

Provincial Measures

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	85	94.5	47	88.8	48	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,781	82.8	249,570	81.8	258,994	80.8
Parent	n/a	n/a	n/a	n/a	19	95.0	15	80.8	26	73.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,938	78.9	31,884	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	53	94.5	23	95.3	11	90.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,831	80.2	188,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	13	93.5	9	83.7	9	95.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	88.2



What we learned:

Parents reported a slight decrease, from 80.8 to 77.3 in their ability to access supports and services. Teachers' scores increased from 83.7 to 89.6 as they were able to provide more in-class services. As we navigate funding changes and a shift to consultative therapeutic interventions, our families indicate that they would like more in-class access to occupational therapy and speech and language assistance. To better support our students, our multi-disciplinary therapy team has increased the amount of professional development and consultative support for teachers. Building the capacity of our education teams helps them to implement the strategies and learning activities that help our students to achieve their therapeutic learning goals. Parents also expressed that they would like to access community services like psycho-educational assessments, counselling, speech and language support, occupational therapy and accessible transportation.

Access to Supports and Services

Strategies:

In Class Support: The CQS multi-disciplinary therapy team is developing a Response to Intervention model to address the need for in school assessments, consultations and services. The RTI model allows for all students to have access to foundational services and the ability to scaffold up to those who need different supports without impacting others. Teachers and instructional assistants will continue to implement strategies provided by the multi-disciplinary therapy team, through professional development and collaboration.

Parental Support: Through consultation with our multi-disciplinary therapy team and Administration, work with outside providers to assist parents in gaining access to the additional services they require.

Transportation Information: We will provide our families with information sessions on how to navigate the use of Calgary Access Transit services. This includes arranging a session prior to the start of the school year, for students to explore the buses and for parents to ask questions directly. We would like to utilize this strategy to offer parents assistance in navigating this bussing service.



Governance

Parental Involvement

Due to the complex learning needs of our students, CQS staff have strong relationships with their families. This partnership is important to assist with our students' personal needs which extend beyond academics. Therefore, parent involvement with the school is foundational to the strength of our school. CQS continues to work in partnership with families by ensuring that they have a voice in their child's education. Teachers frequently connect with parents using platforms such as Mail Chimp, Class Dojo, as well as phone calls and emails. Throughout the year CQS gathers feedback with parent surveys, Parent Teacher Interviews, Parent Information Sessions, and social media provide meaningful ways to connect with parents on a frequent basis. Along with the day-to-day collaboration, parents have many opportunities to participate in school-wide events such as the Winter Celebration, Talent Show, Year-End Family BBQ, and other fundraising opportunities.

CQS fostered stronger collaboration between parents and the school community by organizing two parent town halls and an Annual General Meeting (AGM). Additionally, we warmly welcomed prospective families through a series of informative parent tours and hosted a dedicated New Parent Information Night to further enhance our sense of community and communication.

Parents are also encouraged to volunteer with and attend the monthly meetings of the Parent Advisory Committee (PAC). PAC has been instrumental in promoting an inclusive and welcoming parent community through events, fundraisers, and avenues for parent input. All of these events foster a sense of community and belonging for families, students, and CQS staff.

Local Measures

When asked how it feels to belong to the Quest community, our parents said:

“I feel heard, finally. My son is truly understood. His needs are met, finally.”

“I feel so happy that my child belongs to this beautiful community. It’s a loving atmosphere.”

-Parent Responses from Survey

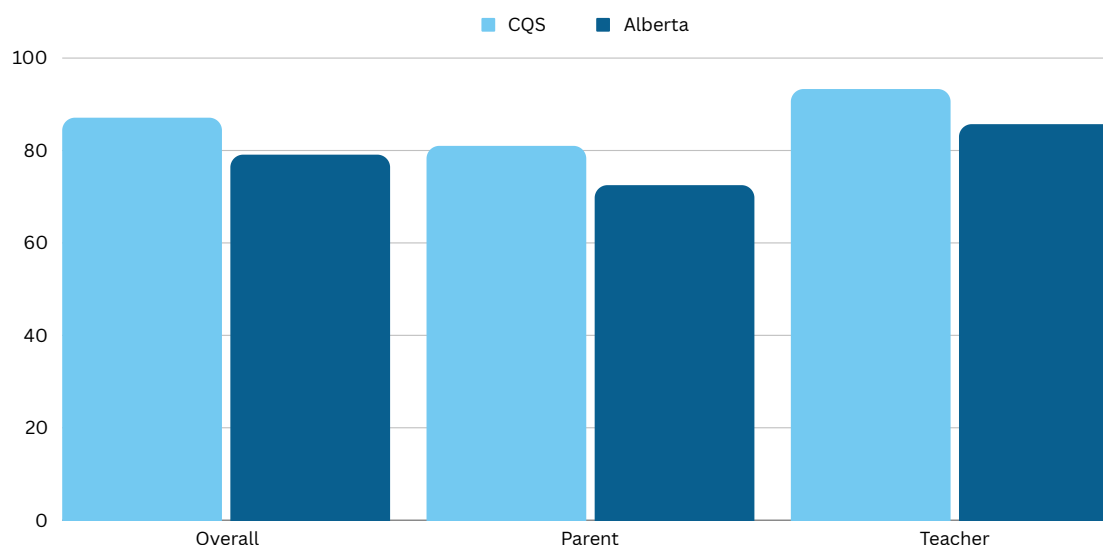
Parental Involvement

Provincial Measures

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	36	93.3	45	95.1	32	97.8	24	89.2	35	87.1	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	24	88.8	33	93.5	19	95.6	15	91.7	26	81.0	Very High	Declined	Good	34,944	73.6	36,556	73.9	30,888	72.2	31,598	72.3	31,720	72.5
Teacher	12	100.0	12	96.7	13	100.0	9	88.7	9	93.3	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



What we learned:

Parents would like to have more opportunities to participate in informal ways around the school and to collaborate more with other families.

Strategies:

Welcoming Events: We will expand the reach of our school-wide events by encouraging prospective parents to attend information sessions, parent tours, and presentations. We will also invite our new and existing families to our winter celebration and year end celebration.

Surveys and Feedback: Enhance surveys to gather feedback from parents on school activities, policies, and overall satisfaction. Use this feedback to make informed improvements and demonstrate a commitment to collaboration.

Parent Education Programs: Offer educational programs that cater to parents, such as sessions on understanding the programming and supporting children in their education. We plan to coordinate with the Centre for Sexuality to host a parent session prior to our Sexual Health course for students.

In-Service Jurisdiction Needs



Provincial Measures

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Calgary Quest School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	12	100.0	12	82.4	12	91.4	9	88.5	9	88.9	High	Maintained	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	12	100.0	12	82.4	12	91.4	9	88.5	9	88.9	High	Maintained	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



88.9% of teachers have expressed satisfaction with the professional development and in-service training provided by Calgary Quest School over the past 3-5 years.

What we learned:

This feedback underscores our commitment to fostering a focused, systematic approach that contributes to the ongoing professional growth of our educators. At the heart of our efforts is the direct response to the input from our staff. Recognizing the importance of professional development for all team members, we have diligently worked to create streamlined processes. Ensuring that new staff members undergo comprehensive onboarding, we prioritize essential training such as Non Violent Crisis Intervention (NVC), core language & predictable chart writing, CPR & first aid. A year long professional development plan that is delivered both in house and with external providers focuses on the learning needed by our school team to address the unique needs of our students and their families. This learning includes assistive technology, executive functioning, co-teaching, and behaviour management. Additionally, our commitment extends to fostering cultural competence, with professional development on First Nations, Metis, and Inuit topics.

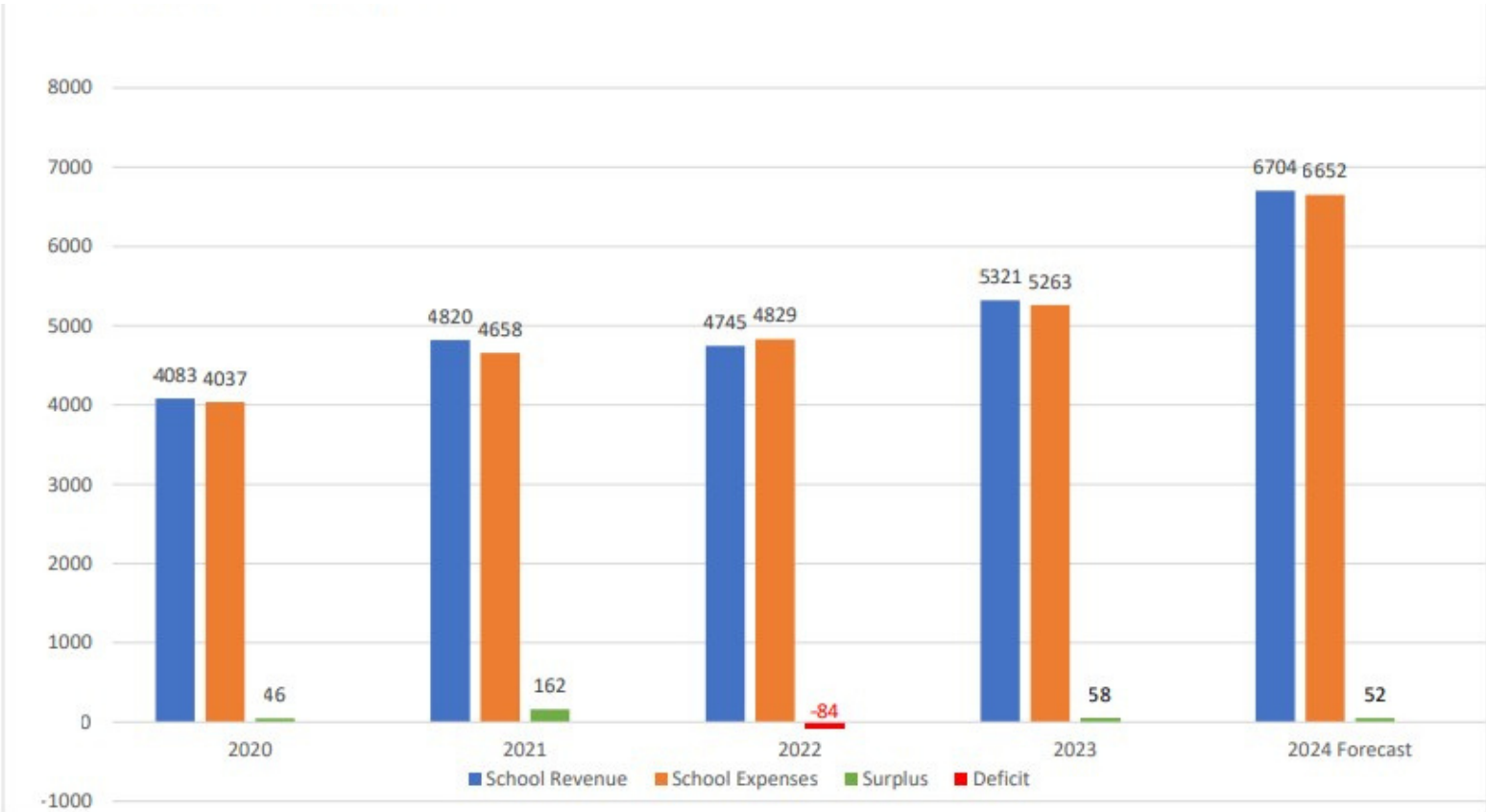
Strategies:

Diversified Professional Development: Recognizing the varied needs and expertise levels among educators, implement a diversified approach to professional development. Offer different opportunities that cater to different areas of focus, teaching methodologies, and experience levels. This ensures that teachers receive targeted training that aligns with their specific requirements, ultimately enhancing the overall effectiveness of professional development efforts.

Summary of Financial Results August 31, 2023



- For the year ended August 31, 2023, the Society ran a modest surplus of \$58,000 compared to a budgeted deficit of \$74,000
- This surplus includes net investment revenue of \$110,000, and a modest surplus (\$34,000) from our external services.
- The table below details our financial results over the past 5 years. Despite consistent enrolment, flat government funding and the loss of funding sources (RCSD, other school authorities, and deferred casino revenues), we have maintained a stable financial position. The primary reasons for this are increased tuition rates, strong fundraising, and better management of expenses. Our fees are scheduled to increase in 2023-2024 and this will further support our financial position.
- The Society completed the purchase of a new facility during the year.
- Management and the Board continue to work on ways to further increase revenue (tuition, fundraising, etc.) to position the school for a financially stable future and to help fund future capital projects.



Budget Summary 2022-2023

- 2023 – 2024 is a year of significant change and growth for the Society. Calgary Quest School is adding 2 new classrooms and 30-35 new students. Additionally, the number of participants in all our external services programs continues to grow.
- We are budgeting for a modest surplus of \$52,000 overall. This budget includes:
- Fee increases in both School Fees and Centre for Opportunity fees (external services)
- Acquisition of an additional facility for our programs. All facility related revenue and expenses (including debt servicing) are allocated 71% to Calgary Quest School and 29% to external services based on student/participant numbers.
- Salaries reflect additional instructional, therapy and administrative inputs.
- Operating expenses include costs related to furnishing, occupying and moving to a new facility.
- Our distance learning HUB was a boon for our students the past few years, especially during the pandemic. This program has been discontinued in 2023 - 2024 due to low participation and sustainability.
- Our sanitization and cleaning protocols remain quite extensive. We are no longer in full pandemic mode, but the overall standards of cleanliness and the associated costs are higher than they used to be.

The external services column represents our non-school Programs:

- Calgary Quest Resources Centre for Opportunity. This is a community access program for young adults aged 18 to 28 years with moderate to severe developmental disabilities who do not have access to programming that meets their needs.
- Quest Adventure Camp: This is a summer camp program for campers of all abilities aged 6-19.
- Quest Before and After School Care: This is a before and after school care program that we started due to a significant demand in our school community.
- Our external services are budgeted for a modest surplus of \$30,000 in 2023 - 2024



Accountability/Assurance System

Calgary Quest Children's society has a robust and integrated assurance system. The assurance system is outlined in our education plan, and it includes key elements to ensure that we are congruent with the ministry's key domain areas. The assurance system provides us with a framework to respond to feedback from our stakeholders and the community. This system also ensures that we are continuously engaged in evidence-based decision making.

Our Assurance System includes the following:

- Review of annual assurance results
- Evaluation and renewal of Education Plan - goals strategies and outcomes
- Stakeholder engagement process throughout the school year to support and guide the development of the Education Plan
- Review of the CQCS strategic plan
- Board Governance – Board of Directors review and approve results reports, budgets, and annual Education Plan.

The Education plan, assurance plan and strategic plan are all located on our website.

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.