

Children and Youth Environmental Scan

August 2003

Heart and Stroke Foundation of Saskatchewan
Healthy Public Policy Advisory Committee

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Background: Children and Youth: Mature Priority Area

Internal and Confidential Information provided by the Heart and Stroke Foundation (Sheilagh Steer) as approved for development by Health Promotion Committee Executive, January 20, 2003.

Dimensions of the Problem

“Behavioural risk factors for heart disease and stroke begin in childhood and adolescence. The atherosclerotic process leading to ischemic heart disease and stroke in adults also begins early in life, and is associated with the same risk factors as for adults. An increased focus on children and youth can make a significant contribution toward preventing heart disease and stroke in the adult population” (The Changing Face of Heart Disease and Stroke in Canada 2000). Evidence from autopsy studies has demonstrated the presence of fatty streaks and of fibrous-plaque lesions in the aortas and coronary arteries of young children. The prevalence of smoking among youth age 15-19 years has increased in Saskatchewan in recent years (now approximately 30%). Rates of obesity and physical inactivity are increasing among youth.

National Children and Youth Strategic Plan

A national strategic plan to “prevent the onset of risk factors in order to reduce the risk of cardiovascular disease in young Canadians” was approved by the national board in June 2002. The objectives of this five year plan are to:

1. facilitate health-related behavioural change in children and youth (by implementing programs that promote heart-healthy activities in children and youth and promote heart-healthy knowledge related to nutrition, tobacco, and physical activity).
2. foster partnerships that promote healthy lifestyles among children and youth (by facilitating community health action).
3. ensure effective coordination and facilitation of children and youth health program delivery between the foundations (by providing common services where cost effective, e.g., Jump Rope for Heart).
4. advocate for policy and legislative changes that promote the health of children and youth (by promoting heart-healthy environments for children and youth).

Each province works to further the national plan’s objectives. What is done from province to province varies depending on provincial health promotion plans and budgets.

Provincial Foundations Initiatives and Programs

Foundations have generally avoided direct program delivery, preferring to work with intermediaries such as teachers, health professionals, and other professionals who work with children and youth. This is compatible with a “usual” way of work in health promotion. Most provinces are active in Jump Rope for Heart or Hoops for Heart. Most provinces are active in tobacco reduction through provincial coalitions. Reducing exposure of children and youth to environmental tobacco smoke has been a major focus of advocacy for legislative change.

The Saskatchewan Scene

The Heart and Stroke Foundation of Saskatchewan (HSFS) has goals for a children and youth strategy that are compatible with the national goals (above). In addition, the HSFS takes action in the following areas:

Smoke Free Places for Kids was an early program of the Foundation (mid-80's) targeted to adult exemplars working with children.

Children and youth has been an identified budget priority area since 1998.

HSFS has provided previous year's Heart Healthy Kids Kit through the public health nutritionist's network for use with schools, as well as providing the Kit on loan from the provincial office.

Through the fund-development department, the current Heart Healthy Kids Kit is part of the package for each registered Jump school (Grades 4-6). Approximately 1/3 of all schools in Saskatchewan participate in any given year. In addition, the Hoops program is making inroads in the province with grades 7&8.

Through ECC, the HSFS has been involved in the development and dissemination of a national policy statement around CPR in Schools and has supported local programs in Saskatchewan communities through the work of BLS volunteers.

The HSFS has been very active in the Saskatchewan Coalition for Tobacco Reduction (SCTR) and has advocated for the development and implementation of new provincial tobacco control legislation.

The HSFS helped plan, with SCTR, an invitational workshop to focus on how schools can develop and implement tobacco free school zones.

Through the work of the Healthy Public Policy Advisory Committee, the HSFS examined policies of rural recreation facilities and nutrition policies of schools and made the findings widely known.

The HSFS has worked with other organizations to promote increased physical activity in schools.

The HSFS has been very active in the development and ongoing work of Partners in Risk Reduction (now the Chronic Disease Prevention Alliance of Saskatchewan.)

HSFS distributed Family Fun Pak and Pumped to appropriate target audiences.

HSFS developed, implemented and evaluated the Fly Higher program over the past 7 years (young women age 11-18) – this program is “winding down” in its present form effective June 2003.

Now what?

Children and youth is a mature priority area. The HSFS’ current strategies, programs, initiatives and partnerships have the potential to meet the national and provincial strategic goals for children and youth. In addition, there continues to be potential for further development of initiatives and programs (for example, from BC and Ontario) which have national potential.

The development and implementation of healthy public policy within organizations working with children, youth and families may have the most lasting impact on their health. A clear understanding is needed of programs and initiatives focusing on healthier children and youth which currently exist in the province. This information would be valuable in terms of identifying future potential alliances for the HSFS, particularly related to policy development and dissemination. This information could help the HSFS identify where to advocate for or support policies promoting heart healthy environments for children and youth.

Taking Action: Building Healthy Public Policy

One of the most important types of population health promotion action is building healthy public policy (Saskatchewan Health, 1999). Healthy public policy is any course of action adopted and pursued (by a government, business or organization) that can be anticipated to improve health and reduce inequities in health (Saskatchewan Health, 1999).

Heart healthy public policy is simply a course of action that improves the heart health of the population. All types of policy in all types of organizations and programs can have a direct or indirect impact on the heart health of children and youth.

Building healthy public policy means encouraging all policy makers to consider the potential heart health impact of their policies. To do this, the Heart and Stroke Foundation of Saskatchewan (HSFS) has developed new ways of working

to build awareness of heart health as a common goal. For example, advocacy is viewed as an important process to impact heart health.

To **build healthy public policy**, the HSFS:

- works collaboratively with other organizations and partners;
- identifies and supports public policy that makes a difference to the heart health of children and youth;
- encourages public dialogue on heart healthy policy options; and
- ensures that policies are implemented.

The HSFS works to ensure that all sectors consider the effect their policies and actions have on the heart health of children and youth. Are there new partners or organizations the HSFS could work with? Do organizations have policies that can make a difference to heart health that the HSFS could encourage and or support? Do organizations have heart healthy policies that are not being implemented or being acted upon? What policies create a course of action that makes it easier for children to be active, eat healthy, breathe smoke-free air, and grow up emotionally healthy?

Building healthy public policy and advocating for courses of action that make a difference to heart health takes time. Advocating for healthy public policy is a developmental process where strategies and objectives need to be reassessed as the environment changes (p.24, McCubbin, Labonte & Dallaire, 2001).

Children and Youth Environmental Scan

Given the changing environment, an **environmental scan** of programs, initiatives and policies (primarily in Saskatchewan) was to be completed focusing on Saskatchewan children and youth aged 5 to 18 years. Primary prevention was the underlying emphasis as the HSFS works upstream with children and youth in its mission to reduce death and disability from heart disease and stroke

Environmental Scan

Environmental scanning is a process that can help non-profit organizations identify and respond to key changes and emerging opportunities in the community. “Environmental scanning is more than a research process. It is a learning process. There is no right or wrong way to conduct an environmental scan. It can be as simple as regularly surfing web sites . . . or it can be surveys, literature reviews and convening focus groups” (ASAE, 2002).

The metaphor of radar scanning can help to clarify the nature of an environmental scan. This was a kind of *radar* to *find* selective information on 30 provincial children and youth policies, programs or initiatives. Using this scan or radar, the HSFS and the Healthy Public Policy Advisory committee could *navigate* through these changing waters (environment) to detect policies that impact on heart healthy children. The radar-like scan would then help the HSFS locate their heart health advocacy work in relation to four provincial key policy frameworks.

The purpose of the environmental scan was to identify potential alliances and areas for advocacy related to heart healthy public policy development and dissemination. Therefore, this research information would be a starting point or road map for future work. The overall long-term goal was to have a lasting impact on the health of children and youth through influencing policy development in government and organizations working with children and youth.

Existing financial, time and human resource constraints determined the size and depth of this environmental scan. The Director of Health Promotion and the Healthy Public Policy Advisory Committee provided information and determined the direction of the scan throughout the course of the project. This project did not focus on children under 5 years of age, the early years, childcare, pregnancy (healthy mothers, healthy babies) or injury prevention.

Phase 1

In the first phase of the work (May 2003), the environmental scan reviewed web sites as the primary source of information. The Heart and Stroke Foundation identified the following organizations to be included in the scan at the onset:

- Red Cross
- 4 H Clubs
- Girl Guides
- Big Brothers
- Big Sisters and
- Cooperative Youth Camps.

The initial web site search expanded to collect information on 30 organizations, programs, policies or initiatives that had a connection to one of the key risk factors or conditions for cardiovascular disease. The scan targeted provincial programs or initiatives that were taking action on nutrition or healthy eating, physical activity, smoke free environments and psychosocial needs related to children and youth.

The data collected on a program, policy or initiative included the following information:

- Contact information
- Who is sponsoring or implementing the policy or program
- Funding sources
- Target populations
- Brief program description
- Time frame and
- Results or outcomes (if available).

A one page sheet for this data collection was designed with input and feedback from the Healthy Public Policy Advisory Committee (see Appendix 1). The focus of data collection under each category was identified as it related to health promotion (see Appendix 2).

The complete findings from Phase 1 of the environmental scan are located in Appendix 3. These findings were submitted to the HSFS in June 2003.

Phase 2

In June 2003, the preliminary scan findings (Appendix 3) were examined by the Healthy Public Policy Advisory Committee. The goal was to further narrow the focus of the environmental scan to meet the practical and specific needs of the Healthy Public Policy Advisory Committee. For the second phase (July 2003), the Advisory Committee selected the following programs or initiatives to be examined in further depth:

- School Plus
- Saskatchewan Action Plan for Children
- Community Schools
- National Child Benefit (focus on Saskatchewan)

The committee included further directions by providing a general range of questions they were seeking answers to (See list of guiding questions in Appendix 4). These questions were used to guide the constant comparative analysis of the above four programs.

In addition, the Healthy Public Policy Advisory Committee identified that they were interested in the question of how some organizations (for example, KidSport with a focus on one risk factor) view their responsibility for a holistic approach to the determinants of health. Although this important question was beyond the scope of this scan, it is discussed under the recommendations for subsequent research projects. How can and do these organizations and groups influence healthy eating and physical activity for children?

While there are innumerable policy documents available from numerous sources, the emphasis was on the common themes, how they relate to each other and what has happened as a result of these actions or initiatives.

Constant Comparative Analysis

The constant comparative indicator concept model (Lazarfeld & Thielen 1958) directed how the scan compared each of the four policy frameworks or initiatives and asked questions of the information to determine the underlying themes and connections to heart healthy children and youth. Four policy frameworks or initiatives were analyzed to identify similarities and differences. From the similarities and differences, nine key policy elements or categories emerged for the overall comparison. Table 1 is the tabular representation to summarize the environmental scan findings and highlight the main themes.

Findings and Discussion

The following five policy frameworks, instruments, initiatives or strategies were comparatively analyzed:

- Community Schools
- Saskatchewan Action Plan for Children
- Integrated School-Linked Services
- School Plus
- National Child Benefit Program

The first four initiatives will be discussed in terms of their vision, key components, underlying principles guiding their actions, key strategies, goals, impetus for the initiative, human service delivery departments involved, and related structures. Integrated School-Linked Services was included in the environmental scan because it emerged as a major initiative under the umbrella of the Saskatchewan Action Plan for Children, a major component of Community Schools and a major thrust of the new School Plus model. The National Child Benefit program was not included in the tabular representation because, as a benefit program, it did not have a good fit with the overall analysis framework. However, it brings the findings and discussion to a close because without adequate income as an underlying foundation, good outcomes for children will not be achieved.

Table 1: Comparison Analysis of Four Policy Frameworks or Courses of Action in Saskatchewan

| Community Schools | Saskatchewan Action Plan for Children [SAPC] | Integrated School-Linked Services [ISLS] | School Plus | |
|--|---|--|--|--|
| <ul style="list-style-type: none"> · A philosophy 1960 · A SK education program 1980 · A policy and conceptual framework of Saskatchewan Education 1996 · A major vanguard of School Plus 2001 | <ul style="list-style-type: none"> · A provincial gov't multi-year strategy led by the cooperative efforts of 9 gov't departments. · Community and gov't programs for children & families are initiated, developed & expanded. | <ul style="list-style-type: none"> · A major initiative now under the umbrella of the SK Action Plan for Children. 1992 · A major component of the Community School's policy & conceptual framework. 1996 · A major thrust of School Plus | <p>A new model, a new concept, a new social institution, a new organizational environment, and a change process. 2002</p> | |
| <p>Vision: Saskatchewan Community Schools are centers of learning and hope for their communities. They incorporate a range of best educational practices for meeting the diverse learning needs of at risk , Indian and Metis students. They provide a responsive, inclusive, culturally affirming and academically challenging learning program and environment and are effective in addressing the challenges of the communities they serve. As hubs for a network of community activities and organizations, they use collaborative approaches to foster the development and well-being of the entire community.</p> | <p>Vision: All Saskatchewan children will grow in environments that support their well-being and enable them to reach their potential.</p> <p><u>Key Initiatives under SAPC:</u></p> <ol style="list-style-type: none"> 1. Building Independence - Investing in Families: to reduce child & family poverty [NCB] 2. Kids First: Early Childhood Developmental Strategy 3. Role of Schools Review 4. Integrated School-linked Services 5. Youth Leadership Symposium | <p>Vision: All Saskatchewan students will have the physical, social, emotional, cultural and spiritual supports needed to learn and grow to become self-fulfilled, caring and contributing adults.</p> <p>Saskatchewan's human service delivery system will be coordinated, comprehensive and responsive in meeting the needs of children & families at risk.</p> <p>Fundamental and significant change in systems, structures, attitudes and values.</p> | <p>Vision: Schools have two primary functions. The first is to educate children and youth developing the whole child, intellectually, socially, emotionally, and physically.</p> <p>The second primary function is to support human service delivery at the community level so schools serve as centers at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.</p> | |
| <p>Key Components:</p> <ol style="list-style-type: none"> 1. Learning Program 2. Parent & Community Involvement 3. Integrated Services 4. Community Development | <p>Three key components:</p> <ol style="list-style-type: none"> 1. Prevention 2. Health Promotion 3. Early Intervention | <p>Four distinctive characteristics:</p> <ol style="list-style-type: none"> 1. Services are Integrated: a collaborative culture for planning & service delivery. 2. Services are school-linked 3. Child seen within context of family and community. 4. Services are preventive. | <p>SCHOOL</p> <ul style="list-style-type: none"> * new school * public ed & opportunities * Success: life & educational * Community Education & Schools | <p>PLUS</p> <ul style="list-style-type: none"> * new network * human serv. & supports * Well-being & healthy dev't * Integrated School-based Services |

| Community Schools | Saskatchewan Action Plan for Children [SAPC] | Integrated School-Linked Services [ISLS] | School Plus |
|---|---|--|---|
| <p>Principles:</p> <ul style="list-style-type: none"> · Educational excellence · Preventive & comprehensive · Respect for diversity · Cooperation and openness · Empowerment · Equity · Accountability <p>Strategies:</p> <ol style="list-style-type: none"> 1. Relevant, responsive learning program 2. Collaboration & partnerships 3. Integrated service delivery 4. Community development 5. Leadership development 6. Capacity building | <p>Principles to guide actions:</p> <ul style="list-style-type: none"> · Preventive · Primary (focus on children) · Culturally appropriate · Supportive · Collaborative · Empowering · Holistic · Community-based <p>Strategies:</p> <ol style="list-style-type: none"> 1. Collaborative partnerships 2. Community-based, shaped & directed 3. Government functions as a leader or facilitator 4. Long term actions | <p>Principles to guide actions:</p> <ul style="list-style-type: none"> · Prevention · Focus on children · Culturally sensitive · Cooperation · Empowerment · Equity · Holistic & comprehensive · Affordability <p>Strategies:</p> <ol style="list-style-type: none"> 1. Collaboration 2. Community Development 3. Community-based partnerships 4. Use existing resources | <p>Underlying informal principles:</p> <ul style="list-style-type: none"> · Public education · Learning that promotes the growth of mind and spirit · Justice · Equity · Fairness · Wisdom · Good judgement |
| <p>Goals:</p> <ul style="list-style-type: none"> · Student learning & success · High quality education program · Shared responsibility · Comprehensive, responsive services · Enhanced participation in Public Education by Indian & Metis peoples · Community empowerment · Equity & Cultural harmony · Leadership in educational innovation | <p>Goals:</p> <p>Children must be:</p> <ul style="list-style-type: none"> · Valued · Safe · Secure · Healthy · Culturally-connected · Socially responsible · Knowledgeable & skilled | <p>Primary Goal:</p> <ul style="list-style-type: none"> · To help all children participate fully in school and succeed. · Focus is on needs of children at risk. · The challenge is to rethink how services are provided. | <p>Five goals:</p> <ol style="list-style-type: none"> 1. All Saskatchewan children and young people will have access to the supports they need for school and life success. 2. Shared responsibility for the well being and education of children and youth. 3. A harmonious and shared future will be built with the Aboriginal people in the province. 4. High quality integrated services and supports will be linked to schools at the community level. 5. Capacity within the provincial education system will be strengthened to deliver high quality learning programs. |

| Community Schools | Saskatchewan Action Plan for Children [SAPC] | Integrated School-Linked Services [ISLS] | School Plus |
|--|---|--|---|
| <p>Why Community Schools in SK? (1996)</p> <ol style="list-style-type: none"> 1. Meet the learning needs of growing numbers of students at risk: incorporating best practices. 2. Respond to the education needs of Indian and Metis students. 3. Enhance involvement of Indian and Metis peoples. 4. Enhance parent and community involvement and encourage shared responsibility. | <p>Key challenges facing SK children & families (1994):</p> <ul style="list-style-type: none"> · Poverty · Concern for Aboriginal people · Children with disabilities · Low-birth weight children · Violence & family violence · Child care · Changing needs of rural families · Discrimination, racism · Substance abuse | <p>Why there is a Need for ISLS:</p> <ol style="list-style-type: none"> 1. High incidence of children and families at risk. (Poverty, family breakdown, violence, child neglect and abuse) 2. Service fragmentation & lack of coordination for families at the community & provincial levels. 3. Efficient & effective use of government & community resources. 4. Need for preventive programming. | <p>14 Tectonic factors driving the need for School Plus:</p> <ul style="list-style-type: none"> · Special needs integration · Demographic shifts:Aboriginal · Information society/globaliztn · Poverty · At risk students increasing · Increasing pupil mobility · Family changes · Cross cultural issues · Humans services integration · Rural depopulation · Curriculum reform · Career concerns · Violence · Student attitudes & behavior |
| | <p>Nine departments lead SAPC:</p> <ul style="list-style-type: none"> · Education · Health · Justice · Intergovernmental & Aboriginal Affairs · Post Secondary Education & Skills Training · Community Resources & Employment (= SS) · Northern Affairs · Municipal Affairs & Housing · Women's Secretariat | <p>Provincial departments involved:</p> <ul style="list-style-type: none"> · Education · Health · Justice · Indian and Metis Affairs Secretariat · Post Secondary Education & Skills Training · Community Resources & Employment (= SS) · Municipal Affairs | <p>Provincial departments sharing this plan of action:</p> <ul style="list-style-type: none"> · Learning · Health · Justice · Government Relations & Aboriginal Affairs · Post Secondary Education & Skills Training · Culture, Youth & Recreation · Northern Affairs · Community Resources & Employment (=SS) |
| <p>Human Services to be integrated and school-linked:</p> <ul style="list-style-type: none"> · Education · Health · Social · Justice · Recreation · Culture · Employment · Adult education | | <p>Human Services to be integrated and school-linked:</p> <ul style="list-style-type: none"> · Education · Health · Social · Justice · Recreation · Culture · Addictions | <p>Human Services to be integrated and school-based:</p> <ul style="list-style-type: none"> · Education · Health · Social · Justice · Recreation · Culture · Employment · Adult education |

| Community Schools | Saskatchewan Action Plan for Children [SAPC] | Integrated School-Linked Services [ISLS] | School Plus |
|---|--|--|---|
| <p>Structures:</p> <ul style="list-style-type: none"> · Community School Council · Community School Coordinator · Community Schools Unit: SK Learning | <p>Structures:</p> <ul style="list-style-type: none"> · Saskatchewan Council on Children advises Ministers responsible for the Child Action Plan · Interdepartmental Steering Committee coordinates the Action Plan · Human Services Integration Forum coordinates central work across sectors on initiatives · Regional Intersectoral Committees do community planning and intersectoral work at the community level | <p>Structures:</p> <ul style="list-style-type: none"> · ISLS planning teams · Partnerships · Integrated funding sources for children and youth · Programs with interdisciplinary service delivery teams | <p>Structures to Implement:</p> <ol style="list-style-type: none"> 1. Saskatchewan Council on Children and Youth (2002) oversees implementation of School Plus. 2. Strengthening Education Capacity Forum oversees transition of schools to School Plus. 3. Interdepartmental Children and Family Services Integration Forum works with the Saskatchewan Council on Children and Youth to oversee and advance integrated human services. |
| <p>Potential of Policy to Promote Heart Healthy Public Policy goals of:</p> <p>physical activity: YES *</p> <p>healthy eating: YES</p> <p>smoke-free: YES</p> <p>emotional health: YES</p> | <p>Potential of Policy to Promote Heart Healthy Public Policy goals of:</p> <p>physical activity: YES</p> <p>healthy eating: YES</p> <p>smoke-free: YES</p> <p>emotional health: YES</p> | <p>Potential of Policy to Promote Heart Healthy Public Policy goals of:</p> <p>physical activity: YES</p> <p>healthy eating: YES</p> <p>smoke-free: YES</p> <p>emotional health: YES</p> | <p>Potential of Policy to Promote Heart Healthy Public Policy goals of:</p> <p>physical activity: YES</p> <p>healthy eating: YES</p> <p>smoke-free: YES</p> <p>emotional health: YES</p> |
| <p>Contact Related Information:</p> <p>Community Schools Unit Saskatchewan Learning 2220 College Avenue Regina, SK S4P 3V7 787-9448</p> | <p>Contact Related Information:</p> <p>Interdepartmental Steering Committee: Shelley Hoover, Chair, Social Services Regina, SK 787-4909 shoover@ss.gov.sk.ca</p> <p>Saskatoon Regional Intersectoral Committee 933-5032</p> | <p>Contact Related Information:</p> <p>Integrated School-Linked Services Saskatchewan Learning 2220 College Avenue Regina, SK S4P 3V7 787-7790</p> | <p>Contact Related Information:</p> <p>SchoolPlus Unit 2220 College Avenue Regina, SK 787-6769 schoolPLUS@sasked.gov.sk.ca</p> <p>David Forbes Saskatoon Idylwyld MLA</p> <p>SK Culture, Youth & Recreation</p> |

*** KEY:**

Community Schools

Since 1980, Community Schools have pioneered a new approach to education in Saskatchewan. In 2002, 11 % of provincially funded Saskatchewan schools were designated as Community Schools. There were 88 officially designated Community Schools (funded) and 10 additional schools operating as Community Schools, but not necessarily receiving enhanced funding from Saskatchewan Learning (SK Learning, 2003). [See Appendix 5 for detailed history and overview of Community Schools.]

The Community School vision creates a learning program that is supported by the active involvement of parents, community members, integrated human services (education, health, social, justice and recreation) and community development activities. Together, these four key components enable students to learn, teachers to create a responsive and relevant learning experience, and parents and the community to share the responsibility for the education and wellbeing of children.

“Students have difficulty learning when they are hungry, emotionally distressed, lack stability and safety in their families and communities, are discriminated against, or when other primary needs are not being met” (SK Education, 1996, p.4). Increasing numbers of students needed a diverse range of human services to remove these barriers to learning.

“This understanding of what is needed for at risk students to succeed in school is challenging us to rethink the role of the schools, how educational and other services are delivered for children and families and who must be involved in the process” (p.4). Community Schools were implemented because children experienced difficulties in school that were often the result of circumstances in the home or community.

Four reasons were identified for promoting Community Schools in Saskatchewan (p.7). First of all, to meet the learning needs of growing numbers of students who coming to school with complex social, emotional, health and development problems that were barriers to learning. Secondly, to respond to the education needs of increasing numbers of Indian and Metis students by providing responsive, culturally affirming and academically challenging programs. Thirdly, to provide opportunities for Indian and Metis peoples to take a greater role in the management of their children’s education. Finally, to enhance parent and community involvement and encourage shared responsibility for the wellbeing and success of students.

Community Schools provided the framework and elements for a broadened definition of the role of schools to include an integrated, comprehensive range of supports and programs that students needed in order to learn (p.5). As we will see later, School Plus is extending further and building on the foundation of

Community Schools. “The vision of community schools is a vanguard of the School Plus concept” (Tymchak, 2001, p. 47). This is the key connection between Community Schools and School Plus.

Community School Vision

Centers of learning and hope for communities
Best educational practices to meet diverse needs of at risk students
Responsive, inclusive, culturally affirming, academically challenging learning program and environment
Address the challenges of the communities being served
Collaborative approaches to foster the wellbeing of the entire community

Goals to Achieve the Community School Vision

Learning success for all students
High quality education program
Shared responsibility: school staff, parents, community
Comprehensive, responsive, community-based human services (education, health, social, justice, recreation)
Aboriginal participation in public education
Stable, safe, supportive and healthy communities
Equity and cultural harmony
Best practices for at risk and Aboriginal students

Four Key Components or Strategies

1. The Learning Program

Grounded in the provincial core curriculum
Academic and life success for all students
Responsive, relevant, culturally sensitive and challenging curricula
Early intervention (pre-kindergarten) programs
Retention, re-entry & transition to high school programs
Adult and community education programming

2. Parent and Community Involvement

Sense of shared responsibility and partnership for education and wellbeing of children
Community as a resource for the school
Meaningful active participation
Inclusive of Aboriginal community participation

Educational opportunities for parents & community members – open door policy
Extended use of school facilities by the community (evenings, weekends, summer)

3. Integrated Services

Services are offered at **or linked** to the school
Target group is children at risk and Indian and Metis students
Collaboration and partnerships between agencies
Focus is on needs of children & families
Shared leadership
Community-based
Use existing financial resources
All about ‘fundamental change’
Services to be integrated and linked to the school: health, social, justice, recreation, cultural, employment, and adult education.

4. Community Development

Safe, stable, healthy home and community environment for children when they go home from school
Active involvement of community in the school
Active involvement of school in the community
School serves as a hub of community activities
Schools participate in safety, security, housing, anti-racism, justice, crime prevention, child care, employment and addiction activities

Integrated human services, parental and community involvement and the development of communities are viewed as essential to create supportive, safe, respectful and stable environments **out of school**. This will in turn directly affect children’s ability to be successful in the learning program.

The Community School’s policy framework (SK Education, 1996) identified health education, nutrition services and nutrition education under ‘health services’ that are to be integrated and school-linked. In addition, this framework identified sports and physical activity under the ‘recreation and cultural services’ to be integrated and school-linked.

Therefore, the Integrated Services component of the Community Schools approach seems to be the most likely fit for the health promoting activities of the HSFS. Interagency cooperation and community/school partnerships to link community resources and services to the school are also identified under the parent and community involvement component.

Advocating for Heart Healthy Public Policy in Community Schools

Structures

To influence the policy directions of Community Schools, the HSFS has several options. At the government level, Saskatchewan Learning manages the provincial Community Schools program. Secondly, at the local community level, each community school has a Community School Coordinator and a Community School Council (with a chairperson). In addition, most Community Schools have a Nutrition Coordinator who is directly responsible for a healthy school nutrition program and for conducting classes for parents and community members on nutrition.

At this time, a provincial organization that connects all of the community school coordinators could not be identified. Similarly, an association that links the community school councils (chairpersons) or nutrition coordinators provincially could not be identified. If provincial linkages emerge, these organizations or associations would be potential partners for the HSFS to influence the policies implemented on the ground in Community Schools.

Nutrition education and health education programs are identified as possible learning initiatives in the learning program component of Community Schools. In contrast, health promotion programs are identified as an example of integrated service programs included under the Integrated Services component.

Clearly identifiable physical activity programs were not listed under the examples of activities or initiatives that might be included in each of the four components in any given community school. Generic initiatives throughout all of the four components (such as after school and evening programs, school climate activities, summer programs, school break programs etc) could be assumed to include programs including physical activities for children.

Table 1 provides an overview of the key elements of the Community School policy framework. Table 3 provides an overview and summary of the key connections between Community Schools and the School Plus model.

Saskatchewan Action Plan for Children

In the summer of 1993, the government started a process to develop a Child Action Plan to improve the wellbeing of Saskatchewan children. A diverse range of groups and individuals across the province provided feedback, support and suggestions for this policy framework. The Child Action Plan or Saskatchewan Action Plan for Children was and is a major interdepartmental effort of Education, Health, Intergovernmental and Aboriginal Affairs, Justice, Municipal Affairs and Housing, Post Secondary Education and Skills Training, Community Resources and Employment, Northern Affairs and the Women's Secretariat (Government of SK, 2003).

The Saskatchewan Action Plan for Children (SAPC) is both a provincial strategy to enhance the wellbeing of Saskatchewan's children and a process for government, communities, organizations and individuals to collaboratively work together (Government of SK, 2003 b). Key issues facing Saskatchewan children were identified as: poverty, concern for Aboriginal people, children with disabilities, low birth weight children, violence and family violence, child care, changing needs of rural families, discrimination, racism and substance abuse (Government of SK, 1994). Saskatchewan families were facing serious challenges and needed support.

The SAPC provided a policy framework to guide the actions of those working together to develop common approaches to children's wellbeing. Prevention, health promotion and early intervention were identified as three key components of the SAPC. This innovative strategy and plan has grown from its initial vision into a significant collaboration and partnership between government and communities – a new way of doing new things. Communities determine the kinds of services and approaches and deliver them with the government's support and help.

While there are a diverse range of initiatives under the domain or umbrella of the SAPC (Government of Saskatchewan, 2002), five are highlighted as particularly relevant:

Building Independence – Investing in Families is a provincial strategy that is a direct outcome of the National Child Benefit Program to reduce child and family poverty.

KidsFirst is a provincial early childhood developmental strategy.

Role of the Schools Review conducted by the Role of the School Task Force.

Integrated School-Linked Services.

Minding the Gap, a Youth Leadership Symposium.

Saskatchewan Action Plan for Children's Vision

All Saskatchewan children will grow in environments that support their wellbeing and enable them to reach their potential.

This is the desired state for all of Saskatchewan's children.

Goals

Recognizing individuality, development and differences, children must be:

Valued with their needs, rights and protections recognized, respected and responded to.

Safe and protected from preventable harm, injury, trauma, death, abuse, neglect and exploitation in a safe, secure and nurturing environment (family home first, alternative as a last resort).

Secure and receive adequate food, shelter, clothing, transportation, as well as adequate financial, social, emotional, recreational and spiritual support through their families and communities.

Healthy and protected from preventable disease and disability and unhealthy practices.

Culturally connected and given the opportunity to value, preserve and participate in the life of their cultural community (priority for Indian and Metis peoples).

Socially responsible and give the opportunity to make meaningful contributions to others.

Knowledgeable and skilled through educational opportunities that give them the skills and abilities to develop their potential.

Advocating for Heart Healthy Public Policies with the SAPC Structures

The SAPC established the Saskatchewan Council on Children in March 1994 to represent a broad range of issues, service sectors and geographical areas of the province. The Council provided a forum for discussion and direction to the government in the areas of health, justice, education, recreation, housing, social services and other issues related to the wellbeing of children (Government of SK, 2003 c). The advice of this council has played a significant role in the ongoing development of actions taken under the umbrella of the SAPC.

The Interdepartmental Steering Committee coordinates the Action Plan. The Human Services Integration Forum coordinates central work across sectors on Action Plan initiatives. Nine Regional Intersectoral Committees do community planning and intersectoral work at the community level. The HSFS was among 52 organizations and individuals who prepared a written submission for the SAPC's Interdepartmental Steering Committee and the 1994 progress report on the wellbeing of children in Saskatchewan (Government of SK, 1994, p.39).

Table 3 provides an overview and summary of the key connections between the SAPC and the School Plus model. Table 1 summarizes the SAPC framework.

Integrated School-Linked Services

As we have noted, Integrated School-Linked Services is a major strategy under the umbrella of the Saskatchewan Action Plan for Children (Government of SK, 1994 b). It was also a major component of the Community School's policy framework.

Integrated School-Linked Services (ISLS) is an initiative of the provincial government in partnership with the Saskatchewan education system and other human service providers (Government of Saskatchewan, 2003 d). This simply means the schools, families, communities, provincial and community human service agencies all work together to meet the needs of children and youth in the public school system. The aim is for services that are integrated, school-linked, preventive and focused on the child within the context of family and community.

The key collaborative partners contributing to the ISLS policy framework were: Saskatchewan Federation of Home and School Associations; Saskatchewan Teacher's Federation; Saskatchewan School Trustees Association; League of Educational Administrators; Metis Nation of Saskatchewan; and the provincial departments of Indian and Metis Affairs Secretariat; Health; Justice; Municipal Government; Social Services; and Education, Training and Employment. (Government of Saskatchewan, 1994 b.)

Four key reasons were identified why schools, families, human service agencies and communities needed to work together (SK Education, Training & Employment 1994). First of all, the high incidence of families and children at risk because of poverty, family breakdown, violence, child neglect and abuse, and substance abuse make it hard for children to learn at school. Secondly, service fragmentation and lack of coordination for families at the community and provincial levels. Thirdly, to facilitate the efficient and effective use of government and community resources. There is an increasing demand for human services and limited resources. The number of different services a child or family is using needed to be reduced. Finally, part of the job of the school is to prepare children for life, so preventive and supportive actions taken early in a child's life will reduce the risks a child will face later on in life.

Integrated School-Linked Services' Vision

All Saskatchewan students will have the physical, social, emotional, cultural and spiritual supports needed to learn and grow to become self-fulfilled, caring and contributing adults.

Saskatchewan's human service delivery system will be coordinated, comprehensive and responsive in meeting the needs of children and families at risk.
ISLS requires fundamental change.

Goal

The primary goal of ISLS is to help all children participate fully in school and succeed.

The focus is on the needs of children at risk.

The challenge is to rethink how services are provided.

Human Services to be Integrated and School-linked

Education
Health
Justice
Social
Recreation
Culture
Addictions

Moreover, an extremely diverse and broad-based array of programs within and connected to these departments are identified as potential services for integration ((Government of SK, 1994 b).

Advocating for Heart Healthy Public Policies in Integrated School Linked Services Structures

Somehow ISLS needs to include voluntary sector agencies that deliver many programs and services at the community level so all stakeholders who share common concerns about children can coordinate their actions around shared goals and objectives for children.

ISLS are primarily based in local communities with the key structure being the ISLS planning team and its partners. A way for the HSFS to work with these local ISLS planning teams at the provincial level was not clearly evident. However, Saskatchewan Learning can provide examples of ISLS throughout the province. In addition, Integrated School-Linked Services can be influenced at the government level through Saskatchewan Learning.

Table 1 summarizes the policy framework of ISLS. Table 3 provides an overview and summary of the key connections between Integrated School-Linked Services and the School Plus model.

School Plus

The Final Report of the Task Force and Public Dialogue on the Role of Schools has outlined a new course of action called School Plus (Tymchak, 2001). School Plus is a model that views schools as centers of learning, support, and community for children and their families. This model significantly extends further and builds upon the foundation of Community Schools. “The vision of community schools is a vanguard of the School Plus concept” (Tymchak, 2001, p. 47). Furthermore, Integrated School-Linked Services are also a key cornerstone of the School Plus model.

Table 2 is an overview of the School Plus model. The *School* or left side of this framework refers to the major component of public education and the new school (opportunities). The *Plus* or right side of this framework refers to the major component of human service delivery and healthy development for all children (supports).

School Plus has been described as a new concept, a new school, a new social institution, and a new organizational environment. School Plus focuses on the dual role of high quality public education within the context of a new environment for human service delivery and support for children and youth. The school and human service delivery systems are no longer viewed as distinct, separate agencies.

The new school is to look different physically, with a new staff configuration, a new legal and staffing environment and with an increased focus on e-learning. Similarly, the human service delivery system is a new network where the day to day work of human services staff is based in the school setting. The school becomes the focal point for delivery, moving beyond integrated school-linked services to integrated school-based services.

School Plus is described as a change process for the education system, the human service sector and the local community. Children’s needs are at the forefront of this model, with schools expected to be student-ready rather than children expected to be school-ready.

Simply, School Plus is designed to strengthen the public education system with high quality educational opportunities for all students. The aim is life success and educational success for all children. Moreover, Saskatchewan Learning’s provincial Core Curriculum is not designated for any changes. The cornerstone

for strengthening public education will be the Community Education philosophy or Community Schools. All schools will adopt the Community Education philosophy; some schools will be designated as Community Schools and receive additional funding.

Table 2: Overview of

SCHOOL PLUS

is a
 New model
 New concept
 New social institution
 Driven by 14 tectonic forces
 Youth and community friendly
 New organizational environment
 Education and development of the whole child

| | | |
|-------------------------------|--|--|
| Dual Role: | Public Education | Environment for Human Service Delivery |
| Two Major Components: | New School new staff & legal environment e learning | New Network human service delivery: day to day work in the school |
| Change Process: | Change Process for Education System and Human service sector and Local Community | |
| Goals: | Opportunities high quality educational opportunities for all children | Supports supports to meet learning needs of all children |
| Two Primary Functions: | Strengthen Education System Educate children | Strengthen Delivery of Human Services Support human service delivery |
| Children’s Needs: | Life and Educational success for all students ‘student-ready schools’ core curriculum | Healthy dev’t and Wellbeing health, nutrition, recreation culture, social&justice services |
| Key Changes: | Community Education Philosophy for all schools Community School status for some more schools (\$\$) more open, inclusive life long learning, diversity | Intergrated School-Linked Services that are school-based Different ways of working together: service integration & interagency collaboration shared plan of action |

Collaborative Leadership
changes in administration
in local schools

InterAgency NetWork
mandated collaboration
shared services
co-terminous boundaries

In tandem, School Plus is designed to strengthen the delivery of human services with service integration and interagency collaboration. The aim is healthy development and wellbeing of all children. Healthy development of the whole child, not only intellectually, but socially, emotionally and physically is the “Plus” in School Plus. Health, nutrition, recreation, culture, social and justice services are described as keys to this emphasis on healthy development. The cornerstone for strengthening human service delivery is Integrated School-Linked Services that are to be school-based. All schools will have shared services with coterminous boundaries; collaboration will be mandated in all schools.

School Plus Vision: Two Primary Functions of Schools

The first primary function of schools is to educate children and youth developing the whole child, intellectually, socially, emotionally and physically.

The second primary function is to support human service delivery at the community level so schools serve as centers at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.

School Plus Goals

1. All Saskatchewan children and young people will have access to the supports they need for school and life success.
2. Shared responsibility for the wellbeing and education of children and youth.
3. A harmonious and shared future will be build with Aboriginal people in the province.
4. High quality integrated services and supports will be linked to schools at the community level.
5. Capacity within the provincial education system will be strengthened to deliver high quality learning programs.

14 Forces Driving School Plus

The key factors or forces impacting on the lives of children and the capacity of schools:

Special needs mainstreaming and the role of the teacher

Rural depopulation and decline
Information society and globalization
Poverty amidst extensive affluence
Growing number of children at risk
Pupil mobility between schools and out of school
Family changes and increasing numbers of lone parents
Cross cultural issues
Human services integration and the expanding role of the school
Demographic shifts and growth of Aboriginal population
Curriculum reform and implementation of the Core Curriculum
Career concerns and the idea of life long learning
Violence in school settings and bullying
Student attitudes and behavior and meeting emotional needs of children

In Canada, “few policies are aimed directly at school-aged children apart from public education, which, itself, is being threatened by funding cuts and other pressures in the system” (Jenson & Stroick, 200?), p. 35). School Plus is a new course of action for and a new way of looking at schools. School Plus will become part of a strong social safety net for better outcomes for all Saskatchewan children.

Human Services to be Delivered and Integrated

The suggested mix of interagency human services has been identified as: Education, Health, Social Services, Justice, Post Secondary Education & Skills Training and Culture, Recreation & Youth (Government of Saskatchewan, 2002 b).

School Plus and the Right Way to Do School

Simply put, the Role of the School Task Force (Tymchak, 2001) viewed Community Schools as the ‘right way to do school’ for all children in Saskatchewan. School Plus (Tymchak, 2001, p.48) defined the Community School Philosophy as:

School views itself as an integral part or heart of the community
The whole community is viewed as a resource for the school
Parents are meaningful partners in the education of their children
Culture of the children and community is reflected in the school
A school adapts the learning program to the needs of the children
School that takes a developmental asset approach (strengths) not a deficit approach (weaknesses) to children
Students are involved in leadership and decision-making in the school
School facilities are a resource for all of the community members

School Plus's view of Community Schools is consistent with the Community School policy framework (Saskatchewan Education, 1996).

School Plus is the vision that is driving all schools in the province toward adopting the Community Education or School Philosophy. However, School Plus advocates that funding does not have to be tied to becoming a Community School. Therefore, all schools will adopt the Community School Philosophy, but only select schools (with at risk students) will receive some degree of funding to become Community Schools.

Advocating for Heart Healthy Public Policies in School Plus Structures

To influence School Plus in the area of implementing the School Plus vision, the Saskatchewan Council on Children and Youth is the primary structure that is responsible for creating a broad based consensus building process. This consensus building process is to create broad understanding and support for the vision and would be a key area for the HSFS to have a voice.

To influence School Plus in the area of how existing schools make the transition to School Plus, the HSFS would work through the newly established Strengthening Education Capacity Form. This forum is to work toward all schools adopting the Community Education philosophy and some schools in high need areas will become Community Schools with additional funding.

To influence School Plus in the area of how human service delivery sectors can work together in different ways, the HSFS would work through the Interdepartmental Children and Family Services Integration Forum.

To influence School Plus at the government level, Saskatoon Idylwyld MLA, David Forbes has been appointed as Legislative Secretary to the Minister of learning, to oversee the implementation of School Plus. As the Legislative Secretary, David Forbes will strengthen the liaison relationships with the education community and other human service sector partners. He would be a key or lead minister to work through or with.

Table 1 provides the comparative summary overview of School Plus. Table 3 provides an overview and summary of the key connections between Community Schools, the Saskatchewan Action Plan for Children, Integrated School-Linked Services and the School Plus model.

Table 3: Overview of Connections between School Plus and 3 Policy Frameworks

| School Plus And . . . |
|---|
| <p>Community Schools</p> <p>Community Schools lead the way (vanguard) in the School Plus concept. Community Schools are the right way to do school for all children, not just for ‘at risk’ and Indian and Metis students. The complex emotional, health and developmental problems identified as ‘at risk’ learning barriers driving the Community School philosophy are similar to & included in the 14 tectonic forces driving the new School Plus concept. The existing policy of Saskatchewan Education is to actively promote and support the adoption by school boards of a Community School approach to meet the learning needs of at risk students. In contrast, the School Plus concept promotes the adoption of the Community School Philosophy by all school boards in the province for all students. Community Schools and School Plus are both anchored in Saskatchewan Learning’s Core Curriculum. Community Schools and School Plus essentially identify the same human services. However, Community Schools call for integrated school-linked services whereas School Plus goes further and calls for these integrated linked services to be school-based.</p> <p>Saskatchewan Action Plan for Children</p> <p>Most of the key issues facing children in 1994 are identified in the 14 tectonic forces driving School Plus. SAPC’s progress report in 1994 argued that there was “no mention of the role of schools or education . . . perhaps the meaning is implicit that the school becomes the focal point of any integrated services, however, . . . this point needs to be very clearly stated in any materials, policy, protocols or guidelines developed for future use” (Government of SK, 1994, p.14). School Plus does this. Saskatchewan Council on Children under the SAPC expands to now become the Saskatchewan Council on Children and Youth (2001) to oversee the implementation of School Plus.</p> <p>Integrated School-Linked Services</p> <p>School Plus brings the fundamental change that integrated school-linked services are all about, School Plus goes beyond tinkering at the edges to force the integration of the delivery of human services. ISLS has emerged as a major thrust of the new School Plus model advocated by the Task Force on the Role of the Schools (2001). While ISLS has integrated funding sources for children and youth, School Plus wants to extend this to integrated funding sources at the community level for integrated service delivery. While ISLS advocated for programs with interdisciplinary service delivery teams, School Plus pushes the envelope toward an interdisciplinary and integrated delivery of service.</p> |

Building Independence – Investing in Families

Community Schools, the Saskatchewan Action Plan for Children, Integrated School-linked Services, and School Plus have all identified poverty as a day-to-day lived experience for some children and youth in Saskatchewan. Adequate family income is important for good outcomes in all children and youth.

In 1998, Canada and Saskatchewan agreed to work together to address child poverty. The federal government and territories started the **National Child Benefit** program. This is a selective benefit program created to fight child poverty and help families move from welfare to work.

The National Child Benefit (NCB) provides the framework for child benefits. IT is composed of:

The basic Canada Child Tax Benefit,
A low-income supplement, and
Provincial reinvestment commitments.

In order to help all children in Canada have a strong start, the Canada Child Tax Benefit helps more than 80% of families with the cost of raising children under 18 (Government of Canada, July 2003). However, the amount of the basic tax benefit families receive is reduced in proportion to their income once it reaches \$25,921. In addition, the National Child Benefit Supplement (NCBS) provides extra support to those who need it the most in Canada.

The NCB supplement to low income families is \$605 for one child and \$1,010 for two children. Both the basic payment and the low-income supplement (and therefore the maximum benefit) are available to families whose incomes are under \$20,921. The low-income supplement disappears at \$25,921. A family with two children can receive a maximum annual benefit of \$5,055 in 2003 (Government of Canada, July 2003).

Provinces can either deduct the amount of the NCB from social assistance or tax it. Saskatchewan deducts the amount of the supplement from the payments made to social assistance, while New Brunswick and Newfoundland do not do this (Jenson & Stroick, 2002). Saskatchewan reinvests these funds in new or expanded programs.

Saskatchewan, under the umbrella of the Saskatchewan Action Plan for Children, used these savings to help introduce the **Building Independence** Strategy (Saskatchewan Government, July 2003). The Building Independence strategy consists of **eight** programs that help families enter the workforce and improve their incomes:

The *Saskatchewan Employment Supplement* (SES) is a monthly benefit that supplements the income earned by lower income parents to assist with the child-related costs of working. This is a tax-free cash supplement to add to the family earnings. People receiving SES are automatically entitled to *Family Health Benefits*.

The ***Saskatchewan Child Benefit*** (SCB) is a monthly benefit (income-tested) that assists low-income families with the costs of raising children. Revenue Canada administers Saskatchewan's Child Benefit program. The SCB is integrated or combined with the Canada Child Tax Benefit and the NCB into one joint monthly payment. The SCB is a monthly child allowance paid to eligible families. The SCB is **intended** to provide for children's basic food, clothing and personal needs and therefore is not taxed. If a family is eligible for the SCB they automatically qualify for partial health benefits (for example, medicine, eye exams and glasses, dentist visits and dental work).

Family Health Benefits help low-income families for their children's optical, dental, drug and other health expenses. In 2003-2004, Saskatchewan will extend health benefits for persons with disabilities who leave social assistance for employment.

The *Provincial Training Allowance* provides income support to people enrolled in Adult Basic Education programs.

Child Day Care Subsidies assist low-income parents to enter and remain in the workforce or in school by subsidizing the cost of licensed child care services. In 2003-2004, Saskatchewan will invest money in 500 additional licensed child care spaces and increase Early Childhood Services grants.

Employment Supports assist people to secure and maintain employment. Saskatchewan will continue to invest money in programs to help people with multiple barriers so they are able to find and maintain employment.

JobsFirst matches employable people applying for welfare with local job opportunities. JobsFirst is to expand to the entire province in 2003-2004.

The *Transition Employment Allowance* provides short-term financial support to people who are participating in the JobsFirst program.

Building Independence has contributed to substantial decrease in welfare dependency in Saskatchewan. 6,000 families (including 13,000 children) are reported to have left welfare since 1996-1997 (Saskatchewan Government, July 2003). Welfare caseloads are also reported to have decreased each year since 1994-1995. In related funding initiatives in 2003-2004, Saskatchewan will

invest money toward approximately 400 new affordable low-income housing units.

Adequate income (preferably earned income) is one of three enabling conditions identified as underpinning good child outcomes by the Canadian Policy Research Network (Jenson & Stoick, 2002). Adequate family income is needed to meet the physical needs of children for food, shelter, clothing and safety. In addition, adequate family income is needed to meet the social development of children by participation in stimulating and healthy activities.

However, adequate income is only one part of the policy mix for good child outcomes that also includes effective parenting and supportive community environments.

The Canadian Policy Research Network has identified that there is little recognition of the costs that all parents bear when raising children (p.18, Jenson & Stroick). In addition, there is insufficient income support for low and middle-income families with children, thereby generating a “poverty of opportunity” because many parents cannot meet both the physical and social needs of their children (p.18).

Community Resources and Employment

As part of the Saskatchewan government’s movement toward greater policy and service integration, housing, employment and social services were consolidated into a single Department to strengthen the resources available to help families. It is important to note that as of April 1, 2003, the Department of Social Services in Saskatchewan became the Department of **Community Resources and Employment**.

Table 1 identifies this new name for Social Services. This department’s aim is to improve quality of life for individuals and families. Their new name reflects a new approach that is built on the “belief that a good life is built on a foundation of employment, healthy family life, and strong connections with the communities in which we live.”

An extensive analysis of the vision, mandates, policies, and views of this new department related to protecting children’s health versus meeting basic needs is beyond the scope of this environmental scan.

Conclusions

Table 1 (p.13, final row of tabular presentation) connects the four policy frameworks to the four main heart healthy goals (healthy eating, physical activity, smoke-free, emotional health) that might be met by policies for children and youth. This visual representation simply identifies:

YES, the policy framework directly has the potential to help meet one of the HSFS four goals and therefore could contribute directly or indirectly to the primary prevention of heart disease and stroke through increasing physical activity, healthy eating, smoke-free home and public environments, and emotional health, or

NO, the policy framework may not have the potential to help meet one of the HSFS four goals and contribute to the primary prevention of heart disease and stroke through physical activity, healthy eating, smoke-free environments and emotional health.

Community Schools' goal of building safe, stable, supportive and healthy communities for all children has the potential to meet all four goals of the HSFS. The Saskatchewan Action Plan for Children clearly spells out its goals for healthy children who are protected from preventable diseases and unhealthy practices, in addition to goals for adequate food, recreational support, and a safe healthy environment (smoke-free).

A key finding of this environmental scan is that School Plus is deeply interconnected to the Community Schools and the Integrated School-Linked Services policy frameworks, in addition, to linking to the Saskatchewan Action Plan for Children. **As a result, a key message of this environmental scan is that School Plus has the potential to meet all four goals of physical activity, healthy eating, smoke-free environments and emotional health toward the primary prevention of heart disease and stroke.** Therefore, the development and implementation of healthy public policy within the School Plus model has the potential for a significant impact on the heart health of children and youth in Saskatchewan.

For example, a school-based nutrition policy without supportive policy leadership cannot succeed (Halland and Yee, 1993). While individual schools may pursue good nutrition (or increased physical activity, tobacco-free zones, and zero-tolerance for bullying and violence) the challenge for the Heart and Stroke Foundation is to advocate in such a way that these behaviors will be institutionalized in all schools throughout Saskatchewan. The Healthy Public Policy Advisory committee could advocate for and support policies promoting heart health through School Plus.

The children and youth environmental scan has identified the key connections between four major Saskatchewan policy frameworks or courses of action. This scan documented the findings and identified key structures for advocating for heart healthy public policy.

Heart health is everyone's responsibility. The Heart and Stroke Foundation of Saskatchewan and the Healthy Public Policy Advisory Committee build heart healthy public policy as they:

work collaboratively with other organizations and partners;
identify and support public policy that makes a difference to the heart health of children and youth;
encourage public dialogue on heart healthy policy options; and
ensure that policies are implemented.

Questions to Ponder

New ways of working together?

1. The HSFS primarily uses intermediaries such as teachers, health professionals and other professionals who work with children as a usual way of work in health promotion (rather than direct program delivery). This usual way of work may be altered as School Plus aims to change things so that "teachers attend to teaching and learning" (Tymchak, 2001, p.73). Teachers' primary responsibilities are viewed as academic instructors rather than as health workers attending to other-than-schooling needs. Will teachers continue to be intermediaries available to the HSFS? Or will new staff linked to and based in the schools (public health nurses, health workers, health educators) become new intermediaries and a new way of work for the HSFS? New ways of working together are inherent in the concept of service integration.

HSFS and the School Plus human service delivery network?:

2. In School Plus, the *school will be the focal point for delivery of services*. Somehow this needs to include voluntary sector agencies that deliver many programs and services at the community level so all stakeholders who share common concerns about children can coordinate their actions around shared goals and objectives for children. How will the HSFS have a presence in the human service delivery network based in the schools? In the inevitable juggling and transition to School Plus, the HSFS may be

working with human service delivery school-based staff (not teachers) to implement various programs and initiatives. For example, will the present ways of promoting increased physical activity and healthy eating (Heart Healthy Kids Kit, the Jump Rope, Hoops for Heart) in the schools still function or work the same way?

Population health promotion traffic jam at the classroom door?

3. Schools are compulsory in Saskatchewan and are for the most part, located close to families. Therefore, schools are a favorable setting or **entry points** for many groups targeting specific health issues (diabetes, tobacco reduction, obesity, head injuries, nutrition) and working in population health promotion with the population subgroup of children. All of this *population health promotion traffic* at the entry point of the school is on the verge of being re-routed in such a way as to relieve the strain on the teachers in the classroom and the competition for non-academic instruction time. Jump Rope, Hoops for Heart, and Heart Healthy Kids Kits compete for non-academic instruction time with Brain Walks, Bike Rodeos, anti-bullying programs, Just Say No and numerous other prevention programs. School Plus advocates meeting the healthy development and wellbeing needs of children (nutrition, increased activity, tobacco-free, support) through strengthening the delivery of human services in the school setting. Who is minding (coordinating, facilitating) the health promotion traffic jam at the classroom door?

Building Healthy Public Policy

Heart healthy knowledge and learning needs:

4. A key objective and priority of School Plus is in “achieving *wellbeing* of children and youth through supports to meet their **learning needs**” (Government of Saskatchewan, 2002b, p.12). The HSFS is working upstream in the area of primary prevention of heart disease in children and youth. The HSFS promote an understanding of the connection between taking action on nutrition, physical activity, tobacco-free zones and psychosocial support in terms of preventing heart disease in middle age and improving learning outcomes. How do nutrition, physical activity, smoke-free air and psychosocial support achieve wellbeing as it relates to the learning needs of children and youth? What can we do to improve the health and wellbeing of all children so they learn effectively (and in tandem, so fewer children grow up to develop heart disease?). This simply frames the heart health issue clearly based on who is to be influenced.

Heart healthy goals and multi-sector collaboration in School Plus:

5. The HSFS would be able to advance their heart healthy goals in collaboration with other sectors in the new model of School Plus. The HSFS fulfills its heart health mission in context of the overall School Plus goal of healthy development and wellbeing for children and youth. For example, the HSFS focuses on school practices (pop in drink machines, scheduled physical activity time) rather than on individual student behavior (junk food junkies, couch potatoes, activity-resistant). In addition, the HSFS needs to be on the lookout for goals in one policy area (eliminating recess breaks in order to decrease opportunities for bullying and increase safety) that negatively affect a goal in another policy area (eliminating recess breaks decreases opportunities for physical activity).

Building common language:

6. Early intervention and prevention language and concepts are concentrated in the Pre-Kindergarten and KidsFirst programming work in Community Schools. Pre-kindergarten programs are upstream primary prevention programs in the education setting. This is very similar to the HSFS emphasis on primary prevention of heart disease. While the education sector and health sector use different terminology, the underlying action being taken is the same. Identifying and building on this common language is important as sectors integrate and move toward different ways of working together.

HSFS, Culture, Youth & Recreation and In Motion:

7. The recently established department of **Saskatchewan Culture, Youth and Recreation** is one of the key government departments identified as a foundation for the commitment to the physical, social and cultural wellbeing of youth in School Plus (Government of Saskatchewan, 2002b, p.14). This department is engaged in the School Plus Model to enhance the links between school initiatives and activities outside of schools, particularly in the area of physical activity. Moreover, this department has identified Saskatoon District Health's promotion of **In Motion Schools** (a school that offers 30 minutes of physical activity to every child every day) as targeting the potential schools offer. This provincial department will develop strong links with province wide culture, sport and recreation associations and school boards/schools. Therefore, Culture, Youth and Recreation and In Motion will be increasingly important partnership contacts for the HSFS in taking collaborative action to increase physical activity in children and youth.

HSFS and healthy eating in the environment of School Plus:

8. The HSFS can continue to advocate that children are taught the principles of healthy eating as part of the school curriculum. In tandem, the school environment of School Plus must support this learning by modeling what is taught through what is done in practice. Healthy eating choices must be taught in the curriculum and be the easier choices in the day-to-day school environment. The HSFS' continued effective policy leadership could ensure that there is increasing consistency between theory and practice in the new environment of School Plus. Indeed, the School Plus model may provide a new window of opportunity for significant change in school food policies given the idea that this is a new environment, a new way of doing things. This builds on and strengthens the work that the Healthy Public Policy Advisory committee is doing on examining nutrition practices in Saskatchewan schools.

HSFS and physical activity in the environment of School Plus:

9. Similarly, the HSFS can continue to advocate that children are taught the importance of physical activity as part of the school curriculum. In tandem, the school environment of School Plus must support this learning by modeling what is taught through what is done in practice. The importance of physical activity must be taught in the curriculum and be a clear part of the day-to-day school environment. The HSFS' continued effective policy leadership could ensure that there is increasing consistency between theory and practice in the new environment of School Plus. Indeed, the School Plus model may provide a new window of opportunity for change in the quality daily physical education of children given the idea that this is a new way of doing school. Partnerships with In Motion, Culture, Youth & Recreation, and the Saskatchewan Physical Education Association could jointly support a heart healthy environment. For example, every School Plus school becomes an **In Motion School** as part of School Plus policy. [In addition, School Plus advocates for the school to become the hub of activity in the community during school and after-hours. This can directly increase physical activity with the free use of school facilities for recreation for families and children during designated hours.]

HSFS and tobacco free school zones:

10. The HSFS could continue to promote the Tobacco Free School Zone concept in all schools in Saskatchewan through its work with the Saskatchewan Coalition for Tobacco Reduction. Support for a Tobacco

Free School Zone policy involves encouraging dialogue on this school policy option at the level of School Plus and its implementation. Not just the school building, but the ground and everything connected to it, twenty-four hours a day, seven days a week, for everyone, no exception. As all schools move to adopt the School Plus model, this is the window of opportunity to ensure that Tobacco Free Schools Zones are a clear policy of the School Plus model. The timing is right for the HSFS and the Saskatchewan Coalition for Tobacco Reduction to move the Tobacco Free School Zone concept forward to the policy level of School Plus. The heart of this advocacy is that every School Plus school is a tobacco free zone school. Again, HSFS work at the policy level simultaneously with existing HSFS work at the community level (individual schools or divisions adopting the tobacco free school zone concept) strengthens the overall primary prevention work.

HSFS and Saskatchewan Learning's Core Curriculum

11. The School Plus vision sees the provincial core curriculum reform of the 1980's as finally becoming reality in the School Plus classroom. Under the Core Curriculum there are six **common essential learnings** (communication, numeracy, critical and creative thinking, technological literacy, personal/social values and skills, independent learning) and seven **required areas of study** (language arts, mathematics, science, social studies, health education, arts education, and physical education). The core curriculum is built upon resource-based learning (approach to curriculum using a broad variety of resources -print & non-print- and resource people versus text-book based).

Teachers' implementation efforts make the core curriculum a reality. The HSFS could examine the core curriculum in two required areas of study, **health education** and **physical education**, with respect to heart healthy knowledge and activities related to healthy eating, physical activity, smoke-free and emotional health. The HSFS could extend existing work in health promotion and the development of resources (for example, Heart Healthy Kits). The development of heart health resources that provide high quality, resource-based learning materials for teachers could: 1) support efforts to implement the core curriculum; and simultaneously 2) advance the heart healthy goals of the HSFS.

For Another Time . . .

12. How do organizations that focus on one risk factor (for example physical activity by KidSport) view their responsibility for a holistic approach to the

determinants of health? [For example, KidSport with Coca-Cola & Mitchell's Gourmet Foods as partners]. This was one of the potential phase 2 questions (Appendix 4) that emerged from the phase 1 work of the environmental scan. While it did not have a good fit with the overall direction of phase 2 work, this question could be the focus of a subsequent study.

How do groups taking action on a single risk factor (for example, physical activity) see their shared responsibility for taking action on other conditions/factors (healthy eating, tobacco-free) that influence the health of children and youth?

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APPENDIX 1

Heart & Stroke Foundation of Saskatchewan
Environmental Scan: May/June/July 2003

DATA COLLECTION GUIDE

| | |
|---|--|
| Organization, Program, Initiative or Policy | |
| Source of information (documents, website) | |
| Contact Information: | |
| Funding from: | |
| Taking Action on what: (determinants of health) | |
| Who is doing it? partnerships/collaboration | |
| Target group (with whom?) | |
| Numbers affected | |
| Location: (where) | |
| Brief Program Description: Primary Goal | |
| Time Frame: How long it has been going: | |
| Outcomes: | |
| Other: | |

APPENDIX 2

Heart & Stroke Foundation of Saskatchewan
Environmental Scan: May/June/July 2003

DATA COLLECTION OVERVIEW GUIDE

| | |
|---|---|
| Organization, Program, Initiative or Policy | <i>NAME, identifying information</i> |
| Source of information (documents, website) | <i>Primarily looking at website information sources & source documents</i> |
| Contact Information: | Provide basic contact information; focus on stable, long term contact info |
| Funding from: | Identify key funders |
| Taking Action on what: (determinants of health) | <i>Looking for action taken on key heart healthy issues: increasing physical activity; nutrition/ healthy eating patterns; smoke-free environments; and healthy emotional development/ support. Looking for action that makes it easier to make healthy choices. Primary prevention</i> |
| Who is doing it? partnerships/collaboration | <i>Looking for multi-sector collaboration and formation of partnerships; looking for community participation and involvement; community-based actions</i> |
| Target group (with whom?) | <i>Looking for a focus on: the population of children/youth (5 years & over); increasing the ability of children to take action; working with children at both the individual and community level; connecting children with family, friends, community; peer to peer emphasis. "youth at risk"</i> |
| Location: (where) | <i>Saskatchewan; provincial level focus versus the local community level</i> |
| Brief Program Description: N.B. Primary Goal | <i>Looking for: Creation of new social or physical environments to support heart healthy children (esp in schools, play and activity places, the community) Action taken on conditions for promotion of health Reduction of risk factors (particularly physical inactivity, stress, obesity, poor nutrition, ETS) Focus on the big picture; multi-strategies Removing barriers that make it harder for some children Makes healthier choices the easier choices Policies that make a difference</i> |
| Time Frame: | <i>Looking for ongoing, long term support or actions rather than one time or short term interventions</i> |
| Outcomes: What has happened as a result? | <i>Looking for small changes by large numbers or percentages of children Recognize that success is marked long term by a non-event (ie. No stroke or heart disease; no obesity)</i> |

| | |
|--------|--|
| | |
| Other: | <p>Who can the Heart and Stroke Fund work with to improve the health of children in the whole community so fewer children will grow up and experience heart disease or a stroke?</p> <p><i>Where is there room for action or the timing is right for action? Impact through Advocacy? Particularly related to policy development?</i></p> <p><i>What organizations, community groups, programs, initiatives, policies are helping create the conditions that must be in place for all children in Saskatchewan to have the best possible heart health?</i></p> <p><i>Must be clear, practical resource / information for HSF staff.</i></p> <p><i>Current statistics, surveys, information regarding NUTRITION, PHYSICAL ACTIVITY, EMOTIONAL HEALTH of children</i></p> <p><i>Key issues under Nutrition: food security, good food box</i></p> |

APPENDIX 3

Phase 1 Findings from Web-site Scan

4H Clubs
Big Brothers/Big Sisters of Canada
Boy Scouts of Canada
Boys and Girls Clubs of Canada
Canadian Child Care Federation
Canadian Health, Physical Education, Recreation and Dance
Canadian Fitness and Lifestyle Research Institute
Canadian Institute of Child Health
Canadian Living Foundation (Breakfast for Learning)
Child Hunger and Education Program
Child Welfare League of Canada
Community Schools
Family Service Canada
Foundation for Active Healthy Kids
Girl Guides of Canada
Go For Green
Health Canada – Division of Childhood and Adolescence
Kids Help Phone
KidSport Saskatchewan
Laidlaw Foundation
National Child Benefit
National Children's Alliance
Orange Benevolent Society
Red Cross
Ranch Ehrlo Society
Saskatchewan Action Plan for Children
Saskatchewan Co-operative Youth Program
Saskatchewan Physical Education Association
School Plus
Vanier Institute of the Family

4 H Clubs

www.4-h-canada.ca

613-2324-4448

cforrest@4-h-canada.ca

The **primary goal or mission** of the 4 H programs in Canada is the growth and development of rural youth. The 4-H program in Canada is administered by Provincial 4-H Agencies, which are usually a partnership between the Provincial Ministry of Agriculture and a volunteer Provincial 4-H Council.

4H has been in Canada since 1913 when it began in Roland, Manitoba. 4H Clubs receive funding through donations as well as the Canadian 4H Foundation. The Foundation is a not-for-profit organization whose main purpose is to raise funds, which are used to support the continuation of national 4-H programs. 4H Clubs are taking action on physical activity and nutrition. Project examples include Healthy Eating Round the Clock and Cooking out for #1. Their target population is children and youth between the ages of eight and twenty-one and they have approximately 33,500 members across Canada.

The 4H Pledge: I pledge: My Head to clearer thinking, My Heart to greater loyalty, My Hands to larger service, My Health to better living for My Club, my community, and country. The 4th H, Health – to resist disease, enjoy life, and make for efficiency, came into place in 1911.

Breakfast for Learning [Canadian Living Foundation]

www.breakfastforlearning.ca

Toll free: 1-800-627-7922

Saskatchewan 384-7041 or scnnsk@hotmail.ca

Breakfast for Learning is a national, non-profit organization dedicated to supporting child nutrition programs in Canada. Their **primary goal or mission** is to ensure that every child in Canada attends school well nourished and ready to learn. Breakfast for Learning provides nutrition education resources to children, parents and schools. They support national research on the link between nutrition and learning in Canadian Schools.

Breakfast for Learning has been in operation since 1992. They are a registered Canadian charity and receive funding from nutrition programs grants, donations, corporate donations, government funding, and local community support. Breakfast for learning takes action on nutrition and currently funds 1,850 child nutrition programs in Canada. Their target population is school-aged children. They have helped serve nutritious meals to over 667,000

children so far and are located in over 6,900 communities, in every province and territory in Saskatchewan.

Breakfast for Learning has formed a three year partnership with Canadian Pacific Railway to provide financial support for Breakfast Learning programs and take part in awareness building events. They have also partnered with McDonald's restaurants of Ontario in fundraising drive for one year.

Did you know that...

32% of elementary school students and 62% of secondary school students do not eat a nutritious breakfast before heading to school in the morning. One in five children in Canada do not get the five recommended servings of fruits and vegetables required daily. Nearly 50% of nine, twelve and fifteen year olds do not maintain a balanced diet.

Big Brothers/ Big Sisters

www.bbbsc.ca or www.saskatoonbigbrothers.org
Saskatoon 244-8197 National 1-905-639-0461
bbrother@saskatoonbigbrothers.org

Big Brothers/Big Sisters is a leading, national child and youth serving organization that provides mentoring programs across the country. Their **primary goal or mission** is to commit to Canada's young people that we will be leaders in providing them with the highest quality volunteer based mentoring programs. Mentoring programs include: Big Brother/Big Sister – matching male/female volunteers to a young boy/girl; Couples for Kids; In-School Mentoring; Kids 'n Kops etc.

Big Brothers has been in operation in Saskatoon since 1971. Big Brothers/Big Sisters receives funding from donations, sponsors and fundraisers. Big Brothers/Big Sisters takes action on emotional health and physical activity. Big Brothers/Big Sisters has 181 local agencies located in three hundred Canadian communities. Their target population is boys and girls from six to sixteen years. Big Brothers in Saskatoon serves 134 children.

Big Brothers/Big Sisters collaborates with local school boards, the business community, and local police departments to run some of their mentoring programs.

Did you know that...

76% of little brothers grades improve, 80% have better school attendance, 66% have a better sense of right and wrong, 82% have better teacher relations, and 91% feel better about themselves.

Boys and Girls Clubs of Canada

www.bgccan.com

Saskatoon 244-7820 Fax 244-0089

saskatoonbandgclubs@shaw.ca

Boys and Girls Clubs of Canada is a leading national, youth-serving organization dedicated to providing quality services that promote the healthy growth and development of young Canadians. Their **primary goal or mission** is to, along with families and other adults, offer children and youth opportunities to develop the skills, knowledge and values as they seek to become fulfilled individuals.

Boys and Girls Clubs of Canada have been in operation for over 100 years since 1900. They receive funding from donations, grants, and partnerships with corporations. Boys and Girls Clubs of Canada are taking action on all aspects of health – emotional health, physical activity, nutrition and smoking. Boys and Girls Clubs are located in communities nation wide. They can be found in cities, rural communities and on reserves. Their target population is children and youth and currently they serve more than 140,000 children and youth throughout Canada.

Boys and Girls Club programs are related to the four cornerstones of healthy child development: (1) personal growth and empowerment, (2) learning, (3) community service, (4) health and safety. An example of a program is Youth at Risk – with the support of Health Canada and the Canadian Association for the Advancement of Women in Sports and Physical Activity, the Boys and Girls Clubs have created a variety of initiatives to help youth at risk across Canada gain valuable life skills that will enable them to make positive life choices, particularly aimed at girls and young women, youth from First Nation communities and youth who are new to Canada. Take it E.A.S.Y (youth empowerment and self esteem) sponsored by Unilever Canada, is a developmental social program that addresses issues facing teens 10-15 (particularly young women) such as self esteem, gender and body image, sexuality and violence.

Boy Scouts of Canada

www.scouts.ca

Saskatchewan: 244-7698

www.planimetrics.com/~akela/ or trspelliscy@sk.sympatico.ca

Scouts Canada is a not-for profit youth organization. Scouts Canada's **primary goal or mission** is to contribute to the education of young people through a

value system based on the Scout Promise and Law, to help build a better world where people are self fulfilled as individuals and play a constructive role in society.

Scouts Canada has been in operation in Canada since 1908. They receive funding from local sponsors, fundraising, donations, financial support from Canadian companies, weekly dues and annual registration. Scouts Canada is taking action physical activity as physical activity is a component in a number of their programs. Scouts Canada's target population is youth from five to twenty six years. Clubs are located throughout Saskatchewan and the world. Twenty-five million clubs are located in 216 countries and territories worldwide.

Scouts Canada partners with service and religious organizations. Scouts Canada provides programs for the community based groups to use in their work with youth.

Canadian Health, Physical Education, Recreation and Dance

www.cahperd.ca

Ottawa 613-523-1348 fax 613-523-1206

info@cahperd.ca

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) is a national, charitable, voluntary-sector organization whose primary concern is to influence the healthy development of children and youth by advocating for quality, school-based physical and health education. The Canadian Association for Health, Physical Education, Recreation and Dance's **primary goal or mission** is to advocate and educate for quality physical and health education programs within supportive school and community environments.

Canadian Health, Physical Education, Recreation and Dance was founded in 1933. They receive funding from donations as well as trust funds. Canadian Health, Physical Education, Recreation and Dance is taking action on physical activity and nutrition. Their target population is children and youth across Canada.

Canadian Health, Physical Education, Recreation and Dance is involved in the Conga Across Canada Challenge – initiative along with the Foundation of Active Healthy Kids – to promote physical activity for health. There are over 240,000 participants in over 790 schools across Canada. Canadian Health, Physical Education, Recreation, and Dance also lobbies to maintain and improve physical and health education programs.

Canadian Child Care Federation

www.ccf-fcsge.ca

Toll Free: 1-800-858-1412

Ottawa 613-729-5289 Fax 613-729-3159

info@cccf-fcsge.ca

The Canadian Child Care Federation includes sixteen regional affiliate organizations, independent members and other partner national organizations. The primary goal or mission of the Canadian Child Care Federation is to improve the quality of child care services for Canadian children.

The Federation is a non-profit organization and was founded in 1987. The Canadian Child Care Federation is taking action on the emotional health of children. Their goals are: (1) providing information to and facilitating “networking” among a broad range of target groups. Services and programs targeted to direct service providers, child care organizations, educational institutions, government policy makers and public opinion leaders; (2) supporting initiatives that increase the skill, expertise and awareness of the target groups in their respective roles in support of improved quality child care services; and (3) increasing its focus on policy and research, influencing the child care policy framework and supporting research to improve the quality of child care services.

The Saskatchewan Affiliate is the Saskatchewan Early Childhood Association.

Canadian Institute of Child Health

www.cich.ca

Ottawa 613-230-8838 Fax 613-230-6654

cich@cich.ca

The Canadian Institute of Child Health is a national charitable organization dedicated solely to improving the health of children and youth in Canada. Their **primary goal or mission** is to promote and protect the health and well being and rights of all children and youth through monitoring, education and advocacy.

The Canadian Institute of Child Health was founded in 1977. They receive funding from donations, support from corporations and foundations. With their focus on children and youth, the Institute takes action on nutrition, physical activity, emotional health, and smoking.

The Canadian Institute of Child Health is involved in research and policy recommendations, community development and resource building. They also

pay a key role in working with government and industry to bring attention to significant children's health care issues and ensuring appropriate policies are developed. The Canadian Institute of Child Health translates policies into better health for children by equipping health care professionals and educators with the best evidence based resources. Expert advice is also provided to Canadian media ensuring the needs and concerns of children are reported. The Institute's work is focused on the five pillars of Child Health: (1) acting as a voice for Canada's children; (2) supporting healthy pregnancy and childbirth; (3) fostering healthy child development; (4) ensuring our environment is safe for children; and (5) monitoring the state of children's health.

Canadian Fitness and Lifestyle Research Institute

www.cflri.ca

Ottawa 613-233-5528 Fax 613-233-5536

info@dfli.ca

The Canadian Fitness and Lifestyle Research Institute is a national organization whose **primary mission or goal** is to enhance the well-being of Canadians through research and communication of information about physically active lifestyles to the public and private sectors.

The Canadian Fitness and Lifestyle Research Institute was established in September 1980. The Institute is a non-profit organization and receives funding from the Fitness/Active Living Program Unit of Health Canada, from contract/grants and from publication sales. They target all segments of society and are taking action on physical activity.

The Canadian Fitness and Lifestyle Research Institute assists the government in developing policies and setting targets for increasing the physical activity and fitness of the population. On the research front, the Institute endeavors to place a greater emphasis on research and policy focusing on the environmental supports required to increase population levels of physical activity. In conjunction with the Fitness/Active Living Unit of Health Canada, and the Interprovincial Sport and Recreation Council, the Institute runs the Physical Activity Benchmark Program. The program monitors physical activity benchmark indicators in order to enable governments to be accountable for expenses with respect to the outcomes and impacts achieved by the investment of public money in support of physical activity.

Did you know that...

More than 80% of Canadians between ten and twenty-four who are active have never smoked. The 1998/1999 National Population Health Survey found that 67% of Saskatchewan youth aged twelve to nineteen are not active enough for optimal growth and development. Youth living in higher income families are the

least likely to be physically inactive (44% versus 57% and 67% for other income levels). Obesity in seven to thirteen year old boys went from 15% in 1981 to 35% in 1996. Obesity in girls from seven to thirteen went from 15% in 1981 to 29% in 1996.

Child Hunger Education Program

www.chep.org

Saskatoon 655-4635 fax 655-5512

Karen@chep.org (Executive Director)

The Child Hunger Education Programs **primary goal or mission** is to work with communities to achieve solutions to child hunger and to improve access to good food for all.

The Child Hunger Education Program target population is children and youth and families with kids. The program is taking action on nutrition and fundraisers are one of the ways the program is funded.

Child Hunger Education Programs include:

- (1) Children's Nutrition Programs – food programs at schools and community centers, partnerships with parents, school, government
- (2) KIDS CAN – children learn basic cooking and nutrition skills – involves a Child Hunger Education Program nutritionist, teacher, community food coordinator, and university nutrition students
- (3) Collective Kitchen – cook in bulk for families, involves Community Clinic, Public Health Services
- (4) Good Food Box – alternative food distribution system, box of fresh nutritious food at affordable price delivered to families
- (5) Food Security for Young Families – making homemade baby food, collective kitchens etc., Preschool Kids Can
- (6) Nutrition Positive – partnership programs to bring good nutrition into the whole school community encouraging good health through nutritious food choices, involves school division, Public Health, College of Nutrition, classroom and school activities, staff events, fundraising projects, meal programs
- (7) Pathways in Motion – health promotion program partnership between Saskatoon Indian and Metis Friendship Center, Community Clinic, Child Hunger Education Program in Motion, Saskatoon District Health, Canadian Diabetes Association etc., goal to prevent type two diabetes in aboriginal families

Child Welfare League of Canada

www.cwlc.ca

Ottawa 613-235-4412 Fax 613-235-7616

info@cwlc.ca

Child Welfare League of Canada is a membership based national charitable organization. Member organizations include: provincial and territorial ministries of child and family services, family services agencies, health and social services, and university research unit and faculties. Their primary mission or goal is to promote the well-being and protection of all children, especially vulnerable children and youth.

The Child Welfare League of Canada is taking action on emotional health. Its members serve over half a million families per year. The Child Welfare League of Canada's members are located nation wide. Saskatchewan members include: (1) Ranch Ehrlo Society, (2) Saskatchewan Department of Social Services – Family and Youth Services, (3) Office of the Children's Advocate, and (4) University of Regina, School of Social Work.

The Child Welfare League of Canada is active in Canadian policy, research and advocacy. They play a significant role in promoting best practices among those in the field of child welfare, children's mental health and youth justice. Child Welfare League of Canada provides leadership and support to members, timely information on research findings and best practices and opportunities for networking across provincial/territorial borders.

The goals of the Child Welfare League of Canada are:

- (1) to increase public awareness of the needs of children, youth and families
- (2) to provide research and information about at risk children and families
- (3) to encourage excellence through the development of standards, particularly for child welfare, mental health, and young offenders programs
- (4) to promote training for caregivers, volunteers, and professionals working with at-risk children
- (5) to advocate for values, policies and actions which promote optimal child development.

Programs and Services offered are:

- (1) National Consultation Centre
- (2) Canadian Resource Centre of Children and Youth
- (3) Parenting Resources Information Development Education
- (4) Centre of Excellence for Child Welfare
- (5) Canadian Looking After Children Project

Community Schools

Saskatchewan Learning
2220 College Avenue
Regina, SK S4P 3V7
787-9448

The **primary goal or mission** of community schools is to provide a holistic, preventative, caring and empowering educational environment. The key components of community schools are: the learning program, parent and community involvement, integrated services, and community development.

Community Schools began in Saskatchewan in 1980. In 1996, the Saskatchewan Community Schools Program was revitalized and expanded. Community schools receive funding from the government depending on whether it is an elementary, secondary or K-12 school. Community schools also receive funding from community businesses, services agencies or through partnerships, for example, SaskWater.

Community Schools are taking action on emotional health, nutrition, physical activity, and smoking. Their target population is school aged-children and at Risk Indian and Metis students. There are 88 community schools located throughout Saskatchewan. Some locations include North Battleford, Prince Albert, Saskatoon, Regina, and Northern Saskatchewan locations.

Some examples of programs being run in community schools include:

- (1) Little Munchies Program (PA Community Schools)
- (2) Good Food Box Program (Regina, Saskatoon)
- (3) Community Schools
- (4) Integrating Nutrition Education into Curriculum (Albert).

A community-based partnership exists between Weyerhaeuser and the Saskatchewan Community Schools Association.

Did you know that...

In 2002, just over 35,000 students (50% aboriginal) were benefiting from the community schools program.

Family Service Canada

www.familyservicecanada.org
Toll Free: 1-800-668-7808
Ottawa 613-722-9006 Fax 613-722-8610

Family Service Canada is a network of over one hundred family-serving member agencies. Membership includes family service agencies, corporations, government agencies and interested individuals. Their **primary goal or**

mission is “Strong Families in a Caring Society” – to promote families as the primary source of nurture and development of individuals, to promote quality services which strengthen families and communities and to advocate policies and legislation which advance family well-being in Canada.

Family Service Canada has been in operation since 1982. They receive funding from membership fees, donations and grants, corporate sponsorship, and special project funding. They are taking action on emotional health, nutrition, smoking and physical activity with their target group being the family unit. Member agencies are located throughout the country. Family Service Saskatoon and Family Service Regina (757-6675, familyserviceregina@accesscomm.ca) are two examples of member agencies in Saskatchewan.

Programs offered by Family Service Canada include:

- (1) Information and Consultation
- (2) Public Awareness on Social Issues
- (3) Social Action and Advocacy – Family Service Canada advocates: to eliminate poverty; to prevent violence and abuse; for equal access to health, education, safe environment, adequate income, and employment; for balanced work and family life; for healthy happy relationships; and to prevent discrimination and abuse of human rights.
- (4) Family Education
- (5) Family and Schools Together Canada – a national, partnership initiative – is an innovative two-year prevention and parent involvement model that helps children between birth and twelve years old to improve health, social and academic outcomes, ex. Regina – partnership between Family Service Canada, Regina Public/Catholic Schools, Regina Police Service etc.
- (6) National Family Week
- (7) Family Services Employee Assistance Programs

Foundation for Active Healthy Kids

www.activehealthykids.ca

Toll Free: 1-888-46-7432

Toronto 416-426-7120 Fax 416-426-7373

info@activehealthykids.ca

The Foundation for Active Healthy Kids is striving to become a passionate voice for the development of active healthy children and youth in Canada. The **primary goal or mission** of the Foundation is to increase physical activity in all children and youth by providing visionary leadership, serving as a knowledge broker and supporting effective programs. The Foundation focuses its attention and resources on: (1) raising public awareness and knowledge of the importance of physical activity, (2) building the capacity of schools, communities and

families to provide quality programming, and (3) supporting the development of comprehensive, effective public policies and strategies. The values of the foundation are: fun, personal excellence, family and community, partnership and collaboration, equity and child-youth focus.

The Foundation was established in 1994. Their target population is children and youth and they are taking action on physical activity. The Foundation for Active Healthy Kids is a nation wide charitable organization and received funding from donations and from funding partners.

Some programs developed by the foundation include:

- (1) Activ8 – curriculum based physical activity challenge program, preplanned lessons (K-8) have direct links to your province’s curriculum – partners: Canadian Association for Health, Physical Education, Recreation and Dance, Ontario Physical and Health Education Association etc. – funding Health Canada, Unilever etc.
 - (2) Readyssetgo.org – free, fun, practical, interactive and informative web site that links hundreds of traditional and innovative kids’ sports programs
 - (3) Youth Summit – 2001 – provides a forum for youth from across Ontario to come together and openly discuss their thoughts, opinions, and solutions on issues regarding physical activity participation and healthy lifestyles.
- “Active Healthy Kids Day” – this year “inviting Canadian schools to dance the Conga for 10 min.”, to raise awareness of the need for increased physical activity among children and youth.

Did you know that...

25% of Canadian children are considered overweight. A study by the Canadian Medical Association Journal indicates that the average Canadian child is inactive for three to five hours in from of the TV alone (not including the five to seven hours spent sitting in school). Girls who are physically active in sports are 92% less likely to use drugs and 80% less likely to have unwanted pregnancy. A 1998 Gallup poll reported that 74% of the Canadian population is in favor of instituting thirty minutes of daily physical education in schools. However, only 10% of the 15,800 Canadian schools have quality physical education programs daily. The amount of time spent playing video games by Canadian children is among the highest in the world. Only 15% of teenagers exercise enough to be physically fit. 40% of Canadian children already have developed at least one risk factor for heart disease – reduced fitness due to inactivity.

Girl Guides of Canada

www.girlguides.sk.ca

Regina 757-4102 Fax 347-0995

gguides@sk.sympatico.ca

Girl Guides Canada is a movement for girls, led by women. Their **primary goal or mission** is to challenge girls to reach their potential and empower them to give leadership and service as responsible citizens of the world. Guides Canada promotes the emotional, physical, intellectual, and spiritual well-being of girls and women.

Girl Guides has been in operation in Canada since 1910. They receive funding primarily through donations; they also generate funds through fundraising. The Girl Guides take action on nutrition, emotional health and physical activity. Their target population is girls age five to seventeen. Girl Guides is a national organization with 176,000 members, with units in most communities in every province and territory.

The Girl Guides has established a partnership with The Osteoporosis Society of Canada and has initiated the Bone Building Challenge. The partnership was created to educate both girls and leaders on what they can do to prevent the disease. This year's Bone Building Challenge is focusing on the importance of physical activity in order to grow and maintain healthy strong bones for life. Guides select activities indicated under their branch, once five hundred points have been accumulated in their bone Account they have completed the challenge and can send in for their crest. Funding is received from the Women's Health Council of Ontario.

Other programs include the Nutrition for Healthy Living Project (Guatemala 1998-2000) which aimed to improve the health of lower income school age Girl Guides by educating them about nutrition and other healthy living habits including sports (supported by the Saskatchewan and Quebec Councils). Girl Guides is also partnered with the Media Awareness Network for the You Go Girl in Technology Challenge. Other programs include the Wellness Challenge in Saskatchewan, the Alberta Passport to Fitness and Fun and the Girls in Motion (healthy active lifestyles) being run in Ottawa. NOTE: Heart and Stroke Community Project – The Heart Healthy Badge.

Go For Green

www.goforgreen.ca Info@goforgreen.ca

Toll Free: 1-888-UB-ACTIV

Gloucester 613-748-1800 Fax 613-748-0357

Saskatchewan Culture Youth and Recreation

787-5781 Fax 787-8560 adonova@cyr.gov.sk.ca

Go for Green, the Active Living and Environment Program, is a national charitable organization. Their **primary goal or mission** is to encourage outdoor physical activity that protects, enhances or restores the environment. Their vision is to nurture commitment and action that improves our health and the health of the environment. They have community driven solutions that make a positive contribution to Canadian society. Program objectives include: building partnerships that help Canadians go for green; participation/education in protecting the environment while being active outdoors; safe/accessible environments for outdoor physical activity; and encouraging active transportation alternatives.

Go For Green has been in operation since 1992. They are a non-profit organization and receive funding from donations and sponsors. Go For Green takes action on physical activity. Their target population includes people of all ages. So far they have supported more than 3,000 initiatives to enhance personal and environmental health.

Go For Green Programs include:

- (1) Active Transportation
- (2) Trail PAQ
- (3) Active and Safe Routes to School – partnership with Canadian Health, Physical Education, Recreation and Dance, Health Canada etc. – encourages active modes of transportation to and from school, one benefit is increased physical activity for children
- (4) International Walk to School Day
- (5) Gardening for Life
- (6) Winter Green
- (7) Ice Dreams
- (8) Go For Green Prescription
- (9) National Go For Green Awards

Go For Green has close partnerships with health, environment, transportation, recreation and community organizations across the country, progressive Canadian corporations and the government.

Did you know that...

63% of Canadian are not physically active enough to achieve health benefits and 93% believe that environmental problems will largely affect the health of our children and grandchildren.

Health Canada – Division of Childhood and Adolescence

www.hc-sc.gc.ca/dca-dea/main_e.html

Ottawa 613-952-1220 Fax 613-952-1556

children@hwcweb.hc-sc.gc.ca

The **primary goal or mission** of Health Canada is to help the people of Canada maintain and improve their health. The Division of Childhood and Adolescence acts as a focal point for policy development, research, and strategic analysis of trends regarding broad determinants of health regarding children and youth in Canada.

The Division of Childhood and Adolescence is taking action on nutrition, physical activity, emotional health and smoking. Their target population is children and youth and they are located nation wide. Funding is received from the government. The division collaborates with community associations, schools, Health Action Centre, and Health Districts across the country.

Three Community Based Programs from Health Canada (to ensure that children have a healthy start in life) are:

- (1) Community Action Plan for Children – provides long term funding to community coalitions to deliver services that meet the needs of children and families who live in difficult circumstances. Ex. Al Ritchie Family Wellness Project, Regina – lunches offered twice weekly, Music and Movement program, monthly community kitchen, community garden (30 in Saskatchewan supported by the Federal Health Department).
- (2) Aboriginal Head Start Program – run by communities on and off reserves, gives kids a head start on school and learning healthy lifestyles, designed to prepare young First Nations children for their school yrs by meeting their emotional, social, health, nutritional and psychological needs.
- (3) Canada Prenatal Nutrition Program – funds community groups to develop or enhance programs for vulnerable pregnant women, community based program to meet the needs of pregnant women facing difficult life circumstances that threaten their health and the development of their babies. Example: Buns in the Oven- Ottawa, ON.

Other programs from Health Canada include:

- (1) Quit 4 Life – designed to help Canadians 12-18 yrs quit smoking (program/kit)
- (2) The Centres of Excellence for Children’s Well Being conduct research on key child health issues, develop policy advice based on solid evidence and disseminate information to a broad audience.
- (3) The Healthy Heart Kit (Health Canada, Heart and Stroke Foundation and the College of Family Physicians of Canada)

(4) The Vitality Approach – to healthy living and on achieving and maintaining a healthy weight, designed to be used by leaders working in the health promotion field.

(5) Fitness and Active Living Program Unit has set up partnerships (Boys and Girls Clubs, Red Cross etc.) with national organizations with similar goals.

(6) Summer Active – major national community based communications campaign designed to increase awareness about the importance of physical activity, healthy eating and tobacco free lifestyles to health; supports efforts of provincial governments, national organizations and community agencies

Saskatchewan Initiatives

(A) Summer Active Challenge 2003 – Regina QuAppelle Health Region – all ages, record each 10 minute block of activity, goal = 30 min most days of the 6 week Summer Active period, log sheets returnable for prizes.

(B) Swimming – 1-24 year – First Day of the Phyllis Dewar Outdoor Pool, Moose Jaw.

(C) After School Program – Children’s program offering games and crafts, 6-11 years, Mossbank.

(D) Walk for Health – Youth – Walk with 97 year old Jan E.

2003 Cross Canada Walk for Health to promote increased physical activity, good nutrition, and healthy lifestyles for Canada’s Youth, 6-15 years, Regina (www.walkforhealth.net).

(7) “Healthy Kids, Active Kids” – funded in part by Health Canada – goal is to combat the growing problem of physical inactivity among Canadian children and youth. “We’re developing initiatives to help paediatricians and other health care professionals educate parents and patients about the benefits of physical activity, good nutrition, and an active lifestyle.

Kids Help Phone

www.kidshelp.sympatico.ca/en/

Regina 780-9492 Fax 525-4009

sask@kidshelp.sympatico.ca

Kids Help Phone is a toll free, national and bilingual telephone counseling referral and Internet service for children and youth. The **primary goal or mission** of the Kids Help Phone is being there for kids.

Kids Help Phone is located nation wide with local chapters in more than twenty Canadian communities. In Saskatchewan, chapters are located in Regina and Saskatoon. The target population of Kids Help Phone is children and youth. In 2001, Kids Help Phone received approximately 1,000 calls/day from kids in almost 3,000 Canadian communities. The ages of the callers ranged from four years to 19 years. The Kids Help Phone takes action on nutrition, physical activity, emotional health, and smoking; any problems that kids may face. The

Kids Help Phone receives funding almost entirely from corporate sponsors and private individuals. They also hold fundraising events.

Kids Help Phone has been working with SaskSport Inc. since 1998 on their harassment in sport policy initiative: “Keep sport health, safe and fun”. Kids Help Phone is a part of Team Sport Speakers Bureau – a unique partnership of agencies committed to promoting the messages of making healthy, positive lifestyle choices using sports as a common theme.

KidSport Saskatchewan

www.sasksport.sk.ca/kidsport/kidsport.html

Toll Free: 1-800-319-GAME

Corilynn Tymiak 780-9345

kidsport@sasksport.sk.ca

The **primary goal or mission** of KidSport is to increase the accessibility of sporting opportunities to financially disadvantaged children so that these children may achieve mental, physical, social and personal development through participation in community sports programs.

KidSport Saskatchewan has been in operation since 1993. KidSport has thirty-one communities located throughout Saskatchewan. The committees are responsible for administering the KidSport program in their community and surrounding area. KidSport is a children’s charity and receives funding from local and provincial sponsors, donations and through fundraising. The funds raised are directed in the form of grants to individual children or to KidSport programs. KidSport’s target population is children and youth. KidSport takes action on physical activity and as of January 2002, has raised over \$1,000,000 and has helped more than 9,500 kids.

KidSport has financial partnerships with companies such as SaskEnergy, Coca-Cola, and Mitchell’s Gourmet Foods. Fundraisers or Awareness Events run by KidSport include: KidSport Week; Catch for Kids Team – partnered with SaskEnergy and Saskatchewan Roughriders; and the PowerAde Fun and Fitness Challenge.

Laidlaw Foundation

www.laidlawfdn.org

Toronto 416-964-3614 Fax 416-975-1428

mail@laidlawfdn.org

The Laidlaw Foundation is a public interest foundation that uses its human and financial resources in innovative ways to strengthen civic engagement and social cohesion. The Foundation uses its capital to better the environment and fulfill the capacities of children and youth, to enhance the opportunities for human development and creativity and to sustain health communities and ecosystems.

The Laidlaw Foundation was created in 1949 and the well-being of children and youth are central to the Foundation's mission. The Laidlaw Foundation is taking action on emotional health and physical activity.

The Foundations programs include:

- (1) Children's Agenda – Building inclusive cities and communities - Foundation adopted social inclusion as a tool for evaluation and advancing social policy in support of children and families.
- (2) Youth Engagement
- (3) Youth Recreation

National Children's Alliance

www.nationalchildrensalliance.com/nca/

Ottawa 613-238-1591 Fax 613-238-5257

nca@nvo-onb.ca

The National Children's Alliance is a network of 54 national organizations. Its **primary goal or mission** is to improve the lives of children and youth in Canada. The Alliance works to:

- (1) facilitate dialogues on children's issues with the government
- (2) strengthen the network of national voluntary organizations and non government organizations
- (3) develop policy recommendations
- (4) engage provincial/territorial/regional constituent organizations in working collaboratively on issues
- (5) promote the development and implementation of a national children's agenda

The National Children's Alliance has been in operation since 1996. Their target population is children and youth and they take action on nutrition, smoking, emotional health and physical activity. Examples of members of the National

Children's Alliance are Big Brothers/Big Sisters, Boys and Girls Clubs of Canada, Scouts Canada and the Canadian Institute of Child Health.

As front line workers with children, alliance members are acutely aware of both the needs and gaps in services and programs that exist today. In 2000, forums were held across the country to build consensus around the policies and practices essential to a national children's agenda. In February 2003, the National Children's Alliance applauded Minister Jane Stewart on the substantive announcements contained in the federal budget that makes a difference for Canada's children and their families. The National Children's Alliance played an integral role in policy initiative leading up to this budget.

Did you know that...

15% of Canadian boys and 11% of girls aged eighteen and under say they never have access to after school programs, sporting, and recreational activities.

National Child Benefit

www.nationalchildbenefit.ca

Saskatchewan Toll Free: 1-888-488-6385

Regina 787-4723

The National Child Benefit initiative is a partnership among the federal, provincial and territorial governments and First Nations. Its **primary goal or mission** is to prevent and reduce the depth of child poverty in Canada, promoted labour market attachment by ensuring that families will always be better off as a result of working and reduce overlap and duplication by harmonizing program objectives and benefits across jurisdictions.

The National Child Benefit was launched in 1998. Their target population is children of low-income families. Funding is received from the government, provinces, territories and First Nations. The National Child Benefit takes action on nutrition, emotional health, physical activity, and smoking, all aspects of a child's development. All provinces and territories except Quebec are part of the National Child Benefit.

Under the National Child Benefit, the government of Canada is increasing child benefits provided to low income families with children through the Canada Child Tax Benefit. Provinces, territories and First Nations have made adjustments to income support by reinvesting savings and making additional new investments in National Child Benefit related programs and services for low income families with children.

Saskatchewan Building Independence consists of four programs.

- (1) Saskatchewan Employment Supplement – assists low income families that have income from employment and maintenance.
- (2) Saskatchewan Child Benefit – provides monthly payments to assist low-income families with the cost of raising children.
- (3) Family Health Benefits – provides supplementary health benefits to children in low income families to support working families and reduce the risk that children's health costs might drive families on to social assistance
- (4) Provincial Training Allowance

The programs help families enter and stay in the work force by directly addressing barriers to employment. The first three are part of the National Child Benefit initiative.

Did you know that...

In 2004/2005, federal investment in the National Child Benefit will approach \$2.5 billion. In the four years since the introduction of Building Independence, 4,658 families, including 10,500 children are no longer on welfare. Overall, the number of families on welfare has decreased 28.4% and the number of children in families on welfare has decreased by 30% for the same period.

Orange Benevolent Society

www3.sk.sympatico.ca/oraben/
1954 Angus Street, Regina 522-8258
t.orangehome@sk.sympatico.ca

The **primary goal or mission** of the Orange Benevolent Society/Home is to offer a safe, caring environment where kids can be kids. The Orange Home is not therapeutic. All activities revolve around a positive effort shown for academics. All children are included in life skill learning activities. Parents or legal guardian apply to place a child in the care of the Society.

The Orange Home is located in Indian Head, Saskatchewan and has been in operation since 1923. The Orange Home accepts girls up to thirteen and boys up to fourteen years of age. The Orange Home takes action on emotional health, nutrition, physical activity and smoking. The Home receives funding from L.O.L and L.O.B.A. Lodges, the annual canvass for operating funds, and individual donations.

Children are placed with the Orange Benevolent Society/Home because of:

- (1) Family Conflict
- (2) Illness or death of parent
- (3) Single parent situations
- (4) Financial concerns
- (5) Emotional difficulties

Ranch Ehrlo Society

www.ehrlo.com

Pilot Butte 781-1800 Fax 757-0599

The Ranch Ehrlo Society is a non-profit, registered charitable organization whose **primary goal or mission** is to provide quality programs to vulnerable youth in Saskatchewan and beyond, through social treatment and advocacy, of benefit to the individual, family and community. The Ranch Ehrlo Society strives to ensure that all children become healthy, contributing members of society.

Located in Pilot Butte, Saskatchewan, the Ranch Ehrlo Society has been in operation for 35 years. The Society receives funding from groups, foundations, associations and individuals. The Ranch Ehrlo Society takes action on emotional health and physical activity and has helped more than 2,500 young people during its history. Currently, it provides programs for more than one hundred and sixty residents. Their target population is children and youth. The Ranch serves three age groups of young people: twelve and under comprise about 10% of the population, thirteen to eighteen comprise about 70% of the population, and eighteen and over forms 20% of the population.

The main work of the Ranch Ehrlo Society is rehabilitation. The Ranch Ehrlo Society is dedicated to providing a range of quality assessment, treatment, education, and support services that improve the social and emotional functioning of children and youth. The Society participates in programs of advocacy, for example, Child welfare and mental health. Ranch Ehrlo provides social treatment based on five cornerstones: counseling, special education, residential care, recreation, and work.

Ehrlo Community Services Inc. is a non-profit organization and associated charity with the Ranch Ehrlo Society. Their mandate is to provide community-based prevention and intervention services. An example is the Sport Venture Program. The Sport Venture Program is a sports recreational program designed to provide access to community recreation for inner city youth. They run the nationally acclaimed Outdoor Hockey League, Dress a Champion, Monday Night Football, and a Sports Lending Program.

Red Cross

www.redcross.ca

Saskatchewan 668-0720

Western Zone 1-888-307-7997

The **primary goal or mission** of the Red Cross is to help people deal with situations that threaten: their survival and safety, their security and well-being, or their human dignity in Canada and around the world.

The Red Cross targets all age groups. They receive funding from donations as well as partnerships with major corporations. The Red Cross is located nation wide and has been in Canada since 1896.

The Red Cross is taking action on physical activity through their swimming and water safety programs. There are almost 3,800 authorized providers and partners. An example of one of their partners is Scouts Canada. Every year more than one million Canadians enroll in Red Cross swimming and water safety programs.

RespectED is a Red Cross Violence and Abuse Prevention Program that addresses the emotional health of youth. Youth presentations are given at the invitation of schools and community organizations. The Red Cross Baby Sitting Course deals to a small degree with nutrition.

Saskatchewan Action Plan for Children

www.gov.sk.ca/socser/newdir/SAPFC/index.html

Saskatoon Regional Committee 933-5032

The **primary goal or vision** of the Saskatchewan Action Plan for Children is that all Saskatchewan children grow in an environment that supports their well being and enables them to reach their potential. The Saskatchewan Action Plan for Children is part of the government's social policy agenda. The Saskatchewan Action Plan for Children it's a policy framework and multi year strategy through which community/government programs for children and families are initiated, developed, and expanded. It promotes and sustains an important emphasis on issues affecting children, youth, families, and contributes to awareness of these issues and actions across all sectors.

The Saskatchewan Action Plan for Children began in 1995. Their target population is children and youth from birth to nineteen years. The Plan takes action on nutrition (child hunger), emotional health, basically all aspects of a child's development. The Plan received funding from prevention and support grants. Eight government departments, one secretariat, and Saskatchewan

communities, agencies and organizations are involved in the Saskatchewan Action Plan for children.

The Key focus of the Action Plan is prevention and earlier intervention and support to vulnerable children, youth, and families. Programs include:

- (1) Pre-Kindergarten Programs – prevention and early intervention program (as many as 30 to 40% of Saskatchewan children are at risk of failure in school and in life due to factors such as poverty, family breakdown, abuse and neglect, and family alcohol and drug abuse).
- (2) Integrated School-Linked Services – examples: West Flat Citizens’ Group – Prince Albert -preschool program, recreation programs etc.; Princess Alexandria Community School – Saskatoon – alternate school day with a nutrition program.

School Plus

Government of Saskatchewan – School Plus Spring 2003

Regina 787-6769

schoolPLUS@sasked.gov.sk.ca

School Plus is a new conceptualization of schools as centres of learning, support and community for the children and families they serve. The **primary goal or mission** of School Plus is the well being and educational success for all children and youth. School Plus supports health, nutrition, recreation, culture, social and justice services for children and families and advanced learning opportunities for adults. School Plus enhances the opportunity for all young people to contribute actively to the social and economic future of our province.

School Plus began around 2001. The target population is children and youth with the goal of impacting every child and youth in schools. School Plus aims to take place in every school and community across the province. School Plus takes action on emotional health, nutrition, healthy development and physical activity. School Plus is a joint effort of parents, families, community members and agencies, educators, health providers, social and justice workers, elders, and eight government departments etc.

School Plus believes that the School’s Two Primary Functions are:

- (1) To educate children and youth – nurturing the development of the whole children – intellectually, spiritually, socially, emotionally, and physically.
- (2) To support service delivery – serving as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.

An example of a program that could be school-based under School Plus is the Saskatoon District Health’s In Motion Fitness Program. An “In Motion school”

is one that provides physically activity opportunities for all students, with the goal being thirty minutes for each child every day.

Did you know that...

In 2002, high school drop out rates in Saskatchewan were the lowest at just over 7%, down from 16% in 1991.

Saskatchewan Cooperative Youth Program

www.ccasask.ca/youth_enter.htm

244-3702 Fax 244-2165

sca@saskcoop

The **primary goal or mission** of the Saskatchewan Cooperative Youth Program is to contribute to the personal development of youth and encourage their active involvement in community and cooperative organizations. The values and principles of the program are: respect, cooperation, equality, development, and interdependence.

The Saskatchewan Cooperative Youth Program consists of weeklong summer seminars held for youth from fourteen to eighteen at Northern Saskatchewan Lakes or Camps. The Program takes action on physical activity and emotional health (leadership, communication, teamwork, human differences, and understanding). The Saskatchewan Cooperative Youth Program involves collaboration with local coop organizations. Participants and a local cooperative sponsor pay for the camp fee for the youth.

Saskatchewan Physical Education Association

www.speaonline.ca

president@speaonline.ca (more contacts on web site)

The Saskatchewan Physical Education Association is a non-profit incorporated organization whose **primary goal or mission** is to provide quality leadership, advocacy, and resources for professionals in physical and health education in order to positively influence the lifestyles of Saskatchewan's children and youth.

The Saskatchewan Physical Education Association target population is children and youth in Saskatchewan. They take action on physical activity and are partnered with schools and organizations like Canadian Health, Physical Education, Recreation and Dance. The Association is in the process of gathering corporate sponsors.

Initiatives of the Saskatchewan Physical Education Association include:

- (1) Quality Daily Physical Education – is a planned program of instruction and physical activity for all learners on a daily basis throughout the entire school year.
- (2) Active Living – is a way of life in which physical activity is valued and integrated into daily life. Physical education on a daily basis establishes the foundations for active living by providing learners with the knowledge, skills and attitudes to develop healthy lifestyles.
- (3) Keeping Kids Active is a resource to complement the grade one to grade five physical education curriculum. It also serves to support and reinforce schools that currently provide quality daily physical education and those school striving for quality daily physical education.

Physical Education makes a unique contribution to the education of all learners and enhances cognitive, social, emotional and physical development. Workshops offered for teachers by the Saskatchewan Physical Education Association include Canadian Active Living Challenge Workshop, Moving to Inclusion, and Gender Equity Schools Initiative.

Did you know that...

In the past fifteen years, the prevalence of obesity has tripled in Canadian children aged seven to thirteen. Only 6% of youth between the ages of ten and nineteen are active regularly and vigorously enough to be considered physically fit.

Vanier Institute of the Family

www.vifamily.ca

Ottawa 613-228-8500 Fax 613-228-8007

webmaster@vifamily.ca

The **primary goal or mission** of the Vanier Institute of the Family is to create awareness of and to provide leadership on the importance and strengths of families in Canada and the challenges they face in their structural, demographic, economic, cultural and social diversity. The Institute advocates on behalf of Canada's 7.8 million families from the point of view that families are the key building block of society and that every Canadian is included in their context. Information from the institute's research, consultation and policy development is conveyed through advocacy, education and communications vehicles to elected officials, policy makers, educators and researchers, the business community, the media, social service professionals, the public and Canadian families themselves.

The Vanier Institute of the Family was established in 1965. Their target group is all ages and all Canadian families. They take action on emotional health, nutrition, smoking, and physical activity. The Institute receives funding from donations. The Vanier Institute of the Family has formed strategic program

partnerships with public and private institutions, corporations, the media and the non-profit sector.

The goals of the institute are to:

- (1) Build public understanding of important issues and trends critical to the well being and healthy functioning of Canadian families
- (2) Foster the creation of means designed to identify and provide for the needs and aspirations of families
- (3) Encourage a family perspective among policy-makers, institutions, service providers, employers, business executives and others whose work with organizations affects the lives of Canadian families.
- (4) Encourage and promote the inherent capacity of families to help themselves.

APPENDIX 4

Phase 2: Questions Guiding Children and Youth Environmental Scan

General approach is to examine written documents rather than phone calls or interview contacts. This could be a preliminary research work that leads to another level of research work.

Delve deeper into:

School Plus

Community Schools

Saskatchewan Action Plan for Children

National Child Benefit (focus on the Saskatchewan Programs)

How does the HSFS influence policy in the above four areas?

Is there a lead minister, a network?

Who does the HSF go to with a particular issue related to nutrition or physical activity? Does the HSF approach the Health Minister for nutrition, ? who for physical activity.

What kind of advocacy is required by the HSF?

School Plus & Community Schools

How are they playing out? Are all the bases being covered?

HSF wants to influence how School Plus evolves!

School Plus has potential in all four risk areas

Are school divisions obligated to become community schools?

Analyze the connections between School Plus & Community Schools.

Why School Plus if most schools were to be community schools?

What resources do they get as Community Schools?

What policy is driving this? What is expected of Community Schools?

Saskatchewan Action Plan for Children

What is the tie or link between the SAPC and School Plus?

National Child Benefit:

How many strings are attached to the money that comes from the government?

What does the department of SS see as their mandate with respect to Child Health? Do they have policies?

What are they doing with those policies?

Is there evidence that they are acting on these policies?

Does SS see any role for themselves in protecting children's health?

Maintenance versus promotion of health

Community Education Unit

History of Community Schools

Community Education and community development philosophies are foundational to Community Schools. Frank Manley, a Community Schools advocate, wrote "The Community Schools, whatever the differences among them caused by varying economic and social patterns, have a common philosophy. These schools are based upon the democratic ideal of respect for each individual person and his right to participate in the affairs of the community which concern the common good. The program is planned to achieve the active participation of all in solving the problems that exist in the community. Such a program is characterized by change in response to changing needs, continuous experimentation to seek out satisfactory ways of achieving common goals, and careful evaluation of the results of its activities." (Community Schools In Action: The Flint Program, Frank Manley, Bernard Reed, and Robert Burns, 1960)

The evolution of community schools in the 1900's has some significant highlights:

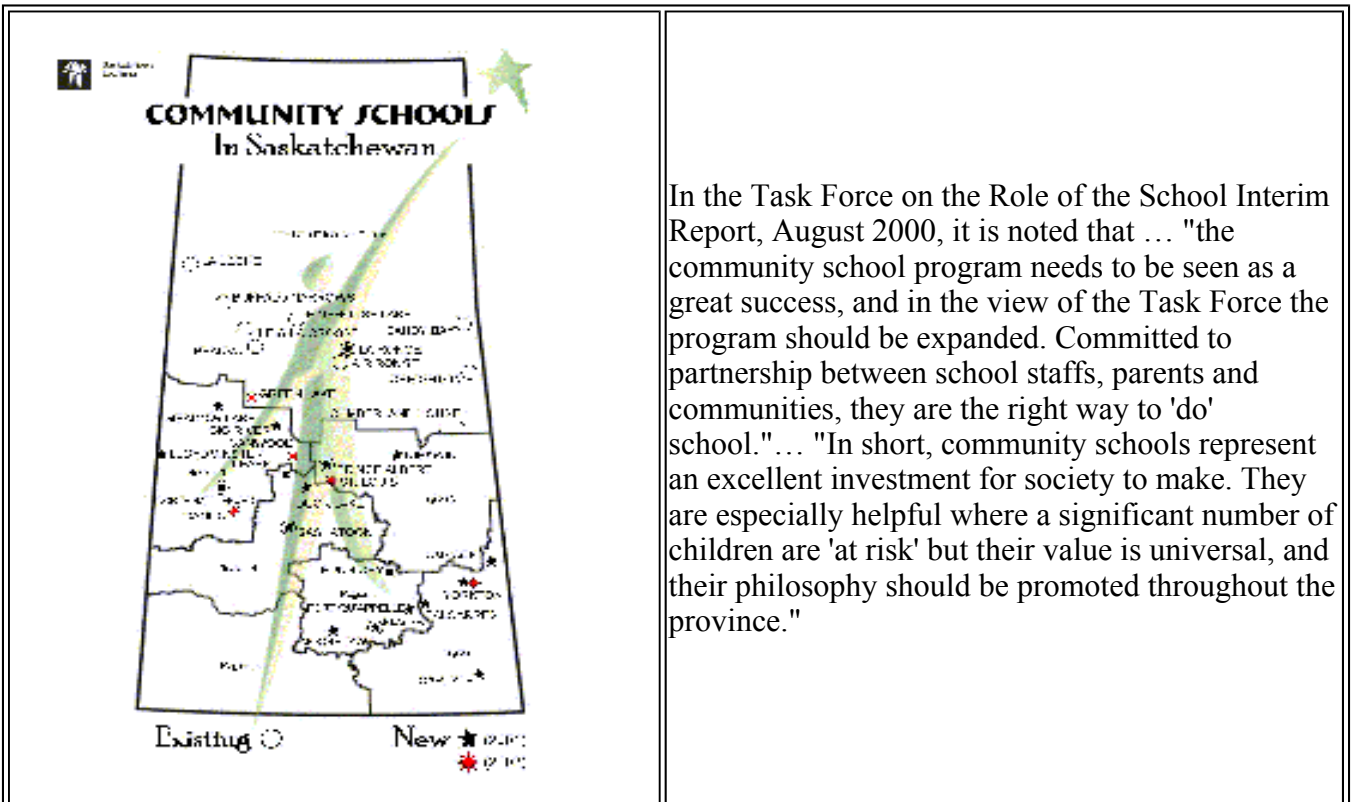
- In 1930, a young physical education teacher, Frank Manley, envisioned young people involved in positive activities at the school during after school hours. He advocated that people of all ages could benefit from the school as a continued resource in their lives. The philosophy and spirit of Community Schools was set in motion when Charles Mott, a wealthy industrialist, supported Manley's vision and provided the funds for Manley to turn his dreams into reality.
- In 1960, Paulo Freire, a young educator from Brazil, advocated that education had a dynamic link to social issues such as adult literacy, poverty, health and political exclusion. Through his publication, *Theories of Popular Education*, he challenged educators and others to alter their approaches and to support community development, social empowerment and self-determination in their communities and schools.
- During the 1960's many schools in North America responded to Freire's challenge and the philosophy of Community Education evolved further.
- In 1966 the first Community School in Canada was established at Flemington Road Community School in North York, Toronto. During the 1970's several community schools were established in British Columbia, Manitoba, and Ontario.

Community Schools In Saskatchewan

In 1980, the Saskatchewan Community School Program was developed by Saskatchewan Learning (then Saskatchewan Education). The initial focus of the program was to address issues related to urban Aboriginal poverty. Eleven elementary schools were designated as Community Schools in the core areas of Regina, Saskatoon and Prince Albert. In 1996, a new policy framework, *Building Communities of Hope: Best Practices For Meeting the Learning Needs of At-Risk and Indian and Métis Students*, was released. Since that time there has been incremental funding increases to the Community Schools Program resulting in increased designations and additional supports and benefits to children and families. As the program has expanded in size, it has also expanded in philosophy, mandate and service delivery. In 2002, there were 88 officially designated Community Schools and approximately 10 additional schools operating as Community Schools within the province. Designated schools are in urban, rural and northern communities and may be elementary, secondary, or K-12 schools.

The Saskatchewan Community School Program provides additional resources and supports to school divisions to support high needs students and their families which are impacted by complex socio-economic factors. Community Schools provide a high quality, comprehensive, responsive learning program, as well as learning opportunities for preschoolers, adults and seniors in an environment that is culturally affirming, safe and caring. Family and community participation in education is fundamental to a Community School that fosters shared decision-making, leadership, and empowerment. Community Schools are a hub for community activities and organizations. Through collaborative processes, they

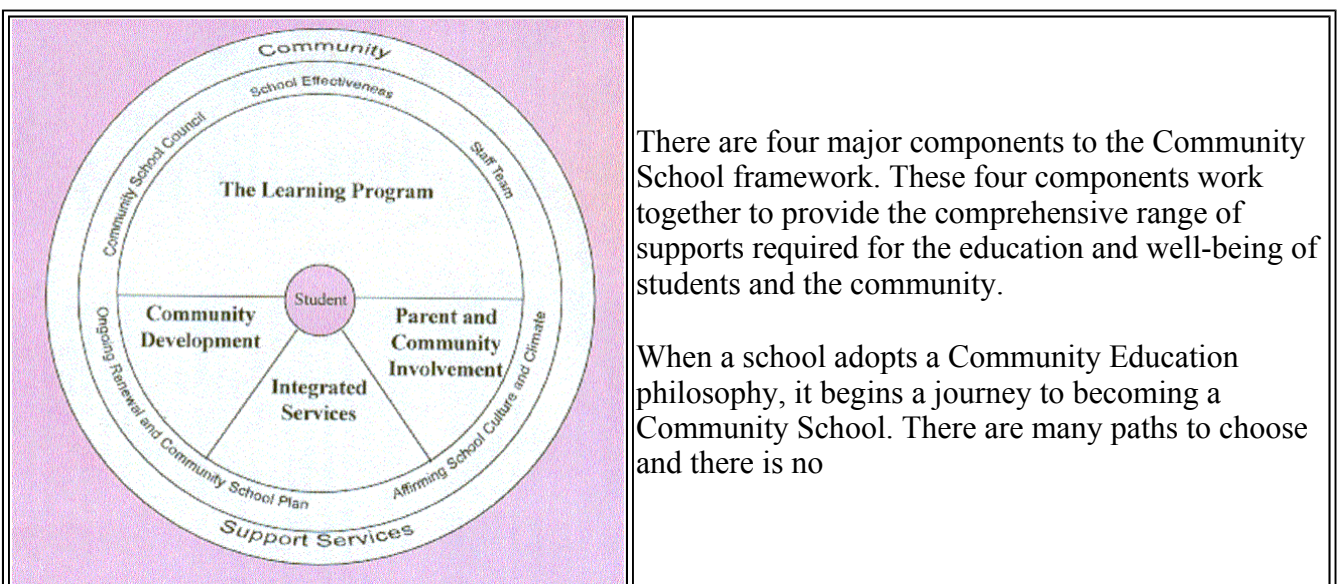
foster the development and well-being of the entire community.



Community School Framework

The goals of Community Schools as outlined in Building Communities of Hope are: student learning and success; a high quality education program; shared responsibility; comprehensive, responsive services; enhanced participation in public education by Indian and Métis peoples; community empowerment, equity and cultural harmony; and leadership in educational innovation.

The processes used by Community Schools to achieve those goals are: development of a relevant, responsive learning program; collaboration and partnerships; integrated planning and service delivery; community development; leadership development and capacity building; staff selection and development; ongoing planning, evaluation and renewal; and effective use of resources.



one map to follow. The outcome is a unique learning environment that reflects the diversity of the

community and has the distinct imprint of all participants.

The Learning Program

Grounded in the provincial K-12 core curriculum, the learning program offers a full range of educational supports to increase students' chances of academic and life success. Educational practices respect and reflect the experience, culture and socio-economic background of the students and communities surrounding the school. The learning program is delivered in a safe, caring, culturally-affirming environment and responds to student and community needs through comprehensive learning initiatives such as:

| | |
|--|----------------------------------|
| Reading or early intervention programs | Mentorship programs |
| Leadership development programs | Tutoring programs |
| Retention and reentry programs | Modified and enriched curriculum |
| Transition to high school programs | Classroom volunteers |
| Adult education programs | Student incentives/rewards |
| Multi-grade or alternate classrooms | Indian languages programs |
| Alternate school days | Elder/cultural advisor programs |
| Multi-cultural programs and events | Parenting education |
| After school and evening programs (all ages) | English as a Second Language |
| Family literacy programs | Home visits program |
| Life skill development programs | Outreach programs |
| Nutrition education programs | Anti-racism training |
| Health education programs | |

Parent and Community Involvement

Parents, guardians, extended family, community members and organizations work in partnership with Community School staff to enhance student learning at home, in the school and in the community. Together they plan and implement school activities and programs, set goals, identify issues and priorities, solve problems, access resources, and introduce program changes. An "open door" policy results in shared responsibility, strong partnerships, enhanced opportunities and a welcoming, dynamic school environment.

Examples of parent and community involvement activities or initiatives (other than those outlined in the Learning Program section) may include:

| | |
|---|---|
| Leadership development | Mentorship programs |
| Strategic planning activities | Hungry children programs |
| Community School Council Programs delivered by other agencies | Community surveys / newsletters |
| Community meetings | FAST - Families and Schools Together |
| Community and school events | School climate activities |
| Daycare programs | Afterschool and evening program instruction |
| Community room | Festivals, musicals, and dance troupes |
| Community use of the school facility | Focus or support groups |
| Clothing depots | Community kitchens |

Integrated Services

Students and community members are often unable to learn because of complex social, emotional, health and developmental problems. These are barriers to their learning and prevent their involvement in community affairs. Community Schools bring a range of health, social, counseling, justice, personal support and recreation services to the school, or provide individuals and families with a link to these services.

Examples of Integrated Service Programs may include:

| | |
|-------------------------------------|---------------------------|
| Healthy Mother/Healthy Baby program | Integrated team approach |
| Addictions programs | Counseling programs |
| Conflict resolution program | Agency partnerships |
| Family worker program | Young offender programs |
| In-school workers: | Summer programs |
| Social Worker | School break programs |
| Counselor Work | placement programs |
| Addictions Worker | Health promotion programs |
| Health Nurse | Safety programs |
| Probation Officer | |

Community Development

Community development is an educational and motivational process that engages and empowers people and communities to actively participate in guiding their social and economic affairs.

In Community Schools, school staff, students, families, community members and agencies collaborate to address community issues and initiate action plans to create safe, stable, productive and healthy communities. Community development is critical because children and youth cannot learn and succeed in school if the community they return to at the end of the day is unstable or harmful to them.

Examples of community development initiatives may include:

| | |
|----------------------------------|---------------------------------|
| Community centres | Community garden projects |
| Citizen's patrols | Economic development projects |
| Park and playground enhancements | Crime prevention programs |
| Traffic safety measures | Community service work projects |
| Housing projects | Inter-generational programs |
| Inter-cultural programs | |

Designation Criteria

When Community Schools were expanded and enhanced in 1996, the following factors were considered in the designation of new schools:

- Numbers of families with low average income, based on Statistics Canada Census Data (1991);
- Unemployment rates for families living in the school area;
- Numbers of lone parent families.

As well, due to significant socio-economic concerns facing the Aboriginal community, the number of self-identifying First Nations and Métis families was also used in the designation process.

Community Schools were designated where the above noted factors were the highest. The designation process was the collaborative effort of Saskatchewan Learning (then Saskatchewan Education) and school divisions.

Community School Funding

Officially designated Community Schools receive funding based on whether they are a designated elementary, secondary or K-12 school. Funding is not affected by the geographic location of the school (urban, rural or northern).

School divisions acknowledge the principle of shared responsibility for at-risk students and the reality that additional resources will have to be allocated to meet their needs. The contribution of boards includes, but is not limited to, direct resources such as commitment to lower pupil/teacher ratios and increased staff development, as well as in-kind contributions such as community development supports and shared use of facilities. Partnerships with community, businesses and service agencies are appropriate and valuable additional sources of support to Community Schools.

Elementary School Funding Guidelines

- Base funding for all elementary schools with a student enrolment of 200 or fewer is \$100,200. This base funding allows \$80,000 for staffing, \$10,000 for nutrition programming, \$6,000 for the Community School Council, and \$4,200 for discretionary use.
- An additional \$200 per student, per year for each student over the base population is provided to permit proportionate hiring of additional staff.
- An additional \$40 per student, per year for each student over the base population is provided to support the nutrition program.
- Each school receiving funding is required to hire a Community School Coordinator.
- Other Community School support staff positions may be Community School Associates, Community School Assistants, Community Outreach Workers. The funding guideline provides for one support worker per 100 students.

Secondary School Funding Guidelines

- The base funding for all secondary schools is \$120,000.
- The per student enhancement for schools with a student enrolment exceeding 400 is \$80 per student, per year over the base population.
- Each school receiving funding is required to hire a Community School Coordinator/Program Manager.
- The remainder of school funds is used for school development and innovative responses as outlined in the guidelines below.

K-12 Funding Guidelines

- The base funding for all K-12 schools is \$122,000.
- The per student enhancement for schools with an enrolment over 200 in K-8 is \$240 per K-8 student, per year over the base 200 enrolment.
- The per student enhancement for schools with an enrolment over 200 in Grades 9-12 is \$80 per Grade 9-12 student, per year over the base 200 enrolment.
- Each school receiving funding is required to hire a Community School Coordinator/Program Manager.
- The remainder of school funds is used for school development and innovative responses as outlined in the guidelines below.

Guidelines for School Development / Innovative Responses Funding

In K - 12 and Secondary Schools, funding guidelines outline the types of School Development and Innovative Responses that may be supported through community school funds. These include: early intervention; student/community profile of needs and strengths; youth leadership development; building professional community; integrated services staff; building community/school capacity; principal leadership development; additional personnel (e.g: support workers, family outreach, counselors, Elders); Community School Council; nutrition programming; cultural programming; alternative/retention/transition/re-entry programs; transportation; teen parent support programs; parenting education; child care; after school/evening/summer programs; community use of school facilities; family-based programming (e.g: family literacy, FAST) and adult education; and other programs depending on the identified need.

Designated Community Schools in Saskatchewan

- In 2002, 11% of provincially funded Saskatchewan schools were designated Community Schools.
- In 2002, 19% of Saskatchewan students in provincially funded schools attended designated Community Schools.
(these figures do not include numbers of Prekindergarten students, family and community members or adult education students served in community schools.)

The table below summarizes the number of designated Community Schools in 2002.

| Community Schools | Elementary | Secondary | K-12 | Total |
|-------------------|------------|-----------|------|-------|
| Urban | 45 | 12 | 1 | 58 |
| Northern | 3 | 1 | 8 | 12 |
| Rural | 8 | 4 | 6 | 18 |
| Total | 56 | 17 | 15 | 88 |

- In a few communities, school divisions have used resources to expand the number of schools adopting the Community Schools philosophy. It is estimated that there are approximately ten additional schools operating as Community Schools but not necessarily receiving enhanced funding from Saskatchewan Learning.
- In 2002, just over 35,000 students, 50% of whom are of Aboriginal ancestry, were benefiting from the program.

For a complete listing of Community Schools, addresses, contact persons, phone, fax and e-mail addresses, please visit the [Community Schools Directory](#).

Community Schools and their websites can also be accessed by going to: <http://www.saskschools.ca>

| Urban Elementary | |
|--------------------|-----------------------------------|
| Connaught - Regina | Queen Mary - Prince Albert |
| Herchmer - Regina | Riverside - Prince Albert |
| Kitchener - Regina | Vincent Massey - Prince Albert |
| Albert - Regina | Ecole King George - Prince Albert |
| Thomson - Regina | West View - Prince Albert |
| Imperial - Regina | St. John - Prince Albert |
| Arcola - Regina | St. Michael - Prince Albert |
| McDermid - Regina | WFA Turgeon - Prince Albert |

| | |
|-----------------------------------|---|
| Wascana - Regina | Ecole McKittrick - North Battleford |
| Rosemont - Regina | Connaught - North Battleford |
| Sacred Heart - Regina | St. Mary - North Battleford |
| St. Augustine - Regina | Prince Arthur - Moose Jaw |
| St. Michael - Regina | Dr. Brass - Yorkton |
| Holy Rosary - Regina | St. Mary's Yorkton |
| St. Francis - Regina | Jack Kemp - Lloydminster |
| Caswell - Saskatoon | Father Gorman - Lloydminster |
| Confederation Park - Saskatoon | |
| King George - Saskatoon | Urban Secondary |
| Mayfair - Saskatoon | Martin - Regina |
| Pleasant Hill - Saskatoon | Cochrane - Regina |
| Princess Alexandra - Saskatoon | Thom - Regina |
| Westmount - Saskatoon | Bishop O'Neill - Regina |
| W.P. Bate - Saskatoon | Nutana - Saskatoon |
| Vincent Massey - Saskatoon | Bedford Road - Saskatoon |
| St. Mary - Saskatoon | Mount Royal - Saskatoon |
| St. Michael - Saskatoon | E.D. Feehan - Saskatoon |
| St. Goretti - Saskatoon | Wesmor - Prince Albert |
| Bishop Klein - Saskatoon | St. Mary - Prince Albert |
| Bishop Roborecki - Saskatoon | North Battleford Comp. - North Battleford |
| | John Paul II - North Battleford |
| | |
| | Urban K - 12 |
| | Riverview/Empire - Moose Jaw |
| | |
| Northern Elementary | Northern Secondary |
| Creighton - Creighton | Churchill High - La Ronge |
| Pre Cam - La Ronge | |
| Gordon Denny - Air Ronge | Northern K - 12 |
| | Rossignol - Ile a la Crosse |
| Rural Elementary | La Loche - La Loche |
| Victoria - Kamsack | Valley View - Beauval |
| Carlyle - Souris Moose Mountain | Minahik Waskahigan - Pinehouse |
| Fort Qu'Appelle - Fort Qu'Appelle | Hector Thiboutot - Sandy Bay |
| Stobart - Duck Lake | Charlebois - Cumberland |
| Wagner - Nipawin | Twin Lakes - Buffalo Narrows |
| T.D. Michael - Big River | St. Pascal - Green Lake |
| Lakeview - Meadow Lake | |
| Jubilee - Meadow Lake | Rural K - 12 |
| | Cando Central - Cando |
| Rural Secondary | Canwood - Canwood |

| | |
|---------------------------------|-----------------------|
| Bert Fox High - Fort Qu'Appelle | Leask - Leask |
| Stobart High - Duck Lake | Balcarres - Balcarres |
| Big River High - Big River | Punnichy - Punnichy |
| Carpenter High - Meadow Lake | St. Louis - St. Louis |