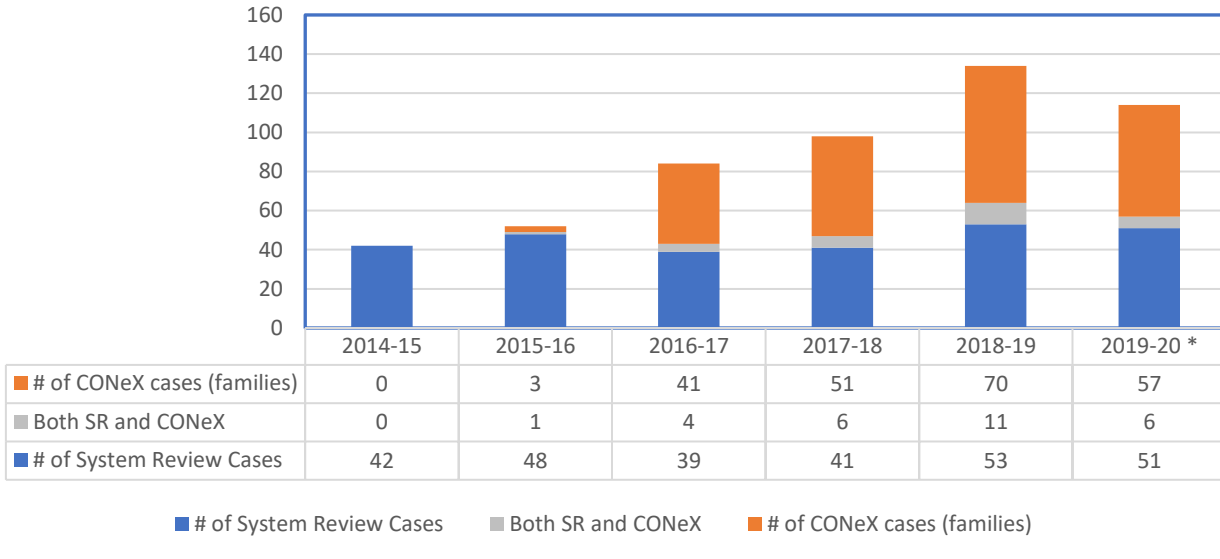


Tri-Region Complex Needs

2019-20

A. CASELOAD:

Figure 1. Number of active cases - SR or CONeX by Year



* On February 27th, 2020, Alberta's provincial budget was released which eliminated RCSD by August, 2020. On March 11, 2020, the World Health Organization declared Covid-19 a pandemic and locally, measures were put in place to minimize contact and reduce the spread of the virus. The number of System Reviews and CONeX cases in 2019-20 largely reflects work initiated prior to these dates.

Figure 2. Number of New System Review or CONeX cases by Year

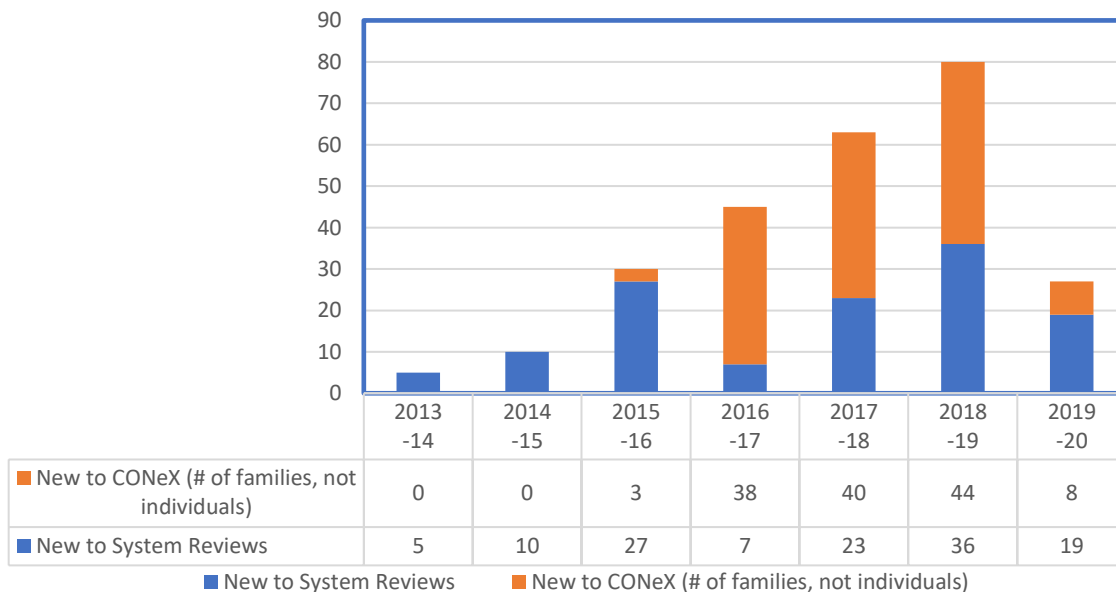


Figure 3. Usage of Complex Needs by RCSD

	System Reviews 2017-18	System Reviews 2018-19	System Reviews 2019-20	CONeX 2017-18	CONeX 2018-19	CONeX 2019-20
Bow River RCSD	0	3	5	10	7	12
Calgary and Area RCSD	41	48 (does not include 2 Siksika)	41 (does not include 2 Siksika)	48	60	44
Central East Collaborative	1	2 Siksika/CBE	3 plus 2 Siksika/CBE	2	3	1

Figure 4. Age of Children September 1, 2019 SR and CONeX (individuals not families)

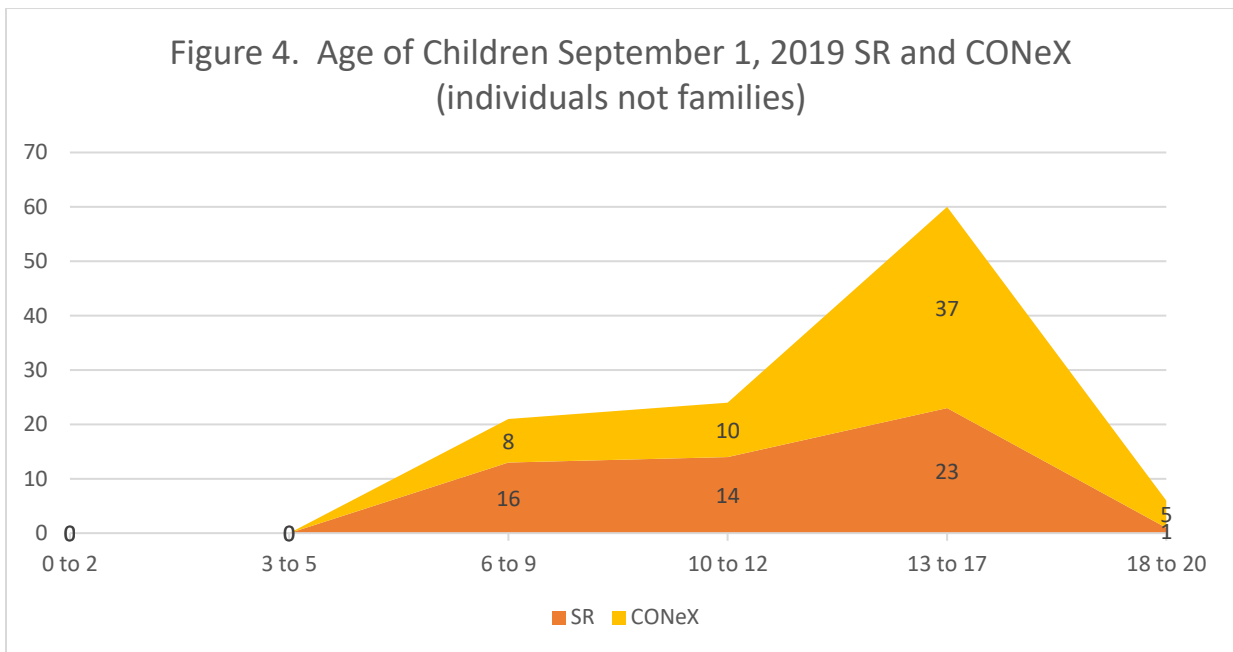
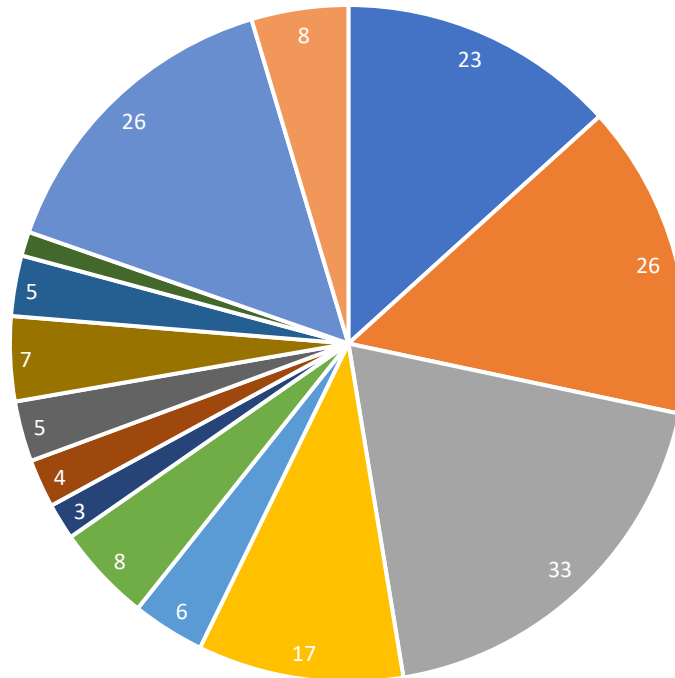
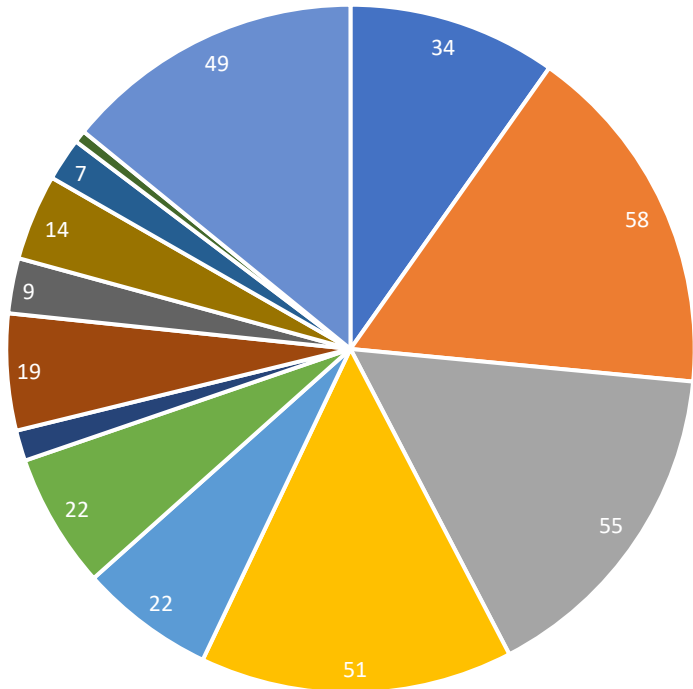


Figure 5. Number of Children with Diagnoses in SR average is 3.3 diagnoses/child



- Neurodevelopmental Disorders -ASD
- Neurodevelopmental Disorders - ADHD
- Neurodevelopmental Disorders-Intellectual, Motor, Communication
- Anxiety Disorders (GAD, Separation)
- Depressive Disorders
- Trauma and Stressor-Related Disorders (PTSD, Attachment)
- Obsessive-Compulsive Disorders
- Disruptive, Impulse-Control and Conduct Disorders (ODD, Intermittent Explosive, Conduct)
- Substance-Related
- Neurobehavioural Disorder Associated with Prenatal Alcohol Exposure (FAS)
- Suicidal Behaviour
- Nonsuicidal Self-Injury
- Other (chromosomal, cerebral palsy, MS, schizophrenia, Prader Willi)
- Seizure Disorder

Figure 6. Number of Children with Diagnosis of SR and CONeX combined



- Neurodevelopmental Disorders -ASD
- Neurodevelopmental Disorders - ADHD
- Neurodevelopmental Disorders-Intellectual, Motor, Communication
- Anxiety Disorders (GAD, Separation)
- Depressive Disorders
- Trauma and Stressor-Related Disorders (PTSD, Attachment)
- Obsessive-Compulsive Disorders
- Disruptive, Impulse-Control and Conduct Disorders (ODD, Intermittent Explosive, Conduct)
- Substance-Related
- Neurobehavioural Disorder Associated with Prenatal Alcohol Exposure (FAS)
- Suicidal Behaviour
- Nonsuicidal Self-Injury

B. FINANCIALS (System Reviews)

Table 6. Budget Breakdown

Annual Budget	\$1,111,600
Total Allocated (100% of requests)	1,110,914 (with \$686 unspent or < 0.1%)

Table 7. Distribution of Funds by Partner

	\$ Paid out in total	% of allocated budget (\$1,110,914)	
CBE	592,080.06	53%	
CSSD	165,250.00	15%	
Quest	57,291.50	5%	14%
Renfrew	51,695.00	5%	
Third Ac	46,250.00	4%	
Christ the R	11,000.00	1%	
RVS	27,875.00	2.5%	
Ch Serv	40,064.00	3.5%	
Golden Hills	65,658.50	6%	
Foothills	50,500.00	4.5%	
AHS	3,250.00	.3%	

C. Survey Outcomes – summary (n=6 respondents)

- 1. From your perspective, was the system review process beneficial? If so, in what way and/or to whom? If not, why not?**

Respondents reported that the process was beneficial for the expertise, broader perspective and additional resources that were offered.

- 2. What recommendations do you have for better meeting the needs of children and youth with complex needs in the future?**

Respondents suggest that the cross-collaboration was something that should continue but that the expertise that was offered by the system review will be difficult to replicate.

- 3. Please provide any insight in the reactions/responses from parents whose children were supported through RCSD Complex Needs:**

Respondents suggest that parents felt supported and grateful for the work of the System Review Team and their process.

- 4. If there was one thing any system could do that would have made a difference to the child(ren) you brought forward to a systems review, what would it be?**

Suggestions for systems included working together with other sectors to support these children and to overcome perceived barriers presented by mandates and regulations.

- 5. As RCSD and the complex needs system review process will no longer be available, what suggestions do you have for how to support cross system collaboration for children and youth with complex needs in the future?**

Respondents seem to hope for continued cross-sector collaboration, including local community representation to help to mobilize action and problem solve for these children, youth and their families.

Appendix A Survey Responses

From your perspective, was the system review process beneficial? If so, in what way and/or to whom? If not, why not?

Limited recommendations that resulted in significant change

It was beneficial in terms of accessing supports above and beyond what our system could afford. Yes. It was beneficial to have input from across systems - different vantage points, each with different knowledge of potential supports.

Yes, the system review process was extremely beneficial. What I appreciated as a school Principal was the opportunity to brainstorm with the table of professionals from the various sectors. I also greatly appreciated the timely support that came after our review meeting. Additionally, once our case was part of the system, the opportunity to meet again if necessarily was guaranteed and timely.

The system review process was beneficial for our cases. Although we had met together as a local service team prior to the review on multiple occasions it was useful to review the situation with the Complex case team to affirm the direction we were taking as well as gain new ideas. The diversity and expertise on the Complex case review team helped us see the situation from a broader, richer perspective. I also feel that when parents attended it gave them the opportunity to be heard/validated.

It was beneficial to support complex situations with different perspectives and expertise. I think some systems participants were more interested in getting the support and expertise, while others attended as a "step" to get the funding.

What recommendations do you have for better meeting the needs of children and youth with complex needs in the future?

The opportunity to bring cases to the table, problem solve and then have a case management team (such as a CONeX team) to facilitate the action planning of it.

Finding a way to continue cross system collaboration.

I felt the model was excellent and struggle to think of alternatives. It was the support we needed as a school, for our families and the responsiveness was always timely and appropriate. Not to mention the table of experts from the field who worked collaboratively together for the best interest of children and families. That level of expertise is very difficult to replicate.

I would like to see the consultation process continue, but not necessarily for funding purposes. I think the depth and breadth of the expertise we had available to consult was amazing and we may have been able to evolve the table to being more broadly consultative to support more complex kids that crossed a variety of systems. I know it was always available for the consultation, but the school system kind of took over many years ago to make it mainly about school based services

Please provide any insight in the reactions/responses from parents whose children were supported through RCSD Complex Needs

Generally appreciative of additional supports, especially where it translated to funding. Also appreciated knowing that there were large groups of people who had the best interests of their children in mind.

As Complex Needs really only supported us in terms of providing extra supports, I wouldn't say that the parents had any feedback.

Positive feedback - appreciative of the extra support and the input from multiple systems working together to better support their child.

The most recent family spoke to me about the unbelievable level of support in the various sectors and how helpful they all were. This family had many barriers they were experiencing including financial. The table was quick to work together and remove barriers so that additional supports could be accessed. This family was very grateful and overwhelmed with the level of support and investment and they previously had stumbled upon many roadblocks.

The parents from our system who were involved in the Complex Needs review process were very appreciated of the opportunity to be supported through an Integrated case Plan, even when extra funding was not provided.

I think parents were grateful for the support that schools received through RCSD, because it helped the child more successfully stay in the school. I think Families receiving CONeX supports directly saw the benefit of enhanced support and service provision through stronger relationship building.

If there was one thing any system could do that would have made a difference to the child(ren) you brought forward to a systems review, what would it be?

Collaborate together and all play a role in moving it to action. Each one of us plays a role with these complex kids and if we all truly took ownership for them then we should all be mobilized into action.

I am not sure what you mean by this question. I think having the different systems be a part of the review did make a difference to the student as we had different perspectives and knowledge at the table.

There is nothing I can think of in my experience with the process before, during or after. I always found the experience to be exactly what we needed and met the goals of the referral.

As a system, due to mandate constraints, Children's Services was unable to offer supports even when it seemed appropriate by other members of the group for them to do so. FCSD was helpful in terms of funding but many parents are unable to manage a parent driven model without direction. this results in service gaps for children and families.

Have more flexibility in how to apply available funding (all systems). Mandates and regulation get in the way sometimes of the most simple of needs. If we had funding for transportation (child and family), I believe it would be a low cost investment that would result in vast improvement in service uptake and delivery. If only one system - for education to have sustainable funding to ensure that all educators and all kids had enough support in the classroom to be safe.

As RCSD and the complex needs system review process will no longer be available, what suggestions do you have for how to support cross system collaboration for children and youth with complex needs in the future?

I would like to see a group of professionals from each system come together to commit to problem solving and mobilizing supports into action.

I am not sure. I hope there will be opportunities to set up something moving forward so that we don't lose this valuable collaboration.

We are going to have to be very strategic and intentional in local communities to work together with local agencies. Can local agencies work more collaboratively together than we have in the past? Can we create mini models of 'complex needs' tables? Would local agencies have the experience/ knowledge/ decision making abilities to be able to support such complex cases/ families? We will need to have some sort of system at the local/ community level to collaborate with.

As mentioned above I believe a Provincial and/or regional body needs to exist to provide oversight for services to this population to ensure their needs and the needs of their families are being met. Failure to do so will create safety issues and will be more costly on many levels in the long run.

I would like to see a cross systems table that would meet to consult and discuss case planning for complex kids. I just don't know who would have the time, expertise and support from their greater system to coordinate the activity. I don't see an issue with getting volunteers to sit at the table.