



CUISR:

Community – University Institute for Social Research

***Profile of an Inter-Sectoral Issue:
Children Not In School***

by Jenny Gold



Building Healthy Sustainable Communities

Community-University Institute for Social Research

CUISR is a partnership between a set of community-based organizations (including Saskatoon District Health, the City of Saskatoon, Quint Development Corporation, the Saskatoon Regional Intersectoral Committee on Human Services) and a large number of faculty and graduate students from the University of Saskatchewan. CUISR's mission is "to serve as a focal point for community-based research and to integrate the various social research needs and experiential knowledge of the community-based organizations with the technical expertise available at the University. It promotes, undertakes, and critically evaluates applied social research for community-based organizations, and serves as a data clearinghouse for applied and community-based social research. The overall goal of CUISR is to build the capacity of researchers, community-based organizations and citizenry to enhance community quality of life."

This mission is reflected in the following objectives: (1) to build capacity within CBOs to conduct their own applied social research and write grant proposals; (2) to serve as a conduit for the transfer of experientially-based knowledge from the community to the University classroom, and transfer technical expertise from the University to the community and CBOs; (3) to provide CBOs with assistance in the areas of survey sample design, estimation and data analysis, or, where necessary, to undertake survey research that is timely, accurate and reliable; (4) to serve as a central clearinghouse, or data warehouse, for community-based and applied social research findings; and (5) to allow members of the University and CBOs to access a broad range of data over a long time period.

As a starting point, CUISR has established three focused research modules in the areas of Community Health Determinants and Health Policy, Community Economic Development, and Quality of Life Indicators. The three-pronged research thrust underlying the proposed Institute is, in operational terms, highly integrated. The central questions in the three modules—community quality of life, health, and economy—are so interdependent that many of the projects and partners already span and work in more than one module. All of this research is focused on creating and maintaining healthy, sustainable communities.

Research is the driving force that cements the partnership between universities, CBOs, and government in acquiring, transferring, and applying knowledge in the form of policy and programs. Researchers within each of the modules examine these dimensions from their particular perspective, and the results are integrated at the level of the Institute, thus providing a rich, multi-faceted analysis of the common social and economic issues. The integrated results are then communicated to the Community and the University in a number of ways to ensure that research makes a difference in the development of services, implementation of policy, and lives of the people of Saskatoon and Saskatchewan.

CUISR gratefully acknowledges support from the Social Sciences and Humanities Research Council of Canada through their Community University Research Alliance program. CUISR also acknowledges the support of other funding partners, particularly the University of Saskatchewan, the City of Saskatoon, Saskatoon Health Region, Quint Development Corporation, and the Star Phoenix, as well as other community partners. The views expressed in this report, however, are solely those of the authors.

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CUISR acknowledges the following for their contributions to this publication:

Nazeem Muhajarine, Academic Co-Director, CUISR; and Academic Co-Leader;

Stephen Whitehead, Community Co-Leader,

Community Health Determinants and Health Policy Module, CUISR

Kate Waygood, Community Co-Director, CUISR

Neil Soiseth, Editing, Interior Layout, and Design

Printed in Canada by Printing Services, University of Saskatchewan

ABSTRACT

Through an examination of scholarly literature, Saskatoon-specific data, and interviews with key stakeholders, this report analyzes the factors that increase the likelihood of a child leaving school prior to completing his/her education. The textual analysis is buttressed by numerous charts and graphs and a thorough compilation of stakeholders and protective resources in Saskatoon. This report concludes with several recommendations for reducing or eliminating the risk factors that lead to this problem.

ACKNOWLEDGEMENTS

I would like to thank all those who contributed to the production of this profile. With their assistance and insight, it was possible to provide a detailed profile of the children not in school issue in a short time frame. I would especially like to thank Cory Neudorf, Michael Quennell, Gail Mckenzie Wilcox, and Leanne McLean for their guidance and knowledge of Saskatoon, and the Community University Institute for Social Research (CUISR) for funding this research. Thanks are also due to those who were interviewed, the Public and Catholic School Boards, and all those who provided reports, data, and technical assistance

INTRODUCTION

BACKGROUND

The Saskatoon community is increasingly concerned about the issue of children not enrolled in school, also known as “at-risk children.” Conferences and discussions held in the past several years have identified several important areas:

- the breadth and complexity of factors and needs;
- a holistic approach, including collaboration among human services;
- the involvement of families and children in solution seeking;
- the importance of sensitivity and involvement of Aboriginal communities;
- a variety of entry and re-entry points; and
- a formal tracking system.

The reasons offered as to why a child or youth may not attend school are numerous and varied. Intertwined factors, such as income, parenting/family life, quality of housing and surrounding neighbourhood, pre-school experiences, access to recreation, culture, school environment, and a sense of belonging to the community are repeatedly mentioned by key stakeholders—teachers, school administrators, human service workers, children, youth, and parents. These protective resources and others are believed to help determine and support a child’s entry and success at school. The wide range of determinants that influence school success indicates that many human service sectors need to be involved in planning and actions on the issue of children not in school. There needs to be inter-sectoral work on the issue. Those sectors that need to be involved include Education, Social Services, and Health, as well as other levels of government, such as municipal and First Nations.

INTER-SECTORAL PLANNING AND INFORMATION SHARING

Involving many sectors in planning and actions on inter-sectoral issues is challenging because of these issues’ breadth and the many intertwined factors. A key challenge is information sharing. This is important for both inter-sectoral planning and problem analysis. Decision-makers identify population needs, set priorities, and evaluate service outcomes through shared information. Concerns regarding information sharing include the means by which information is collected, used, and shared among other stakeholders. One-step to improve information sharing and inter-sectoral work is to build a Comprehensive Community Health Information System (CCHIS), a project started by Saskatoon District Health (SDH) and supported by the Regional Inter-sectoral Committee (RIC). The project would assemble, analyze, and disseminate information to decision-makers for planning related purposes. CCHIS is more appropriately called a comprehensive community information system (CCIS) because it would include local qualitative and quantitative data from many sectors.

FOCUS OF CURRENT PROFILE

This report seeks to build a city-wide and neighbourhood level profile of the issue of children not in school. The profile also demonstrates potential benefits of information sharing across human service sectors and communities for use in collaborative, broad-based strategies and evidence-based planning. In turn, the profile demonstrates the importance of working towards implementing a project such as CCHIS. Also, the formal student tracking system proposed by the provincial government can benefit from methodologies used and lessons learned from this formative exercise. Moreover, this report contributes to future resource-based planning through the indexing and mapping of key resources presently available.

This profile was created by assembling, discussing, and analyzing “available” information on factors that determine whether children aged 6 to 18 years are enrolled in school. Throughout the profile, children who experience multiple factors are referred to as at-risk of school leaving, or, simply, “at-risk children.” The factors included in this profile are believed to have a substantial influence on a student’s success at school, contribute to the healthy growth and development of children and youth, or can be precursors to leaving school. Information in the profile is derived from the following sources: literature, reports from different human sectors, interviews, school records, census data, and Saskatoon Health District data.

This profile includes a review of key factors in the literature and in Saskatoon, interviews with key stakeholders, generation of estimates, an index of resources in Saskatoon for at-risk children, and spatial analyses of available data. Both the numbers of children not enrolled in school and their ages are estimated for the City of Saskatoon and for clusters of neighbourhoods.

Overall, the current profile has several objectives:

- Identify, discuss, and show the spatial distribution of the key factors that determine whether Saskatoon children are in school;
- Use shared quantitative data to describe the issue of children not in school in Saskatoon;
- Index and map resources that exist in Saskatoon for children who are not in school or risk leaving school; and
- Recommend future actions on the issue of children not in school.

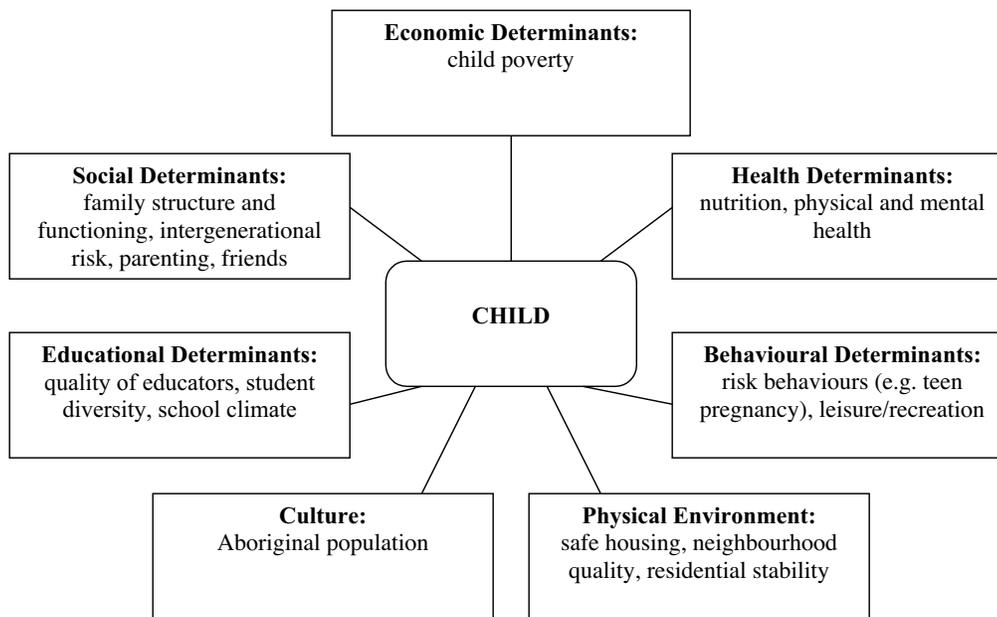
FACTORS THAT DETERMINE WHETHER A CHILD IS IN SCHOOL

This section reviews factors in the literature relevant to the issue of children not in school, comments on the literature, as well as uses “available” data to apply these factors to the issue in Saskatoon. The types of factors that determine whether a child is in school are discussed below (see **Figure 1**). Resources in Saskatoon that help at-risk children and address many of these factors are indexed in **Appendix A**.

COMMENTARY ON THE LITERATURE

An array of social, cultural, economic, environmental, behavioural, health, developmental, and educational factors can determine whether a child is in school (**Figure 1**). Some factors protect children from experiencing school difficulties, while others are detrimental and can put children at-risk of leaving school. These factors are discussed in different but interconnected bodies of literature published by varied sectors.

Figure 1. The Factors That Determine Whether a Child is in School.



Overall, much of the research is on high school and pre-school age children. Few studies address middle age children. Most research is conducted over the short-term, but recently more long-term studies have been published. Researchers commonly work with accessible populations, including children in inner city schools or those who participate in community projects, teachers in special classrooms, and former school dropouts. Most studies discuss school-based outcomes, including school performance, truancy, and dropout. Children who are not enrolled in school and not engaged in the community are generally not studied (Thompson, 1997).

Canadian research is often published in reports by government and non-governmental organizations (NGOs), and is available on the internet. Recent Canadian publications include results from nationwide surveys, such as the National Longitudinal Survey of Children and Youth. Those reports published by members of the Regional Inter-sectoral Committee (RIC) are considered available data. Journals tend to report results from foreign studies, surveys, and projects, frequently from the United States.

SOCIAL DETERMINANTS

Family Structure

Research suggests that children from families with membership changes risk leaving school. A single parent, step-parent(s), or foster parent(s) may head a family with a membership change. Some research argues that school risks associated with living in families with membership changes may be greater for boys than girls. Also, risks are dependent on the number of years a child spends in the family environment and family functioning (Jonsson and Gahler, 1997; Vaden-Kiernan et al, 1995; Astone and McLanahan, 1994; Featherstone et al, 1992; Krein and Beller, 1988).

Why might a child from a family with membership changes have problems in school? The literature suggests reasons such as deteriorated family functioning due to absence of parental support and childhood stress. Children may experience stress each time that their family structure changes (Jonsson and Gahler, 1997; Vaden-Kiernan et al, 1995; Astone and McLanahan, 1994; Featherstone et al, 1992; Krein and Beller, 1988).

The 1995 census results provide information on family structure in the Saskatoon census area. Seven percent of persons aged 15 years and older identified themselves as divorced. Eighty-four percent of family heads were husband-wife couples, while 16% were single parents. Females headed most (86%) single parent families. **Figure 2** shows that single parent families represented over 25% of all families in twelve neighbourhoods, and more than 50% of families in one neighbourhood (SDH, 2001).

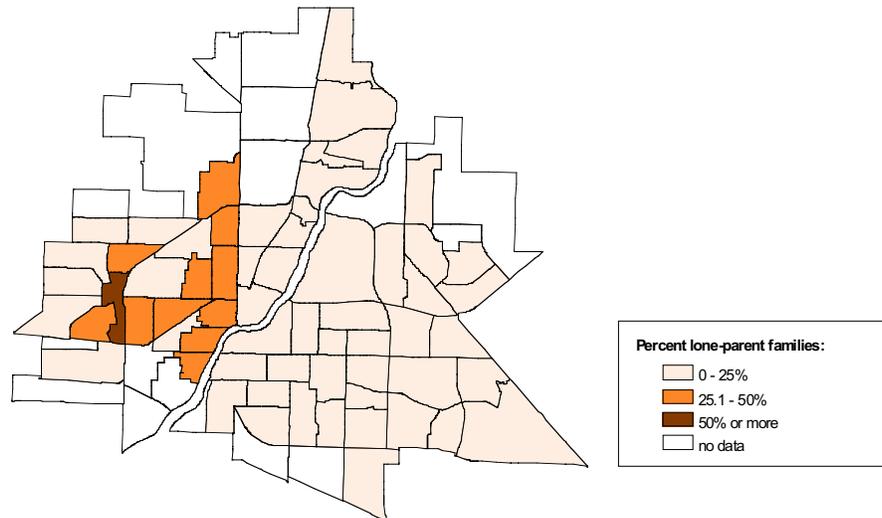
Family Functioning

Family functioning refers to parent-child and family-child relationships. In a family that faces multiple barriers, the members might not get along, have poor communication, have ill will, and/or suffer from chronic stress and abusive behaviour. Families with a good overall relationship are likely to have children who remain in school (Ross and Roberts, 2001; Health Canada, 2000; Saskatchewan Social Services, 2000; Pennock, 1999; Steinhauer, 1996).

Research suggests that effective parent-child relationship can outweigh the negative effects of poverty and divorce, and help children succeed in school. Effective relationships are generally not too restrictive or permissive. Effective parents are emotionally supportive, communicate with their child, regulate their child's activities, yet allow room

for autonomy (Ross and Roberts, 2001; Saskatchewan Education, 2000a; McCain and Mustard, 1999; Campbell, 1995). However, restrictive parenting may benefit children in neighbourhoods with fewer protective resources. Ineffective parenting relationships include anger, neglect, and abuse (Gonzales et al, 1996).

Figure 2. Percent of Lone-Parent Census Families by Neighbourhood in 1996.



Source: Statistics Canada,
1996 Census data

Intergenerational Risk and Education

The dominant thinking regarding intergenerational risk believes that children repeat the practices of their elders. A parent who dropped out of school, therefore, may risk having a child not in school. Children of such families may have few educational aspirations and perceive school as less valuable than immediate employment. Studies show that even one influential adult in a child's life can break this negative cycle and help the child succeed in school (Katz, 1997; Haveman et al, 1991; Serbin et al, 1998).

Canadian articles discuss the repercussions of residential schools in Canada. Aboriginal children may have parents who attended these schools, suffered hardships, and never developed parenting skills. These children may risk practicing the negative behaviours endured by their parents and leave school (O'Hara, 2000; Tait, 1999; Constance, 1999).

The 1995 census results show Saskatoon parents' varying levels and types of educational experiences. It is likely that parents therefore have different ideas about school and influence their children accordingly. In Saskatoon in 1995, 8% of persons aged 15 years and older had not completed grade 9, and 24% had more than grade 9 but not completed high school. An Aboriginal adult in Saskatchewan is less likely than the average adult to have completed grade 9 (SDH, 2001).

Parental Interest in Education

Research shows that children perform better in school if their parents are interested in their children's education. Parents may be interested in a child's education at-home or at-school, and in one or many activities. They may communicate with a teacher, volunteer at the school, help with homework, or motivate their children (Marcon, 1999; Thompson, 1997; Cherian, 1995). Some researchers believe that parental involvement in education is crucial for young children (Marcon, 1999).

The Saskatchewan Education report (2000) provides provincial information on parental involvement in education. It found that 45% of parents participated in parent-teacher interviews, but fewer parents had other types of contact with teachers. Some schools in Saskatoon now have programs that aim to increase parental participation in school activities.

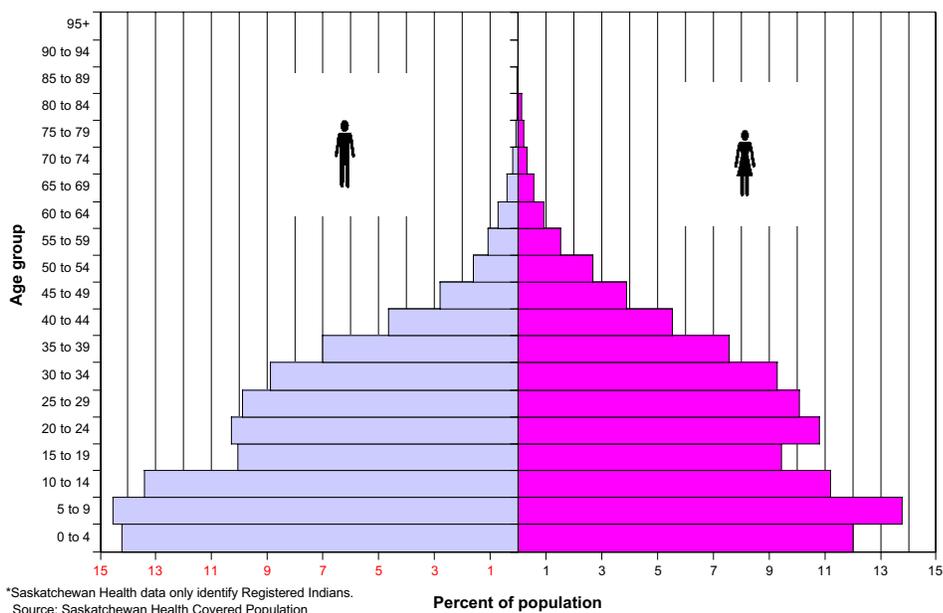
Friendships

Friends are an important part of a child's schooling. Research suggests that a friend's influence depends on friendship type and neighbourhood risks. Friends often have similar attitudes towards school, grades, and school attendance, and mutually influence each other in the classroom and outside of school. Supportive friends can help children cope with stresses and prevent childhood isolation, thereby indirectly benefiting one's school performance. Friends who get into trouble may lead children to practice problem behaviours and eventually leave school (Ross and Roberts, 2001; Woodward and Fergusson, 2000; Paetsch and Bertrand, 1997; Raphael, 1996; Steinhauer, 1996; Berndt and Keefe, 1995). In high-risk neighbourhoods, research suggests that friends may not affect a child's schooling, while other risks make school difficult for these children (Gonzales et al, 1996). In Saskatoon, the White Buffalo Youth Lodge offers a safe environment for children from core neighbourhoods to be with their friends.

Culture

Education should include and promote the rights of every child to culture and heritage. Aboriginal children are an important and growing population in the Saskatoon census area. In 1995, 7.5% of all residents in Saskatoon were Aboriginal, a greater percentage than in any other Canadian city. **Figure 3** is a population pyramid that shows the percentage of First Nation men and women in the population by age group. It shows that nearly 40% of First Nation residents were under the age of 15 in 2000 (SDH, 2001). This population is expected to double within the next 10 years. Similar to other children, Aboriginal children have school needs such as cultural programs and teachings (Constance, 1999; Okpala et al, 2000; Saskatchewan Education, 2000a; Wilson and Martin, 2000; Hesch, 1999). In Saskatoon, resources such as the Tribal Council and the Friendship Centre offer some programs with cultural content for Aboriginal children and their families. These programs often have few spaces and limited resources.

Figure 3. Population of First Nation Residents by Age Group and Sex.



The percentage of immigrants in Saskatoon is low compared to the national rate (7.5% versus 17.4% in 1995), and most speak English. In 1995, only 15% of all residents identified their mother tongue as a language other than English, but some neighbourhoods have more language diversity. More than 40% of such residents identified their mother tongue as a language other than English (SDH, 2001).

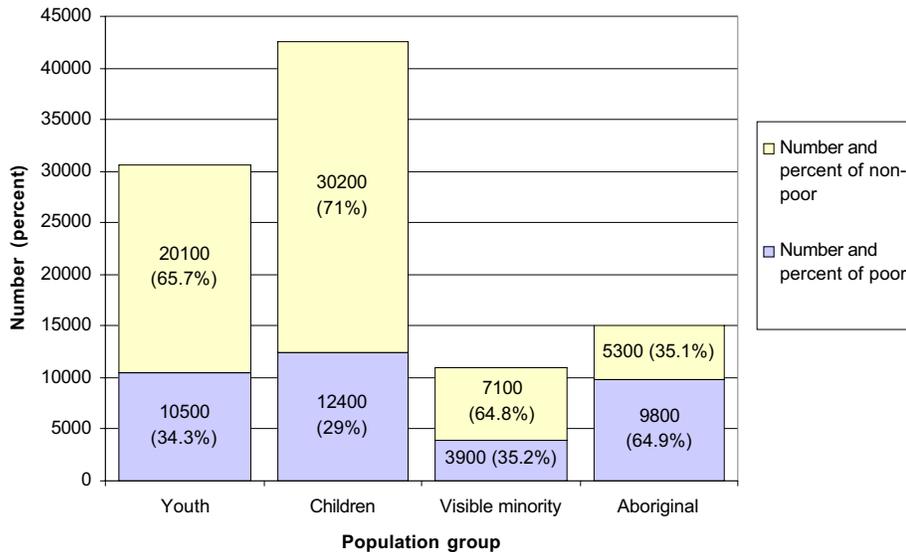
ECONOMIC DETERMINANTS

Although children from all income brackets drop out of school, studies show that children from low-income families are at risk of not going to school. Overall, low-income families are likely to have unmet basic needs and disadvantages that influence a child’s view of education and make staying in school difficult (Ross and Roberts, 2001; Finn and Rock, 1997; Steinhauer, 1996; Garmezy, 1991).

A low-income family has a before-tax income that falls below the low-income cut-off (LICO) set by Statistics Canada. With an income below the LICO, a family has difficulties purchasing basic necessities (shelter, food, and clothes) and may be able to receive economic assistance from Social Services. Anti-poverty groups argue that the LICO is too low and that healthy children require more than basic necessities (NAPO, 2001; Ross and Roberts, 2001; Campaign, 2000). Children continually fare better if the family income is \$30,000 or higher, which is above the LICO floor. Families that live below the LICO often include mother-only families and teenage parents (Ross and Roberts, 2001).

In Saskatchewan, children from low-income families are more likely to experience multiple barriers to meeting basic needs and their children’s safety and leisure needs. Parents may also have less energy to spend quality time with their children. Additionally, low-income children may be more likely to suffer health and behavioural problems, and repeat a grade (Saskatchewan Social Services, 2000).

Figure 4. Number and Percent of Poor Among Population Groups in Saskatoon, 1995.



Source: Canadian Council of Social Development

As **Figure 4** demonstrates, the 1995 census results show that in Saskatoon 18% of all families, 65% of Aboriginal families, 29% of children, and 34% of youth were living below the LICO. Poverty is also high (35%) among visible minority groups in Saskatoon. Poverty was higher in some parts of Saskatoon than in others. **Figure 5** shows that more than 50% of families in five neighbourhoods live below the LICO (SDH, 2001).

PHYSICAL ENVIRONMENT

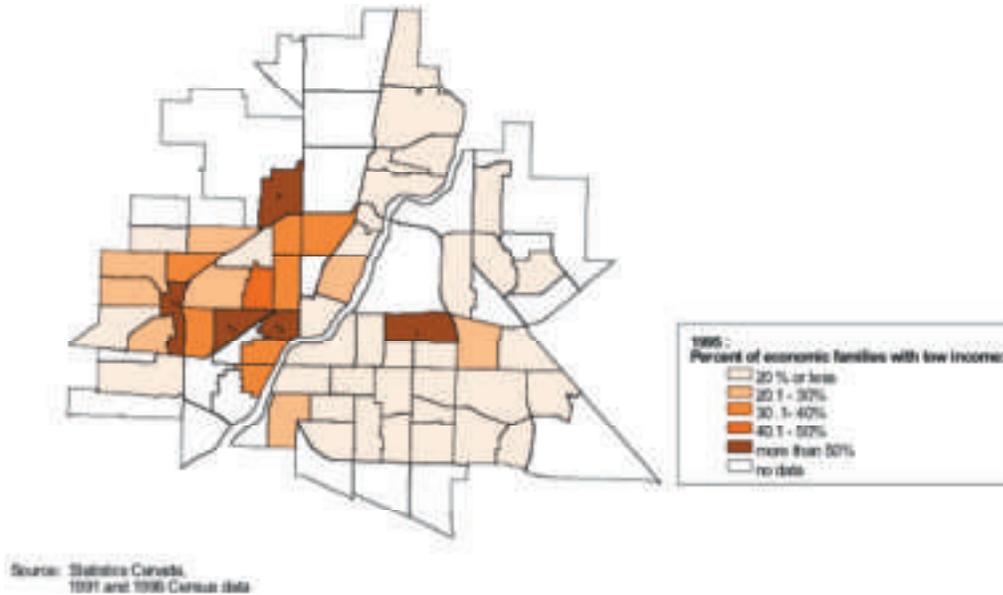
Safe Housing

Research suggests that children living in safe housing with personal space function well in school (Ross and Roberts, 2001; Health Canada, 2000; Sheehan et al, 1997; Thompson, 1997). Students’ homes may vary in state and type, from public shelters to rented apartments, from crowded rooms in need of repair to well-maintained family-owned houses. In Saskatoon, 58% of dwellings are owned and 42% are rented (SDH, 2001). Substandard housing may expose children to physical and health risks (Health Canada, 2000; Sheehan et al, 1997).

In recent years, Saskatoon developers have removed considerable affordable housing, and few such units have been built since 1994. There is now a lack of affordable housing, higher rents, low vacancy, and full shelters. In 1999, there were 2,673 social

housing units in Saskatoon, but only 29% were designated for families (SDH, 2001). The remaining low-income housing is often in older Saskatoon neighbourhoods, such as Riversdale, Pleasant Hill, King George, Westmount, and Casewell Hill. These neighbourhoods have a large number of rental accommodations with absentee landlords and aging homes in need of repair. Many family members may crowd within one rental home. This situation means that children are more likely to live in substandard housing conditions than several years ago (Usiskin et al, 2001; City of Saskatoon, 1999).

Figure 5. Incidence of Low-Income Among Economic Families in Saskatoon, 1995.



The City of Saskatoon and community groups such as Quint, a non-profit economic development corporation, are in the process of implementing housing projects, but these are few and funds are scarce. The City Homes Now Program purchases apartment blocks and keeps them available for low-income housing. Other programs build affordable homes and assist low-income families in becoming homeowners (Usiskin et al, 2001; City of Saskatoon, 1999).

Neighbourhood Quality

Research suggests that neighbourhood quality can impede positive community development, and lead local children to practice deviant behaviours and leave school. Children are at greatest risk in neighbourhoods with few protective and many detrimental or risk factors. Detrimental factors include poverty and drug abuse. Protective factors include community centres and after school activities. For children who already have difficulties in school, neighbourhood level risks add to their existing disadvantages (Ross and Roberts, 2001; Horn, 1999; Shumow et al, 1999; Johnson, 1997; Ensminger et al, 1996; Gonzales et al, 1996).

Saskatoon neighbourhoods are diverse. Potentially detrimental factors in local neighbourhoods include limited green space, high residential mobility, poverty, poor housing conditions, overcrowding, and prostitution. Inner-city neighbourhoods often have more detrimental factors than other neighbourhoods. For this reason, children in the core may be most likely to leave school. Projects such as White Buffalo Youth Lodge, a youth centre located in the city's core, build protective neighbourhood factors and improve a child's odds of school success. A map of protective neighbourhood factors in Saskatoon is included in **Appendix B**. Note that there are few protective factors located in the city core.

Residential Stability

Some families, for economic or lifestyle reasons, move frequently from one residence to another. Research suggests that their children risk not being in school. Reasons for this risk include children changing schools often and being unable to establish residency in a school district. These children may also have difficulty making friends, lack teacher investment, and experience isolation (Ross and Roberts, 2001; Stover, 2000; Yamaguci et al, 1997; Astone and McLanahan, 1994).

Overall, Saskatoon resident mobility is slightly higher than national and provincial rates, but varies by neighbourhood. In 1995, 21% of Saskatoon residents moved in the previous twelve months. This number exceeded 30% in fourteen neighbourhoods. In the past five years, more than 51% of Saskatoon residents have moved, but in some neighbourhoods the rate was more than 70% (SDH, 2001). Common reasons that Saskatoon families move include divorce, poor housing conditions, farm work, homelessness, and unemployment. Aboriginal families may move to maintain cultural links with their reserve. The more that children move, the more difficult it is for schools to track them and assess their academic progress (Stover, 2000; Yamaguci et al, 1997; Astone and McLanahan, 1994). In Saskatoon, the Absentee Assessment Team is an inter-sectoral project that tracks and helps children who have problems attending school. The project is currently limited to selected children attending schools within the city core.

BEHAVIOURAL DETERMINANTS

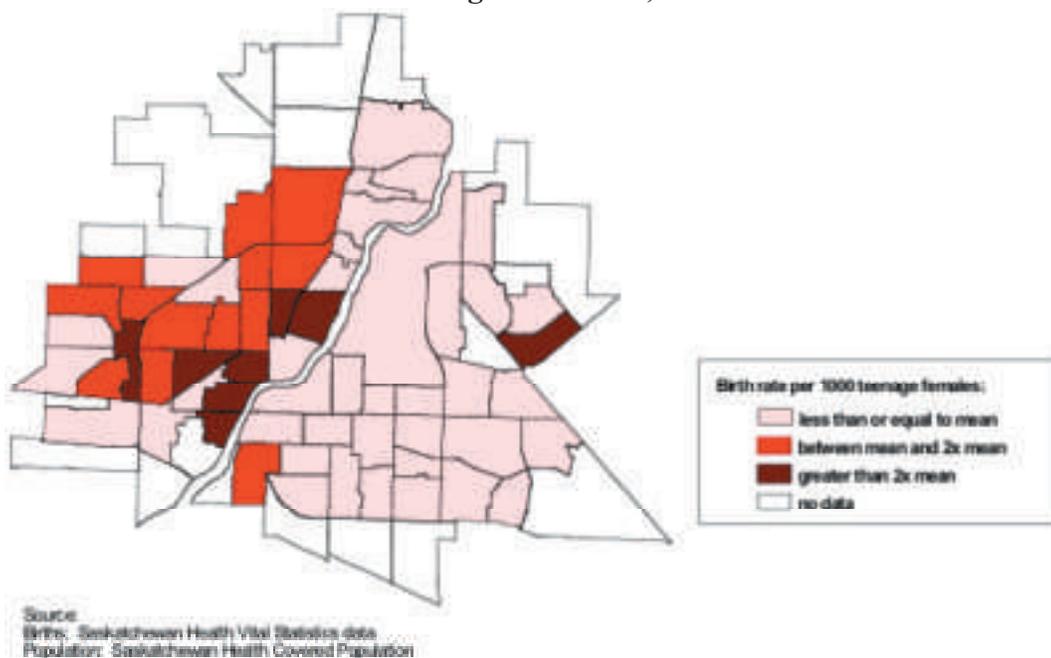
Risky Behaviours

Children often experiment with risky behaviours as they develop. They may try drugs, cigarettes, and unprotected sex. Some authors argue that risky behaviours can be precursors to criminal activity and leaving school (Ross and Roberts, 2001; Health Canada, 2000; Corcoran, 1998; Serbin et al, 1998; Katz 1997; Raphael, 1996; Haveman et al, 1991; Hurrelmann, 1990). Correctional Services of Canada notes that children aged 12 to 17 years are at the highest risk of criminal involvement (Correctional Services of Canada, 1999).

In Saskatoon, early pregnancy is a likely reason that young girls do not go to school. The five-year average fertility rate for girls aged 15 to 19 years in Saskatoon for 1993 to 1998 is high (37.5 per 1,000) compared to the national rate of 22.4 per 1000 (for 1994 to 1998).

Figure 6 shows that the rate in eleven Saskatoon neighbourhoods is more than twice the city average. Confederation Suburban Centre has a rate nearly four times the city average (SDH, 2001). Local resources such as Planned Parenthood offer reproductive health services, and resources such as Maggie’s Child Care Centre provide services for young mothers. Some high schools, such as Nutana Collegiate, offer in-school daycare centres.

Figure 6. Average Teenage Fertility Rates per 1000 Females, Aged 15 to 19 Years, Saskatoon Neighbourhoods, 1992-1999.



Another reason that Saskatoon children may not be in school is criminal involvement. In Saskatchewan, Social Services and the Justice Department provide services for young offenders, such as Kilburn Hall. In 1996/97, most youth criminal court cases in the Saskatoon and North Battleford area involved charges of theft or break and enter (CSC, 1999). Children may steal daily for money on which to live or to buy drugs, a behaviour that prevents them from going to school. In Saskatoon, health care partners offer limited services for youth with addictions. Youth are often sent outside of Saskatoon for rehabilitation and treatment, such as addiction facilities in Alberta.

Leisure / Recreation Activities

Involving at-risk students in leisure activities can stop them from wandering the streets and protect them from dropping out of school, but it may not improve their school performance (Miller and Plant, 1999; Mahoney and Cairns, 1997; Fisher et al, 1996). Different activities are appropriate for children of different ages (Quinn, 1999). Common activities include after school sports, school clubs, and hobbies. Research suggests that the least competent students can benefit most from leisure activities, but that they often do not participate. Participation in even one activity can substantially reduce risk of school dropout. Reasons for non-participation include watching television and inability to pay fees (Halpern, 1990; Mahoney and Cairns, 1997; Raphael, 1996).

A 1999 Saskatchewan Education survey of Saskatchewan children in grades five, eight, and eleven provides information on student use of leisure time. **Figure 7** shows that children in Saskatchewan often watch television and play sports, but fewer children participate in extracurricular and community activities. Also, older children are most likely work outside of school hours (Saskatchewan Education, 2000a).

Figure 7. Use of Leisure Time by Saskatchewan Students for Selected Activities.

Six or more hours per week, students...	Grade 5	Grade 8	Grade 11
Play sports	52%	62%	53%
Participate in extracurricular activities	34%	45%	44%
Participate in community activities	32%	24%	21%
Work outside of school hours (chores, job, etc.)	42%	61%	71%
Watch TV	68%	73%	65%
Play video games	44%	35%	22%

Source: Saskatchewan Education (2000a: 58).

HEALTH DETERMINANT

Child Nutrition

The literature on education and nutrition discusses school-based feeding programs and nutritional deficiencies, and often focuses on the developing world. Generally, it is important that children eat enough, regularly, and nutritiously, but there is no evidence that school-based feeding programs are effective. Long-term malnutrition can cause poor brain function, behavioural problems, and school difficulties. The effects of short-term meal skipping are not well understood. Reasons that students do not eat nutritiously vary from poverty to body shape dissatisfaction (Shaw et al, 2001; Hay, 2000; Given, 1998; Shaw, 1998; Raphael, 1996; Pollitt, 1995).

In Saskatoon, poverty and malnutrition may add to problems that children have in school. Food bank usage has increased over the last two years. Over 10,000 individuals are provided food each month at the Saskatoon Food Bank. In 2000, 47% of food bank users were children (SDH, 2001). Saskatoon children lacking sufficient food may eat at special school programs and community centres. Note that these resources are often not accessible to students who live outside of the Central Business Area and attend regular schools.

Physical Health

Children with health issues may have difficulties at school. The literature discusses health issues that may interfere with schooling, such as Fetal Alcohol Syndrome (FAS), inattention, and chronic illness (Ross and Roberts, 2001; Health Canada, 2000; Pennock, 1999; Habbick et al, 1996; Morse and Weiner, 1994). The Saskatchewan Institute for the Prevention of Handicaps and the Kinsmen Children's Centre offer parents information on health issues such as FAS. The incidence of FAS in Saskatchewan does not appear to be declining, and may be high in Aboriginal populations (Habbick et al, 1996).

Most children in Saskatoon (93-95%) have all the recommended immunizations by kindergarten age. Full immunization can prevent children from becoming ill and missing school. Accidents are another common reason for child hospitalization in Saskatoon, and could contribute to school absence (SDH, 2001).

The SDH dental health program conducts screening in Saskatoon schools. Overall, fewer children suffered dental neglect in 2000 than in the past. Fifty percent of children aged 5 and 6 years were cavity-free, and children aged 12 had no more than three cavities. Yet a review of dental results from community schools indicates that the dental status of children from low-income urban and rural areas remains poor. Oral health plays an important role in a child's overall physical health, self-esteem, social interaction, and, in turn, success at school. Students with poor dental health may suffer from low self-esteem, experience pain and discomfort, and may withdraw from situations that include social interactions such as school (SDH, 2001).

Mental Health

All children experience ups and downs, but some have chronic mental health concerns. Poor mental health can inhibit child development and is often linked to school performance, risky behaviours, and risk of leaving school. Mental health concerns may result from difficult experiences such as abusive relationships, parental divorce, and poverty. Signs of poor mental health include depression, low self-esteem, difficulty coping with stress, and decreased intellectual ability (Ross and Roberts, 2001; Health Canada, 2000; Frame et al, 1998; Raphael, 1996).

Child Development

Children of different ages or stages of development have different needs. The bulk of child development research focuses on early childhood development and particular childhood

behaviours. Overall, the studies show that events between birth and roughly 5 years of age affect a child's learning, behaviour, and health throughout their life. During these early years, children develop crucial language, social, cognitive, and emotional skills required for school success. Good childcare and a safe home environment result in optimal skill development. Negative experiences in early life can impede development of early skills, put children at a disadvantage when entering school, and have long-lasting effects that are difficult to overcome (Hawkins et al, 1999; McCain and Mustard, 1999; Hurt et al, 1998; Fergusson and Horwood 1998; Canadian Institute for Advanced Research, 1998; Hertzman, 1989; Campbell, 1995). Note that many developmental and social changes also occur between ages 6 to 14 years, as children approach maturity (Eccles, 1999). At each stage in child development, different factors can protect children from adverse school outcomes (Steinhauer, 1996).

The Government of Saskatchewan Action Plan for Children (2000) focuses on child development from birth to 5 years of age, and plans to increase programming in this area. Studies show that early childhood interventions, such as pre-schools, can protect children during early childhood, irrespective of their family background. Recent research shows that low-income children who participate in early childhood interventions have improved education and social outcomes until age 20 years. Other researchers debate whether the benefits of early childhood interventions persist until school completion (Reynolds et al, 2001; Lipps and Yiptong-Avila, 1999; McCain and Mustard, 1999; Steinhauer, 1996).

EDUCATIONAL DETERMINANTS

Quality of Educators

The quality of educators, including teachers and other school staff, can determine whether children remain in school. Research suggests that high quality educators recognize the diverse backgrounds and needs of children and adapt curriculum accordingly. They are approachable, well-trained, culturally aware, and willing to work individually with students. Some believe that a strong student-teacher relationship can encourage children to remain in school, regardless of childhood disadvantages. In the inner city, educators may become frustrated with problems, such as violence, poverty, and high staff turnover. These problems interfere with the quality of teaching (Okpala et al, 2000; Horn, 1999; Katz, 1997).

Information on educators in Saskatchewan is available from Saskatchewan Education (2000). In recent years, the schools, particularly those located in the city's core, have hired a new range of educators, such as teaching assistants and social workers, and are collaborating with outreach workers (e.g. individuals from Social Services who work directly with at-risk children). Saskatoon educators have university training, and many continue their education through workshops. In 1999 and 2000, educators spent most of their time teaching students, and about a quarter of their time on special education

and other activities. Educators identified that key limitations to teaching in Saskatchewan include student ability, student home background, shortage or inadequacy of computers, and shortage or inadequacy of specialists.

Student Diversity

In Canada, all children are legally required to attend school from the age of 6 or 7 until the age of 15 or 16 years (Canada Information Office, 2001). Each child arrives at school with different skills, experiences, and needs. They come from different ethnic groups and family types, and have different language skills and reading abilities. Research shows that children who have incompatible experiences with our educational system may not adjust to school life and risk leaving school early. Often, at-risk students experience transition, live in poor families, have a negative attitude towards school, have language difficulties, or belong to a minority group. Families are now demanding a wider choice of schooling to meet diverse student needs (Wilson and Martin, 2000; Friendenberg, 1999; Hesch, 1999; Horn, 1999; Kortering and Braziel, 1999; Lunenburg, 1999; Sutton and Soderstrom, 1999; Johnson, 1997).

School Climate

Researchers argue that school climate can determine whether a child remains in school, regardless of their background. School climate is a school's overall environment and is influenced by many variables. The extent that the school promotes openness and professionalism is important. Other variables that influence school climate are policies, relationships with the community, and class size. Often, small schools with flexible programming and qualified staff are associated with more students graduating and continuing on to pursue higher education (Horn, 1999; Esposito, 1999; Lunenburg, 1999; Sheehan et al, 1997). Many problems can block improvement of school climate, including insufficient funding and feelings of insecurity due to school violence. These problems are often enhanced in inner city schools (Horn, 1999; Lunenburg, 1999; Secada, 1999; Johnson, 1997).

In Saskatchewan, the Public and Catholic School Boards run most elementary and high schools. They receive their funding from provincial grants and local taxation. In 1998, the average provincial expenditure on education in urban areas was \$5,353 per student. In 1999/2000, most Saskatchewan schools had more than 150 students. In the same year, most (32.8%) urban classrooms had between 26 and 30 students, and some (16.0%) had over 30 students. The average student-educator ratio in urban Saskatchewan was 16.9 in 1999/2000. Community, alternative, and integrated schools and special programs offer the highest student-educator ratios and smallest classrooms. Examples include Nutana Collegiate, the Mainstreet program, and classrooms in the Radius Community Centre (Saskatchewan Education, 2000a). These facilities, described in **Appendix A**, have few spaces and often focus on children who cannot function in a regular school.

Recently, schools have been under pressure to better meet educational standards and community needs, which means changing school climate. Education Saskatchewan has created a new school environment referred to as School^{PLUS} and based on the recommendation of an innovative project that examined the expanding role of the school, including many of the factors discussed in this profile. The project found that schools must work in association with the community to meet the social, economic, and health needs of the whole child. The School^{PLUS} recommendation includes improved community partnerships and funds for new programs, such as those for hidden youth (Education Saskatchewan, 2001).

INTERVIEWS WITH THE STAKEHOLDERS

This section discusses interview procedures and summarizes the information collected in interviews with selected community stakeholders.

The stakeholders interviewed included students in special classrooms and other community members, such as administrators of programs for at-risk children and teachers in a community school. The interviewees were asked questions (see **Appendix C**) relevant to their diverse experiences regarding the issue of children not in school. Many of the students had spent time not in school. Due to time constraints and policy obstacles, the interviews were limited to students from two special programs and seven key community stakeholders. The students discussed their experiences in Saskatoon schools. Other community stakeholders provided more extensive information on the issue of children not in school.

The interviews with both the students and other community stakeholders are summarized below.

REASONS THAT SASKATOON CHILDREN DO NOT GO TO SCHOOL

Overall, the stakeholders agree that children who leave school do not fit in the regular school programs, and cannot follow such a program from start to finish. Many stakeholders argue that at-risk children come from every financial background and from across Saskatoon. We cannot put a label on the children who leave school. There is also some disagreement over whether the majority of children not in school are Aboriginal. Some stakeholders argue that the problem is severe in Aboriginal communities and is a manifestation of the many past hardships that the community has faced, such as residential schools.

The stakeholders noted that any of the reasons cited in the literature could contribute to the issue of children not in school, but some factors were discussed more often than others.

- **Children who leave school often have unmet survival needs.** Many of the children interviewed had housing concerns and were involved with Social Services. Some had lived with numerous foster parents or relatives.
- **Events outside of school frequently make learning difficult.** All of the children interviewed had ongoing problems outside of school. Many had experienced traumatic events with family or on the streets. Other children got into trouble in the city with their friends. Some children had drug problems or had been involved in prostitution or crime.
- **Children who leave school may lack a meaningful adult in their life.** One stakeholder noted that friends do not provide honest support to youth. Youth often say one thing, but encourage a contradictory action. Children who are successful in school often bond with an adult. For many of the students interviewed, school was about making connections with other students, but not with adults. They were interested in school's social aspects, and did not like their former teachers or listening to rules. All of the children interviewed had at least one friend not in school and knew others who attended classes irregularly.
- **Disabilities can also make school difficult.** Community stakeholders discussed disabilities, including FAS and hearing loss due to an early childhood infection.
- **Parental experiences, support, and values may contrast with school.** Some parents do not value education or they may live an unstable life and cannot support their children through school. Of the children interviewed, some had a sibling or parent who cared whether they went to school, but others had less family support. Often, children had siblings in jail or not in school. Other children had family responsibilities that took priority over going to school, such as babysitting.

One stakeholder argued that we have unrealistic expectation of our children. We expect them to function under difficult conditions and label them deviants when they are non-compliant.

LOCAL RESOURCES FOR CHILDREN NOT IN SCHOOL

Everyone working in the field agreed that we must keep at-risk children engaged. They also agreed that resources are available, but in inadequate amounts, to help children not in school. Caseloads are high, services are not widely accessible, and inter-service collaborations are weak.

The key education resources that stakeholders discussed for children not in school are special classrooms that have few spaces and waiting lists. The children in these programs know staff well and feel safe in the classroom. They like working at their own pace, and often start to make more responsible life choices.

The stakeholders noted that the community, integrated, and alternative schools all provide unique learning environments, but they lack the funds to offer students the small

classes and personal support received by those in special programs. Most stakeholders emphasized that Saskatoon schools are doing the best they can to help at-risk children, especially considering that they work with large classes and limited funds. They also emphasized that school boards cannot work alone to resolve the issue of children not in school.

Those working with at-risk children identified important resources lacking in Saskatoon for at-risk children:

- Neighbourhood residential facilities to support children in crisis
- Local community centres where adults and children can mix, such as the White Buffalo Youth Lodge
- Home-based and localized services
- Advocacy support for children in the education system
- More outreach work with children

WHAT ARE THE NEXT STEPS?

Stakeholders working with at-risk children discussed some key steps towards disentangling the issue of children not in school.

- **Communities must take more responsibility for their children.** Schools have made many changes over the last 20 years, but improved only minimally. Historically, schools started as a means for the community to share limited resources. Our schools are still based on that old model in an urban area but lack traditional community support. Many stakeholders believe that the next changes in the area of education should be systematic and involve the community. Saskatoon communities need to re-build their support networks for local schools and children, and expand their ideas about schooling.
- **Early childhood intervention is key.** We should prevent bad behaviour before it starts. Schools need to work with children and their families at a young age and inter-sectorally so that everyone is on the same wavelength.
- **All sectors need to better acknowledge the dynamic problems faced by Aboriginal children.**
- **Mentorship is important for children.** Mentors can provide positive guidance for children, encouraging them to remain in school.
- **Outreach work with at-risk children is important.** Outreach workers connect with at-risk children and have extensive knowledge of their needs. Children are often willing to talk with outreach workers and work with them to resolve personal problems. Resolving personal problems can lead the child to make responsible choices, such as attending school.

DESCRIBING THE ISSUE WITH “AVAILABLE” QUANTITATIVE DATA *ELEMENTARY SCHOOL*

In 2000, Saskatoon Communities for Children, with the assistance of SDH, used shared data supplied by the Public and Catholic School Boards to estimate the number of children in Saskatoon not enrolled in an elementary school. The estimate was calculated by subtracting the total number of students enrolled in kindergarten to grade eight from the total number of children aged 5 to 14 years (with the numbers of children aged 5 and 14 years first divided by 2). The calculation is provided for the City of Saskatoon, as well as for clusters of neighbourhoods. Note that this method of estimation makes certain assumptions: children in elementary school are between 5 and 14 years of age; half of grade eight students turn 14 years of age prior to graduation; and half of kindergarten students turn 6 years old by the end of the school year.

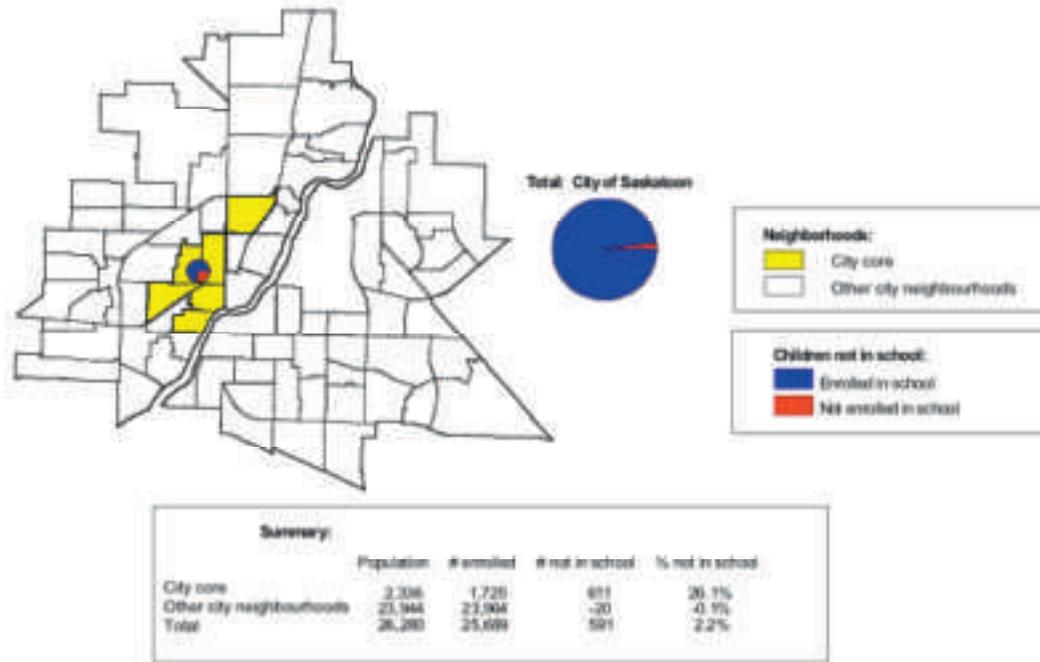
The calculation for neighbourhood clusters divides Saskatoon into two clusters. One cluster includes neighbourhoods in the city core, and the second includes neighbourhoods outside the city core. The calculations that employ this clustering method also assume that children living in the city core have different school enrolment than those living outside. This assumption is supported by the shared quantitative and qualitative data presented throughout this profile. The data suggests that the populations in the city core have an increased risk of having children not in school. Populations in the core neighbourhoods commonly experience risk factors, such as single parenting, poverty, and high mobility. Populations in the other neighbourhoods experience fewer risk factors. For example, they have higher incomes and, more commonly, intact families compared to core neighbourhoods.

The enrolment data used for this estimate include all children in schools and other educational facilities (e.g. Radius) in Saskatoon, whether or not they reside within the city or school catchment area. Although most elementary school children may live within the school catchment area, any child who attends a local school and resides outside the city inflates the total enrolment numbers, making the final estimates more conservative. Saskatchewan Health data was used to obtain the number of children in Saskatoon by age and neighbourhood. This data includes information on all Saskatchewan residents who have a Health Card, renewed every 3 years.

The estimate suggests the following (see **Figure 8**):

- In June, 2000, over 591 children in the selected age group were not enrolled in school, about 2.2% of all children aged 5 to 14 years.
- However, when the core city neighbourhoods are clustered together, this number rises to 611 children. This may be due to some families sending children to school outside of their neighbourhoods of residence. These 611 children represent about 26% of children aged 5 to 14 years in the core neighbourhoods.

Figure 8. Percent of Children Not in School: A Comparison Between the City Core and Other City Neighbourhoods.



HIGH SCHOOL

A future step is to estimate the number of children not in high school. This requires improved data sharing and inter-sectoral partnerships. High school enrolment data with residence information is required to make this estimate. High school children are likely more mobile. They may attend schools in different neighbourhoods, and children from farming communities may commute to Saskatoon for school.

RECOMMENDATIONS

The following are a broad set of recommendations for future action on the issue of children not in school. They are based on an analysis of the “available” data, literature, interviews, and resources presented in the current profile. Each priority area, as well as possible action, is discussed in turn. This section should serve as both a conclusion to this profile and a guide for future planning on the issue of children not in school. Note that several themes are emphasized throughout this section: community co-operation; prevention of leaving school; and increasing child-community connections. Community co-operation means that community members, governmental organizations, and non-governmental organizations (NGO’s) work together.

- **Community action recognizes the populations that are most at-risk**

Aboriginal and immigrant children are more likely than other children to experience school-based risk factors. Immigrant children may experience poverty and delays in their language skills. A disproportionate number of Aboriginal children experience poverty, foster care, intergenerational risks, and possibly FAS. Although many resources offer services with Aboriginal content, a future step is for each sector (including Health and Justice) to offer more culturally appropriate services. Another step is to use the data available on at-risk populations for priority setting and population-specific planning.

- **Stakeholders focus on resources that keep children engaged in the community**

The literature suggests that resources, particularly community centres and before and after school programs, can keep children engaged in the community and protect them from developing school problems. Overall, it is important that children make a connection with the community. Most resources in Saskatoon that exist for at-risk children focus on treating children who already have school problems. They may not protect children from developing school problems, or connect children with their community. There is a need to evaluate the efficacy of existing resources.

- **Stakeholders learn more about the children who are not in school**

Another important step towards keeping children engaged is to learn more about the children in Saskatoon who are not in the regular school system, particularly those who are also not engaged in the community. We do not know enough about these children. We need to know how to reconnect them with the community and provide support. One way that stakeholders can learn about these children is by collaborating with local outreach workers and systematically record their knowledge. Outreach workers work directly with at-risk children and have extensive knowledge on local resources and children. Another action towards this recommendation is implementing the citywide student tracking program proposed by the provincial government. Some methodologies that could be used for this tracking program were discussed in the previous section. A tracking program would provide Saskatoon with accurate data on the number, place of residence, and age of children not in school.

- **Community action is neighbourhood specific**

The presence and number of risk factors varies by neighbourhood. As a result, children from different neighbourhoods are likely to experience different kinds and concentrations of risk factors. Local action should reflect the combinations of factors that are most common in a neighbourhood. For example, reproductive health programs and programs for young mothers should target neighbourhoods with high teenage fertility rates. An immediate step towards this recommendation is for community members to use the local data in this profile and the Saskatoon District Health 2000 Health Status Report (Saskatoon District Health, 2001) for neighbourhood specific resource planning.

- **Priority is given to those neighbourhoods most at-risk**

Neighbourhoods that have fewer protective resources, such as local recreation centres, libraries, community centres, and Social Services, should be the first to benefit from new or restructured resources. The current profile shows that many high-risk neighbourhoods are in the city core. An immediate step towards this recommendation is for all sectors to recognize which neighbourhoods have fewer protective resources, and ensure that those neighbourhoods will benefit from new or restructured resources. A good example is the community school model, a new approach to schooling that focuses on children in the city core.

- **Community action focuses on the underlying risk factors**

The current profile shows that many risk factors, including student mobility, poverty, and parental divorce, can indirectly influence whether a child is in school. The sectors, including Social Services, Education, Health, Justice, and community members, should work to ease the risk factors that children face. Education has already begun this by providing integrated schools and other resources. Over the long-term, this approach might help prevent children from leaving school, as well as reduce demand for treatment-based resources, such as rehabilitation centres and special classrooms. Examples of programs that can ease underlying risk factors include those that offer transportation funds to children from low-income families.

- **Each stakeholder shares more data on Saskatoon**

While preparing the current profile, it was difficult to access data from all sources. True collaborative strategies require data sharing. Shared data can provide stakeholders with a detailed description of the factors that determine whether a child is in school, as well as information on the heterogeneity of these factors in the population. An accurate description provides the stakeholder with a better understanding of the issue and ability to plan successful projects and programs. An immediate action is to improve data sharing among members of the human service agencies. This could be accomplished by standardizing the process for human service agencies to access data from each other, as proposed by CCHIS.

- **The resource index in this profile is a dynamic document for use in planning**

Keeping the index dynamic means that it can be used for long-term planning. A live document is one that should be shared among stakeholders, updated regularly, and expanded and refined. Adding more specific information on projects and programs, such as the number of places available, user fees, and hours of operation, may expand the index. An immediate step towards this recommendation is to publish the document in an updatable and sharable electronic form. Another possible step is to use the index to identify resource gaps.

- **Resources focus on the developmental needs of children and youth**

Quality education and childcare in a child's early years can prevent long-term school risks and ease school adjustment. For this reason, resources that focus on early childhood education and ease the risk factors faced by young children are important. Steps towards this recommendation include implementing childcare and other resources for children of different ages. It is important that any resource for children recognize that children of different ages have different developmental needs. An example of an action in this area is to promote pre-school education for children roughly 4 years of age, and to increase the number of local pre-school spots. Another possible step is to provide more home-based care for at-risk families with small children.

- **School climate is improved**

Schools need to promote openness and improve the student-school connection. On paper, schools recognize that they need to work jointly with the community, but in practice this openness is not yet realized. A strong student-school connection can keep children in school.

Schools should look at low cost steps to increase the student-school connection. One possible step is for high schools to divide into small community blocks until graduation. Other possible steps include keeping the same teacher(s) and students together for more than one year, and providing bus tickets to low-income students who move so that they can remain at their old school. Note that different steps to improve school climate should be considered for children of different education levels and ages.

- **Access to resources for at-risk children is improved**

Resources in low-income neighbourhoods need to have longer hours, neighbourhood locations (rather than one central office), and no fees for children, as well as provide home-based support. Poor children and those without transport currently have limited access to Saskatoon's resources, particularly in the winter.

- **Community works together to help children**

Stakeholders (including parents, families, NGOs, and human service agencies) need to be more willing to work together as a community, share resources, and take responsibility for local children. The Education sector has already begun working collaboratively with Social Services and other partners to help at-risk children. Other sectors hope to work more collaboratively. Overall, all sectors should work jointly with Education to achieve the recommendations discussed here.

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Appendix A. Index of Resources For At-Risk Children

The current index identifies the key resources within Saskatoon for children/kids/youth not in school or leaving school—a group referred to as “at-risk.” It should be regarded as a “sharable tool” and “working document.” Building the current index was an action recommended by several stakeholders, including Community Solutions for Children not in School (2001) and Saskatoon Community Schools (Saskatchewan Education, 2000b). The index should serve as a tool to be shared by stakeholders, other community members, and the Regional Inter-sectoral Committee to begin to identify resource gaps, improve the response of services to at-risk children, and facilitate inter-agency planning and service integration. It is also emphasized that this document should be constantly expanded, refined, and updated by the stakeholders.

The index includes both government and non-government resources that offer programs and services that may support at-risk children or their families. Information on the resources was collected via telephone, from published pamphlets, in meetings and interviews with adults and students, and from pre-assembled resources indices. Note that some school board programs are excluded from this index because a description of Public School programs was not available until Fall, 2001.

The index includes a Subject Index and Complete Index. The Subject Index summarizes the resources for at-risk children by the major types of services/programs that they provide or the subgroups that they target. The resources range from centres that provide addiction related services to resources for young mothers interested in completing their schooling. Note that some resources fall into multiple subject categories. The Complete Index includes an address and full description of each resource and lists resources in alphabetical order.

Subject Index

Addiction Related Services

- Alateen
- Bridge House
- Calder Centre
- SDH, Addiction Services

Alternative Schools

- Saskatoon Catholic Schools, Bishop Murray High School
- Saskatoon Catholic Schools, Joe Duquette High School
- Saskatoon Catholic Schools, Sion Middle School

Basic Needs of Children

- Carmel House
- Child Hunger and Education Program
- Saskatoon Food Bank
- STC Safe House

Before and After School Resources

- Association for Community Living, Saskatoon
- Big Brother Association of Saskatoon
- Big Sister Association of Saskatoon
- Boys & Girls Club of Saskatoon
- City of Saskatoon, Leisure Services
- Core Neighbourhood Youth Co-op
- Family Healing Circle Lodge
- Hands On Street Ministry
- Salvation Army
- Saskatoon Friendship Inn
- YMCA

Child Advocacy

- Children's Advocate Office
- Children/Youth and Violence
- Police Services, Child Centre
- Saskatoon Sexual Assault and Resource
- Sexual Assault Services of Saskatchewan

Community Centres

- Egadz Youth Centre
- Radius Community Centre
- White Buffalo Youth Lodge (City Centre)

Crisis Services

- Crisis Intervention Service, Mobile Response & Crisis Management Service
- Crisis Nursery, Saskatoon Society for the Protection of Children

Economic Assistance

- Kids Sport
- Social Services, Child Day Care Division
- Social Services, Income Security Division

Family Resources/Services

- Adelle House, second stage housing
- Family Counselling Centre
- Interval House
- Saskatoon Family Service Bureau
- Saskatoon Tribal Council (STC)
- Social Services, Family and Youth Services Division
- Social Services, Family Support Centre
- YWCA

Health Care

- Community Clinic - Westside
- Gay & Lesbian Health Service
- Saskatoon Community Clinic
- SDH, Mental Health Services, Child and Youth Services
- SDH, Public Health Services
- SDH, Youth Resource Centre

Integrated/Community Schools

- Saskatoon Catholic Schools, Community Schools
- Saskatoon Public Schools, Community Schools
- Saskatoon Public Schools, Nutana Collegiate Parenting resources
- Catholic Family Services
- Early Childhood Association
- Kise Wa To Ta To Win, Aboriginal Parent Program
- Parenting Education Saskatchewan
- Pre-school Information Registry and Services
- Saskatchewan Institute on Prevention of Handicaps

Reproductive Health

- Planned Parenthood Saskatoon
- SDH, Public Health Services, Drop-in STD Clinic or Street Van

School Assistance

- Absentee Assessment Team
- Centre of Reading Excellence (SCORE)
- Learning Disabilities Association of Saskatchewan (LDAS)
- Saskatoon Indian & Metis Friendship Centre
- Saskatoon Open Door Society
- Stay in School Program

Special Programs/Classrooms

- Madeline Dumont Pre-school
- Saskatoon Catholic Schools
- Saskatoon Catholic Schools, St. Frances School, Social Learning Program
- Saskatoon Catholic Schools, Bishop James Mahoney High School, Honours Program
- Saskatoon Catholic Schools, Farm School
- Saskatoon Catholic Schools, Opening Doors
- Saskatoon Public School Division
- Saskatoon Public Schools, Mainstreet
- Saskatoon Public Schools, Alvin Buckwold School, Open School
- Saskatoon Public Schools, Bridges
- Saskatoon Public Schools, Brunskill/KCC
- Saskatoon Public Schools, City Park Collegiate
- Saskatoon Public Schools, Dr. John G. Egnatoff Public School
- Saskatoon Public Schools, Four Directions
- Saskatoon Public Schools, Grade Nine Transition Program
- Saskatoon Public Schools, Omega
- Saskatoon Public Schools, Structured Success
- SDH, Youth Resource Centre

- Social Services, Saskatoon Children's Shelter
- Work readiness program (STC)

Young Mothers

- Association for Community Living, Saskatchewan
- Bethany House, Salvation Army
- Catholic Family Services Child Care Association, Bishop Murray Infant Centre
- E-Tahkanawasot Infant Care Centre, Joe Duquette High School
- Maggie's Child Care Centre
- Quint
- Saskatoon Student Child Care Service, Mount Royal Collegiate
- Student and Kids Centre

Young Offenders

- Social Services, Kilburn Hall
- Social Services, Yarrow Youth Farm

Complete Index

Absentee Assessment Team

c/o 402 Ave. U South

Pleasant Hill, Saskatoon, S7M3C5

(306) 651 -2724

Description: A collaborative project that works with the community schools to track children with chronic attendance problems. The schools (usually teachers) refer children to the program based on attendance in the last 6 months.

Adelle House, Second Stage Housing

628 - 10th St. East

Nutana, Saskatoon, S7H0G9

(306) 668-2761

Description: Offers safe and affordable housing in a twelve unit apartment building for up to one year for women and their children who are no longer in crisis, but were in abusive relationships. Other services include education and support groups.

Alateen

8th floor, Delta Bessborough Hotel
601 Spadina Cres. East
Central Business District, Saskatoon, S7K3G8
(306) 665-3838

Description: Helps teens from alcoholic families. There is no membership fee.

Association for Community Living, Saskatchewan

3031 Louise St.
Nutana S.C., Saskatoon, S7J3L1
(306) 955-3344

Description: Offers an Early Childhood Intervention Program for children aged 0 to 5 years at-risk of developmental delays.

Association for Community Living, Saskatoon

102 - 135 Robin Cres.
Airport Industrial, Saskatoon, S7L6M3
(306) 652-9111

Description: Runs summer camps and recreation activities for youth and children with special needs. Programs include Teen Activities, Kids Adventure, Kids Club, and Teen Club.

Bethany House, Salvation Army

802 Queen St.
City Park, Saskatoon, S7K0N1
(306) 244-6758

Description: Offers pre-natal and parenting services for teen mothers.

Big Brother Association of Saskatoon

106 - 33rd St. East
Kelsey/Woodlawn, Saskatoon, S7K0S2
(306) 244-8197

Description: Provides guidance, support, and friendship to boys aged 6-16 years by matching them to mature adult men.

Big Sister Association of Saskatoon

625A Main St.

Nutana, Saskatoon, S7H0J8

(306) 244-1844

Description: Provides guidance, support, and friendship to girls aged 6-16 years by matching them to mature adult women.

Boys & Girls Club of Saskatoon

106 - 33rd St. East

Kelsey/Woodlawn, Saskatoon, S7K0S2

(306) 244-7820

Description: Offers before and after school programs in schools, summer camps, a bilingual pre-school (in College Park school), and an employment program.

Bridge House

504 Wilson Cres.

Avalon, Saskatoon, S7J2M1

(306) 934-8082

Description: A treatment unit for youth aged 12-18 years of age who have emotional/social problems.

Calder Centre

2003 Arlington Ave.

Nutana S.C., Saskatoon, S7J2H6

(306) 655-4500

Description: Offers an in-patient youth program (with 12 beds) for chemically dependent youth (aged 14 years and older). Program duration is about 4 weeks. It also has out-patient services, including counselling and support for youth and families experiencing alcohol or drug abuse problems.

Carmel House

1830 Easthill

Eastview, Saskatoon, S7J3C3

(306) 373-1330

Description: A children's group home.

Catholic Family Services

501 - 201 - 21st St. East
Central Business District, Saskatoon, S7K0B8
(306) 244-7773

Description: Offers programs for children exposed to violence (no fee), children in grief, and the What Do You Think program. Each program works with groups of children of different ages and their parents. Most programs run 6 to 8 weeks and have income adjusted fees.

Catholic Family Services Childcare Association, Bishop Murray Infant

615 Wiggins Ave. South
Nutana, Saskatoon, S7N1B8
(306) 244-7773

Description: Offers services that assist young mothers in completing their high school education and learning parenting skills.

Centre of Reading Excellence (SCORE)

205 - 129 3rd Ave. North
Central Business District, Saskatoon, S7K2H4
(306) 931-7323

Description: Offers one-on-one learning assistance and flexible programming for children (ages 5 years and up) with learning disabilities. Students may come for 1 hour session after school. Also offers classrooms and learning opportunities for high school students (ages 19 years and over). If no external funding is available, the fee is \$40.00 per hour.

Child Hunger and Education Program

230 Ave. R South
Pleasant Hill, Saskatoon, S7M0Z9
(306) 655-4635

Description: CHEP works to provide food to hungry children, as well as education on nutrition. They support food delivery efforts such as Community Kitchens and the Good Food Box Program.

Children's Advocate Office

344 - 3rd Ave. North
Central Business District, Saskatoon, S7K2H6
(306) 933-6700

Description: Voices children's concerns and protects their legal rights.

City of Saskatoon, Leisure Services

222 - 3rd Ave. North

Central Business District, Saskatoon, S7K0J5

(306) 975-3337

Description: Offers many free and low cost recreational and cultural services (often at Metawetan Centres in Community Schools). Services include skating, skateboard centres, outdoor pools, libraries, and school-based youth centres. The services often run on set days and hours.

Community Clinic - Westside

631 - 20th St. West

Riversdale, Saskatoon, S7M0X8

(306) 664-4310

Description: Offers medical services, counselling, home visits, education on health issues, parenting programs, the Tenants Rights Group, Healthy Start program, prenatal coaching, baby clinic, and occupational and speech therapy. Services often aim to meet needs within the core neighbourhoods.

Core Neighbourhood Youth Co-op

414 Ave. B South

Riversdale, Saskatoon, S7M1M7

(306) 655-3889

Description: A community centre for youth in core areas. Youth can become involved in economic ventures that have environmental themes.

Crisis Intervention Service, Mobile Response & Crisis Management

1410 - 20th St. West

Pleasant Hill, Saskatoon, S7M0Z4

(306) 933-6200

Description: Crisis Intervention staff help people who are experiencing stress and need immediate help. Services include crisis counselling, suicide intervention, shelter, child welfare investigations, information, and conflict management (over the telephone, in the Crisis Intervention office, or in the home).

Crisis Nursery, Saskatoon Society for the Protection of Children

1020 Victoria Ave.

Nutana, Saskatoon, S7N0Z8

(306) 242-2433

Description: A crisis resource funded by Social Services. Provides parents and children access to immediate shelter and childcare in the event of an emergency. Project is aimed at parents with children ages 0 to 12 years.

E-Tahkanawasot Infant Care Centre, Joe Duquette High School

919 Broadway Ave.

Nutana, Saskatoon, S7N1B8

(306) 668-7490

Description: Assists young mothers wanting to complete their high school education and learn life and parenting skills.

Early Childhood Association

510 Cynthia St.

Airport Industrial, Saskatoon, S7L7K7

(306) 975-0875

Description: Provides parents with education and resource materials to help them choose a childcare facility, including a list of approved day-care facilities.

Egadz Youth Centre

301 - 1st Ave.

City Park, Saskatoon, S7K1X5

(306) 931-6644

Description: A community centre that offers services and programs to at-risk kids, particularly those who work or live on the street. The centre helps kids who want to clean up and stabilize their lives through outreach and treatment steps. Egadz houses three school-like programs. The school support program helps kids remain in a regular school program (has 12 spots; kids are referred to the program by Social Services and have had a brush with the law). The Jump Start Program is a pre-employment readiness program for twelve youth (aged 16 to 23 years of age). The Day Support Program is for youth unable to attend a regular school (twelve spots for youth 12-17 years referred to the program by Social Services). Egadz also has a youth residence (spots for three girls, and the girls can live there until they are 18 years of age).

Family Counselling Centre

603 - 3rd Ave. North
City Park, Saskatoon, S7K2J8
(306) 652-3121

Description: Provides counselling services to children and youth.

Family Healing Circle Lodge

128 Ave. Q South
Riversdale, Saskatoon, S7M1T3
(306) 653-3900

Description: Offers a drop-in youth program after school and in the summer from 1-4 p.m.. The program has Aboriginal content and is aimed at inner city youth. Children range from about 5 to 15 years of age, and usually at least 20 children attend. Program activities include sharing circles, outings, crafts, and sports.

Gay & Lesbian Health Service

220 - 3rd Ave. South
Central Business District, Saskatoon, S7K1L9
(306) 665-1224

Description: Offers a range of education, health, and recreation programs for men and women.

Hands On Street Ministry

701 - 20th St. West
Riversdale, Saskatoon, S7M0X9
(306) 653-4182

Description: Offers children/youth free meals (about 150 children per day), a safe environment, library access, tutoring, entertainment, and gymnasium use. Runs a free 2 weeks long summer camp (capacity is about 85 children).

Interval House

712 Victoria Ave.
Nutana, Saskatoon, S7N0Z2
(306) 244-0185

Description: A 24-hour emergency shelter for women and their children, who are leaving abusive relationships. Offers safe shelter, counselling, assistance for getting re-established, public education, transportation to school, and advocacy.

Kids Sport

510 Cynthia St.
Airport Industrial, Saskatoon, S7L7K7
(306) 975-0830

Description: Offers grants to poor children aged 18 years and under (who have completed an application process) so that they can join sports and recreational activities in their community.

Kise Wa To Ta To Win, Aboriginal Parent Program

510 Cynthia St.
Airport Industrial, Saskatoon, S7L7K7
(306) 665-3337

Description: Offers Aboriginal-focused parent education workshops and resources.

Learning Disabilities Association of Saskatchewan (LDAS)

#26 - 610 Clarence Ave. South
Varsity View, Saskatoon, S7H2E2
(306) 652-4114

Description: Offers programs to children/youth ages 6 years and older who have difficulties in school and/or have learning disabilities. The ABCee program provides children academic assistance 1 hour per day/4 days per week. The program runs in eight week sessions, and often works with the schools. During the summer LDAS runs a two week day camp called Summer Sunshine (four sessions each summer, about 12 kids per session, 3 counsellors and volunteers). Camp has academics in the morning and activities in the afternoon. Fees apply for all services, but they can sometimes be waived or earned by working at Bingo events.

Madeline Dumont Pre-school

3130 Laurier Dr.
Confederation S.C., Saskatoon, S7L5J7
(306) 249-5437

Description: An Aboriginal Head Start pre-school aimed at Metis/Aboriginal children from low-income communities on the West side. The school has no fees, transports the children to and from the location, and provides meals.

Maggie's Childcare Centre

820 - 9th Ave. North (in City Park Collegiate)

City Park, Saskatoon, S7K2Z2

(306) 665-5721

Description: Program assists young mothers interested in completing their high school education and wanting to learn parenting skills.

Parenting Education Saskatchewan

214 Cynthia St.

Airport Industrial, Saskatoon, S7L7K7

(306) 934-2095

Description: Offers information on parenting education and resource access, including an index of parenting resources.

Planned Parenthood Saskatoon

412 - 220 - 3rd Ave. South

Post Office Box, Saskatoon, S7K1M1

(306) 244-7989

Description: Offers reproductive health services, including pro-choice counselling and referrals, as well as education and workshops on sexuality and birth control.

Police Services, Child Centre

259 - 3rd Ave. South

Central Business District, Saskatoon, S7K1M3

(306) 975-1414

Description: Provides services for abused children and victims of traumatic events. Services include education, information, referrals, and co-ordinated support.

Pre-School Information Registry and Services

Box 8151

Post Office Box, Saskatoon, S7K6C4

(306) 374-3435

Description: Offers information on pre-schools, including an up-to-date directory of local schools.

Quint Development Corporation

202 - 230 Ave. R. South
Pleasant Hill, Saskatoon, S7M0Z9
(306) 978-4041

Description: Quint is a non-profit community economic development corporation that has programs for affordable housing, small business development, and micro-lending. Their programs include Pleasant Hill Place, a residence for young mothers who are going back to school.

Radius Community Centre

200 - 245, 3rd Ave. South
Central Business District, Saskatoon, S7K1M4
(306) 665-0362

Description: The full name is Radius Community Centre for Education and Employment and Training, a NGO that offers a Youth Re-entry Program. The program has about 33 places for at-risk children between 9 to 13 years of age, 4 teachers, and 1 educational psychologist. Children accepted often have behavioural problems and difficulties functioning in a regular classroom. The school helps children develop a support system and become more successful in a regular school. Unique services offered to Radius students include mentorship, meals, and strong personal support. There is also the Radius Children's Interagency, which has a classroom with about twelve places for children aged 6 to 13 years who lack social skills and have psychiatric problems.

Salvation Army

315 - 20th St. East
Central Business District, Saskatoon, S7K0A9
(306) 242-6833

Description: Offers Beaver Creek Camp in the summer for about 80 to 85 children ages 7 to 15 years. The cost of the camp is about \$10 (canteen fee). They also offer cooking classes and trusteeship. The trusteeship service (for youth in school) assists youth manage their Social Services funds. Salvation Army also has emergency services for families, including accommodations and counselling.

Saskatchewan Institute on Prevention of Handicaps

1319 Colony St.

Varsity View, Saskatoon, S7N2Z1

(306) 655-2512

Description: Offers education for parents and families on issues such as FAS and childhood injury. Programs include the Nobody's Perfect Parenting Program. The institute often works in partnership with the KCC and Brunskill School.

Saskatoon Catholic Schools

420 - 22nd St. East

Central Business District, Saskatoon, S7K1X3

(306) 668-7000

Description: Offers special programs/services within most regular high schools and elementary schools such as education for students with unique needs and extra-curricular activities. The school system also has social workers, school counsellors and liaison workers. Other special programs include ESL, Modified Classrooms, language programs and Extended Learning Opportunities Programs. Transportation to and from school may be provided to students in special programs at no cost. Contact the school board for additional information on special education.

Saskatoon Catholic Schools, St. Frances School, Social Learning Program

2141 McPherson Ave.

Exhibition, Saskatoon, S7J0S8

(306) 668-7470

Description: The program works closely with the community and has small classes (total capacity is about 16 students). It consists of two classrooms within St. Frances School for children from grades three to six.

Saskatoon Catholic Schools, Bishop James Mahoney High School, Honours Program

231 Primrose Dr.

Lawson Heights, Saskatoon, S7K6Y3

(306) 668-7200

Description: Offers a range of classrooms for high school students with special abilities and talents in academic areas.

Saskatoon Catholic Schools, Bishop Murray High School

615 Wiggins Ave.

Varsity View, Saskatoon, S7H2J2

(306) 668-7494

Description: An alternative high school program for students having difficulty in other schools. Students are referred to the school by another Catholic school. The school is small (about 150 students) and has two teachers per classroom (about 20 to 25 students per class).

Saskatoon Catholic Schools, Community Schools

420 - 22nd St. East

Central Business District, Saskatoon, S7K1X3

(306) 668-7000

Description: These schools are elementary schools that focus on at-risk children and offer unique staff, language programming, community partnerships, and family involvement. The Catholic School system has 2 community schools: (1) St. Michael 22 - 23rd St. East (306) 668-7414; and (2) St. Mary 337 Ave. O South (306) 668-7400.

Saskatoon Catholic Schools, Farm School

2010 - 7th St. East

Holliston, Saskatoon, S7H5K6

(306) 668-7474

Description: The Farm School is in a rural setting near Saskatoon and offers special programming for up to about eight at-risk high school students (ages 14 years and up). Students must be referred to the program by another Catholic School.

Saskatoon Catholic Schools, Joe Duquette High School

919 Broadway Ave.

Nutana, Saskatoon, S7N1B8

(306) 668-7490

Description: A high school that offers unique cultural programming for Aboriginal/First Nations students from grade eight to twelve.

Saskatoon Catholic Schools, Opening Doors

142A - 2nd Ave. North
Central Business District, Saskatoon, S7K2B2
(306) 668-7890

Description: A special high school program that focuses on youth who are at-risk and unable to attend a regular school. Offers a holistic approach to learning. Staff addresses both the life and educational needs of their students. The program now has one classroom for ten youth, but hopes to open a second classroom. Most students have spent time out of school.

Saskatoon Catholic Schools, Sion Middle School

2010 - 7th St. East
Holliston, Saskatoon, S7H5K6
(306) 668-7480

Description: A middle school for students from grades six to nine (capacity is about 125 students). School offers a smaller community, vocational and life skills training, and two teachers per classroom.

Saskatoon Community Clinic

455 - 2nd Ave. North
City Park, Saskatoon, S7K2C2
(306) 652-0300

Description: Offers physician, pharmacy, nursing and counselling services, health information, lab and x-ray services, physical and occupational therapy, nutrition and health education, community development projects, and health promotion programs. Programs are often targeted at impoverished communities.

Saskatoon Family Service Bureau

433 - 2nd Ave. North
City Park, Saskatoon, S7K2C1
(306) 244-0127

Description: Offers counselling, family violence services, and education services. The services are targeted at young parents, groups, children, and families.

Saskatoon Food Bank

202 Ave. C South
Riversdale, Saskatoon, S7M1N2
(306) 664-6565

Description: Collects donated and surplus foods for people who live in poverty. The hope is to relieve emergency and crisis situations faced by those in need. The Bank also offers used clothing, cooking and sewing groups, and workshops to impoverished persons.

Saskatoon Friendship Inn

619 - 20th St. West
Riversdale, Saskatoon, S7M0X8
(306) 242-5191

Description: Services for children and youth include two meals daily (breakfast and lunch), movies, a library, and special carnivals.

Saskatoon Indian & Metis Friendship Centre

168 Wall St.
Central Business District, Saskatoon, S7K1N4
(306) 244-0174

Description: Offers a Home and School Liaison Program, a collaborative program with schools, students, and the community. The program offers services to the schools and students such as attendance counselling and transportation. Programs focus on peoples of Indian/Metis origin. Other programs include the Family Worker/Trustee Program.

Saskatoon Open Door Society

311 - 4th Ave. North
Central Business District, Saskatoon, S7K2L8
(306) 653-4464

Description: Offers free services for refugees and immigrants, including youth and children. Newcomers to Canada have priority access to all services, and are often referred to Open Doors by the government or schools. Services include a Summer Youth Program (for about 25 high school or middle school age youth), and Summer Fund (for about 20 children aged 6 to 12 years). Summer programs include ESL and outings. Other child-focused services include a day care (for about 30 children of parents taking English classes), and drop-in ESL homework help (for about 30 youth). Open Doors often work with volunteers, the school systems and ESL programs. Additional services include interpretation and translation, advocacy, and cross-cultural parent education. Service provision often depends on funding.

Saskatoon Public School Division

405 - 3rd Ave. South
City Park, Saskatoon, S7K1M7
(306) 683-8200

Description: The Public School Division offers within their regular schools a range of special education and support programs for at-risk children (such as ESL and special classrooms). Schools also offer leadership programs, tutoring, and extra-curricular programs, such as music, culture, and sports programs. Additional information on special programs and services can be obtained from the Co-ordinator of Special Education.

Saskatoon Public Schools, Mainstreet

405 - 3rd Ave. South
City Park, Saskatoon, S7K1M7
(306) 683-8200

Description: Main Street assists about fifteen students, aged 14 to 16 years, who have behavioural problems and have not been successful in a regular high school program (students must be referred to the program as spaces are limited). The program has two teachers and runs morning and afternoon classrooms.

Saskatoon Public Schools, Alvin Buckwold School, Open School

715 East Dr.
Eastview, Saskatoon, S7J2X8
(306) 683-7100

Description: An elementary school and pre-school with special classes of seven or eight students. The school requires parent and community participation in teaching. There is often a waiting list to enter the school and there are annual charges for recreational activities (about \$180 for the first child).

Saskatoon Public Schools, Bridges

405 - 3rd Ave. South
City Park, Saskatoon, S7K1M7
(306) 683-8200

Description: A special program for children aged 13 to 15 years who are not attending school and have behavioural problems (students must be referred to the school as spaces are limited). The classroom has about 15 students and maintains a low staff to student ratio.

Saskatoon Public Schools, Brunskill/KCC

101 Wiggins Ave. (KCC is on Colony St.)

Varsity View, Saskatoon, S7N1K3

(306) 683-7130

Description: The Brunskill/KCC School offers special learning environments and small classrooms for children with developmental problems, illness, and other unique needs. Children are pre-school to elementary school age. The school is linked with Saskatoon District Health. Programs at the school include: Integrated Pre-School (about six to eight children per class); Therapeutic Pre-School (about seven to ten children per session, and serves about 35 children per year); Early Childhood Autism Therapy Program; and Royal University Hospital School Program (has two teachers in the hospital).

Saskatoon Public Schools, City Park Collegiate

820 - 9th Ave. North

City Park, Saskatoon, S7K2Z2

(306) 683-7550

Description: Offers special programs for kids in grade eight to twelve. Programs are for students who have difficulty with the regular academic curriculum, and often include Aboriginal content.

Saskatoon Public Schools, Community Schools

405 - 3rd Ave. South

City Park, Saskatoon, S7K1M7

(306) 683-8200

Description: Community schools use a holistic approach to help children facing challenges. They emphasize community and family involvement in education, partnerships, early intervention (pre-kindergarten program), teacher associates, and nutrition. Each community school has unique programs that enable students to interact with their community, and build healthy relationships. School level programs include the Inner City Mentor Program and Piano Program. The public school system operates 8 community schools in the core neighbourhoods of Saskatoon: (1) Westmount School, 411 Ave. J North, Saskatoon, SK S7L2K4; (2) W.P. Bate School, 342 Ottawa Ave. S. Saskatoon, SK S7M3L7; (3) Pleasant Hill School, 215 Ave. S South Saskatoon, SK S7M2Z9; (4) Princess Alexandra School, 210 Avenue H South Saskatoon, SK S7M1W2; (5) Mayfair School, 510-34th Street W. Saskatoon, SK S7L0Y2; (6) King George School, 721 Avenue K South Saskatoon, SK S7M 2E7; (7) Confederation Park School, 3555 John A. Macdonald Road Saskatoon, SK S7L4R9; and (8) Caswell School, 204-30th Street, Saskatoon, SK S7L0N9.

Saskatoon Public Schools, Dr. John G. Egnatoff Public School

225 Kenderdine Rd.

Erindale, Saskatoon, S7N3V2

(306) 683-7190

Description: School offers a pre-school program operated by an independent Board comprised of parents and teachers. The pre-school program is for children from 3-5 years. Additional information is available from the Admissions Chairperson at (306) 477-4847. Note that this school also offer YMCA after school programs.

Saskatoon Public Schools, Four Directions

405 - 3rd Ave. South

City Park, Saskatoon, S7K1M7

(306) 683-7896

Description: A program for children ages 13 or 14 that have been out of school for about one year (capacity up to 20 children). The classroom has two teachers. Children must be referred to the program by the public school system.

Saskatoon Public Schools, Grade Nine Transition Program

405 - 3rd Ave. South

City Park, Saskatoon, S7K1M7

(306) 683-8200

Description: A program for students in grade nine, which aims to reduce school dropout between the grades eight and nine. Classrooms integrate subjects and have fewer teachers than most high schools (about three teachers in total). The children have improved teacher student interaction.

Saskatoon Public Schools, Nutana Collegiate

411 - 11th St. East

Nutana, Saskatoon, S7N0E9

(306) 683-7580

Description: A high school with integrated school-linked services, linking a student's physical, spiritual, social and mental life with their schooling. Often the school helps students make personalized education plans. The school also offers students unique classrooms (a re-entry program), scheduling (morning and afternoon sessions), and other services to assist at-risk students (such as a First Nation liaison worker).

Saskatoon Public Schools, Omega

405 - 3rd Ave. South
City Park, Saskatoon, S7K1M7
(306) 683-8200

Description: A program at the secondary school level for violent youth ages 16-19 years who have not been successful in the regular school programs (students must be referred to the program as space is limited).

Saskatoon Public Schools, Structured Success

405 - 3rd Ave. South
City Park, Saskatoon, S7K1M7
(306) 683-8200

Description: A special elementary school program within Saskatoon schools (students must be referred to the program and usually have behavioural challenges). They work in small classrooms (about twelve students per class, fourteen or fifteen classrooms city-wide).

Saskatoon Sexual Assault and Resource Centre

333A - 4th Ave. North
Central Business District, Saskatoon, S7K2L8
(306) 244-2294

Description: Offers a range of services for women, men and children who are past and present survivors of sexual assault, including emotional support, a 24-hour crisis line, follow-up with survivors and families, information, advocacy, transportation, and public education.

Saskatoon Student Childcare Service, Mount Royal Collegiate

2220 Rusholme Rd.
Mount Royal, Saskatoon, S7L4A4
(306) 683-8383

Description: Assists young mothers interested in completing their high school education and learning parenting skills.

Saskatoon Tribal Council (STC)

248 - 3rd Ave. South
Central Business District, Saskatoon, S7K1L9
(306) 956-6130

Description: STC is involved with many projects around the city such as the City Centre and STC Family Centre. The Family Centre offers in-home support workers, advocacy, healing, and counselling services for families. Other STC programs include a home-based Head Start Program for 3 year olds, a pre-school program for 4 year olds, the Children First Program for parents and their children, training and employment counselling for youth, and alternative justice programs.

SDH, Addiction Services

Sturdy Stone Building, 8th floor, 122 - 3rd Ave. North
Central Business District, Saskatoon, S7K2H6
(306) 655-4100

Description: Offers a range of services for persons with addictions, including chemically-dependent persons. Services include referrals and outpatient recovery.

SDH, Mental Health Services, Child and Youth Services

715 Queen St.
City Park, Saskatoon, S7K4X4
(306) 655-7800

Description: Child and Youth Services assist children, youth, and families with emotional, social, behavioural, cognitive and development concerns, including over-activity, bedwetting, non-compliance, and speech delay. Offers special services for children at different stages in development, such as family, art, and speech therapy. They also run unique programs in the community and other health centres such as the Inner City Outreach Program in the Princess Alexandra area, after school programs, skill groups and the Native Mother's Group.

SDH, Public Health Services

Royal University Hospital, 103 University Dr.
Saskatoon, S7N0W8
(306) 655-4141

Description: A range of public health services are available for parents, families, and their children, such as breastfeeding, parenting, nutritional, and sexual health education. Other services include immunization, tobacco counselling, and oral health services. These public health services are offered at various health centres in the city: West Health Centre ; North Health Centre; Southeast Health Centre; Idylwyld Health Centre; and Sturdy Stone Health Centre.

SDH, Public Health Services, Drop-in STD Clinic or Street Van

100 - 310 Idylwyld Dr. North
Central Industrial, Saskatoon, S7L0Z2
(306) 655-4642

Description: Services include a clinic and a street outreach van. Offers someone to talk to, free condoms, clean needles in exchange for used ones, health information, anonymous HIV testing, screening for Hepatitis, free immunization against Hepatitis B, free pregnancy tests, counselling, and referrals.

SDH, Youth Resource Centre

311 - 20th St.
Central Business District, Saskatoon, S7K0A9
(306) 655-4900

Description: Offers a variety of mental health services for youth ages 12 to 19 years.

SDH, Youth Resource Centre

311 - 20th St. East
Central Business District, Saskatoon, S7K0A9
(306) 655-4900

Description: Offers a Day Program (special classroom) for about 15 to 20 children ages 12 to 19 years. Children have a range of health concern, such as learning disabilities.

Sexual Assault Services of Saskatchewan

Box 402
Post Office Box, Saskatoon, S7K3L3
(306) 934-4606

Description: A coalition of ten Saskatchewan agencies that provide support and assistance to individuals who have been sexually assaulted.

Social Services, Child Day Care Division

122 - 3rd Ave. North
Central Business District, Saskatoon, S7K2H6
(306) 933-5961

Description: Helps parents to obtain quality childcare, offers a childcare subsidy program, and runs teen infant centres in high schools.

Social Services, Family and Youth Services Division

122 - 3rd Ave. North
Central Business District, Saskatoon, S7K2H6
(306) 933-5961

Description: Helps families meet their responsibilities to care for, protect, and nurture their members. Services range from prevention to crisis intervention and include: child protection, alternative care for children, adoption, teen and young parent services, parenting education, family violence services, and young offender services.

Social Services, Family Support Centre

315 Ave. M South
King George, Saskatoon, S7M2H6
(306) 933-7751

Description: Offers a range of services for parents, families who have experienced domestic abuse, and young mothers. Services include support groups, crisis intervention, education, temporary accommodations for women, childcare, transportation, and short-term counselling.

Social Services, Income Security Division

220 Idylwyld Dr. South
Central Business District, Saskatoon, S7K2H6
(306) 933-5960

Description: Provides financial assistance to individuals to reduce or prevent poverty, and to help families get into and stay in the workforce. Programs include, Saskatchewan Assistance Plan, Saskatchewan Child Benefit, Saskatchewan Employment Supplement, and Family Health Benefits.

Social Services, Kilburn Hall

1302 Kilburn Ave.
Central Business District, Saskatoon, S7K2H6
(306) 933-5510

Description: A secure custody facility for about 1200 young offenders (aged 12 to 18 years), which includes an educational centre and offers correspondence education for youth in grades eleven and twelve.

Social Services, Saskatoon Children's Shelter

33rd St. West & Dalmeny Rd.
Central Business District, Saskatoon, S7K2H6
(306) 933-7345

Description: A residential program for troubled kids 10 to 15 years of age in the care of Social Services (Child and Family Services). Services include short-term assessment of troubled kids (stabilization), animal assisted therapy, cultural programming, and an on-site classroom for eight boys and eight girls (must be in care of Social Services).

Social Services, Yarrow Youth Farm

122 - 3rd Ave. North
Central Business District, Saskatoon, S7K2H6
(306) 933-7259

Description: An open custody facility for low to medium risk young offenders (boys aged 12 to 18 years, capacity is fourteen youth). The youth can attend school, work in the community, and often have counselling sessions.

Stay in School Program

315 Ave. F South
Riversdale, Saskatoon, S7M1T3
(306) 975-9433

Description: Assists Metis youth finish high school. Program often works with school systems to support at-risk Metis youth.

STC Safe House

526 Ave. S South
Pleasant Hill, Saskatoon, S7M3A5
(306) 384-0004

Description: Offers shelter, food and education to children/youth in crisis. The focus is children in the sex trade, but if space is available any child/youth in crisis can stay in the house.

Student and Kids Centre

411 - 11th St. East
Nutana, Saskatoon, S7N0E9
(306) 683-8379

Description: Assists young mothers at Nutana Collegiate complete their high school education and learn life and parenting skills. Services provided include one-on-one counselling, support, and information for students, parents and parents-to-be.

White Buffalo Youth Lodge (City Centre)

620 - 20th St. West
Riversdale, Saskatoon, S7M0X7
(306) 653-7676

Description: The centre offers free programs, activities and services for children/youth and their families, including health services, meals, recreation, counselling, and education. In September, 2001, the facility will run three classrooms for at-risk children who are unable to function in a regular school: (1) A drop-in classroom for ten to twelve kids 14 to 17 years of age; (2) A drop-in classroom for kids about 9 to 13 years of age (ten to twelve kids); and (3) A day program/alternative custody program for kids referred to the centre by Social Services (program runs in 12-week cycles).

Work Readiness Program (STC)

Whitney Ave. North
Mount Royal, Saskatoon, S7L3M6
(306) 683-8124

Description: Offers a Work Readiness program for youth aged 15 to 18 years and not attending school, but want to prepare for employment.

YMCA

25 - 22nd St. East
Central Business District, Saskatoon, S7K0C7
(306) 652-7515

Description: Offers before and after school programs in the following schools: St. Matthew, St. Luke, St. Gerard, St. Dominic, Forest Grove, Lakeridge, Dr. John G. Egnatoff, Buena Vista and King George. Also, the YMCA runs a summer camp with some spots for low-income children.

YWCA

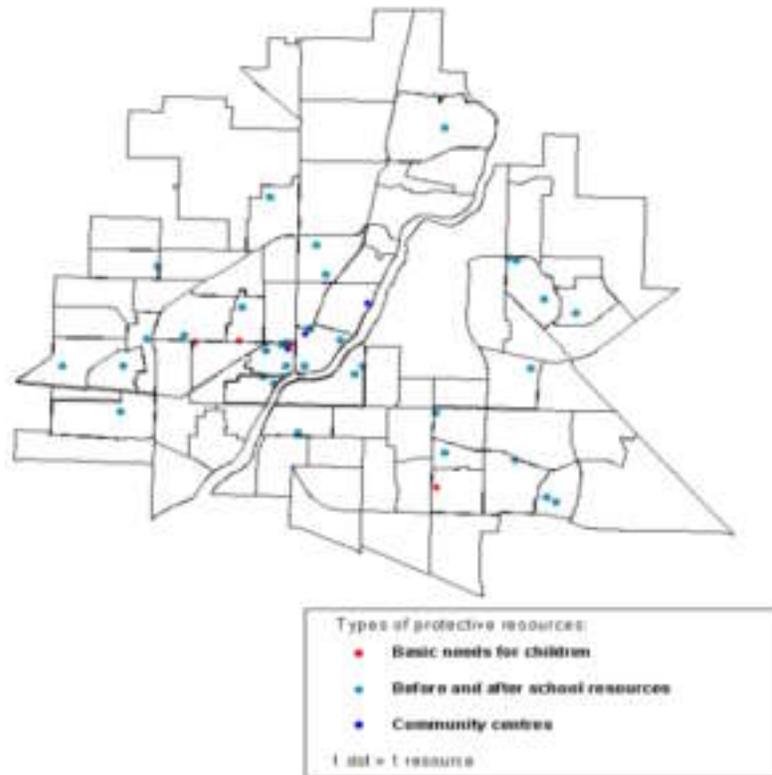
510 - 25th St. East
City Park, Saskatoon, S7K4A7
(306) 244-0944

Description: Offers childcare/pre-school, support services, low-cost housing, and emergency shelter for women and children in crisis.

Appendix B. Protective Resources in Saskatoon

The literature suggests that city resources can protect children from leaving school. Key protective resources include community centres, after and before school activities, and resources that provide children and their families with basic needs. **Figure 9** shows the key protective resources in Saskatoon, which are further described in **Appendix A**.

Figure 9. Distribution of Protective Resources in Saskatoon.



Appendix C. Interview Questions

Interviews were conducted from May to June, 2001. Three sets of questions were used: (1) questions for administrators of special programs and projects; (2) questions for those who work directly with at-risk children, referred to as outreach workers; and (3) questions for students in special programs. Each question set is provided below. The main questions are in regular print, and prompts for additional information are in italics. The prompts were used if the subject of interest was not discussed within the response to a previous question.

Note that the children discussed with each interviewee are those with whom he/she has experience or encounters daily and are not in school or risk leaving school (referred to as at-risk children).

Interview Questions for Administrators

What is your role within the Saskatoon education system?

Where does your job fit within the local education system?

How does your work involve children at-risk of leaving school or not in school?

What are your key job responsibilities related to at-risk children?

Do you work directly with at-risk children?

The programs/ projects you work with, what populations do they aim to benefit?

Where in Saskatoon do the programs/ projects operate?

Who can access your programs/ projects?

Overall what do you believe are the reasons that children leave school or risk leaving?

Please describe some other unique problems that children not in school encounter?

What types of backgrounds do children at-risk have?

Can you describe how schools often work with at-risk children and their families?

What happens to at-risk children in the school system?

How do you think the school system could better work with at-risk children and their families?

What projects/ programs in Saskatoon for at-risk children are working well?

What projects/ programs in Saskatoon for at-risk children are not working?

What changes are required for schools to better help at-risk children?

Do you collaborate with other organizations to assist at-risk children and families?

Do you work co-operatively with community groups, non-governmental organizations or other peoples to assist at-risk children?

What types of local resources are available for at-risk children and their families?

What types of resources are not available to help children and families at-risk?

What types of resources are needed to help children and families at-risk?

What types of data related to at-risk children and their families are available to your facility?

What types of data would be useful, but are not available?

Interview Questions for Outreach Workers

Can you describe the children you work with that are not in school or risk leaving school?

In what capacity do you work with the children?

What are the events that usually bring a child to your facility?

The children you work with, what neighbourhoods in Saskatoon are they from?

Overall what do you believe are the reasons that children leave school or risk leaving?

The children you encounter, what types of backgrounds do they have?

How do children not in school often spend their days, evenings and nights?

Please describe some other unique problems that the children encounter?

Do you interact with a child's family and/ or friends as well as the child?

What types of transportation do the children use to reach your facility?

Do the children usually eat breakfast and lunch?

What types of housing do the children you work with generally live in?

Do you collaborate with any other organizations or groups to assist children?

How do the children usually respond to you assistance?

Could you describe how a child that leaves school or risks leaving might feel?

How do the local schools respond to children who leave school or risk leaving school?

What types of local resources are available for children who leave school or are not enrolled in school?

What types of resources are not available to help children the children?

Do children and their families make use of these resources?

Interview Questions for Children

What grade are you in?

How old are you?

What did you do before you came to this school?

Did you ever not go to school? For how long?

Can you tell me why you did not go to school?

What would have helped you do better in school?

What do you dream of doing 10 years from now?

What type of job do you want?

What is going on in your life outside of school that makes it difficult to attend school
(*in your family, with your friends*)?

What is different about this school, compared to other schools?

Can you describe how this school works?

How does a regular school work?

If you could make schools better for kids, how would you change them?

What should schools do to help kids like you go to school?

Does your family care whether you go to school?

Do you know other kids who are not going to school?

Why do they not go to school?

When you do not go to school, what do you do (*during the day and night*)?

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Printed by Printing Services
University of Saskatchewan • CUPE 1975

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