This is a companion report of the School Division Improvement Plan (2006-2007).
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SchoolPLUS and the Saskatchewan Rivers School Division

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Introduction

The roots of SchoolPLUS can be found in Government of Saskatchewan literature since the early 1990’s. However, it was not until 2001 with the release of the Role of the School Task Force Final Report that the concept was coined and recommended as a vision for schools and human services agencies in Saskatchewan.

This report is a companion to the school division’s School Division Improvement Plan (2006-2007) and places an emphasis on describing the SchoolPLUS Effective Practices that are related to the Support Service Delivery function of schools: Adaptive Leadership; Authentic Partnerships; and, Comprehensive Prevention and Early Intervention. (Please see Figure 1.) For its part, the School Division Improvement Plan reports on student achievement and initiatives designed to improve learner outcomes. These are the Effective Practices that are related to the function of schools to Education Children and Youth: Caring and Respectful School Environment; Responsive Curriculum and Instruction; and, Assessment for Learning.

This report contains three sections:
1. A listing of SchoolPLUS Initiatives and Foundation Documents;
2. SchoolPLUS Interagency Partnerships in the school division related to Support Services Delivery; and,
3. A Conclusion.

Figure 1

Effective Practices Framework

Source: Saskatchewan Learning
Precursor Initiatives and their Documents

1993 Children First: An Invitation to Work Together – Creating Saskatchewan’s Action Plan for Children
“Saskatchewan’s Action Plan for Children was one of the first areas in government where departments began to develop an intersectoral approach to the program and budget development process.” (Our Children, Our Future: Saskatchewan’s Action Plan for Children – Four Years Later)

1994 Formation of the Regional Intersectoral Committees
(10 across the province)
Initially the Regional Intersectoral Committees included representatives from government departments. In 1998 Coordinators for each RIC were hired and the membership of the RIC expanded to include representatives from First Nations, Métis organizations, school boards, regional health authorities, the police service, post-secondary institutions and municipal government. The membership list expands from time to time as more organizations and agencies wish to be involved with their local RIC.

1994 Saskatchewan’s Action Plan for Children: Revised Policy Framework
“Vision: All Saskatchewan children will grow in environments that support their wellbeing and enable them to reach their potential.” (Saskatchewan’s Action Plan for Children: One Year Later)

1994 Human Services Integration Forum
“The Associate and Assistant Deputy Ministers' (ADMs’) Forum on Human Services was formed in the fall of 1994 in response to the need for more senior government coordination of a number of initiatives and the growing demand for holistic and integrated human services. The forum was renamed in 1999 the Human Services Integration Forum. The HSIF is led by a Steering Committee of seven provincial government departments and Executive Council.”

The HSIF published the Human Services Handbook Series:
- Working Together (1996);
- Interagency Projects: An Evaluation Guide (1997);
- Sharing Information to Improve Services for Children, Youth and Families: A Guide to the Legislation (1997);
- Integrated Case Management (1998); and,
- Working with Communities (2000).
1994 Working Together to Address Barriers to Learning: Integrated School-Linked Services for Children and Youth At Risk: A Policy Framework

The Introduction of this publication advocated a fundamental change:

“The task of bringing schools, human service agencies, families and communities together to achieve improvement in the way services are planned, delivered, and evaluated requires fundamental change. The scope of the change involves transforming how schools, communities and human service agencies operate, their structures, and also their organizational culture and philosophy. This demands fundamental change in the way we think and the way we do our work. It requires change to the existing organizational systems, mandates, legislation, protocols, and job descriptions. In many cases, the collaboration required to identify and facilitate these needed changes also requires changes in values and attitudes.

In addition, the movement toward integrated school-linked services is a shared responsibility between the provincial government and schools and communities in the province. Community-based participation and shared ownership with government in initiating, guiding and managing all aspects of the change process are critical to its success. The province can provide the overall vision, policy, coordination supports, and work to remove structural and other barriers. Schools and communities need to provide leadership in developing collaborative relationships and processes. The aim of these collaborative relationships is to identify local needs and solutions which are relevant and effective in addressing the unique situations in the community with the resources available.” (Pages 4 and 5; emphasis in original document)

1996 Community Schools

Although first established in 1980, an updated policy framework was published in 1996 and revised again in 2004.

Building Communities of Hope: Best Practices for Meeting the Learning Needs of At-Risk and Indian and Métis Students (A policy framework and Implementation Guide) outlines the Community School philosophy in this document’s Introduction.

“Students learn best when they are nourished, have safety and stability in their families and communities, are respected for who they are, and when their needs are being met. To remove barriers to their learning, growing numbers of students require a diverse range of social, health, cultural, justice, and other services. A successful learning program includes authentic family and community engagement and draws on the strengths of stable contributing communities.

Community Schools endeavour to provide children and youth with a learning environment and program that is culturally affirming and that respects and reflects their histories, experiences, and educational needs. As well, they provide innovative, caring, and effective
responses to the learning needs of children and youth.

Community Schools are founded upon the principles of community education, which in turn have roots in community development. Community Schools build strong relationships with families, community members, and organizations. These close ties serve to improve educational opportunities and programs and to strengthen the communities in which the schools are located. Community Schools recognize that children come to school as whole beings and understand the reciprocity between difficulties they experience at home or in school and how they impact on the well-being and success of children and youth. They take into account the cultural and socio-economic life experiences of children and youth, and provide the comprehensive range of supports needed for students to learn. This philosophy is now recognized as an effective way to work with all students, their families, and communities. The ‘doing’ or application will look different in each setting, but the philosophy, the ‘way we do things’, the shared vision of community education is the common thread.” (Page 1)

1999 Parent and Community Partnerships in Education: Policy Framework
The Introduction of this publication set out the rationale for schools to consider partnerships with parents and the community:

“Today’s schools look very different than they did 30 years ago. Demographic, social and economic changes have had a profound impact on the needs of students, the role of the schools, the nature of the educational program and who is involved. To meet the diverse and changing needs of students and to offer high quality education programming, schools are becoming more open and responsive, working in cooperation with parents and community members. Educators recognize that parents and family members have critical roles to play in supporting learning in the home and in school. As well, community organizations and agencies can make a strong contribution to the range of services and supports provided to enhance student learning.” (Page 3)

SchoolPLUS Initiatives and their Documents

1999 Formation of the Task Force and Public Dialogue on the Role of the School

2000 Role of the School Task Force Interim Report

2001 Role of the School Task Force Final Report
The Final Report contained 95 recommendations and concluded with the following statement:
“In the end our investigation into the role of the school has led the Task Force to re-evaluate how we deliver all human services to children and youth. We are persuaded that the issues we have identified call for decisive and determined intervention. We fear that the failure to grasp the urgency and significance of the moment, the magnitude of the concerns we have raised and the responses they invite, could result in serious long-term consequences for our province.

Our proposal to re-create school and human service in the image of children and youth calls for a visionary spirit that is prepared to make a generous commitment of human and financial resources in the cause of a brighter and better future. We believe the time for such action is now.”

2002 Ensuring the Wellbeing and Educational Success of Saskatchewan’s Children and Youth: Provincial Response – Role of the School Task Force Final Report

The Government of Saskatchewan summarized its response to the Task Force’s Final Report as follows:

“The Government strongly endorses the vision for SchoolPLUS proposed by the Task Force. We agree that the role of schools has changed and that schools today have two primary functions:

- to educate children and youth – developing the whole child, intellectually, socially, emotionally and physically; and,
- to support service delivery – schools serve as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.

This provincial Response presents a shared plan of action for the departments of Social Services; Health; Justice; Post-Secondary Education and Skills Training; Culture, Youth and Recreation; Intergovernmental and Aboriginal Affairs; and, Education. It acknowledges that the wellbeing, education and life success of children and youth are the shared responsibility of many people, including family and community members, as well as a number of departments of government. It puts in place the processes and structures to formalize, heighten and sustain efforts to achieve the vision of SchoolPLUS and outlines concrete actions in response to key recommendations.” (page 1)

The Provincial response proposed a process to implement the SchoolPLUS concept:

1. Province-wide Consultative and Consensus-Building Process to Determine How Best to Achieve the Vision of SchoolPLUS;
2. Strengthening Educational Capacity Process:
   To facilitate the transition of traditional school to the SchoolPLUS model, a comprehensive school improvement process will be undertaken across the provincial education system.
3. Resource Allocation and Reallocation; and,

2002 Working Together Toward SchoolPLUS: Parent and Community Partnerships in Education
This publication is the Handbook to the 1999 policy framework Parent and Community Partnerships in Education mentioned above.

2003 Creation of the SchoolPLUS Leadership Research Consortium

2003 SchoolPLUS Literature Review
This literature review was prepared on behalf of the SchoolPLUS Leadership Research Consortium.

This policy framework arose from the Government’s response to the Role of the School Task Force Final Report in which it committed to develop a “process to advance integrated school-linked services.” The author describes this document’s purpose as follows:

“To support the Integrated School-Linked Services strategy and realignment of resources toward SchoolPLUS, there is a need for the development of a mechanism, close to schools and communities that will facilitate and provide momentum for integrated planning and service delivery, shared decision making and shared resources. The SchoolPLUS Community Services Delivery model is being developed to meet these needs.” (Page 2)

Note: The implementation process outlined in this document has stalled likely due to school division restructuring that took place in January of 2006.

2003 SchoolPLUS: School and Division Improvement Initiative
This initiative includes a guide, a set of resources and facilitators from Saskatchewan Learning, both provincial and regional staff, and the Regional Intersectoral Coordinators. The written material and facilitators help school divisions plan for implementing school and division improvement.

Note: The Saskatchewan Rivers School Division did not participate in this initiative. Rather, schools in this division developed professional learning communities based on the work of Dufour and others.

2004 Destination SchoolPLUS: A Leadership Guide for the SchoolPLUS Environment
This report was prepared on behalf of the SchoolPLUS Leadership Research Consortium. In the Introduction of this Guidebook, the author revisits the SchoolPLUS concept and discuss its implementation.

“Schools are becoming something they have never been
before. To date we have simply expanded expectations and, in some cases, added a few resources. The time has come to recognize the situation for what it is, to name the whirlwind. The Task Force believes that we need to build a new kind of institution dedicated to the needs of children and youth.’ (Tymchak, M., 2001, page 44)

As we move into the 21st century, many of us would agree with Dr. Tymchak’s analysis; we are at a place in our history where tinkering with how our schools operate, expanding expectations or adding resources will not create the changes necessary to meet the needs of children and youth. Those of us who work with and/or care for children and youth feel the effects of the whirlwind Dr. Tymchak writes of everyday. We know change needs to happen. Yet many of us are still a little unsure of how that change should come about.

We believe that in order to meet the challenges that face children and youth, ‘grassroots’ change, or change connected to the needs of the communities in which we live and work, is important. At the same time, we are frustrated with what seems to be the nature of this kind of change. It seems that everything is a little vague, nothing seems very ‘clear cut’. We keep looking for the person in “charge” of it all.” (Page vii)

2004 SchoolPLUS Congress I: New Landscapes, New Partners

The conference program described this event as follows:

“This first SchoolPLUS Congress provides researchers, policy makers, educators and practitioners with a forum for sharing their successes and challenges as they work toward the vision for SchoolPLUS. The range and diversity of the partnerships and projects that will be presented at the SchoolPLUS Congress are very exciting. They reflect the collaborative and innovative leadership that is emerging in urban, rural and northern areas in Saskatchewan to benefit children, young people, families and communities. They also highlight the significant transformation and change that is happening at the grassroots levels within and across the educational, social service and health sectors as we move forward towards new understandings of SchoolPLUS.”

Note: SchoolPLUS Congress II scheduled for November 2006 was cancelled.

2004 Saskatchewan SchoolPLUS Shared Leadership Institute

“The purpose of this institute was to establish a provincial SchoolPLUS Shared Leadership Institute to enable individuals in SchoolPLUS environments to advance leadership skills through preservice training, inservice training, and community and youth leadership developmental (other themes may surface).”

At the December 2004 inaugural institute meeting the following 3 working tables were established:

- Pre-Service;
- In-Service; and,
- Community and Youth Leadership.
The projects for each of the working tables are being supported and led by the SchoolPLUS Research Consortium. The projects were completed early in 2006 and were profiled at an April 10th, 2006 meeting of the SchoolPLUS Shared Leadership Institute.

Brian Noonan writing on behalf of LEADS (2005) described SchoolPLUS as follows:

“SchoolPLUS is a school reform movement and it is important to emphasize that effective school reform requires support from the school division level and from human service agencies. In this way the responsibility for children and youth is shared more broadly and school jurisdictions provide the support to facilitate the changes needed to best serve children and youth in the community.” (Page 2)

2006 Pre-K-12 Continuous Improvement Framework Guide: Version One
Saskatchewan Learning describes the purpose of this guide as follows:

“This Guide to the Pre-K-12 Continuous Improvement Framework is designed to assist school divisions in an annual strategic planning process that identifies and aligns system priorities with appropriate strategies, operational supports and learner outcome measures. The ultimate goal of the Continuous Improvement Framework is to strengthen teaching and learning and increase opportunities for improved student learning and outcomes.

The Guide is intended to foster constructive dialogue within divisions and school communities, and between the Department of Learning and school divisions in the pursuit of improved learner outcomes for all students in the Pre-K-12 system. It is also intended to strengthen reporting relationships between the Department and school divisions. The information provided by school divisions through the Continuous Improvement Process will be critical to the Department as it completes its annual strategic plan and public reporting process.
Informational Literature about SchoolPLUS

This publication provides an overview of the concept of SchoolPLUS, including the vision, goals, guiding principles and key elements.

SchoolPLUS Learning Guides
SchoolPLUS Learning Guides, created by the Saskatchewan Professional Development Unit (SPDU), are designed to support school staffs in increasing their understanding of SchoolPLUS:

• Making Meaning of SchoolPLUS: The Essentials (2004);
• Making Meaning of SchoolPLUS: Leadership - Whose Job is it Anyway? (2002);
• Making Meaning of SchoolPLUS: Authentic Partnerships – Giving and Receiving (2003);
• Making Meaning of SchoolPLUS: Community Education;
• Making Meaning of SchoolPLUS: Learning Excellence (2002); and,
• Making Meaning of SchoolPLUS: Understanding Assessment for Learning.

SchoolPLUS Progress
In an informal brochure format, these publications informed the public about SchoolPLUS and its implementation progress:

• Spring 2003;
• Winter 2004; and,
• Summer 2005.
SchoolPLUS Interagency Partnerships

The Prince Albert area has a reasonably long history of successful partnerships amongst agencies involved in delivering human services. The Saskatchewan Rivers School Division continues to have active partnerships with agencies who have a particular focus on meeting the needs of children, youth and their families.

In 1994 a Saskatchewan Learning publication Working Together to Address Barriers to Learning contained a continuum that illustrated the progression from fragmented services to a fully integrated service delivery system. (Please see Figure 2.) When one examines the characteristics of the various stages of interagency relationships outlined in Figure 2, it seems that the Collaboration stage best describes the state of interagency relationships in Prince Albert and area. However, a few interagency projects display some characteristics of Integrated School-Linked Services.

In the Prince Albert area most collaborative interagency partnerships fit into four (4) typologies; Type A, Type B, Type C and Type D. (These partnerships types are not listed in any hierarchical order and the partnerships listed are only examples of the typology, not a exhaustive list.)

Type A Partnerships
Type A partnerships are organized around a particular provincial priority and display the following characteristics:
- Funding is provided by a government department to a local agency (the accountable partner).
- The accountable partner employs a coordinator of the project and sometimes other staff.
- A steering committee made up of representatives from local agencies who are interested in the priority focus of the partnership directs the work of the project staff. Representatives from the government department(s) who fund the project also attend steering committee meetings.
- Formal contracts determine the deliverables expected by the funding department.

In the Prince Albert area examples of Type A partnerships include:
1. The Prince Albert Regional Intersectoral Committee:
   - Funding Department: Saskatchewan Learning;
   - Accountable Partner: Saskatchewan Rivers School Division;
   - Employee: The RIC Coordinator;
   - Steering Committee: The Prince Albert Regional Intersectoral Committee.

2. Kids First:
   - Funding Department: Saskatchewan Learning;
   - Accountable Partner: Saskatchewan Rivers School Division;
   - Employees: The Kids First Manager, a Receptionist, Home-visitor Supervisors, Transportation Coordinator;
   - Steering Committee: The Prince Albert Early Childhood Committee.
### Toward a Collaborative Culture - A Continuum of Change

<table>
<thead>
<tr>
<th>Fragmented Services</th>
<th>Cooperation</th>
<th>Coordination</th>
<th>Collaboration</th>
<th>Integrated School Linked Services</th>
<th>Integrated Service Delivery</th>
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<tr>
<td>Steps</td>
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<tr>
<td>• each agency provides mandated services and programs for specific client group</td>
<td>• identify groups providing services and programs</td>
<td>• work together to identify needs and resources</td>
<td>• joint planning</td>
<td>• rewrite job descriptions and redirect staff and funding to deliver holistic service</td>
<td>• establish integrated funding source</td>
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<td>• funding provided for mandated single-focus programs and services</td>
<td>• share information on programs and services</td>
<td>• work together to plan and achieve shared or compatible goals</td>
<td>• set common goals with shared commitment</td>
<td>• work collaboratively to eliminate gaps and barriers and achieve commonly set goals</td>
<td>• community assesses needs, plans and implements programs</td>
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<td>Characteristics</td>
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<td>• no common philosophy, professional language or perspective among organizations</td>
<td>• autonomous organizations functioning independently</td>
<td>• additional resources often expected</td>
<td>• partners involved as equals</td>
<td>• programs and services focused on client needs</td>
<td>• partners involved as equals</td>
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<td>• different service area boundaries</td>
<td>• may still be competition for resources among agencies</td>
<td>• movement toward becoming proactive</td>
<td>• collaborative culture</td>
<td>• dynamic, flexible, responsive and effective services and programs</td>
<td>• comprehensive, holistic preventive physica, social and emotional supports</td>
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<td>• clients experience confusion and &quot;turf&quot;</td>
<td>• some duplication of resources and effort</td>
<td>• sharing of leadership planning, decision-making</td>
<td>• shared goals</td>
<td>• common values and philosophies</td>
<td>• broad-based community support and participation</td>
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<td>• ineffectiveness of resources/duplication of effort</td>
<td>• single-focus agencies</td>
<td>• more collegial relationships among groups and organizations</td>
<td>• mutual commitments, resources, decision-making and evaluation</td>
<td>• community-based with community support and participation</td>
<td>• non-categorical, flexible funding for programs and services</td>
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<td>• patchy project funding</td>
<td>• centrally-directed</td>
<td>• additional resources expected</td>
<td>• diversity of client needs recognized</td>
<td>• interdisciplinary approaches</td>
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<td>• single-focus agencies</td>
<td>• client needs frequently fall &quot;out of jurisdiction&quot;</td>
<td>• movement toward becoming proactive</td>
<td>• front-line workers empowered to work collaboratively</td>
<td>• non-categorical flexible funding for children and youth</td>
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<td>Structures</td>
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<td>• separate organizations, mandates, policies, procedures, protocols and legislation</td>
<td>• interagency groups and committees with informal structure to share information</td>
<td>• protocols and agreements for collaboration in place</td>
<td>• integrated funding source for children and youth</td>
<td>• integrated funding source at community level</td>
<td></td>
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<tr>
<td>• interagency groups that work on common projects with common goals</td>
<td>• organizations maintain separate procedures, policies, and activities determined without reference to those of other organizations</td>
<td>• legislation and protocols revised</td>
<td>• programs with interdisciplinary service delivery teams</td>
<td>• interdisciplinary delivery of service</td>
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</tbody>
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Working Together to Address Barriers to Learning: Integrated School-Linked Services for Children and Youth At Risk. Saskatchewan Learning (1994)
3. The Prince Albert Crime Reduction and Youth Initiative:
   Funding Department: Corrections and Public Safety;
   Accountable Partner: Prince Albert Métis Women’s Association;
   Employee: Project Coordinator;
   Steering Committee: The Prince Albert Crime Reduction and Youth Initiative Committee.

**Type B Partnerships**

Type B partnerships involve one local agency providing service in another agency’s facility. Usually the agency providing the service funds the project through their normal operating budget but sometimes the agency receiving the service also contributes funds or staff. There are not formal contractual arrangements and the employees of the agency providing the service remain under that agency’s direction.

Examples of Type B partnerships in the Prince Albert area include:

1. The Prince Albert Police Resource Officer Program at Carlton Comprehensive High School
   The Prince Albert Police Service assigns a police officer to Carlton Comprehensive High School during the school year. The Saskatchewan Rivers School Division pays a portion of this officer’s salary and provides an office in the school.

2. The Child and Youth Assessment and Stabilization Program
   The Prince Albert Parkland Regional Health Authority established this program at the Mental Health wing of the Victoria Hospital for children and youth who need in patient care. The Health Authority provides all the medical needs of these young patients, Community Resources assigns a social worker to the program and the Saskatchewan Rivers School Division provides educational services to school-age patients.

3. Mental Health and Addictions Services to High Schools
   The Prince Albert Parkland Regional Health Authority assigns mental health and addictions personnel to provide service to students by having office hours in various high schools within the school division.

**Type C Partnerships**

Type C partnerships revolve around an incorporated Community Based Organization that has received funding from multiple government and corporate sources to provide a variety of service to children, youth and their families. The CBO has program staff, a steering committee, a facility(s) and multiple partnerships with other agencies. Frequently there are formal contractual arrangements, particularly between the funding agencies and the CBO.

A example of a Type C partnership in the Prince Albert area is the Prince Albert Outreach Program Inc.
   Essentially the Prince Albert Outreach Program offers a one stop service centre for at risk youth. Through several programs the Prince Albert Outreach Program has established services and provided innovative educational, recreational, and life skills opportunities to engage youth. The program provides cultural programs to assist youth in their healing journeys.
to leave the street and gang life and choose a healthy lifestyle. Program staff have assisted youth with difficulties in their family life, justice problems and personal challenges. For its part the school division provides this program with a facility at Won Ska Cultural School, educational services to its clients and some funding to support the program.

**Type D Partnerships**

Type D partnerships typically form to make application for a government or corporate grant. The money from this grant will provide a needed service within the community. Typically, these partnerships are short-lived as funding to sustain the project is not available.

An example of a Type D partnership project is the Shellbrook After School and Anti-Boring Program.

Funded by a Prevention and Support Grant from the Government of Saskatchewan, this program provided positive life styles educational opportunities and after school programs for youth in and around the Town of Shellbrook. The program was managed by the Shellbrook Interagency Committee and the Saskatchewan Rivers School Division was the accountable partner. In June of 2006 funding for this program ended.

**Conclusion**

SchoolPLUS identified two functions for schools (educate children and youth and support service delivery) and offered a series of effective practices schools and school divisions can implement help them to better serve students.

The Saskatchewan Rivers School Division has made a serious commitment to improving student achievement though its implementation of the Continuous Improvement Framework. This commitment has been outlined in some detail in the division’s School Division Improvement Plan (2006-2007).

In the support service delivery function of schools, this school division continues to participate with partner agencies to improve the wellbeing of children, youth and their families. It was offered above that interagency partnerships in the Prince Albert area are consistently in the Collaborative stage. This province and the communities within it have not yet make the “fundamental change” that was suggested by Saskatchewan Learning in its publication Working Together to Address Barriers to Learning (1994), a change that “involves transforming how schools, communities and human service agencies operate, their structures, and also their organizational culture and philosophy.” We have come far but we, as human service agencies, have not yet developed a fully integrated human service delivery system. We may well be, as Robin Endsin observed in Destination SchoolPLUS, feeling that SchoolPLUS seems “a little vague, nothing seems very ‘clear cut’. We keep looking for the person in ‘charge’ of it all.”

**Where to from here?**

First it is important to not give up on the notion that Saskatchewan’s human services can become integrated. We need to re-inspired by Dr. Tymchak’s vision:
“Schools as we know them were never designed to meet the needs of the whole child. As our province moves into a critical juncture of its history, however, and when full cognizance is taken of the diverse needs of children and youth, it becomes clear that a radically new approach must be taken to meeting their needs. SchoolPLUS is not, therefore, school as we know it today with more added on; SchoolPLUS is, instead, intended to be an altogether new organizational environment for meeting the needs of children and youth.

SchoolPLUS, once fully developed, will be a matrix organization that will draw all of its resources from existing governmental and non-governmental agencies, but it will coordinate and integrate those resources in relation to the needs of children and youth. This kind of articulation is just not possible in the current administrative structure where discrete ‘stove pipes’ are the conduits for service. Cooperation and collaboration are possible, of course, but there are limits beyond which only a more fundamental reform can take us.” (page 59)

Further, we need to look nationally and internationally for exemplars of integrated human service systems. The SchoolPLUS literature review suggested looking at the models throughout North America and in Britain. As well we can look closer to home at the active child and parent programs offered in the Community Rooms of Riverside Community School and King George Community School and at the service centre approach of the Prince Albert Outreach Program. Finally, we need to reexamine the Community Service Delivery Model offered by Saskatchewan Learning in 2003. In short, we must not be totally consumed by the important work of the Continuous Improvement Framework but need also direct attention to developing a fully integrated human service delivery system in Saskatchewan.