

Calgary and Area Regional Collaborative Service Delivery  
Executive & Leadership Teams Development Day  
May 25<sup>st</sup> 2016 Proceedings

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## Introduction

The Calgary and Area Regional Collaborative Service Delivery (RCSD) Executive and Leadership teams met on May 25, 2016 for a development day. The purpose of the session was threefold:

- To provide an opportunity for the Executive and Leadership teams to consolidate their collective thinking about and role in supporting the Calgary and Area RCSD;
- To develop key messages and processes for communicating these effectively both across the region and through to the Provincial RCSD; and,
- To identify areas for priority attention and action over the next one to three years.

The objectives of the session were to:

1. Clarify alignment with provincial expectations;
2. Learn more about each other and connections that could be leveraged to further the work of the RCSD;
3. Develop principles for decision-making related to our collective work;
4. Increase understanding of the relationship between Leadership and Executive teams, clarifying roles and areas of individual and shared responsibility;
5. Begin to identify priority processes and actions; and,
6. Identify key messages and direction that the Executive and Leadership teams can collectively use to advance the work of the RCSD, including key messages to staff, partnering organizations, stakeholders and for provincial meetings.

Most of the Executive and Leadership team members were able to participate in the session (n=29). In addition, Janice Popp (Regional Manager), Daniel Sadler (Coordinator), Patti Brown (Complex Needs System Review Coordinator) and Robyn Romano (Practicum Student) contributed to in the session.

The following *Executive Team members* were attendance

- J. Frank – Calgary and Area Charter Schools
- A. Hillyard – Alberta Human Services - Disability Services and Child and Family Services
- A. Holowka – Calgary Catholic School District
- N. Lukey – Calgary Board of Education
- K. MacMillan – Calgary and Area Private Schools
- D. Morris – Rocky View Schools
- L. Warner – Alberta Health Services
- D. Davison-Morgan – Calgary Board of Education
- A. Deegan – Alberta Health Services
- A. Donovan – Calgary and Area Charter Schools
- L. Fortini – Calgary Catholic School District
- C. Gable – Renfrew Educational Services
- B. Gunn – Parent Representative
- L. MacDonald – Calgary and Area Charter Schools
- B. McInnis – Providence
- C. Morrison – Alberta Health Services
- G. Roberts – Rocky View Schools
- L. Roe – Alberta Health Services
- R. Schachterle – Christ the Redeemer Catholic Schools

The following *Leadership Team members* were in attendance:

- D. Andrews – Independent Schools
- W. Braun – Palliser Regional Schools
- T. Brinsmead – Calgary Catholic School District



**A. Hillyard noted that the Executive Team recognized they have a new opportunity to work differently** to achieve the goals of the RCSD. He commented upon the various backgrounds each member brought to the day and the importance of developing a collective understanding of their Executive role. Aligning themselves with the tri-ministry deputy ministers' consistent messaging – concerning accountability for effective and collaborative processes – was seen as a win. The value of optimizing one another's mandates by 'rising all boats' was agreed upon as a significant team approach. Bringing all the resources into play – beyond the \$17M RCSD funds – was addressed as necessary to meeting the across-the-lifespan needs of children, youth and families in the region. This would happen by integrating services and working together to build shared leadership and effective model of collaboration. Finally, the team recognized the critical role of operations as the "boots on the ground" for achieving the desired outcomes.

**A. Holowka observed the importance of the day was in the better understanding of Executive of their new role, and balancing the unique needs of Calgary and Area RCSD with provincial expectations.** In reflecting together on ways forward, the group gained clarity into the importance of capturing evidence to measure and know when they have achieved the full potential of the RCSD's collaborative advantage. As well, she noted the value of their discussions on the tension between a fiduciary and social responsibility. They addressed the challenge of thinking beyond what financial resources they have to how they could use the various systems to support the region's children and youth. This touched upon their duty to keep the public trust and do what is in the interests of the public good.

Executive is responsible to sit in front of the ministries and be able to explain the work that is being done with the resources we are provided.

Participant

## 1. Clarifying Alignment with Provincial Expectations

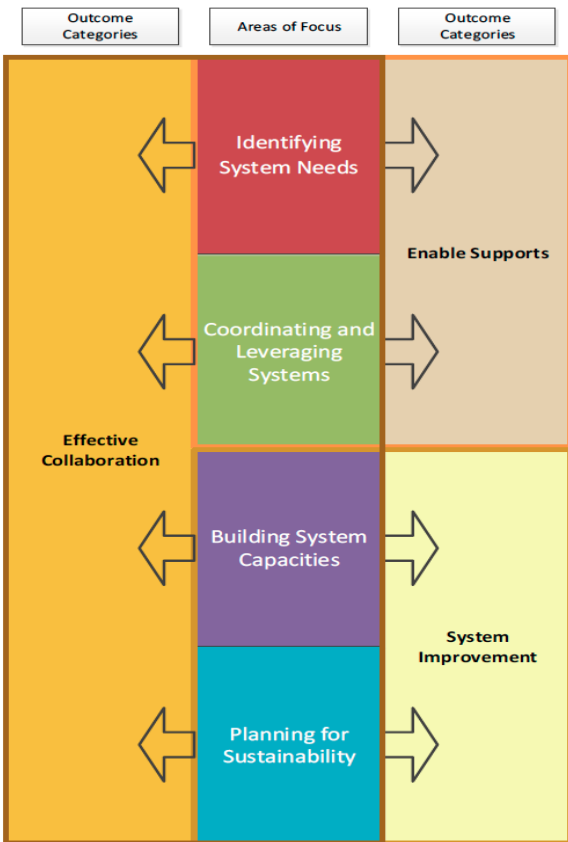
Part of the morning was spent reviewing and discussing new documentation from the Provincial RCSD office, including the *Regional Operational Requirements and Governance Model for 2016/2017 Year*. To that end we examined the Provincial RCSD's recently renewed vision, purpose and outcome statements and discussed the extent of Calgary and Area RCSD's alignment with these central tenets. Key provincial concepts included a focus on empowered collaboration that results in addressing the identified needs of children, youth and families in Alberta;<sup>1</sup> the provision of relevant regional supports and services, delivered effectively and efficiently; articulated guiding principles; and, the provincial vision for this work.

### Provincial RCSD Vision:

- Children and youth reach their full potential:
- Children and youth are successful
- Children and youth are healthy
- Children, youth, and their families are secure and resilient

<sup>1</sup> See the Provincial RCSD Purpose statement that centres the needs of the child, youth and family in the ongoing work of the local systems, regional collaboration, provincial collaboration and the Government of Alberta.

In the framework of this discussion it was noted that there were new reporting requirements that indicate a shift from static to strategic planning and results reporting. Further, the new data



requirements from the province result in the regions having to articulate clearly why priorities and strategies are identified - indicating a need to clearly understand the RCSD's program logic. Further, these changes are integrated into the SharePoint (IT Solution) reporting system. For this component of the discussion, the group reviewed the province's new "Strategic Plan Format and Requirements" pathway document.

The net result of this conversation was agreement that provincial mandates are changing and in transition. There was acknowledgement that Calgary and Area RCSD needs to catch up to, or even be ahead of, this 'new normal'. In addition, it was noted that there was no need to revise the previous Calgary and Area RCSD goal; the members agreed they would simply work with the provincial goal.

In addition, the group spent time reviewing the province's new outcome framework and noted the provincial office has moved away from interest in tracking activities and outputs towards contribution to targeted outcome results. To that end, the

province has identified three outcome categories: effective collaboration, enable supports and system improvement. These outcomes are contributed to through designing priorities for action from the following focus areas: identifying system needs; coordinating and leveraging systems; building system capacities; and, planning for sustainability.

The members considered whether or not the current iteration of their logic model (2014) was aligned with this new articulation of RCSD work. Recognizing that the function of a logic model is to articulate the program logic designed into Calgary and Area RCSD's regional aspirations, participants identified gaps to be addressed and places where the model remains accurate. They spent some time reflecting on the assumptions that are essential to ground program logic (and not stated in the current version), and the need to include more systems-level thinking across their model. There was also expression of concern as to how the group would take on the required work to create alignment with the provincial mandate and incorporate the unique needs of their particular region.

Finally, there was some conversation about provincial assumptions they saw embedded (as opposed to transparent) in documents being considered (e.g., goals, outcomes). Particularly, the group wondered if the province assumes there are sufficient resources within the region to design for the stated outcomes and, therefore, also assumes the only challenge regions face is finding the efficiencies to make outcome achievement possible.

Provincial RCSD Key Change #1:

*Revised Vision, Purpose, Areas of Focus, and Outcomes  
to better describe Regional Collaborative Service Delivery.*

## 2. How We Relate and Work Together

### Scope of Work

With the changes in critical articulations of the provincial RCSD's identity and purpose come concomitant changes in the roles of the Executive and Leadership teams. The evolution of the Executive Team was addressed directly during the April 21<sup>st</sup> Executive Day Development session. During this Development Day, the teams spent time clarifying their evolving roles and areas of individual and shared responsibility.



The discussion began by reviewing the adaptations across the RCSD cycle (2013 to present) as they relate to the province's description of the Leadership Team's role. Referencing the "Evolution of the Calgary and Area RCSD Leadership Team (as of 2016 06 19)" document, both teams examined the key changes from 2015 - 2017:

- *Accountable to Regional Executive Team* for the oversight and monitoring of the operation of RCSD within the region;
- *Ensure staffing complements the priorities* as identified in the strategic plan;
- *Establish monitoring, assurance and accountability processes and mechanisms* to ensure alignment of services and supports to the region's strategic plan;
- *Support regional partners in ensuring (new part)* personal health information and records are managed in accordance with all applicable legislation, etc.;
- *Provide regional management for building capacity, coordinating supports and services, and developing a specialized service delivery team* (as required);
- Manage and annually review access of Regional Executive and Leadership team members to a planning and reporting tool (i.e., Extranet and SharePoint site); and,
- Annually review the TOR for the Regional Leadership Team, *including identifying partners' roles and responsibilities, risks, and address any liability of other issues (new part)*.

Two concepts emerged through the discussion of the Leadership Team's role: 1) the increased demand for an integrated system, and 2) accountability for undertaking monitoring and evaluation of the region's work.

The group spent time discussing the Leadership Team's expected focus on integrating services across systems and building system capacity. Of note, the previous annual report included descriptions of non-RCSD funded instances of partnership and collaboration, indicating positive results are already present. These items received focused attention from the province and more information was requested. However, it was felt that clarity is still needed in describing the region's needs at a system level and especially as these systems try to integrate in regional work.

Some noted that front line staff have been working collaboratively for a long time out of both necessity and choice – and that this reality has had a ‘grassroots’ impact that is in alignment with the new, system defined expectation/ outcome for collaboration.

This introduced questions of the RCSD’s scope. The group reviewed the fact that their operational mandate concerns a population from 0 – 20 years of age, inclusive of the lifespan of transition between systems this age span requires (and beyond), and begs the question: “Does everything we do fit under the RCSD, or not?” Matters of accountability in both service integration and monitoring results achieved were considered.

Where does the RCSD begin and end? This is an interesting question.  
*Participant*

## Reviewing the Data

Further to this discussion, the team reviewed and reflected upon what their evaluation data had to offer in considering the important question of how the RCSD works, especially towards goals of integration and collaboration. The discussion began with an overview of the amount of evaluation activity had occurred from November 2014 to the present. In this timeframe, the RCSD had completed seven lines of evidence that involved decision-makers, service providers, and service beneficiaries. In fact, the Calgary and Area RCSD is well ahead of other RCSD regions in terms of capturing evaluation data and putting it to work.



Relevant to the investigation of how the partners work together and their capacity to collaborate, both the Wilder (2014) and the more current PARTNER (2016) data were reviewed. The Wilder Factors Inventory data was gathered in November 2014 and the PARTNER social network analysis data was gathered in March 2016.<sup>2</sup> Overall<sup>3</sup>, the data indicated an ongoing need to build: strong trust bonds, understanding of roles, shared vision, ability to compromise, authentic processes, and capacity to work together.

Concerning the Wilder data<sup>4</sup>, the evidence spoke to the need for the collaborative to work on: mutual respect; understanding and trust; role clarity; communicating processes; developing the RCSD’s internal and external legitimacy; and, work on required structures and processes.

While the Wilder data showed relevance, the participants focused on the more recently collected PARTNER data. The information was deemed important as it represents the perceptions of RCSD

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<sup>2</sup> Note that members of the Executive and Leadership teams participated in the data collection for both the Wilder and PARTNER tools, but it is not possible to disaggregate the data. This is both a limitation and advantage of the data. While it does not allow the parsing out of the team’s perceptions in and of themselves it does provide broader input into the perceptions of partnership performance. It shows key trends among the collaborative’s leadership that are worthy of note both internal reflection and to increase awareness of the state of the RCSD as a collaborative, as indicated by these two lines of evidence.

<sup>3</sup> Note the response rate for Wilder was 58% and for PARTNER was 95%. Note also that the entire PARTNER data set was not shared at this meeting (or the April 21<sup>st</sup> meeting) – only a preview of key findings relevant to the discussion.

<sup>4</sup> Note that the context in which the Wilder data was collected - a time of tough conversations about utilization of the RCSD’s fiscal resources – was acknowledged as an important factor when considering results.



leaders from across the network. Members agreed that the evaluation results indicate a need to attend to key factors impacting the collaborative.

Time was invested in discussion of the 'value of individual organization's contribution' (as assessed by partners in the collaborative via the PARTNER survey). The results suggested that partners may not be leveraging all of the resources available to advance its work. It was acknowledged this might require further discussion because there could be several reasons for this result: partners may not be openly sharing resources, partners may not be valuing what is being shared, partners may not recognize they have valuable assets to share, etc. This concern was also discussed in terms of what can frequently occur in mandated networks – that partners may be behaving as if they are collaborating, but actually working to maintain their [privileged] positions behind the scenes. There was agreement on a need for education/ information sharing as an intervention that might mitigate this perception and increase partnership development. There was further shared agreement on the value of the data and the need to use it as a basis for further discussion on how to increase the capacity of the RCSD to address a key provincial outcome – increasing effective collaboration.

Discussion of the data was followed by an opportunity for participants to form small groups and work through a series of questions to invite deeper reflection on the evidence ('Focusing Questions'). Key insights from this work include:

- **Addressing the assumptions at play:** are there unstated assumptions among the partners concerning what resources one another can actually bring to the table? Does this assumption undermine trust? How do we communicate the actual value of resources that exist and are available to address RCSD identified needs?
- **Opportunities for network development:** there are data points that indicate strength in the collaborative as well as those that point to areas for development. This data is an evidence base and baseline that can support the identification of actions to continue to grow the collaborative culture. We can be transparent about the factors at work in how we relate to one another and then find ways to build the trust.
- **About communication:**
  - Articulate where the RCSD is now and engage all key stakeholders into the conversation
  - Ensure key information is communicated back to the systems
  - Share successes and build on them
- **About service provision:**
  - Build services and systems that work together to deliver seamless navigation for families
  - Focus on smoothing out the transitions between systems
  - Share successes and expand them into other areas for scalability
- **About evaluation data:**
  - Recommendation to share the PARTNER data to increase understanding, garner others' views, increase utilization in planning, etc.
  - Use current Wilder and PARTNER data as a baseline and conduct additional waves of data gathering across defined periods of time

***A healthy network . . .***

- > Facilitates and supports development of *trusting relationships*;
- > Acculturates members to the *reciprocal relationship expectations*; and,
- > Uses the *trust in the network relationships as a lever for change*.

### 3. Knowing and Leveraging Our Connections

At several times throughout the morning participants noted that increased understanding of one another's organizational missions / mandates and connections would support their capacity to optimize as a collaborative. To address increasing awareness and commitment to leverage what is known, the participants were invited to use a 'Flower' method to facilitate connection building.



Members created individual flowers and used the petals to capture the persons/ organizations they know that would be relevant for the RCSD's work. In addition, they were asked either to select one of the 'petals' as a connection that they would facilitate or to identify some other action they would take as their commitment to growing the network. At the end of the day, participants shared their action item and the 'data' was collected to compile into a working document upon which the RCSD could draw to increase leveraging connections on behalf of the network.

Key findings about connections and commitments to action from this activity are included in Appendix A with the intent of revisiting how members are doing on their actions in the fall of 2016.

### 4. Identifying Key Principles and Priorities

For the purposes of this discussion, the group referred to both the provincial and their own articulations of key principles. In addition, they consulted the current iteration of their organizational structure (2016) and key articulations from the Executive team's proceedings, on principles and process.



Early on in the discussion the participants agreed that there was no need to update their own list of principles and that going forward, they would work with those provided by the province. That said, they agreed that central for them all is the principle of *Family Voice and Choice*, defined by the province as: "[this principle] ensures the child or youth and family perspectives are intentionally elicited, prioritized, and acted on as part of a collaborative wraparound practice. Planning is grounded in family members' perspectives. The individuals involved strive to provide options and choices that reflect the family values and preferences."

With this principle established as foundational, several members offered thoughts on ways the system does *not* facilitate actualizing this principle. In addition, they observed the need to safeguard that schools and communities are linked and that all children and youth, 0 -20 years of age, are beneficiaries of the work of the RCSD. This focus ensures that the context of multiple environments and partners

contributing to the wellbeing of children, youth and their families is accurately represented. Others offered that 'school and community linked' could be revised to 'wholistic collaboration' to promote and strengthen partnerships and eliminate barriers. This attention to matters of language was noted as mitigating barriers between partners and building successful collaboration and system integration.

As the discussion on principled processes became inter-mixed with determining priorities for action, the participants wondered together:

- What would the Leadership team like the Executive to focus on to make the operational work easier?
- How does the Leadership team best present operational work to the Executive team?
- Who has responsibility for, or makes the decisions on, how or when the partnership needs protecting?
- How do we avoid silos developing when members speak from an organizational vs. a network perspective? How do we transition into a group that is typically wearing the network hat?
- Do we have the right people at the table? Are there gaps? Do we have the right representation at the provincial level?
- Are we on the same page for processes, in terms of where we are at and our current actions? Should the group confirm this?
- Has there been sufficient discussion about the organizational structure that a working group could be struck to begin a new design?

Process impacts on the current iteration of the organizational structure received attention from the members. During the discussion, Executive Team members noted that they were not looking for any of the committees to report to them, in response to the idea that it might be appropriate for the Finance and Accountability and Assurance teams to report in this way. Rather, their focus was on ensuring the legitimacy behind the signatures on any plans and being available for consultation vs. simply being informed. During the discussion on the accuracy of the current organizational structure the following key insights emerged:

- The connection to the provincial team is missing;
- The committees (e.g., Finance, Aboriginal Engagement, Accountability and Assurance) should be linked to illustrate the collaborative nature of their work;
- The structure needs to capture an efficient way to ensure the Executive is informed, such that messages to the provincial office are accurately and fully represented;
- How would the Executive team access information, if they wanted it?;
- There is currently a dual reporting structure and is out of alignment with the province's designation of a single accountability point;
- The communication/ information flow among the committees, between the committees and the Leadership Team, and between the Leadership and Executive Teams requires new definition; and,
- What is the reporting process for the Regional Manager?

## 5. Key Directions and Messages

The group explored the matter of how priorities would be decided upon. While a decision was not taken on this, the members agreed that the process is best if collaborative and that either the Executive

or Leadership Team determining priorities in isolation would be counter-productive. The following emerged as important follow-up points from the discussions:

- There was agreement that the members need a planned approach to address the matters arising in the working day. They acknowledge that this would take an investment of time as well as a commitment to align with the changing context. The issues are large – such as garnering a better understanding of one another’s roles and expectations and then integrating this into the RCSD strategic plan.
- There was general agreement that the organizational structure needed to better reflect the Regional Manager’s role, to avoid triangulation among potentially competing commitments to each of the Executive and Leadership teams.
- Several participants spoke to the need for changing the language in documents and conversation to support a more wholistic model/ tri-ministry approach to RCSD work.
- The complexity of the work is increasing and this impacts efforts to optimize one another’s mandates.
- A few members added these thoughts to the ‘parking lot’ for future discussion:
  - It is important for the Executive to communicate to the province that the provincial goal<sup>5</sup> is not actionable and does not accurately reflect the work of the RCSD;
  - We need to continue identifying and reporting items we are doing together already that are collaborative but not funded by RCSD; and,
  - Does everything we do fall under the RCSD?

**Core Questions**  
**Communication:** how do we get the right information to the right people?  
**Scope of Work:** what is the end point?  
**Collaborative Process:** how are we getting to an end point?  
**Structure:** who is at the table?  
**Role Clarity:** who is responsible for what?

We are doing great work. We are addressing the tough questions that are arising and the discussions are probing on what the next steps need to be.

Silent member perspectives need to be surfaced.

*Participants*

<sup>5</sup> Provincial Goal: “Relevant regional supports and services meet the needs of children and youth in the context of their schools, families and communities in the most effective and efficient manner possible.”

## Appendix A

### Flower Power Data

**Calgary and Area RCSD Flower Power:  
Networks and Commitments to Action  
May 25, 2016**

Name	Networks	Networks	Commitment to Action: I commit to...
Don Andrews	<ul style="list-style-type: none"> <li>• Mental Health Connections - Literacy</li> <li>• Aboriginal Connections</li> <li>• Learning Disabilities/ADHD Network</li> </ul>	<ul style="list-style-type: none"> <li>• Private and Charter Schools</li> <li>• Public Education</li> <li>• Mental Health Capacity Building</li> <li>• COPE</li> </ul>	<p>Continue to work within RCSD to focus supports for children and families.</p> <p>Continue to work on the expansion of COPE to partners regions and our aboriginal partners.</p>
Wayne Braun	<ul style="list-style-type: none"> <li>• Family School Liaison Counsellor</li> <li>• South West RCSD</li> <li>• Board of Trustees</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Admin</li> <li>• Program Unit Funding (PUF)</li> <li>• Inclusive Education</li> <li>• Alberta Education</li> </ul>	<p>Providing strong financial support and leadership to Calgary and Area RCSD.</p>
Tom Brinsmead	<ul style="list-style-type: none"> <li>• Education Support Classes</li> <li>• Behaviour Classes</li> <li>• Mental Health Teams</li> <li>• Professional Development</li> <li>• Education Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse Learning Teachers</li> <li>• COPE</li> <li>• Alberta Health</li> <li>• Rocky View School District</li> </ul>	<p>Working with partners and agencies to learn what attributes they have and how Calgary Catholic may support them.</p>
Patti Brown	<ul style="list-style-type: none"> <li>• Multi-Agency School Support Teams (MASST)</li> <li>• Youth Justice Crime Prevention</li> <li>• Mental Health Capacity Building Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta College of Social Work – Professional Development</li> <li>• Aspen Family and Community</li> <li>• Family and Community Support Services</li> <li>• Youth Development Education</li> </ul>	<p>Connecting rural areas and FCSS supports for serving families in a different way</p>
Deb Davison-Morgan	<ul style="list-style-type: none"> <li>• United Way – All In For Youth</li> <li>• Alberta Society for the Visually Impaired</li> <li>• Hands and Voices</li> <li>• Sheldon Kennedy Child Advocacy Centre</li> <li>• Augmentative Communication Educational Technology Services</li> <li>• Pediatric Rehabilitation Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Calgary Women’s Shelter</li> <li>• Cerebral Palsy Association</li> <li>• Boys and Girls Club</li> <li>• Mental Health Literacy</li> <li>• Alberta Health Services</li> <li>• Renfrew Education Services</li> <li>• Canadian National Institute for the Blind (CNIB)</li> <li>• Regional RCSDs</li> <li>• Alberta Children’s Hospital Clinics</li> </ul>	<p>Supporting transitions; CNIB identified a need for a more supportive transition process from Early intervention to schools. In collaboration with CNIB we are developing supporting documents and processes to ensure a seamless transition.</p> <p>To integrate service delivery that facilitates ease of access to supports and services.</p>

Avril Deegan	<ul style="list-style-type: none"> <li>• Alberta Health Services – Addictions and Mental Health</li> <li>• University of Calgary – Faculty of Social Work</li> <li>• Family Supports for Children with Disabilities, Child and Family Services – Joint Initiatives</li> <li>• Child and Adolescent Addiction and Mental Health Programs (CAAMHP)</li> <li>• EPPIC Consortium</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Psychiatry</li> <li>• Woods Homes/ Hull</li> <li>• Sheldon Kennedy Child Advocacy Centre</li> <li>• Simon Valley School Council</li> <li>• AMH and EMT</li> <li>• Alberta Children’s Hospital Foundation</li> <li>• Neuropsychiatric Developmental Disorders Steering Committee</li> <li>• Integrated Brain Health</li> </ul>	Having a conversation with the other Directors in Addiction and Mental Health about RCSD and how their service areas can become more involved with youth transitioning into adulthood and the RCSD.
Amy Donovan	<ul style="list-style-type: none"> <li>• University of Calgary</li> <li>• Learning and the Brain Society</li> <li>• Charter Schools – Foundations for the Future Charter Academy (FFCA)</li> <li>• Council for Exceptional Children</li> </ul>	<ul style="list-style-type: none"> <li>• Affinity Psychology Group</li> <li>• Optimal Learning Community</li> <li>• Memorial University of Newfoundland</li> <li>• National Association of School Psychologists</li> </ul>	Sharing positive information regarding the RCSD within the community and supporting the collaborative from ways on the outside.
Luigi Fortini	<ul style="list-style-type: none"> <li>• Alberta Health Services Centre</li> <li>• Calgary Catholic School District</li> </ul>	<ul style="list-style-type: none"> <li>• SAIT</li> <li>• Physical Literacy</li> </ul>	Supporting the transition phase and continual relationship building with our partners.
Joe Frank	<ul style="list-style-type: none"> <li>• National Association for Gifted Children</li> <li>• College of Alberta School Superintendents</li> <li>• University of Calgary – Partner Research Schools, Werklund School of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Dabrowski’s Theory of Positive Disintegration Network</li> <li>• Mount Royal University – Policy Department</li> <li>• The Association of Alberta Public Charter Schools</li> <li>• Alberta Education</li> </ul>	Share work of RCSD with my Board of Directors and the Superintendents group for Calgary Charter Schools.
Cathy Gable	<ul style="list-style-type: none"> <li>• Canadian National Institute for the Blind</li> <li>• Morley and Tsuut’ina Reserves</li> <li>• Provincial Mental Health Projects</li> <li>• Parent Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Independent schools</li> <li>• United Way</li> <li>• Public Education</li> <li>• Family Supports for Children with Disabilities</li> </ul>	Continuing to build strong partnerships with all organizations and to educate frontline staff on the changing initiatives of RCSD.
Blythe Gunn	<ul style="list-style-type: none"> <li>• Calgary Alternative Support Services</li> <li>• Calgary SCOPE Society</li> <li>• Cerebral Palsy Kids and Families</li> <li>• Autism Calgary</li> <li>• Kiwanis</li> <li>• Special Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Olympia Trust</li> <li>• City of Calgary – Family and Community Support Services</li> <li>• Cerebral Palsy Association in Alberta</li> <li>• University of Calgary</li> <li>• Mount Royal University</li> </ul>	Presenting to the Children’s Link Society’s Board and Team an overview of Calgary and Area RCSD as well as community agencies that will listen to me.

	<ul style="list-style-type: none"> <li>• Rotary</li> </ul>	<ul style="list-style-type: none"> <li>• Bow Valley College</li> <li>• CanChild</li> </ul>	
Alex Hillyard	<ul style="list-style-type: none"> <li>• Alberta Health Services – Community Mental Health, Complex Needs Network, Medically Fragile</li> <li>• Alberta Children’s Hospital</li> <li>• Calgary Service Providers Networks – Adult and Children’s Services</li> <li>• Calgary Region Leadership – Provincial and Regional Committees</li> <li>• Provincial Ministries</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Alberta – Calgary</li> <li>• Family Supports for Children with Disabilities – Parent Advisory Council FSCD</li> <li>• Inclusion Alberta – Education Committee</li> <li>• University/Colleges – Mount Royal University, University of Calgary, Bow Valley College</li> </ul>	Communicate to Calgary leadership network and present jointly with Janice Popp. Also present and discuss at annual leadership networks in Human Services.
Andrea Holowka	<ul style="list-style-type: none"> <li>• College of Alberta School Superintendents</li> <li>• Council of Catholic School Superintendents of Alberta</li> <li>• University of Calgary – Math Minds</li> <li>• Calgary Police Service</li> <li>• Alberta Assessment Consortia</li> </ul>	<ul style="list-style-type: none"> <li>• Mount Royal University – Advisory Education Family</li> <li>• SAIT – Dual Credit Programs</li> <li>• Bow Valley College</li> <li>• Catholic Family Success</li> <li>• Calgary Catholic Diocese</li> <li>• Mental Health Focus Go to Educator</li> </ul>	Seek out areas and connections within my organization that can be leveraged and bring them forward to RCSD as appropriate.
Nancy Lukey			Bringing our superintendent on RCSD and our positioning in their collaborative beyond the dollars it bring to resource our students and families.
Lorne MacDonald	<ul style="list-style-type: none"> <li>• The Association of Alberta Public Charter Schools</li> <li>• Association for Supervision and Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• University of Regina</li> <li>• Foundations for the Future Charter Academy – Admin Council, Campus Admin Team</li> </ul>	Develop a better understanding of what RCSD is in our system at the campus level.
Karen MacMillan	<ul style="list-style-type: none"> <li>• Foothills Academy</li> <li>• Learning Disabilities/ADHD Network</li> <li>• U of C Educational Psychiatry Department</li> </ul>	<ul style="list-style-type: none"> <li>• Canadian Psychological Association</li> <li>• College of Alberta Psychologists</li> <li>• Psychologists Association of Alberta</li> <li>• Centre for ADHD Awareness Canada</li> </ul>	Bringing back to the Calgary and Area LD and ADHD Network information about RCSD to spur conversations regarding potential synergies and collaboration.



Brenda McInnis	<ul style="list-style-type: none"> <li>• Independent Schools Advisory Council</li> <li>• Out of School Care Association</li> <li>• Family Day Home Association</li> <li>• Child Care Programs</li> <li>• Independent Schools</li> <li>• Mount Royal University</li> <li>• Families</li> <li>• Providence</li> <li>• Children's Link</li> <li>• Rehabilitation and Mental Health Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta Children's Hospital</li> <li>• Government of Alberta Early Learning</li> <li>• Patient and Family Centred Care Resources</li> <li>• Canadian Association of Paediatric Health Centres</li> <li>• Getting Ready for Inclusion Today (GRIT)</li> <li>• Augmentative Communication Educational Technology Services</li> </ul>	<p>Support the central role of families in the work of Calgary and Area RCSD. Working to effectively communicate the priorities, values, and processes of RCSD to organizations and families that I am in contact with through my personal and professional connections.</p>
Catherine Morrison	<ul style="list-style-type: none"> <li>• Canadian Association of Paediatric Health Centres – Elaine Orbine</li> <li>• Alberta Children's Hospital Research Institute – BrenttScott</li> <li>• Family Voices</li> <li>• Alberta Centre for Child, Family and Community Research</li> <li>• University of Calgary – Werklund Centre for Education, Carly McMorris</li> <li>• Physicians</li> <li>• Calgary Fetal Alcohol Network</li> <li>• IPECC</li> <li>• Sheldon Kennedy Child Advocacy Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta Human Services</li> <li>• Stollery Children's Hospital</li> <li>• Glenrose Rehabilitation Hospital</li> <li>• Government of Alberta</li> <li>• Alberta College of Social Work</li> <li>• Oil Industry – Repsol and smaller players</li> <li>• Federal Skilled Workers</li> <li>• Neurodevelopmental Disorders Initiative</li> <li>• OWERKO Family</li> <li>• Ronald MacDonald House</li> <li>• Family Advisory Council</li> <li>• Family and Community Resource Centre</li> </ul>	<p>Hosting a learning session at Alberta Children's Hospital for staff and families.</p>
Janice Popp	<ul style="list-style-type: none"> <li>• Mount Royal University – Centre for Child Well-Being</li> <li>• Mental Health Commission of Canada</li> <li>• Alberta Health Services – Strategic Clinical Network Addiction and Mental Health</li> <li>• Canadian Association of Paediatric Health Centres</li> <li>• United Way – Council of Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta Centre for Child, Family, and Community Research</li> <li>• Other RCSD managers</li> <li>• University of Calgary – Social Work Institute of Public Health, Departments of Paediatrics and Psychiatry – Mathison Institute</li> <li>• First 2000 Days Network</li> <li>• Alberta College of Social Work</li> <li>• Dalhousie University – Stan Kutcher</li> </ul>	<p>Build strategic alliances for Calgary and Area RCSD, and communicate its work and success broadly – locally, provincially, and beyond.</p>

	<ul style="list-style-type: none"> <li>University of Colorado Denver – D. Varda and D. Hicks</li> <li>University of Arizona – B. Milward</li> <li>Alberta Children’s Hospital Foundation – S. Koonar</li> </ul>	<ul style="list-style-type: none"> <li>Canadian Group Psychotherapy Association</li> </ul>	
Greg Roberts	<ul style="list-style-type: none"> <li>Support Schools Case Management</li> <li>College of Alberta School Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>Learning Support Teachers</li> <li>Rocky View Directors/Executive</li> <li>Success In Schools</li> <li>First Nations</li> </ul>	Continued effort and advocacy to compel frontline systems partners to work in an integrated case management context with children and parents/guardians as the core focus.
Lori Roe	<ul style="list-style-type: none"> <li>Calgary Consortia</li> <li>Child and Adolescent Addiction and Mental Health Programs (CAAMHP)</li> <li>Sheldon Kennedy Child Advocacy Centre</li> <li>Ministry of Education – Mental Health Literacy</li> <li>Provincial AMH</li> <li>IWK/Kutcher</li> </ul>	<ul style="list-style-type: none"> <li>Rural Mental Health</li> <li>Pathways to Care</li> <li>Mental Health On Resources for Educators</li> <li>Calgary City Police</li> <li>Mental Health Capacity Building in Schools</li> <li>Alberta Children’s Hospital Foundation</li> </ul>	Exploring other community partnerships to identify linkages and leverage points for Calgary and Area RCSD’s work, using the vision, goal, and ways of working in conversation with partners.
Rhonda Schachterle	<ul style="list-style-type: none"> <li>Senior Administration</li> <li>Central East RCSD</li> <li>Complex Communication Needs</li> <li>Bow River RCSD</li> </ul>	<ul style="list-style-type: none"> <li>CTR Success in Schools</li> <li>Independent Schools</li> <li>Tri Region Complex Needs</li> <li>COPE</li> </ul>	Continuing to develop relationships within the Calgary and Area RCSD partner agencies as a new partner at the table.
Lori Anne Schultz	<ul style="list-style-type: none"> <li>Community Rehabilitation</li> <li>Alberta Association of Occupational Therapist</li> <li>Foothills Children’s Wellness Network</li> </ul>	<ul style="list-style-type: none"> <li>Alberta Health Services – Pediatric Community Rehabilitation</li> <li>First 1000 Days Network</li> <li>Alberta Children’s Hospital</li> </ul>	Building stronger core Alberta Health Services connections through a strong understanding of RCSD and invite the regional manager to speak to our teams.
Linda Sunderland	<ul style="list-style-type: none"> <li>Quest School</li> <li>Bow Valley College – Curriculum Development</li> <li>Service Providers</li> <li>Fetal Alcohol Syndrome Certificate Program</li> </ul>	<ul style="list-style-type: none"> <li>Siuyu Rehabilitation Centre, Tanzania</li> <li>Fetal Alcohol Syndrome Consultation Education and Training Services</li> <li>Families Affected by Fetal Alcohol Spectrum Disorder</li> </ul>	Communicating the roles and benefits of collaborative organizations for families and children, and advertising RCSD in particular by including it in curriculum at Bow Valley College that trains frontline workers in Disability Studies.
Uma Thakor	<ul style="list-style-type: none"> <li>Alberta Health Services</li> <li>Inclusion Alberta</li> </ul>	<ul style="list-style-type: none"> <li>Complex Needs Sub Committee</li> </ul>	Build ongoing connections to enhance better transition between children and adult

	<ul style="list-style-type: none"> <li>• Cultural Groups</li> <li>• Shalye Partnership Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta Health Services – Adolescent Mental Health Joint Initiative</li> </ul>	supports including streamlining systemic approach.
Chris Tortorelli	<ul style="list-style-type: none"> <li>• Child Development Centre</li> <li>• Alberta Children’s Hospital – Mendia Complex Policy</li> <li>• Alberta Health Services – Provincial Policy, Protocols, Mental Health</li> <li>• Community Clinicians</li> <li>• Calgary Police</li> <li>• Sheldon Kennedy Child Advocacy Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Community Pediatrics</li> <li>• Pediatric Dentistry</li> <li>• Mount Royal University – Social Work Sessional Instructor</li> <li>• Primary Care Networks – Urban and Rural</li> <li>• Domestic Violence Programs</li> <li>• Alberta Health</li> <li>• Alberta Human Services</li> <li>• Alberta College of Social Work</li> </ul>	Bringing RCSD “alive” in as many areas as I can, focusing on building awareness and building capacity.
Lisa Warner	<ul style="list-style-type: none"> <li>• Alberta Health</li> <li>• Alberta Health Services</li> <li>• Provincial RCSD</li> <li>• CRMH Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• AHS Professional Practice Councils</li> <li>• Primary Care Networks</li> <li>• Airdrie</li> </ul>	Elevating Calgary and Area RCSD to Primary Care Networks to further coordinate community and physician care for children, youth, and families.
Annamarie Zobatar	<ul style="list-style-type: none"> <li>• RCSD Leadership and Learning Partnerships</li> <li>• Family Supports for Children with Disabilities – Strategic Partnership Transition Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Ups and Downs Community Support for Families</li> <li>• Children’s Link</li> <li>• University of Calgary – Inclusive Post-Secondary Education</li> </ul>	Do a presentation on the RCSD to staff and families at PREP.