



Calgary and Area RCSD  
Joint Development Day Proceedings  
May 4, 2018

## Planning Committee

Calgary and Area RCSD would like to thank the following individuals who helped to make our May 4<sup>th</sup>, 2018 Joint Development Day successful by framing the agenda, managing the logistics, preparing advance materials, and facilitating the various components of the day:

### **Executive**

Alex Hillyard  
Andrea Holowka

### **Leadership**

Lana Dunn  
Lorne McDonald  
Catherine Morrison  
Greg Roberts  
Lori Roe  
Lori Anne Schultz

### **Evaluators**

Krista Brower  
Kate Woodman  
Gene Krupa

### **Secretariat**

Liz Mackay  
Janice Popp  
Daniel Sadler

## Table of Contents

<b>Planning Committee</b> .....	2
<b>Invited Participants</b> .....	4
<b>Overview of the Day</b> .....	5
<b>Evaluation Results (K. Brower) – Table Discussion and Report Back</b> .....	7
<b>Partner Visions and Strategic Priorities – Informal Report Back</b> .....	10
<b>Gallery Walk – Cluster Discussions</b> .....	11
Student Threat Assessment .....	11
Transitions to Adulthood .....	13
Complex Needs and CONeX .....	14
Complex Communication Needs.....	16
Other Examples of Collaborative Success.....	17
Summary Observations from Gallery Walk.....	18
<b>Threesies/Wrap Up</b> .....	19
<b>Appendices</b> .....	20

## Invited Participants

### **In Attendance:**

Krystal Abrahamowicz, CRC  
Don Andrews, ISAC  
Laurie Blahitka, AHS  
Wayne Braun, Calgary and Area RCSD  
Tom Brinsmead, CCSD  
Krista Brower, Catalyst  
Patti Brown, Complex Needs  
Shane Cranston, Palliser Regional Schools  
Avril Deegan, AHS  
Rita Dube, Renfrew Educational Services  
Lana Dunn, AHS  
Linda Eirikson, Children's Services  
Jeannie Everett, CBE  
Pat Firminger, Community and Social Services  
Janice Hall, CBE  
Heather Hansen, Disability Services  
Alex Hillyard, Community and Social Services  
Andrea Holowka, CCSD  
Jason Kupery, Palliser Regional Schools

Joanne Kuzyk, AHS  
Liz Mackay, Calgary and Area RCSD  
Karen MacMillan, Foothills Academy  
Margaret Maxwell, Calgary and Area RCSD  
Lorne McDonald, FFCA  
Brenda McInnis, Providence  
Catherine Morrison, AHS  
Darren Ness, AHS  
Janice Popp, Calgary and Area RCSD  
Carl Price, Parent Representative  
Greg Roberts, RVS  
Lori Roe, AHS  
Daniel V. Sadler, Calgary and Area RCSD  
Linda Sunderland, Parent Representative  
Uma Thakor, Community and Social Services  
Christina Tortorelli, Children's Services  
Nicki Wilson, Renfrew Educational Services  
Annamarie Zobatar, Parent Representative

### **Regrets**

Heather Brown, AHS  
Janet Chafe, AHS  
Deb Davison-Morgan, CBE  
Rosemarie Earle, Christ the Redeemer  
Joe Frank, Westmount Charter School  
Blythe Gunn, Parent Representative

Valerie McDougall, Tsuut'ina Education  
Dave Morrison, RVS  
Diane Nunziato Tolley, CBE  
Chris Pawluk, RVS  
Cath Petrinack, Children's Link  
Rhonda Schachterle, Christ the Redeemer

## Overview of the Day

The Calgary and Area RCSD Joint Development Day for Leadership and Executive Team members occurred on May 4<sup>th</sup> at McDougall Centre. This was the fourth annual event, occurring in operational year 5 (2017-2018) of the partnership. This report provides a brief overview of the day, copies of presentation materials, raw data collected from small group activities, and notes from plenary reporting sessions. See Appendix 1 for the agenda for the day.

**Theme for the Day:** Advancing the Collaborative Culture of our RCSD Partnership

**Objectives for the Day:**

1. Enhance our ability to meet the needs of children, youth, and families
2. Celebrate our collaborative advantage
3. Deepen our understanding of one another
4. Strengthen our shared commitment to the purpose and work of the partnership

The day began with a welcome from Alex Hillyard and Andrea Holowka, the Co-Chairs for the Regional Executive Team. Following a Treaty 7 acknowledgement, Andrea Holowka thanked the planning committee and recognized the additional committee chairs who joined in for the day and thanked them for their leadership on RCSD work.

Alex Hillyard reviewed key messages from a recent provincial RCSD, including the high value that ministries place on RCSD ministries, the importance of building strong trusting relationships, and the need for regions to tell the positive stories of collaboration and outcomes. Many of the provincial messages align well with recently distributed key messages from the Calgary and Area Executive Team. Alex reported that the transitions to adulthood work of Calgary and Area RCSD, which was presented in poster format and verbally in a series of table conversations, was well-received. Also noted was that there has been a shift in the provincial office since the inception of RCSD, from an initial top-down approach with a focus on mandate to gradually moving to a more collaborative approach listening to the feedback from the regions.

Janice Popp, Calgary and Area RCSD Regional Manager, then gave an overview of Calgary and Area RCSD's first five years noting key regional and provincial developments. The presentation highlighted the numerous accomplishments of the region to date (see presentation handout in Appendix 2) and defined collaboration as: something people make happen; and that involves "thinking out loud together," the sharing of thoughts not yet fully formed, and an orientation to the future.

Krista Brower from Catalyst Research and Development provided an overview of the evaluation activities undertaken this year and the resulting findings outlined in the Frontline Provider report and the Capacity to Collaborate report. See presentation handout in Appendix 3. Krista facilitated table discussions framed around the following two overarching questions to delve more deeply into the meaning of the results: What is the link between our results and our desired outcomes? What are the priority outcomes for the network, service providers and service delivery? Notes from the table discussions are presented in the next section.

Daniel Sadler, Calgary and Area RCSD Project Coordinator, presented an overview of the data received from a brief survey distributed prior to the day on partner organizations' strategic priorities. For details,

see Appendix 4 and the section below on the report back and discussion on Partner Visions and Strategic Priorities.

The afternoon began with a Gallery Walk and Cluster Discussions designed to draw out the key factors enabling collaboration as well as those required for sustaining the success. The findings from this activity are presented within the main body of this report.

The final activity of the day – “Threesies” – was designed to help partners deepen their understanding of each other and the value each person and organization brings to the RCSD.

The day ended with closing remarks from the Regional Executive Team Co-Chairs and open discussion to see if the objectives for the day had been achieved. The final activity included a brief evaluation of the process quality for the day, summarized in Appendix 5.

## Evaluation Results (K. Brower) – Table Discussion and Report Back

### **Question 1: What are the priority outcomes for the network, service providers, and service delivery?**

#### Verbal Report

- Is there a clear understanding about how we identify need and how we allocate services? In most circumstances the current practice is referrals and our understanding of need come from anecdotal evidence and not data – this is a weakness in our method
- While the need is broad, there are no common counts or quantification
- What are our priority outcomes? We need to ensure that we focus and improve tangible areas well and avoid taking on too much
- Partners need to jointly advocate for the resources necessary to meet the needs of children, youth, and families
- Elevating the involvement of families and youth in their service
- Strengthening commitment to case coordination/management and integration of it into all services

#### Raw Table Notes

- Need is determined via anecdotal information
- Very broad need, no common way to count, quantify need
- Need common language around identifying needs
- We (i.e. RCSD) respond to need identified by frontline (i.e. school)
- What is the impact of identifying need knowing what the resources are?
- What is the triage process for allocating resources when need is identified at multiple locations?
- Need and service delivery approach is different between RCSD partners
- Priority outcomes
- Common way of understanding need prioritizing services
- Joint advocating for the resources necessary to appropriately support children, youth, and families
- Involve families and youth
- Integrated care coordination
- Strengthen the relationship b/w regions and province

### **Question 2: What ‘low-hanging fruit’ is there from the frontline survey recommendations that can be actioned? Who would take the lead on this?**

#### Verbal Report

- In working with children who have mild and moderate needs their families are typically engaged; how do we be more intentional and build a family-centred approach into our protocols to create that underlying trust
- Moving towards taking an equal and shared lead on services
- Improve the vertical and horizontal connections between Leadership and Executive across all of the partners at the table
- Executive can create the context for Leadership to provide services

- There are perceived barriers to information sharing, which come from different understandings of the legislation and this can lead to partners being viewed as not fully participating when really it is a need for greater clarity. This is similar for consent, the requirement and process needs to be understood and standard for all service providers. Can there be an agreement between systems – a document outlining it is okay – to share information with these systems under these circumstances reviewed by each partner’s legal and senior leadership. Can we use one-time surplus dollars to have someone develop such a document?
- Have one person on the team identified to be the case manager, a new separate position is not created, but it is integrated into practice as part of the team to engage and support families
- How do we be more accommodating of the family schedule in conjunction with our professional schedules and those of parents/caregivers (who may also have professional schedules)?
- One plan for child and families with multiple systems – this does not always require a focused meeting but more focused attention and coordinated work through RCSD
- Tapping into and engaging the existing networks of other professionals
- Opportunities for frontline staff to network to increase familiarity with resources, as well as with RCSD – value in cross-sector learning opportunities both larger events and those on specific topics
- Succession planning as professionals to bridge build relationships within the RCSD
- Different systems have different mandates and approaches, what opportunities do we have to begin breaking down those barriers?
- How do you change legislation and mandates?
- Provide training on appreciative and asset-based, positive messaging about cross sector work – but must be modeled at the top. How are we developing positive messages within our organizations – and can we share what we are doing?

#### Raw Table Notes

- Common understanding of need
- How we collectively advocate for a system to meet needs
- Succession planning to continue and build on relationships
- What opportunities can be reviewed to break down barriers
- Integrated training
- Examine training models
- Get clear on information sharing – how to have professional/helpful conversations
- Mild/moderate-engaged family, relationship, connection to service provider and family, trust, be more intentional – built into protocol, family centred, response intervention model trying to implement across service providers
- Decision makers need to be involved, connection of Leadership and Executive with all partners, moving forward with direction (already started), collaboration happens ‘vertically’ and ‘horizontally’, better connection between executive creating environment and leadership providing services
- Perceived barriers to information sharing – what are parameters that partners can participate
- Consent – clarity and requirement and process
- RCSD – create standard for all organizational providers
- One person identified as the case manager. Would need to be integrated with team
- Accommodating families with their schedules
- Family engagement should be a part of the plan
- Ways to create one plan for the child and family
- Tapping and connecting with other networks (CIWA, First 2000 Days, Children’s Link, PCN)



- Opportunities for frontline staff to network, become familiar with resources
- Share and build inter-disciplinary knowledge

**Question 3: What components of collaboration are challenges that could be mitigated in the short term? In the medium term? Who would take the lead on monitoring/actioning this?**

Verbal Report

- When the needs of children, youth, and families are truly kept at the centre, the conversation has a different tone. How do we ensure this frame for every conversation?
- Have RCSD Executive and Leadership Teams take Crucial Conversations or conflict resolution training together and tailor it to collaboration
- Intentional time and effort to build understanding and appreciation for the difference between organizations and how decisions get made. Upfront conversations and lexicon of each organization's processes
- Continuing to create space on agendas to have conversations, as agenda are packed and can feel rushed
- Our best work gets done in those situations that challenge us the most, that make us stretch our mandates and think outside of the box
- RCSD funding model is a difficult, and longer-term conversation is needed to resolve it
- Collaboration is only possible through identifying conflicts first, and then being able to manage them well and in a healthy way
- Conversations were rare or on the sidebar at the outset and now they are more strategic and intentional, but occasionally still sidebar – there is value in having everyone aware to deepen our understanding
- Each system has strengths (e.g., Children's Services is very good at natural supports) – mapping of strengths of each system and turn our focus inwards to cross-train within the collaborative
- Is the creation and building of integrated service hubs a longer-term piece that can be used to test out our collaborative approach

Raw Table Notes

- Common language
- Common processes (needs identification, prioritization of need)
- Better understanding of each other's systems, challenges, needs, etc. (families, professionals, systems) so that children, youth, and families are better supported. Enhanced capacity to 'help' each other (i.e., spread resources, collaborate) through better understanding of each other
- Families are engaged in planning and supporting their child (i.e. aware of all resources not just those available at their school, the clinic, etc. parents have option to participate in learning to complement services of professionals)
- Continue to develop shared understanding of each system's strengths, assets, and expertise so that we can look "inward" at our strengths or cross-pollinate our strengths
- Build integrated service hubs in our communities that can coordinate locally our strengths, assets, and expertise
- Ministerial collaborative practices and barriers that impact service delivery
- Identify "who is on first?" – role?
- What is commitment of other to act and support to enhance natural supports
- More cross-sector learning opportunities

- Positive messaging – Ministry, Executive, Leadership
- How are we working on positive messaging and then work more collaboratively?
- Provincial work into action
- Written agreements – “sharing”
- Freedom to share information – staff
- Resources to get this work completed/done
- RCSD funding – long term challenge
- Conflict management – done well
- Strategic talk – intentional side bars – happen in different ways
- Need to talk to be more collective/collaborative
- Listening with understanding – deepening
- Service delivery planning – “making all aware”
- Common themes across all sectors

## Partner Visions and Strategic Priorities – Informal Report Back

- This was an interesting activity to complete as it was discovered that formal visions and missions are no longer being used in some provincial government ministries. Children’s Services uses three outcomes to drive all of their work
- In looking at the data, there are a lot of consistencies across partners. Recognizing our similarities is important
- How can we structure and combine our language around “children”, “students”, etc.
- As a partnership we need to look within the group to really see and understand where our strengths lay and how can we leverage from one another
- Natural supports is a concept that is increasingly common – this is a topic that we should look at maximizing and learning more about to ensure a collective understanding
- Co-location of services is a way to bring families into the conversations by creating ease of access
- How to we increase the sharing of data and evaluation to help inform each other’s service and improve the trajectories of children and youth?
- Children are seen at the centre of all the visions, but where are families? Families are present in the priorities, but do they need to be a larger part of the visions?
- Families are seen as advocates. Children are members of families so if the focus is on families, children are still included in that framing. Strong parents are helpful in developing what is best for their child

### **What surprised you about the findings?**

- Overall there were no big surprises in the data
- The intent of the activity was to provide a deeper understanding of each other’s organization and by extension understand the values and processes behind decision making – unfortunately the survey was not as successful towards that outcome as intended as the similarities are visible, but it does not get to the depth of details about how organizations work
- Understanding structures, confines, and processes would be more helpful
- This activity was a great starting point as it does help to remove misconceptions and demonstrates our commonalities

- Individual conversations are the best way to share the structures, confines, and inner workings of organizations, however is there a way to facilitate that as a group? How do we capture complexity simplistically?
- The group discussed bringing up individual organizational business plans and holding them up to the work of RCSD as an atlas of the work, noting this has been discussed before but never actioned
- There are some words missing in the vision piece, such as collaboration
- There is integration in what we do and how we work but it is not reflected in what we are about – is RCSD the bridge over that gap?
- Collaboration is at the ground level – the ministries do not reflect that outcome
- Sharing to support children and families is ideal and facilitated by a common/single file that transitions alongside children across multiple organizations and multiple ages and stages

## Gallery Walk – Cluster Discussions

### Student Threat Assessment

#### Verbal Report

What are the factors that make this collaborative work successful?

- Multi-sector involvement beyond the formal RCSD partners
- Formal research evidence and local experiential expertise
- Contexts were not taken for granted and varied; rural perspectives and differences were included
- The project was relevant to all partners, addressing a common need and timely to partners' planning and activities
- The project includes all kinds of children and youth with different needs as it was taken from a developmentally appropriate lens

What is necessary to make this work sustainable?

- An ongoing Community of Practice where case examples can be brought forward, protocols can be shared and improved, and the latest information is available to all partners
- Information sharing is a priority; specifically sharing information when youth transition between systems and the systems' ability to share the context and warning flags with each other as situations arise
- Ongoing training will build capacity in all systems and ensure a common language
- Sharing this work with systems by rolling it out with the Service Delivery Guides to highlight how systems can have different protocols that follow common principles
- This work creates consistency for families keeping them at the centre of service and reinforcing the benefits of a collaborative approach
- Overall, collaboration becomes more sustainable as we map the common approach we take on different topics

## Raw Flip Chart Notes of Factors

- Research!
- Having members of school boards and agencies hearing common messages
- Partners recognizing the potential and developing a strategic common practice
- Research
- Research
- Willingness to learn from subject matter experts
- Open to talk about information sharing and the ability to do so
- Move from identifying a student as a threat to creating environments that make students more connected
- Asked questions! Vs doing what everyone else was doing
- Important to have all key players at the table
- Great opportunity to share
- Collaborative expertise
- Collective will to see positive change in this area
- Expertise
- All partners involved – experts, police, school, mental health
- Timely
- We looked for the evidence to support our action, rather than just going with a recommendation or some good experience-based direction
- Shared need
- Research based
- Response to a need
- Time to do evaluation and be planful
- Openness to invite external partners
- Many cross sectors involved
- Important to have police/RCMP involved
- Common vision and need
- Common ownership of project (did not belong to any one sector more than another)
- Not directly related to allocation-based funding
- Excellent planning and execution
- Great choice of guest speaker
- Sharing expertise
- Multi-disciplinary by need and design
- Multi-sector support for very vulnerable children and youth
- This was one that not every partner felt was a priority, but supported it anyway for the primary good of other partners, so it shows a growth in collaboration
- Those who did not see much organizational advantage attended and learned a lot

## Transitions to Adulthood

### Verbal Report

What are the factors that make this collaborative work successful?

- Support from Regional Executive Team; a three-year commitment that included funding and allowed for a phased approach to the work
- Applied methodology throughout the phases including research, environmental scan, stakeholder engagement
- Reframing the discussion to a focus on transitions to adulthood not services and taking a holistic look at the lives of the youth and their families.
- Engagement of all partners, including community partners
- Meant to fill gaps in services for youth
- Push the boundaries of RCSD and the processes and services that exist, in order to fix these gaps

### Raw Flip Chart Notes of Factors

- Frame of *Adulthood* over services
- Creating shared understanding/common language
- Building on existing successes
- Focus on individual youth success
- Pushing the boundaries of RCSD
- Thinking what we do now affects future outcomes
- Engaging all stakeholders will continue to generate further positive development
- Support from Executive – 3-year commitment
- Parent voice at project level
- Choice of excellent researcher
- Based on evidence, best practice, and research
- Stakeholder engagement
- Inclusive
- Multiple systems could see themselves in the work
- Cross-over initiative
- Interest in adult (post-secondary)
- Review of existing practice vs starting from scratch
- A cross systems scope of needs assessment and environmental state that will hopefully result in work meaningful to all
- The literature is key and the shared understanding
- Community engaged and receptive → awesome
- That this was intentional in planning? Even better
- Research based
- Inclusive to community partners
- Central point of entry
- Program has an evaluation process
- Development of common language
- Sharing successes and building from them
- Supporting family in looking at what steps can be taken with all partners for a smooth transition
- Candid discussions regarding barriers and referral for appropriate supports

- Pacing of the work
- Steering committee providing ideas and directions
- Candid conversation
- Early and proactive planning
- Research based
- Willingness of systems to be responsive
- Willingness to go slow, do research
- All partner support to invest \$
- Extends outside childhood focus
- Based on obvious need – hole in services/support
- Family focused
- Shared ideas around the definitions
- Time spend on planning vs. straight to action
- Identification of common vision and need
- Info gathering a great and useful starting point
- Evidence-based
- Acknowledged need to include youth voice

## Complex Needs and CONeX

### Verbal Report

What are the factors that make this collaborative work successful?

- The children serviced in this stream are the tough cases that no one can support on their own; there is an inherent need to collaborate achieve success
- Having organizational point persons and representatives helps to build an understanding of the needs beyond single contexts; both organization and beyond single RCSD regions
- Partners flexing their mandates
- The review of existing supports and work that acknowledges what is already being provided, what has been tried and what is already in place

What is necessary to make this work sustainable?

- Partners' commitment to look within their own organizational budgets for in-kind resources and stretching existing dollars to provide more support
- Strong evaluation that reveals the Return on Investment (ROI) for the work
- Having Complex Needs be a priority for each partner organization
- Alignment of systems and baseline supports
- Commitment to positive language and highlighting the advantages of a tri-region approach to celebrate the successes
- Strong leadership at the working group that supports the Coordinator to move partners towards collaboration

### Raw Flip Chart Notes of Factors

- Over and above what is already available in systems
- Family centred

- Adaptive perspective – looks for “yes”
- Identified needs
- Common goals and definitions
- Collaborative and integrated
- Case management
- Common definition of complex needs
- Triage criteria is clear
- Integrated planning
- Thoughtful, systemic approach
- Multiple regions involved
- Outcome oriented
- Supporting families
- Dedicated RCSD resource
- Local resources could not meet complex needs alone
- Cross system support for the top of the pyramid
- Preconditions support appropriate and effective
- Vision to serve the most vulnerable
- Process and roles are clearly defined
- Research based
- Feedback driven
- Communication
- Common needs to address very complex service delivery issue
- Willingness to trust partners and pool resources
- Dedicated resources
- Central point of entry
- Someone to bring all service providers together to share information and develop a comprehensive case plan
- Looks beyond the immediate needs of Calgary
- The inability to solve the issues presented by very complex kids made collaborating necessary
- Willingness to flex systems’ boundaries around particular kids → let’s do more of that with bigger populations
- Looking for solutions first together before consideration of resource needs – child/family first
- Willingness of all partners to flex their mandate
- Regional representatives building understanding and empathy for needs beyond individual organizations and across three regions
- Aligning each system’s resources for sustainability
- Ability to call up and review what needs to be done for the supports to be in place for the child and family
- Bi-weekly hub calls
- CONeX needs to be in the budget ongoing
- Strong evaluation for prioritizing ROI
- Commitment to positive languaging the advantages of three regions and all systems
- Patti makes us work together

## Complex Communication Needs

### Verbal Report

What are the factors that make this collaborative work successful?

- 4 RCSDs involved in the ongoing work
- The project originally responded to a specific need and was parent driven and provider led (grassroots)
- Service providers with expertise wanted more clarity and focus on the work and service providers who were unfamiliar with the specialization wanted to gain experience and understanding in the area
- A strong willingness of all involved to partner and do the work without concerns about ownership
- Delivered strong outcomes, achieved priorities, and was successful on identified and emerging deliverables

What is necessary to make this work sustainable?

- A transitions and lifespan lens on this work ensuring our approach is inclusive from preschool to adults
- Education for communities about people with different communication needs to try and promote inclusion and understanding
- An academic piece to ensure that youth can be successful once their communication needs are met
- Having a dive into organizations' ways of doing business in order to find alignment between systems
- Appropriate staffing levels and caseloads, as well as sustaining knowledge levels and expertise
- Ensuring the process and approach works for all of the partners involved in the supports and services
- Role of other partners (ACETs)

### Raw Flip Chart Notes of Factors

- Long term goal: how does this fit in our community for our youth when they graduate and beyond?
- Responding to need
- Coming from grassroots
- Willingness to partner and do the work
- Delivered outcomes
- Integrating academic success with access to communication
- Complex communication needs for adults who can't use their voice
- Looking to supports in 10 years
- Who supports these kids to integrate across environments
- Parent driven
- Sustainable
- Frontline led
- Cross-regional
- Positive relationship with Low Incidence Team
- Cross regions
- Family centred
- Sustainable
- Specialized service that no one partner can provide all needs



- All stakeholders appreciating the many gaps
- Opportunities are evident here
- The work is just beginning
- Collaborative effort
- Critical issue
- Acknowledgement of diverse systems needs
- Recognition that big challenges which occur in small numbers require shared resourcing/approach to meet the needs
- What other similar issues do we face that would benefit from a similar approach
- Driven by a need identified by parent
- Grassroots approach to capacity building
- Multiple RCSDs involved
- Good connections with provincial low incidence team
- Responded to a partner need
- Started with research
- Inclusive of frontline
- Leaders close to frontline included
- Shared purpose
- Common need/issue
- One partner with expertise willing to share knowledge
- Willingness by all parties to invest time and resources

### Other Examples of Collaborative Success

- Mental Health Literacy
  - This project was successful because of the shared priority, evidence-based approach, grant funded resourcing, and systemic engagement of partners
- Autism and the Facing your Fears group in Calgary
  - This project was successful because of the grounding in the RCSD, and launching with community partners
- Serving needs of Tsuut'ina Nation
  - This work is successful because of the understanding the need for relationship building, the time taken to understand their needs and what we can offer, and ongoing collaboration
- Non-Suicidal Self-Injury (NSSI) Protocol
  - This project was successful because of the shared need, the in-kind participant, respect for each perspective, evidence-based approach, and collaborative response to need
- Networking, Relationship Building, and Capacity Building
  - This work has been successful because RCSD has connected professionals in other programs to appropriate contacts to service children and relationships are being developed through RCSD and then information is shared about and within RCSD
- Leadership Team
  - The team is successful because of their collaboration on all issues, moving away from silos, respectful and listening approach, and using the meetings as a forum to bring forward issues that impact several partners

- Early Childhood (0-5) Working Group
  - This work has been successful so far as it develops as it has connected resources within the field
- RCSD Learning Events
  - These events are successful because they acknowledge shared problems and lead to shared learning needs and involve multiple sectors

## Summary Observations from Gallery Walk

In looking at the data generated from the Gallery Walk and Cluster Discussions, a number of key factors and/or principles can be drawn out that are important to achieving and sustaining collaborative success in any given area of work.

**Child and family centred:** The work typically starts with a compelling child/youth or family need; frequently it involves a situation where the child/youth or family's needs overwhelm any one system. Parent leadership or input on the issue can be key.

**Research and collective learning:** In many of these projects, the first step was research to access an existing evidence base and/or to assess the current state through environmental scans or accessing the practice experience. This initial rigor and shared learning about a topic area contributes to the success of the initiative.

**Time and timing:** The value of taking the time for proper planning, building of relationships, and pacing of the work was identified as important, along with a willingness to slow down (even in the face of a strong desire for early outcomes) and step back to course correct if necessary.

**Multi-sector involvement and meeting of shared needs:** Progress on any issue in systems may be at different stages of development, and there can be differences in the specific population focus. However, when the needs are similar/the same and shared across sectors, and when the work is multi-sector by design and brings all the key players to the table, there is a good chance of success.

**Willingness of all parties to invest:** Success is more likely when all partners are willing to invest time and resources, to share their internal knowledge and expertise, or to stretch and flex mandates. Collective ownership was viewed as critical to ongoing success.

Overall, the examples of success in the Gallery Walk served as a reminder that space needs to be made for a focus on and celebration of what we are doing well. It is all too easy to focus only on the challenges of collaboration. As well, the projects explored, while having many similarities, also demonstrated that there are multiple pathways to collaborative success; not every project needs to be undertaken with the same detailed approach. Instead, important principles can act as general guideposts for the work.

The Gallery Walk examples are evidence, seen internally and across the province, that what we do together can have a positive impact on children and youth and the systems meant to serve them.

## Threesies/Wrap Up

A final few thoughts from participants:

- This day was interesting because it has connected us with those in the partnership with those who we might not have had any previous contact or knowledge. This was an opportunity to build the relationships that support collaboration.
- It was nice to have informal time on a formal agenda where there was supporting structure but also an opportunity to dig a little deeper and create authentic connection. We may have gone off script but it yielded good learnings.
- It was interesting to be thoughtful on the positive feedback with each other and to communicate the value of individuals that does not typically get said.

# Appendices



## Appendix 1: Agenda for the Day

### Joint Executive and Leadership Development Day Agenda

**DATE:** Friday, May 4, 2018  
**LOCATION:** McDougall Centre, 455 – 6<sup>th</sup> Street SW (Pekisko Room)  
**TIME:** 8:00 a.m. – 3:30 p.m.

**Theme:** Advancing the Collaborative Culture of our RCSD Partnership


**Objectives for the Day:**

1. Enhance our ability to meet the needs of children, youth, and families
2. Celebrate our collaborative advantage
3. Deepen our understanding of one another
4. Strengthen our shared commitment to the purpose and work of the partnership

Time	Item	Description	Facilitator
8:00 am	Breakfast		
8:30 am	Welcome and Introductions		A. Hillyard A. Holowka
8:50 am	Icebreaker Activity		L. Dunn
9:00 am	Setting the Stage	RCSD to date	J. Popp
9:20 am	Evaluation Results	Presentation of results	K. Brower
10:00 am	Evaluation Results	Table Discussions - What is the link between our results and our desired outcomes: 1. What are the priority outcomes for the network, service providers and service delivery? 2. What 'low hanging fruit' is there from the front-line survey recommendations that could be actioned? Who would take the lead on this? 3. What components of collaboration are challenges that could be mitigated in the short term? In the medium term? Who would take the lead on monitoring/actioning this?	K. Brower
10:45 am	Report Back and Discussion		K. Brower
11:15 am	Strategic Priorities	Overview of the data	D. Sadler
	Strategic Priorities	Table Discussions: - What information caught your attention or surprised you? - How did this information change your perceptions of other partner organizations?	J. Popp

		- How might you be able to use this information to strengthen ties with other partner organizations? What opportunities do you see?	
	Report Back and Discussion		J. Popp
12:00 pm	Lunch		
12:45 pm	Gallery Walk	What are the factors that made these collaborative projects successful?	L. Dunn
	Cluster Discussions		L. Dunn
	Report Back and Discussion		L. Dunn
2:00 pm	Break		
2:10 pm	"Threesies"	Instructions and group formations	J. Popp
	Small Group Discussions		J. Popp
	Report Back		J. Popp
3:10 pm	Closing Roundtable	Reflections on the Day	A. Hillyard A. Holowka
3:30 pm	Adjourn		

## Appendix 2: Setting the Stage

  
Calgary and Area  
RCSD

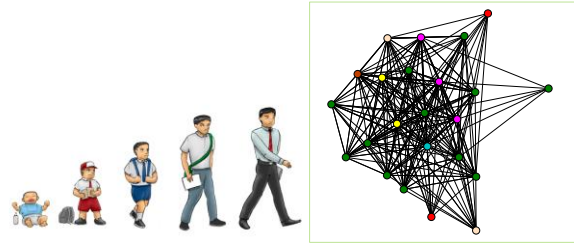
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# Calgary and Area RCSD across the Lifespan

Joint Executive and Leadership Development Day  
May 4, 2018  
Janice Popp, Regional Manager

Working Together for Children and Youth

How many human years = 1 network year?  
0 to 5 retrospective



The illustration shows a sequence of human figures representing different stages of life: a baby, a toddler, a young child, a teenager, and an adult. To the right of these figures is a complex network diagram with numerous nodes and connecting lines, representing a network year.

  
Calgary and Area  
RCSD

---

## 2012 – 2013: Conception



Five colorful stick figures (blue, green, orange, red, yellow) wearing party hats and holding streamers, dancing in a line.

  
Calgary and Area  
RCSD

---

## ...and pregnancy



A cartoon illustration of a pregnant woman with blonde hair, wearing a purple dress, looking grumpy. A speech bubble next to her says "Grrrr...".



## 2013-2014: Year 1



## Key milestones – Year 1

- Conceptual service delivery model
- Commitment to tri-region complex needs
- Focus on planning for transition of REACH; decision to support outreach
- Advocacy for Hold Harmless
- Talk of moving to student enrollment model for funding mental health and rehab
- Logic Model development
- Communication plan developed
- Province signals change from Governance to Regional Executive Team
- Executive Team separates from Leadership
- Lots of provincial connection and involvement
- Beginning to adopt network frame
- Southern AB RCSD Network formed



Services to children and youth continue!

## Name change

From



To



## Year 1 Themes

- High degree of commitment to doing what is best for children and families
- Wanting to be good partners and willing to collaborate
- Differing perspectives on the past
- Agreement on keeping or evolving the things that are working well
- Most language is about individual organizations
- Awareness of (perhaps unstated) conflicts
- Having a common enemy helps!
- Need more work on common understanding of particular terminology





## 2014-2015: Year 2



## Key milestones – Year 2

- Inclusion of parent reps
- CCN capacity building project implemented
- Developed preliminary low incidence strategy
- Focus on operationalizing the conceptual model
- Clarification of Complex Needs model
- Introductory workshops on Information Sharing Strategy
- Evaluation Framework completed and first wave of data collected
- Website and intranet launched
- COPE relationship to RCSD strengthened - scheduler developed
- Refined focus of e-newsletter
- Learning event on family centred practice
- Trying to define consensus
- Enrollment population funding model endorsed
- Annual Collaborative Planning and Financial Processes
- Spring Forward day focused on service delivery, ways of working, integration
- Continued extensive connection and involvement with Provincial Office

Services to children and youth continue!



## 2015-2016: Year 3



## Key milestones – Year 3

- RCSD expansion to First Nations
- Engagement, service planning and cultural training with Tsuut'ina
- Executive Team review of role, function and accountability
- Commenced development of service pathways related to low incidence needs
- Streamlining of professional resources in schools
- 'consultation before referral' approach (mental health) and 'year at a glance' service planning (rehabilitation)
- Ongoing, cross-regional CCN Working Group established
- User Guide to Referral Pathways for Low Incidence
- Service Delivery Rubric development
- Complex Needs Pilot Project (CONeX) commenced
- Focused learning on how to build, manage and evaluate networks
- PARTNER Tool SNA
- Defining RCSD as an approach to 'rising all boats'
- Balancing network & organizational hats
- Measure of Process of Care (MPOC)
- Many capacity building events
- Province moves to meeting with Executive members only
- RCSD SharePoint introduced

Services to children and youth continue!



## 2016-2017: Year 4



## Key milestones – Year 4

- Services commenced in Tsuut'ina schools
- Tsuut'ina Education joins Leadership
- Student Threat Assessment project
- Development day with Bruce Uditsky – RCSD role in building inclusive communities
- Framing of initiatives to address transitions across the lifespan
- System Reviews and Integrated Planning processes adapted to changing needs, guiding principles for complex needs updated to better define parameters and responsibilities
- CONeX pilot extended for 2 more years
- Cross regional collaboration ongoing in multiple arenas
- Increased RCSD investment in COPE
- Service Delivery Rubric completed and introduced
- Partnership Governance Level Rubric developed
- 9 cross sector learning activities supported
- Evaluation Framework revised leading to another three year evaluation cycle
- Increased Executive Team engagement
- Partners and external agencies start to bring initiatives or requests to Leadership (and vice versa)
- Provincial RCSD Executive Team meetings continue; one operational meeting with Leadership members and regional managers

Services to children and youth continue!



## 2017-2018: Year 5



## Key milestones – Year 5 Current year

- Evolving relationships with cross sector Tsuut'ina partners
- Student Threat Assessment - D. Cornell - formation of CoP
- Launching of initiatives to address transitions across the lifespan
  - Early Childhood Systems Connector
  - Expansion of CONeX to children 6 – 10
  - RCSD Mental-Health Transition Specialist
  - Transitions to adulthood research
- Increasing focus on multiple employers for Regional Low Incidence Team
- Cross regional collaboration ongoing in multiple arenas
- Theme of inclusion and supporting transitions brought to service providers Imagine That event
- Service Delivery Rubric Policy Wise project
- Introduction of Partnership Governance Level Rubric
- E-newsletter fully established as an important resource and source of information
- Evaluation – Wilder, elite Interviews, service provider survey and focus groups
- Executive Team engagement in discussions about the quality of collaboration across sectors
  - Key messages to share across systems to inspire regional thinking and garner support
  - Focus on mental health and rehab allocation model
- Collaborative conversations
- Refresher about collaborative networks
- Partners and external agencies link initiatives to or ask for RCSD involvement; RCSD reaches out to involve other agencies
- Provincial RCSD Executive Team meetings continue; April meeting with LT, ET and RM
- Showcasing our success locally / provincially – known for quality and focus of our work

Services to children and youth continue!



## Year 6 and beyond

- Finding our stride but still some challenges
- Work to better understand the diversity of child and youth needs across the region and alignment and allocation of resources according to priority needs
- More effort to strategically leverage or innovate across systems
- Simplify and increase accountability to partnership processes
- Further effort to develop partnership culture that nurtures, values and takes care of all partners
- Deepen and broaden understanding of RCSD within organizations
- Pursue important external linkages
- Reinforce information sharing and collaboration at the front line level as the norm

Services to children and youth WILL continue!



## Going forward - Collaboration

- People make collaboration happen
- Thinking out loud together in the moment
- Sharing thoughts not fully formed
- Future oriented
- It's risky and tenuous, but full of possibilities

Winston Churchill

*'There is only one thing worse than fighting with allies, and that is fighting without them'*

**How that Britain could not defeat  
Himself. He needed allies.**

# Appendix 3: Evaluation Findings - Catalyst

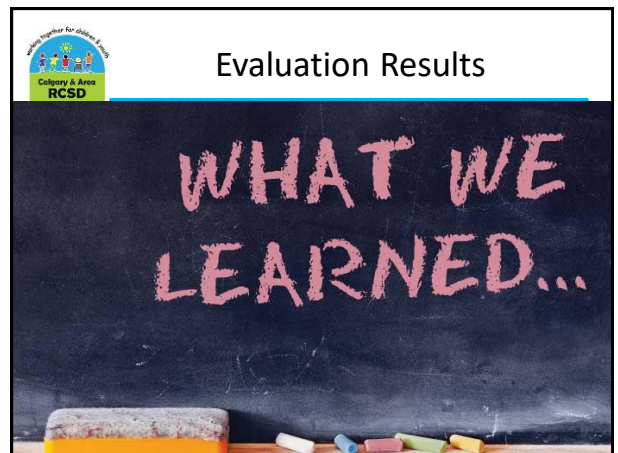
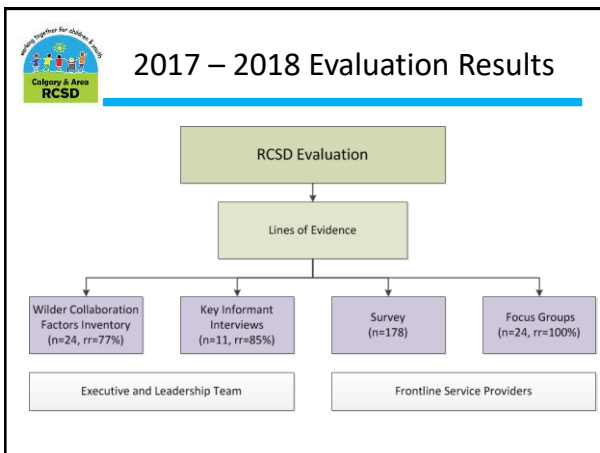
 Calgary and Area RCSD  
Joint Executive and Leadership Development Day:  
*Advancing the Overall Partnership Culture*

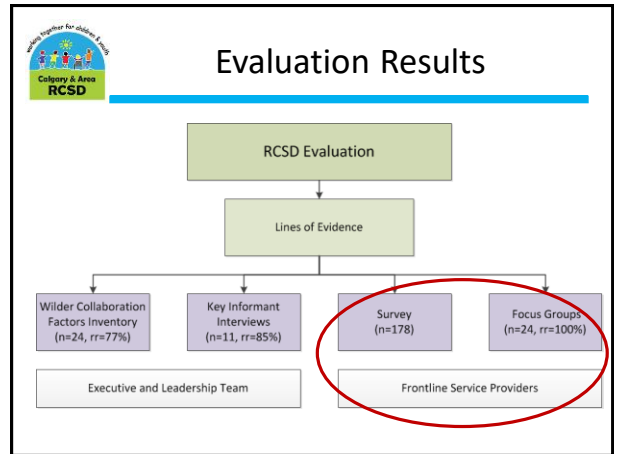
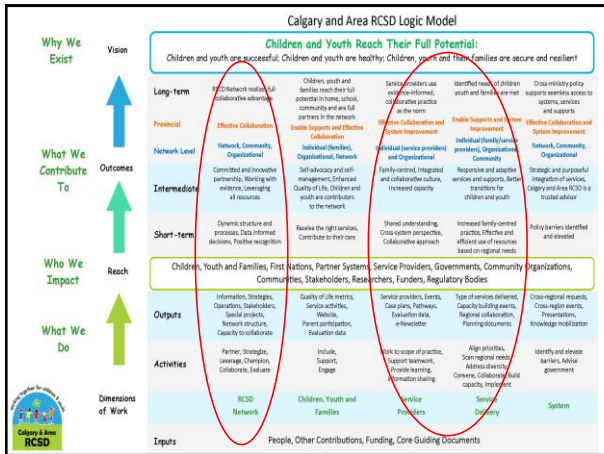
2018 05 04  
Facilitator: Krista Brower, MEd, CE  
Catalyst Research and Development Inc.

 Objectives for the Day

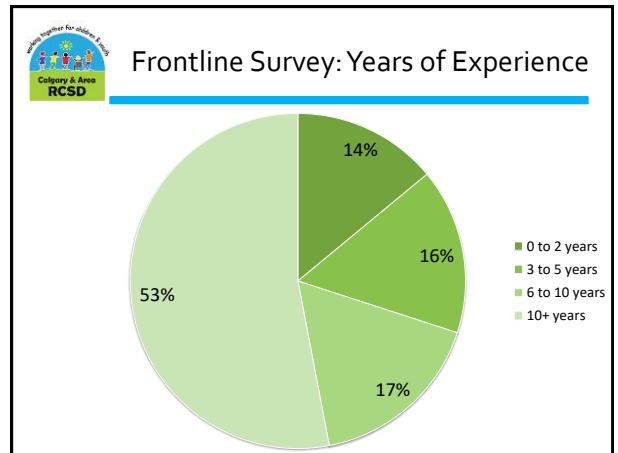


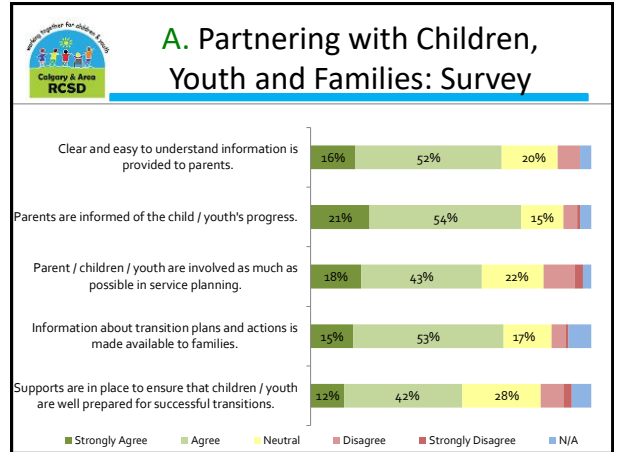
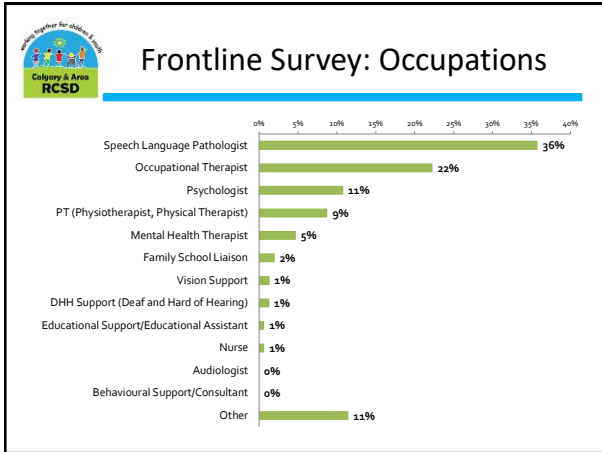
1. **Enhance our ability** to meet the needs of children, youth, and families
2. **Strengthen our common commitment** to the partnership
3. **Celebrate** our collaborative advantage
4. **Deepen our understanding** of one another





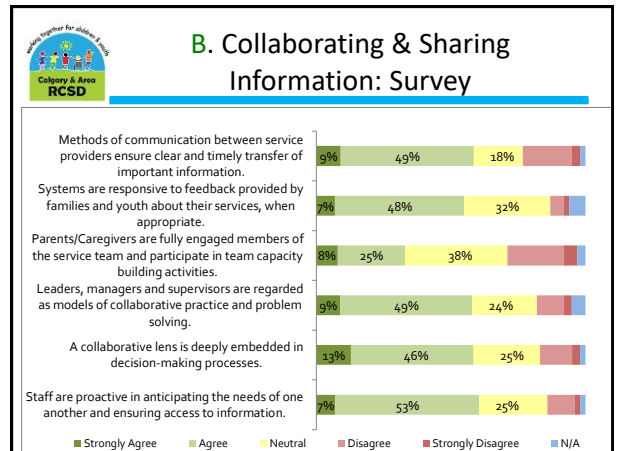
- ... From the Front Line Providers**
- A. Partnering with Children, Youth & Families
  - B. Collaborating & Sharing Information
  - C. Integrating Service Delivery
  - D. Providing a Continuum of Supports & Services
  - E. Promoting Innovation & Evidence Informed Practice
  - F. Building Capacity





**A. Partnering with Children, Youth and Families: FG**

<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>Value of contact with parents</li> <li>Case Worker or coordinator focal point</li> </ul>	<p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>Transition places across the spectrum</li> <li>Securing consent forms from parents</li> </ul>
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## B. Collaborating & Sharing Information: FG

### Engaging Parents as Part of the Team

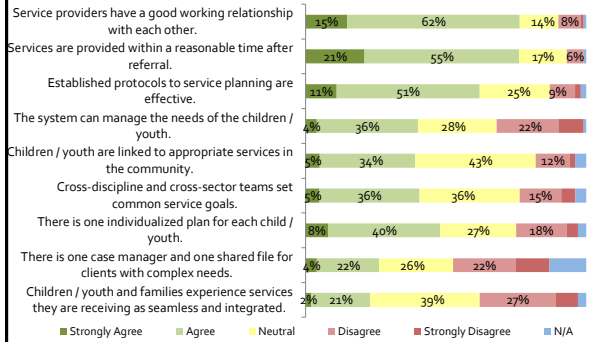
- Look first at what the family needs
- Create opportunities for positive contact
- Start by assuming the families want to be involved
- Invite families to discussions and invite them to bring their 'stakeholders' to the meeting
- Be child centred and strengths based and work with models that put the parents in the driver's seat – such as 'Signs of Safety'.

### Building Parent Capacity to Participate

- Language and culture
- Stigma related to MH of child/youth
- Build relationships to empower sharing information
- Be person-centred in value & approach



## C. Integrating Service Delivery: Survey



## C. Integrating Service Delivery: FG

### Enablers

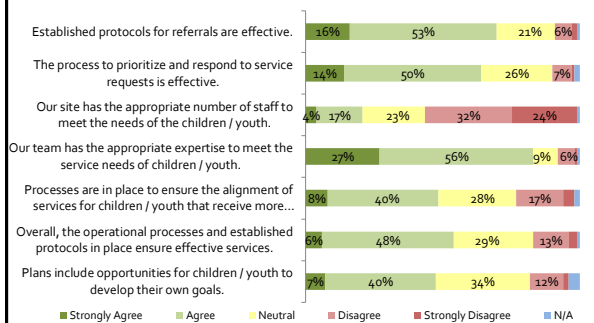
- Work in interdisciplinary & multi-sectoral teams
- Have a place where you can meet
- Trust the professionalism of the service providers

### Making 'one case manager/ one file' work

- Most providers don't have access to this type of manager or shared files
- Must have a centralized case manager



## D. Providing a Continuum of Supports & Services: Survey





## D. Providing a Continuum of Supports & Services: FG

### Enhance Efficiency

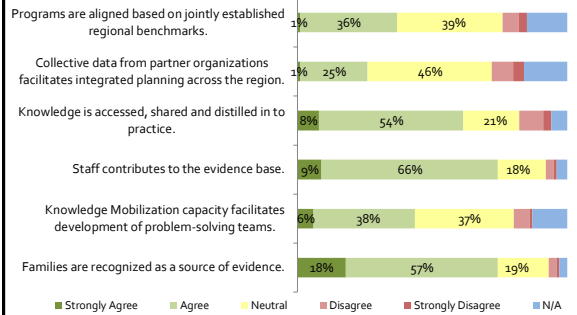
- Work differently, including building parent capacity to work with them
- Move from deficit-based to asset-based discussion

### Concrete Ideas

- Include Case Manager or Navigator on teams
- Have provider closest to families function as liaison
- Build teacher capacity to manage challenges
- Encourage principal to be focal point
- Build school capacity to make referrals
- Always include parents and affirm their role



## E. Promoting Innovation & Evidence Informed Practice: Survey



## E. Promoting Innovation & Evidence Informed Practice: FG

### Siloed or Shared Learning?

- Within profession learning is shared
- Interdisciplinary & multi-sectoral learning is rare
- Suggested a 90/10 split on PD within profession vs integrated

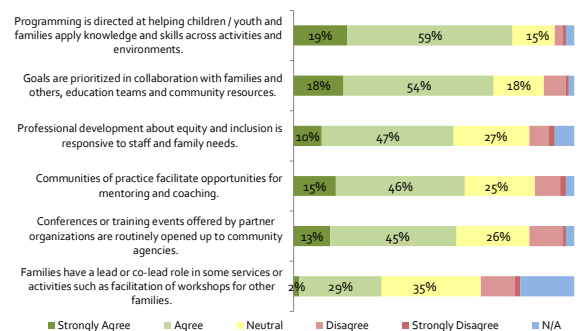


### Learning Priorities

- The different models being used
- Each other's benchmarks
- Experience with children/youth in transition
- Experiences in engaging parents –
- Their own need to connect with each other more frequently
- Validation of the front line providers input into these complex challenges



## F. Building Capacity: Survey







## F. Building Capacity: FG

### Integrated Training

- Integrate teacher & parent learning sessions
- Peer mentoring for youth
- Joint teacher, parent, youth learning sessions

### Is it realistic to include families?

*There was general agreement that having families co-lead holds potential for success; some considered that many families would not be able to do this.*

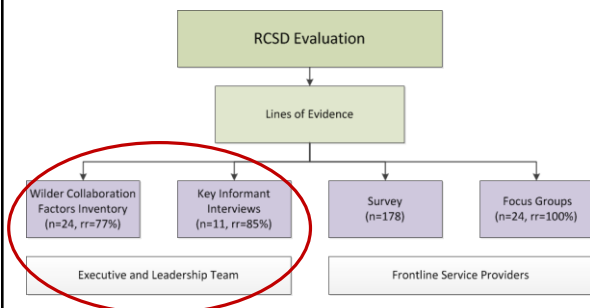


## Less than 50% agreed . . .

- There is one individualized plan for each child/youth (48%)
- Processes are in place to ensure the alignment of services for children/youth that receive more than one service (48%)
- Plans include opportunities for children/youth to develop their own goals (47%)
- Knowledge mobilization capacity facilitates development of problem-solving teams (44%)
- Cross-discipline and cross-sector teams set common service goals (41%)
- The system can manage the needs of the children/youth (40%)
- Children/youth are linked to appropriate services in the community (39%)
- Programs are aligned based on jointly established regional benchmarks (37%)
- Parents/caregivers are fully engaged members of the service team and participate in team capacity building activities (33%)
- Families have a lead or co-lead role in some services or activities such as facilitation of workshops for other families (31%)
- Collective data from partner organizations facilitates integrated planning across the region (26%)
- There is one case manager and one shared file for clients with complex needs (26%);
- Children/youth and families experience services they are receiving as seamless and integrated (23%)
- Their site has the appropriate number of staff to meet the needs of the children/youth (21%)



## Evaluation Results



## . . . From the Collaborators

### Wilder Collaboration Factors

### Key Informant Interviews

- A. Core Strengths
- B. Towards and Environment of Respect, Understanding & Trust
- C. Ability to Compromise
- D. Ability to Engage & Speak
- E. Flexibility & Open Discussions
- F. Relationships, Sense of Purpose, Resources & Best Actions
- G. Leadership & Key Challenges/ Opportunities



## A. Core Strengths: Wilder & KIIs

### Wilder

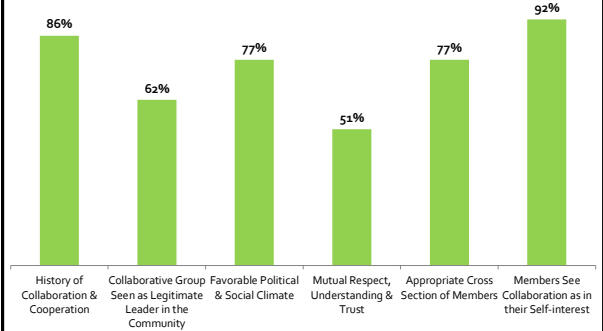
- 91% skilled leadership
- 88% concrete, attainable goals & objectives
- 86% relationships & communication links
- 86% adaptability
- 86% history of collaboration & cooperation

### KIIs

1. Impressive individuals
2. Common vision
3. Network structure & processes
4. Challenging conversations
5. Network Secretariat



## B. Toward an Environment of Respect, Understanding & Trust



## B. Toward an Environment of Respect, Understanding & Trust: KIIs

### Core Challenges

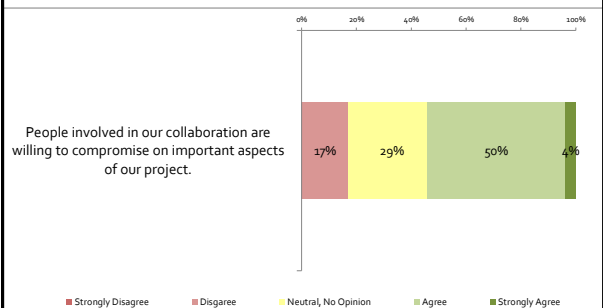
1. Funding model
2. Balancing interests
3. Conflict management
4. Listening
5. Complexities
6. Problem resolution & reaching consensus

### Recommendations

1. Reinforce the focus
2. Examine/change funding model
3. Build conflict management capacity
4. Use creativity & language
5. Appreciate diversity of organizations
6. Transparency processes



## C. Ability to Compromise





### C. Ability to Compromise: KIIs

#### Limit Capacity

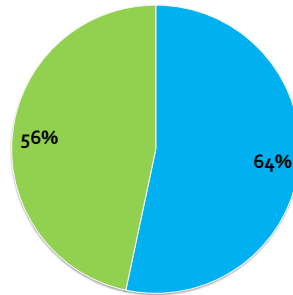
1. Ability to compromise
2. Controlling limited resources
3. Underlying assumptions
4. Missing critical discussion
5. Understanding one another

#### Mitigate Limitations

1. Full discussion for creative solutions
2. Gaining permission
3. Help to feel the benefits



### D. Ability to Engage & Speak



- Members Share a Stake in Both Process & Outcome
- Multiple Layers of Participation



### D. Ability to Engage & Speak: KIIs

#### Capacity to Speak for Organization

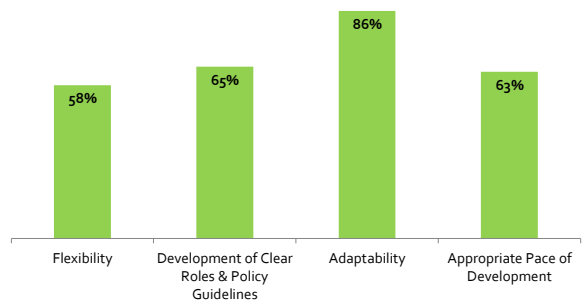
1. Leadership & Executive teams may differ
2. Role in RCSD & organization
3. Group dynamics

#### Empower Speakers

1. Creative solutions
2. Group dynamics in conversations
3. Obtain authority
4. Missing stakeholders
5. Measuring progress
6. Connect with decision-makers
7. Accept limitations



### E. Flexibility & Open Discussions





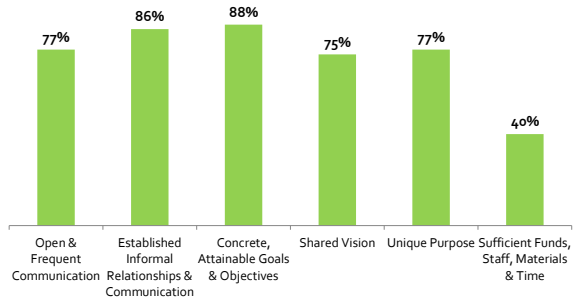
### E. Flexibility & Open Discussions: KILLS

#### Facilitate Open Discussions:

1. Needs of groups & individuals
2. Re-thinking agendas
3. Facilitation in meetings
4. Personal reflection on role



### F. Relationships, Sense of Purpose, Resources & Best Actions



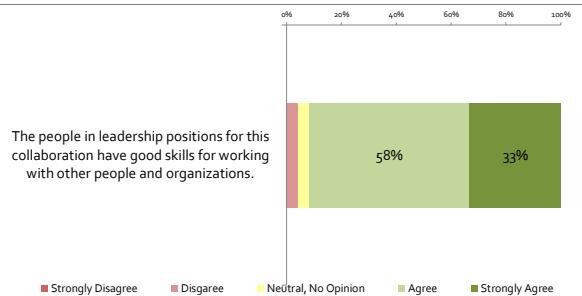
### F. Relationships, Sense of Purpose, Resources & Best Actions

#### Best Actions with Resources Available

1. Use creativity in leveraging
2. Use data in planning & leveraging
3. Each team has a role
4. Advocate for more funds
5. Continuous improvement of regional funding model & application



### G. Leadership & Key Challenges & Opportunities





## G. Leadership & Key Challenges & Opportunities

### Key Challenges

1. Value partners & their ideas
2. Take collective responsibility for children, youth & families served
3. Address inequities among partners
4. Fewer resources but increasing demand

### Opportunities to Consider

1. Renew, deepen commitment
2. Explore, develop key areas
3. Tackle problems directly
4. Expand network to engage others with similar goals
5. Assess and build capacity



## Recommendations for Using the Collaborative Report

1. **Review all the data. Then focus on the key informant recommendations.**
  - Clarify interpretations
  - Generate implications for action
  - What could or should be acted on now?
  - What could or should be deferred?
  - What could or should be referred?
  - Identify priorities.
2. **Review the core strengths that emerge from the data:** members see collaboration as in their self-interest (92%); the affirmation of skilled leadership (91%); and, concrete and attainable goals and objectives (88%).
  - Are there ways to use these strengths to address identified weaknesses?
3. **Review the Calgary and Area RCSD logic model section on RCSD Network outcomes.**
  - What in this report informs processes to contribute to Network outcomes?



## Recommendations to Improve Evaluation in Future

1. **Consider how future Wilder surveying should be modified to improve analysis.**
  - Should Wave 3 include a question to enable disaggregating Wilder data by Executive and Leadership Teams? Will this be helpful or harmful?
  - Would open-ended response spaces be help you to clarify your Likert scale response? If so, where in the Wilder survey should this be placed?



## Evaluation Results: Table Discussions

### *What is the link between our results and our outcomes?*

1. *What are the priority outcomes for the network, service providers and service delivery?*
2. *What 'low hanging fruit' is there from the front line survey recommendations that could be actioned? Who would take the lead on this?*
3. *What components of collaboration are challenges that could be mitigated in the short term? In the medium term? Who would take the lead on monitoring/actioning this*



## Appendix 4: Partner Visions and Strategic Priorities

Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Alberta Health Services - Alberta Children's Hospital	Healthy Albertans, Healthy Communities, Together.	Improve Care Transitions  Explore new and innovative models of care to support timely access in the appropriate setting  Partner to Streamline services for childrne with medical complexity	Improve Care Transitions  Explore new and innovative models of care to support timely access in the appropriate setting  Partner to streamline services for children with medical complexity	Improve Care Transitions  Explore new and innovative models of care to support timely access in the appropriate setting  Partner to streamline services for children with medical complexity	Improve Care Transitions  Explore new and innovative models of care to support timely access in the appropriate setting  Partner to streamline services for children with medical complexity	Improve Patient & Family Experience and Patient and Family Centred Care  Address the diverse needs of our population  Engagement of Patients and Families in health care planning and service delivery
Alberta Health Services - Mental Health	Healthy Futures for Calgary's children, adolescents and families- values are people, innovation, excellence, collaboration and safety	Improve patient and family experience  Develop and implement health promotion, prevention and early intervention  Use trauma-informed and attachment-based approach to care the emphasizes the importance of connection while promoting development of optimal executive functioning	Provide accessible and seamless services that are coordinated and integrated within portfolios, programs and community partners  Create and expand partnerships  Develop and deliver evidence-based, outcome-informed, clinical services to childre, adolescents and their families		Enhance capacity of professionals to treat concurrent mental health and addictions disorders  Facilitate transition from youth mental health services to adult mental health services	Embed Patient and Family Centred Care into all levels of service delivery  Offer a continuum of accessible, integrated, community-based services providing the lead intrusive level of care required to meet the client and family need  Provide a flexible system of care that balances patient and family care needs with operational demands

Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Alberta Health Services - Rehabilitation	<p>Healthy Communities. Together.</p> <p>AHS Rehabilitation Strategic Plan includes:</p> <ol style="list-style-type: none"> <li>1. Making Rehabilitation Everyone's Responsibility</li> <li>2. Build a Unified, Sustainable Provincial Blueprint for Rehabilitation</li> <li>3. Optimize Outcomes in the Community</li> <li>4. Co-Design Integrated Services Through Effective Partnerships</li> <li>5. Advance a Future Ready Rehabilitation Workforce</li> </ol>	<p>Family choice and wellness</p> <p>Evidence based clinical pathways</p> <p>Early access and way of finding services</p>	<p>Family choice and wellness</p> <p>Evidence based clinical pathways</p> <p>Early access and way of finding services</p>	<p>Family choice and wellness</p> <p>Transition planning</p>	<p>Transition planning</p> <p>Access to services to plan for transitions</p>	<p>Wellness</p> <p>Service options and choice</p> <p>Transition planning and support</p>
Calgary and Area Charter Schools - FFCA	<p>Excellence in student achievement and character development through distinctive teaching and learning.</p>		<p>Establish and cultivate strategic PARTNERSHIPS</p> <p>EVOLVE &amp; INNOVATE education approaches and programs</p> <p>Accentuate and SHARE innovation and research</p>	<p>Establish and cultivate strategic PARTNERSHIPS</p> <p>EVOLVE &amp; INNOVATE education approaches and programs</p> <p>Accentuate and SHARE innovation and research</p>		

Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Calgary and Area Charter Schools - ISAC	To provide high-quality best practice education to all students.	<p>To understand wide array of supports available</p> <p>To clarify pathways for service</p>	<p>To support children as they transition between systems</p> <p>Clarify pathways to service for mental health</p>	To understand the transition to adulthood process	To assist families in accessing appropriate supports as youth transition to adulthood	To support families in learning how to access natural supports
Calgary and Area Private Schools - ISAC	To provide high-quality best practice education for all students	<p>Do you understand all of the service providers in this arena</p> <p>To assist families and understanding the price ways to service</p>	<p>To assist families in accessing supports in the area mental health</p> <p>Supporting students who are transitioning between partners</p>	<p>Support families and preparing for transition to adulthood at an earlier</p> <p>Focus on transition to adulthood as opposed to transition into services</p>	<p>Clarify pathways for support</p> <p>Assess and reflect on gaps in service</p>	Assist families in accessing natural supports



Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Calgary Board of Education	Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning		Each student will learn in a joyful, literacy-rich environment	<p>Each high school student will access high quality teaching and flexible learning opportunities that reflect their learning plan and profile.</p> <p>Each high school student will feel known, connected, and supported in their learning</p>	<p>Each high school student's progress toward their goals for life, work and continued learning will be evident to them, their teachers and their families</p> <p>Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning</p>	
Calgary Catholic School District	<p>We have three vision statements:  <b>Faith</b>  Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.</p> <p><b>Relationships</b>  Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.</p> <p><b>Excellence in Teaching and Learning</b>  Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.</p>	<p>To provide enriching learning experience and appropriate support for children and families in our kindergarten and pre-school programs</p> <p>Provide a faith-filled environment for our children and families</p> <p>Promote and support student wellness for those in our kindergarten and pre-school programs</p>	<p>Provide a faith-filled environment for our children and families</p> <p>Champion learning for all students, including those with complex needs</p> <p>Promote and support student wellness for students in our schools, with a neuroscience focus</p>	<p>Provide a faith-filled environment for our children and families</p> <p>Champion learning for all students, including those with complex needs</p> <p>Promote and support student wellness for students in our schools, with a neuroscience focus</p>	<p>Provide a faith-filled environment for our children and families</p> <p>Champion all students in moving into adulthood, including those with complex needs. This can be achieved through positive transitions to post-secondary or the workforce</p> <p>Promote and support student wellness for students in our schools.</p>	<p>Provide a faith-filled environment for our children and families</p> <p>Help parents become partners in education, including those with complex needs or circumstances</p> <p>Promote and support family wellness, particularly in areas that support student attendance and achievement in school</p>

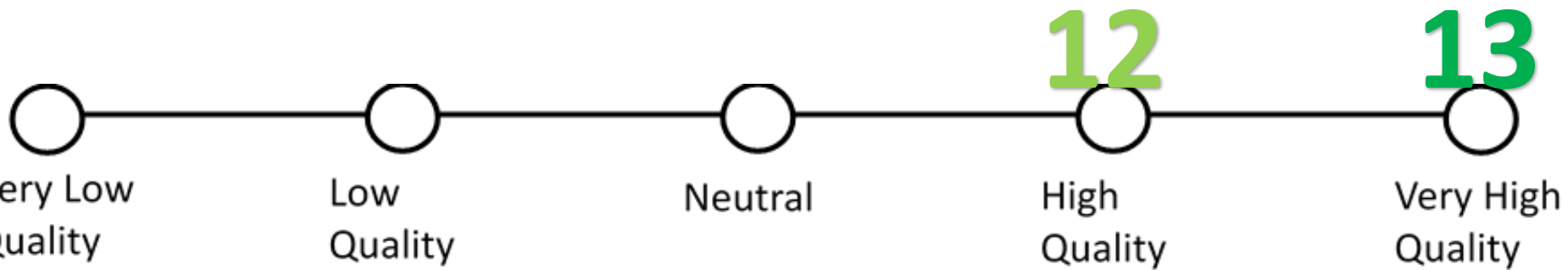
Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Children's Services	An environment where family strengths are recognized and where all children and youth are respected, valued and supported within the communities in which they live.		Children Thrive – All children thrive through nurturing relationships and safe, supportive environments			Resilient Families and Communities – Through greater collaboration, supports and services to families and communities are strengthened to support nurturing environments that enhance the development, well-being and resiliency of children and youth  Children are Safe and Supported: Children and youth in need of child intervention achieve safety and well-being
Community and Social Services	Alberta Families and communities thrive through improved supports by strengthening prevention and addressing the root causes of social and economic challenges. Albertan's receive higher quality programs and services that are more coordinated, seamless and tailored to their needs to maximize their potential. Children and youth are supported in an inclusive environment that enriches their physical, social and emotional wellbeing. Children and youth are effectively support through an integrated service delivery model that achieves the best outcomes.	FSCD agreements that include specialized services to support families of children with severe disabilities to acquire specific skills and learn strategies to help promote their child's development and participation in normal daily living activities at home and in the community	Mental Health – resources from all RCSD partners to support families in building capacity  Community Resources that families can access	Enhancing family capacity  Family/Community Placement Supports	Coordination of supports and services to ensure seamless transition  Enhancing youth capacity to connect to community and be meaningfully involved  Assisting youth and families to be connected to other services and supports (ie. AISH, OPG, community agencies)	Assisting youth and families to be connected to other services and supports (ie. AISH, OPG, community agencies)  Families are aware of and able to access appropriate supports and services across Community and Social Services (ie. Income Support)

Organization:	Vision	Early Childhood 0-5 years	School Age Children 6 - 11 years	Youth 12 - 18 years	Youth Transitioning to Adulthood	Parents, Families, and Natural Supports
Community and Social Services con't	We inspire a love of learning and community, engaging learners for life.	Common approach families of children who qualify for both PUF and FSCD Specialized Services will experience and integrated program and service delivery system to address the unique needs of pre-school children with disabilities and to support parents in promoting their child’s development and participation. The purpose of the PUF/FSCD Common Approach Framework is to help guide collaborative planning and service delivery with a focus on innovative practice and continuous improvement				Enhancing family capacity – Family centered approach to developing a sustainable daily life for the whole family. Family capacity is a family-centered approach to developing a sustainable daily life for the whole family. Capacity is the ability of families to balance what they want for their children, themselves and their family as a whole with what is possible given their circumstances. Building family capacity considers the beliefs, goals and aspirations of the family as well as the needs, interests and competencies of individual family members
Rocky View Schools	We inspire a love of learning and community, engaging learners for life.	wellness literacy classbased resources	wellness literacy classbased resources	wellness literacy classbased resources	wellness literacy classbased resources	Direct classroom support for learners with complex needs Mental health supports/wellness Literacy and numeracy skill development



# Joint Planning Day Meeting Quality – May 4<sup>th</sup>, 2018

- 25/29 Responses





# Joint Planning Day Meeting Quality – May 4<sup>th</sup>, 2018



Low Quality Process	
Process Norms (energy drains)	Feeling
Exclusion	Fear
Exploitation	Anger
Powerlessness	Depression
Uncertainty	Anxiety <b>3</b>
Wasted Effort	Disappointment
Immobility	Frustration

High Quality Process	
Process Norms (energy creators)	Feeling
Inclusion	Valued <b>22</b>
Equal	Important <b>11</b>
Authentic	Empowered <b>10</b>
Transparent	Sense of Clarity <b>9</b>
Focused	Fulfilled <b>12</b>
Revisable	Free <b>1</b>

In the presence of a clear and elevating goal



# What did you do to contribute to the quality of today's discussion process?

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- Really enjoyed the opportunity to connect on a more personal level during the final activity
- Participated in the group discussions and it was great to see the trust and openness to talk about issues and also ideas of how we move forward
- Engaged
- Positive/appreciative inquiry
- Active, equal participant. My voices was welcomed and appreciated
- Building relationships
- Opportunities to connect
- The review from Janice was excellent!
- Brought further clarity to the organization mandate and misconceptions
- Willingness to change
- Open discussions – connecting with people that I hadn't previously met and increasing connection with people I didn't know well → tried to connect



# What did you do to contribute to the quality of today's discussion process?

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- Participated. Thanks for developing today
- The planning for sure – well done!
- The objectives clearly were address through the journey of the day
- The celebration of success in light of struggles
- The information in the evaluations is very informative
- Learned a lot through listening to others especially parent reps
- Shared my thoughts and ideas throughout the day
- Active listening
- Learning from others
- Enjoyed the last exercise and the informal “threesies”
- Participated
- Shared experiences/points of view
- Networked – met new people
- Participate, engage, listen, learn



# What did you do to contribute to the quality of today's discussion process?

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- Active listening
- Real world perspective
- Be a reflective listener
- Tried to be honest and reflective
- Appreciative acknowledgement
- Participated – active
- Listened
- Open mind
- Engaged with the conversations at the table, threesies, etc.
- Provided banker board perspective and grandparent of an autistic boy