

SCEP CENTRE Society (Regina)

Early Intervention
and Training Services



Annual Report 2016 - 2017

TABLE OF CONTENTS

Tribute to Our Founder, Dr. Elisabeth P. Brandt, PhD., S.O.M.	2
Statements of Vision, Mission, Values	3
SCEP CENTRE Society (Regina) Board of Directors . . .	4
SCEP CENTRE Staff.	5
Agenda for the Annual Meeting November 27, 2017. . . .	6
Minutes of the Annual Meeting November 28, 2016	7
President's Report	10
Executive Director's Administrative Report.	13
SCEP CENTRE Program Reports	
Main Program	
Outcome Reports	
Child Progress on the SCE Indicator Scale	19
Child Progress on the Educational Indicator Scale	19
Transition to School Programs	20
Parent Outcomes	20
Program Reports	
Parent Services	22
Classroom	24
Literacy Program	25
Training for Others	26
Support for Transitions/Complex Needs	
(Community Initiatives Fund)	27
Indigenization Initiative	29
Other Programs	
<i>Coming Together Growing Together</i>	30
<i>Summer Friends 2017 & Community Foundations of Canada</i>	31
<i>Brighter Futures for Children</i> Fundraiser	35
Acknowledgements.	36
Audited Financial Statement 2016-17 Appendix A	38

TRIBUTE TO OUR FOUNDER**DR. ELISABETH H. PASZTOR BRANDT, PH.D., SOM
1922 - 1999**

Born in Vienna, Austria, in 1922, Elisabeth Pasztor came of age in wartime Switzerland. Her formal schooling was interrupted for fourteen years when she contracted severe polio at age fifteen. Elisabeth immigrated to the United States in 1951. She received her Masters degree at the University of Arizona in Tempe and her Doctorate in Communications Methodology and Speech Pathology from the University of Denver. One of her passions at that time and throughout her life was theatre and acting. Dr. Brandt practised Speech Pathology in Denver and New Jersey and taught at Montclair College in New Jersey. She married Lewis W. Brandt, Ph.D., in 1962 in Denver. The Brandts translated books together and taught in Europe. In 1968 Lewis was appointed a professor of Psychology at the University of Regina. Elisabeth continued her work as a Speech Language Pathologist and an expert in communication disorders, particularly for preschool children.

Dr. Brandt is best known for her role in designing and establishing SCEP CENTRE, Regina's first, early intervention, therapeutic day program for children with complex needs in communication and socialization and their families. In 1968 she served as the first program director of SCEP, then as a Consultant and Board member for the next 30 years. She pioneered a unique and holistic way of dealing with the communication and behaviour problems of young children which is considered to have been far in advance of its time.

Dr. Brandt's influence extended far beyond SCEP CENTRE's day program as she trained and supervised the work of over a thousand students in nursing, psychology, social work and education/early childhood education who received training at SCEP CENTRE. Her impact on the lives of young children and their families was immeasurable. Dr. Brandt accomplished her life's work despite being seriously disabled by polio and much later by diabetes and post-polio syndrome.

Elisabeth's contributions to Saskatchewan and Canada were recognized and honoured when she was named a YWCA Woman of Distinction, a Soroptimist International Woman of Distinction in Education, was the winner of the United Way of Regina's President's Medal, when she was given an award by the Regina Members of the Canadian Association for Young Children and especially when she was honored through induction into the Saskatchewan Order of Merit by the Lieutenant Governor of Saskatchewan. In 1999 she was further honoured with a life membership in the Saskatchewan Association of Speech-Language Pathologists and Audiologists.

Dr. Brandt died in September of 1999 but her legacy of a more understanding way of helping children, as best expressed at SCEP CENTRE, continues to better the lives of young children and their families.

VISION

SCEP CENTRE Early Intervention & Training Services helps vulnerable young children and their families develop their full potential in a safe and supportive environment.

MISSION STATEMENT

SCEP CENTRE is an intensive early intervention preschool program supporting the development of children with complex needs and offering guidance and support for their parents.

STATEMENT OF VALUES

Respectful
Confidential
Quality of Service
Professional Training
Holistic
Honest Communication
Non-judgmental
Responsive

Adopted: October 23, 2009

BOARD OF DIRECTORS 2016-2017

President	Bob Juby
Past President:	Myrna Pitzel Bazylewski
Treasurer:	Jessica Madiratta
Secretary:	Angela Kelly
Director:	Alison Kimbley
Director:	Amanda Kuckartz
Director:	Emily Armer
Director:	Jim Fallows
Director:	Margot Hurlbert
Director:	Mavis Olesen
Ex-officio	Patricia B. Clark, Executive Director

SCEP CENTRE STAFF MEMBERS DURING 2016-2017

Patricia B. Clark, B.A., M.Ed., R.S.W.
Executive Director

Program Staff Team:

Janice Benwell, B.S.W.	Senior Professional Staff
Carla Creeley	Indigenization Coordinator
Shauna Forbes, B.A. (Honors), B.S.W.	Senior Professional Staff (part time)
Michel Marie Klewchuk	Senior Professional Staff (part time)
Jessica Lavallee-Dieter, B.A.	Parent Services Coordinator
Shelby Maki, B.S.W.	Senior Professional Staff
Bob Preston	Driver
Charlotte Sullivan, B.Ed.	Teacher Therapist (full time)
Holly Yanoshewski	Program Assistant (part-time)

Coming Together Growing Together (CTGT), Collaborative Program with Aboriginal Family Services:

Tracy Exner, R.P.N.	Senior Professional Staff
---------------------	---------------------------

Aboriginal Family Services staff member was Melissa Daniels, B.Ed., Family/Child Counsellor

Administrative Staff Team:

Mary Lou Beler	Reception/Administrative Assistant
Jay Heuchert	Financial/Administrative Assistant
Sandy Wallace, B.S.W.	Administration Assistant/Special Projects

Professional Consultants:

Melanie McDonald, B.M.T., M.T.A.	Music Therapist
Katie Zirk, M.Sc., S-LP, REG. SK.	Speech-Language Pathologist

Summer Friends 2017 Program:

Carla Creeley, Manager	Eden Huber
Jessica Swartz	Jen Goforth
Holly Yanoshewski	

SCEP CENTRE Society (Regina)

invites you to the

ANNUAL GENERAL MEETING

Monday, November 27th, 2017 beginning at 4 p.m.

At

SCEP CENTRE

Room 25, 4210 4th Avenue, Regina, Saskatchewan, S4T 0H6

A. BUSINESS MEETING – AGENDA

- I. Greetings
- II. Acceptance or Revision of Agenda
- III. Minutes of the Annual Meeting of November 28th, 2016
- IV. President's Report
- V. Treasurer's Report and Presentation of the Audited Statement
 - Audited Statement- discussion and Motion to Accept
 - Motion to appoint the auditor for 2017-2018
 - Motion to approve membership fees for 2018-2019
- VI. Executive Director's Report
- VII. Nominating Committee Report and Election of New Directors
- VIII. Any Other Business
- IX. Adjournment

Note:

There will be a meeting of the Board of Directors immediately following the AGM.

MINUTES

ANNUAL GENERAL MEETING
SCEP CENTRE Society (Regina)
Monday, November 28th, 2016 3:45 p.m.
Held at SCEP CENTRE
4210 4th Avenue Regina, SK

Greetings- Bob Juby, President of the Board, chaired the meeting. He brought the meeting to order and greeted everyone present. Bob acknowledged Michael Piluk and Mike Howe from the Ministry of Social Services (MSS), Wanda Saul and Lori Daelick from the Regina Public School Board.

I. Acceptance or Revision of Agenda**Motion I**

To accept the agenda as presented.

Carol Gardner/Michelle Klewchuk

CARRIED

II. Minutes**Motion I**

To accept the minutes of the Annual General Meeting held on October 26, 2015.

Jessica Madiratta/Tracy Exner

CARRIED

III. President's Report

Bob Juby presented his report. It can be found on page 9-10 of the SCEP CENTRE Annual Report 2015-2016. Highlights of the report included:

- Bob acknowledged the hard work of all of the staff at SCEP CENTRE
- An Enterprise Risk Management Program was developed this past year for evaluating potential risk factors at SCEP
- Carol Gardner and Jessica Lavalley-Dieter led the development of a literacy program at SCEP CENTRE
- The following activities have continued at SCEP this past year; the *Coming Together Growing Together* Program, the *Summer Friends* program, and the *Brighter Futures for Children* Fundraiser
- Bob thanked everyone involved with SCEP for all that they do to make the program run so successfully and smoothly, including SCEP's many funders: and many who help in other ways: Conexus Credit Union (first time funder of Summer Friends); KPMG, the Archer family, Ministry of Social Services, the United Way and the Regina Public School Board
- Bob also reported on the adjustments that have occurred at SCEP's new home over this past year and the changes that have been made regarding the transportation of the children
- The many specific efforts put forth by all of SCEP's staff were also gratefully acknowledged by Bob Juby
- A special thank you was mentioned to Carol Gardner as she moves into retirement.

Motion III

To accept the President's Report as presented.

Margo Hurlbert/Sandy Wallace
CARRIED

IV. Treasurer's Report and Presentation of the Audited Statement

Jim Fallows presented this report. Jim noted that the independent Auditor's report and the Balance Sheet can be found at the end of the Annual Report. Jim noted the reserves that SCEP currently has, stating that SCEP is on much more solid financial ground than years past. SCEP showed a surplus of over \$22,000 for the year. The following motions were passed upon the conclusion of the presentation of the audited statement.

Motion IV #1

To accept the 2016 Audited Statement as presented.

Charlotte Sullivan/Margo Hurlbert
CARRIED

Motion IV #2

To appoint Marcia Herback, C.A., Auditor for the 2016-2017 fiscal year. **CARRIED**

Carol Gardner/Michelle Klewchuk

Motion IV #3

To approve the SCEP membership fee of \$5 for the 2017-2018 year at SCEP.

Michelle Klewchuk/Mary Lou Beler

CARRIED

V. Executive Director's Report

This report was presented by Patricia Clark. It can be found on page 11 of the 2015 – 2016 Annual Report. Some highlights from the report are outlined below.

- There were more referrals than ever this year at 59, therefore every effort has been made to accommodate families outside of the regular program through Day Care Friends, Coming Together Growing Together, and other measures whenever possible
- Pat spoke briefly about the history of SCEP CENTRE and the methods used with the children in the daily program
- Pat noted the rather large number of families that SCEP served this year and she thanked the children, their families, the staff, and the Board for being a part of SCEP CENTRE
- Parent Services is another area of SCEP that involves much work and planning on an ongoing basis
- SCEP is also involved with many outreach activities on a regular basis including; supporting the children in their day care settings (through Day Care Friends), Intakes for new families, working with students, and staff training
- SCEP CENTRE has endured many uphill struggles over the years when the value of honouring children's feelings and experiences was not recognized. But SCEP has endured and the success can be attributed to the steadfast dedication of all the staff and the Board over the years.

Motion V

Pat Clark/Carol Gardner

To approve the Executive Director's Report as presented.

CARRIED

VI. Nominating Committee Report

Bob Juby presented this report (which was prepared by Myrna Pitzel-Bazylewski) and highlighted the existing and new members of the SCEP Board of Directors.

Continuing Board Members starting the second year of a two year term:

Emily Armer	Alison Kimbley
Jim Fallows	Jessica Madiratta
Margot Hurlbert	Mavis Olesen
Bob Juby	Myrna Pitzel-Bazylewski
Angela Kelly	

Board Member finishing the second year of a two year term and stepping down:

Shannon Huber

Ex-Officio: Patricia B, Clark, B.A., M.Ed., R.S.W.
Executive Director

Respectfully Submitted,
Bob Juby
On behalf of Myrna Pitzel-Bazylewski
Nominating Committee Chairperson
November 28, 2016

Motion VI

Bob Juby/Pat Clark

To approve the Nominating Committee Report as presented.

CARRIED

Any Other Business

- Shauna Forbes thanked Pat for her ongoing dedication to SCEP over the years. Pat was also presented with a token of thanks for all she has done for SCEP.
- Mike Howe from Social Services and Lori Daelick, Principal of Ecole Connaught Community School, each took a moment to thank Pat and the SCEP staff for everything they do for children
- The Continuous Improvement Co-ordinator for Intensive Supports, Wanda Saul from the Regina Public School Board also thanked the SCEP staff for everything they do and mentioned that she looks forward to continuing her work with SCEP

Adjournment- Carol Gardner

PRESIDENT'S REPORT 2016-2017

"The only wealth in this world is children, more than all the money, power on earth."
Mario Puzo

One of the important duties as board chair of SCEP CENTRE SOCIETY (Regina), is to report on the program highlights of 2016-17. I am happy to say that SCEP CENTRE, in spite of many financial challenges, continues to provide excellent intervention services to children and their families in our community.

Every year, Saskatchewan's agricultural community strives to have the fall harvest in the bin. But the work in the farm sector is never done and the challenges are many. Similarly, I want to acknowledge the hard working staff at SCEP CENTRE who, with compassion, resiliency and honor to their professional calling, continue the yearly work of delivering a supportive program to vulnerable children and their families. Their work is also never done and there are always many challenges to overcome.

The year 2016-17 was a year of trial and accomplishment. It was a year of fiscal challenges to our stable funding that demanded extra creativity and resourcefulness. In the words, of long time staff member Carol Gardner: "Financial challenges are not new to SCEP CENTRE. The program has survived financial challenges in the past."

The fiscal year 2016-2017 was a time of continued administrative accomplishment. The Enterprise Risk Management Program, begun a year earlier and inspired by a KPMG seminar, enabled us to continue identifying and evaluating risk factors that might potentially impede our ability to achieve our goals and objectives.

Another accomplishment was the review and evaluation of our governance practices and policy manual. This initiative, led by Mavis Olesen, will enable us to recognize with confidence that we are remaining true to the integrity of our organizational purpose.

Other ongoing activities overseen by the board include:

- **The Coming Together Growing Together Program (CTGT):** This is a collaborative program between SCEP CENTRE and Aboriginal Family Services Inc. Tracy Exner remains the SCEP staff member with responsibility for the program. Her counterpart with Aboriginal Family Services is Amanda Caskanette. This program continues to provide effective services to children and families.
- **SCEP CENTRE's Summer Friends Program:** This program under the leadership of Janice Benwell and program manager Carla Creeley, continues as an important support for children and families during the summer months. Thank you to the organizations that help support this program.
- **Brighter Futures for Children:** This major fundraising event continues to provide a strong financial base from which services can be extended to children and families. Special thanks to Doug and Gloria Archer of Knight Archer Insurance for their continued strong support. Thanks to senior staff member

Shauna Forbes for her hard work as SCEP's representative on the planning committee.

- **Archiving Project:** Work continues on reviewing, organizing and storing administrative files although the initial phase of scanning years of minutes, annual reports and audits is now complete. Sandy Wallace provided effective leadership for this project and the accounting firm of KPMG was instrumental in this work being done. Although Sandy has retired she has agreed to offer more help to finish "weeding" all the old records.

In addition to the fiscal challenges faced during the year, other new and ongoing initiatives reflected the dynamic nature of SCEP Centre:

- The departure of Ecole Connaught Community School and the future sharing of space with the Allan Blakeney Adult Campus.
- A continued review of SCEP's methods of transporting children to and from school and special events.

SCEP CENTRE staff continue to work tirelessly to ensure the success of the program while working closely with other individuals and agencies. Some major staff activities include: working directly with the enrolled children, providing guidance and support to parents, training staff at day care centres, providing office and administrative support, committee work, fundraising, mentoring and advocacy work. All of these efforts combine in helping children achieve their potential. Thank you for all your hard work!

The SCEP program could not operate without the many community and governmental agencies that support the program. Some of the major contributing agencies include: Saskatchewan Ministry of Social Services, Regina Public School Board, City of Regina and Regina United Way.

Some other contributors to SCEP include: Access Communications, Human Resources Development Canada, Lorne and Evelyn Johnson Foundation, Saskatchewan Summer Works, Saskatchewan Lotteries, Community Initiatives Fund and the Reach Regina.

We applaud all our funders for recognizing the importance of early childhood services. We appreciate their contribution to stable funding.

As President of the SCEP Board, I am proud of the support provided by SCEP CENTRE's Board, by Patricia Clark, our Executive Director and by the staff of the SCEP CENTRE. Thank you so very much!

So now, with pride in our past accomplishments, confidence in our present day initiatives and hope for the future, we begin another year in support of children, our most precious resource. With certain knowledge of fiscal constraints ahead, I conclude with an applicable message of hope expressed at another time and in another context:

“It helps now and then, to step back and take the long view. We plant the seeds that one day will grow. We water seeds already planted, knowing that they hold future promise. We lay foundations that need further development. We provide yeast that produces effects far beyond our capabilities. We cannot do everything... (We) do something and do it very well. It may be incomplete, but it is a beginning, a step along the way, an opportunity... We may never see the end results. We are workers, not master builders... We are prophets of a future not our own.” (Ken Untener)

Respectfully Submitted by
Bob Juby
November 2017

EXECUTIVE DIRECTOR'S ADMINISTRATIVE REPORT 2016-2017

A. CHILDREN/FAMILIES ENROLLED

Regular Program (June – September)	Number of Children	Number of Families
Enrollments continued from 2015-2016	10	9
New enrollments in 2016-2017	14	14
Total enrollments during 2016-2017	24	23
Children withdrawn during 2016-2017	3	3

Summer Friends Program	Number of Children	Number of Families
Number of participants	16	15

B. SERVICES TO ENROLLED CHILDREN AND PARENTS/CAREGIVERS

Regular Program (June – September)	
Number of half-day attendances (2 ½ hours) scheduled (based on full months)	2120
Hours of service to individual children	5300

As part of regular enrollment the following services were provided:	Number of Occasions
Structured individual/small group sessions for children; sessions range from 15 minutes to 1 hour including:	
- pre-academic sessions in SCEP's classroom	560
- supervised integration sessions into regular school programs at Ecole Connaught or other schools	18
Small group and/or individual sessions with consultants including Speech-Language Pathology and Music Therapy	125
Excursions of a child or small groups of children to community (e.g. Agribition, year-end picnic, seasonal shopping trips, gymnastics, etc.)	36

Summer Friends Program	
Number of half-day attendances (2 ½ hours) scheduled	274
Hours of service to individual children	685

Enrollment Fees

SCEP CENTRE staff work hard to help families obtain appropriate funding through existing funding structures but also raise funds for scholarships. The Brandt Trust Fund within the South Saskatchewan Community contributes some scholarship funding annually as does the Brighter Futures for Children Fundraiser.

Enrollment Fees Provided:

Regular Program (June – September)	Number of Children
Ministry of Social Services	12
Regina Public School Board	9
SCEP Scholarship Fund (includes Brighter Futures for Children Fundraising and Brandt Trust Fund)	2
Unfunded	1

Summer Friends Program	Number of Children
Access Communications	4
Ministry of Social Services	10

Parent Services Provided by Parent Services Co-ordinator:

Services to Parents/Caregivers:	
- In-person conferences with parent(s)/caregiver(s)	127
- Telephone conferences with parent(s)/caregiver(s)	533
Outreach services on behalf of Parents/Caregivers:	
- Participating in interagency conferences – usually including parent(s)/caregiver(s)	62
- Telephone conferences with other involved services/professionals (e.g. teacher, child care staff, psychologist, etc.)	449

Parent Services Provided by Other Senior Program Staff:*

** At times more than one SCEP CENTRE staff member attends parent and interagency meetings.*

Services to Parents/Caregivers:	
- Participation in In-person conferences with parent(s)/caregiver(s)	81
- Telephone conferences with parent(s)/caregiver(s)	43
Outreach services on behalf of Parents/Caregivers:	
- Participating in interagency conferences – may include parent(s)/caregiver(s)	96
- Telephone conferences with other involved services/professionals	115

C. OUTREACH AND INTEGRATION OF SERVICES – CHILD CARE & SCHOOL**1. SCEP Enrolled Children also attending Childcare Programs 2016-17:**

- 10 children attending 7 childcare facilities and 1 childcare home

The early childhood settings involved included:

- Awasis Child Care Co-op (x 3 children)
- Ducky Daycare Co-op
- Little Memories Child Care Cooperative
- Little Souls Daycare
- Ranch Ehrlo Early Learning Centre
- Stepping Stones Child Care Cooperative – Robinson Street
- Wise Owl School Age Care Inc.

SCEP staff support to these childcare settings included observation of the child, general suggestions for environmental changes and method suggestions for the Centre; acting as involved professional for Enhanced Accessibility Grant:

- Staff visited childcare settings to observe/support: **10 visits to 5 centres.**
- Childcare facility staff visited SCEP to observe/learn: **1 visit from 1 Centre**

2. New referrals of children needing help in their childcare settings:

SCEP provided guidance and support to child care centre staff regarding children for whom they were seeking enrollment at SCEP. We offered this service even though we were at full enrollment, had a waiting list and received no fee for service for this work. Our model for this work was our successful *Daycare Friends* program.

- Services to referring child care centres: **six Centres (at one of the Centres there were 3 children)**
- Number of children referred: **8**
- Number of visits to these Centres: **21 visits in regards to 8 children**
- Number of phone calls/emails (including brief consultations) to these Centres: **33 in regards to 8 children**

The five Centres visited were:

- Awasis Child Care Co-op
- Bo-Peep Child Care Cooperative
- First Years Child Care Inc.
- Hopes Home
- Stepping Stones on Broad Street (x 3 children)
- YWCA

Examples of the services in these six Centres included:

- Observation of the child
- Observation of staff working with the child
- General suggestions for environmental changes
- Suggestions for specific methods to use in the centre
- Support for enhanced accessibility grants and the 1-1 workers hired by the child care
- 1-1 training of workers
- Therapeutic interactions with child and staff to address specific issues or concerns

Shauna Forbes was the staff member doing this work in child care settings.

3. SCEP Enrolled Children also attending School Based Programs

- 5 children attended Kindergarten, each at a different school

Senior staff stayed in telephone contact with and attended meetings with the teacher and school staff team members responsible for the child.

4. Additional Activities/Health & Wellness Experiences for Children and their Families

- Children’s Immunizations arranged by 2 staff to be done at SCEP CENTRE. Included parent/caregiver consents and contacting/scheduling the Public Health Nurse who came to SCEP.

D. EVIDENCE OF THE NEED FOR SCEP’S SERVICES TO CHILDREN/FAMILIES

SCEP’s Intake Committee sees many families each year. After an Intake Interview the Intake Committee may request follow-up visits to SCEP to provide further opportunity for observational assessment or a staff member may go to observe a child in his/her current setting. A decision is then made to accept the family for enrollment or refer them elsewhere. Sometimes enrollment was delayed because of unsecured funding or because SCEP’s program was full.

Referrals/Inquiries August 1, 2016 to July 31, 2017

There were 33 total referrals/ inquiries in this period:

4	Childcare Centres	2	Ranch Ehrlo Program
4	Wascana Rehabilitation Centre	2	Family Friend
2	Ministry of Social Services (MSS)	1	Previous SCEP parent
1	Coming Together Growing Together Program	1	Aboriginal Family Service
3	Transition House	1	Aboriginal Come n’ Learn Headstart Program
4	Family Services Regina	3	Early Childhood Intervention Program
5	Parent via SCEP website		

Of the 7 cases which proceeded to an INTAKE INTERVIEW:

- 5 Intakes completed and child enrolled for fall 2017
- 2 Intakes scheduled at a later date, in September 2017.

Of the 26 cases not seen for Intake:

- | | |
|--|--|
| 8 No follow up by family. | 3 SCEP closed for the summer;
Intake/contact pending. |
| 2 No follow up by referring agency. | 2 SCEP full; child referred to another
program. |
| 2 No follow up; Inquiry only | 4 SCEP full; child enrolled in another
program. |
| 2 Child too old for SCEP. | |
| 1 SCEP full; child seen in daycare
environment. | |
| 2 SCEP full; Intake/contact pending. | |

E. SERVICES TO THE COMMUNITY

a) Training

Staff members work with post-secondary teaching institutions to establish volunteer/practicum placements and supervise/train students using an apprenticeship-style model of training for practicum students and volunteers.

Number of work placement and practicum students	6
Number of student/community volunteers	2
Number of half-day attendances	176
Number of hours of attendance	700
Conference by senior staff with student and/or her supervisor	10
Discussions by senior staff with the students	Daily

Training was offered to:

- University of Regina Faculty of Social Work - Mini Practicum Placements
- University of Regina Faculty of Education ECS 200
- Saskatchewan Polytechnic Psychiatric Nursing placement
- Saskatchewan Polytechnic Early Childhood Educator

Janice Benwell was the senior staff member responsible for coordinating training and supervision of student placements.

Tracy Exner co-supervised the psychiatric nursing placement.

b) Interagency Relationships:

- One staff spoke to KITS (Kids in Transition Shelter) staff about SCEP methods and approaches
- One staff spoke to staff at Infinity House Staff in Saskatoon about SCEP methods and approaches to benefit the wellbeing of a SCEP child
- Lynda Gellner spoke about family centre resources within Regina with SCEP's Ex. Director
- Heidi Fisher Philipps came from United Way to learn about SCEP's work on transitions to school for children

c) Community Development and Resource Development Activities:

SCEP has affiliations with various community groups and partners with agencies to work on behalf of most families and for special projects (e.g. summer program). Some affiliations involve participation at regular (monthly) meetings while others involve more informal contact.

- United Way of Regina - regular meetings of the Funded Partners
- Active participation in United Way campaign activities as appropriate
- Agency staff fundraiser for the United Way
- United Way Peer Learning Circles – Ex. Director participation as possible
- Regina & Area Early Childhood Network – Ex. Director and Parent Services Coordinator to monthly meetings as possible
- Kids First Management Committee – Ex. Director to regularly scheduled meetings
- Participated in “Community Connections” agency fair at the Regina Food Bank
- Attended “Vital Signs 2016” report presented by the South Saskatchewan Community Foundation (SSCF)
- Music Heals presentation at SCEP CENTRE
- Praxis Workshop – Ex. Director participated in this workshop regarding building strategies for non-profit organizations
- One staff attended the SSCF Vital Connections 2017 presentation to the community

d) Agency Memberships: Community

- United Way Regina - Funded Partner
- Regina and Area Early Childhood Network
- Community Partner of the City of Regina

F. PROFESSIONAL DEVELOPMENT: ACTIVITIES/TRAINING OF SCEP STAFF

Staff training and development activities are on-going:

- One staff attended The United Way Leadership Development Program 2 days monthly October to May
- Several staff attended various early childhood mental health “Lunch and Learn” webinars presented by the Saskatchewan Prevention Institute on the topics of: *Attachment, Attachment and Trauma, Positive Discipline, and How Young Children Experience Grief*
- Two staff attended a Work Preparation Centre “Lunch and Learn” Workshop at Scott Collegiate
- Three staff attended a Community Forum on Collective Action led by Tamarack Foundation
- Three staff attended a United Way Strategic Planning workshop
- The Executive Director and Board Chair attended several training sessions organized by the United Way
- Two staff attended CanadaHelps.org seminar regarding online charitable

- fundraising
- Three staff attended a Power of One Consulting's "From Survival to Thriving Sustainability"

Training for student volunteers, practicants and summer staff:

- First Aid Training
- 1 visit to a Regina Public School Developmental Pre-Kindergarten Classroom
- Transition House tour and orientation
- 1 car seat clinic
- 1 visit to Child and Youth Autism Centre

G. PROFESSIONAL AFFILIATIONS

SCEP CENTRE has current affiliations with the following professional associations through membership of staff:

- Registered Psychiatric Nurses Association
- Saskatchewan Association of Social Workers

Our consulting Speech Language Pathologist and Music Therapist are registered members of their professional associations.

OUTCOMES OF THE WORK AT SCEP CENTRE

CHILD OUTCOMES – Progress on the SCE Indicators Scale 2016-2017 designed by A. Bergman

Report prepared by Shauna Forbes, B.A. (Hons.); B.S.W., R.S.W.

SCEP's Communication, Socialization and Emotional maturity Outcomes are based on a comparison of individual children's scores on the 3-point SCE Indicators Scale at the beginning of the school year or when a child is first enrolled during the school year and at the end of the school year. The SCE Indicators Scale has been found through research (MacLennan and Switzer, 2012) to be a psychometrically valid instrument.

24 children (19 boys and 5 girls) and their families were enrolled at SCEP CENTRE in 2016/2017. The Indicators were completed on all 24 children.

OUTCOMES:

23 of 24 children - (96%) - made improvements in communication skills. The one child who did not was non-verbal.

24 of 24 children - (100%) - made improvements in socialization.

24 of 24 children - (100%) - made improvements in emotional maturity.

CHILD OUTCOMES – Progress on the Educational Indicators 2016-2017

Prepared by Shauna Forbes B.A. (Hons), B.S.W., R.S.W. based on information provided by Charlotte Sullivan, B.Ed.

Educational Outcomes are based on a 3-point SCE Indicator Scale in three areas:

- visual-small motor skills
- academic readiness skills (ex. pre-writing, pre-reading, etc.)
- classroom social skills.

Initial skills assessments are made by the teacher at the beginning of the school year or when the child is ready to participate in SCEP's classroom program. The team of Professional Staff determines which children will attend class time sessions based on the age, needs and goals for each individual child. Final skill assessments are made in June each year.

We had 24 children enrolled at SCEP, however only 11 of those children were deemed appropriate (due to age and ability) to participate in SCEP's in-house classroom program.

OUTCOMES:

All 11 class time children (9 boys and 2 girls) were assessed.

10 of 11 children - (91%) - made improvements in visual and fine motor skills.

1 of 11 children - (9%) - stayed the same in visual and fine motor skills.

10 of 11 children - (91%) - made improvements in academic readiness.

1 of 11 children - (9%) - stayed the same in academic readiness.

5 of 11 children - (46%) - made improvements in classroom social skills.

4 of 11 children – (36%) had small declines in classroom social skills.

2 of 11 children - (18%) – stayed the same in classroom social skills.

As some of our children faced new challenges outside of SCEP, their cooperation in a more structured class setting became more difficult. In spite of this, they were able to maintain other knowledge and skills they had learned earlier in the year.

TRANSITIONS TO SCHOOL PROGRAMS AT END OF SCHOOL YEAR AS AN INDICATOR OF PROGRESS:

4 children transitioned into Kindergarten in the school system in the Fall of 2017

2 children transitioned into Grade 1 in the school system in the Fall of 2017

PARENT OUTCOMES – Interview Results 2015-2016

Prepared by Shauna Forbes, B.A. (Hons.); B.S.W., R.S.W.

Parents were invited to participate in a telephone interview conducted by an independent researcher, Jennifer Scullen, B.A (Hons), who protected parents' anonymity in her reporting to SCEP. These phone interviews allowed the parents /caregivers to voice their opinions and expressed any concerns regarding their involvement at SCEP CENTRE. This raw research data is devoid of names when presented and parents are assured anonymity. The questions that were asked were both quantitative and qualitative. 15 out of 23 families participated in the parent survey.

3 families had moved to a different program earlier in the year so they were not asked to complete the survey. 5 other families did not participate in the survey for unknown reasons.

OUTCOMES:

15 parents/caregivers participated in the survey this year. This parent/caregiver cluster included: birth parents; foster parents; Persons of Sufficient Interest (PSI); and staff members at group homes where two of the children temporarily resided.

14 out of 15 (93%) parents found their child able to participate in activities that were not possible previously.

1 out of 15 (7%) parents did not find their child able to participate in activities that were not possible previously.

13 out of 15 (87%) parents felt better able to parent their child more effectively.

2 out of 15 (13%) parents did not feel better able to parent their child more effectively.

14 out of 15 (93%) parents felt they have a more positive relationship with their child.

1 out of 15 (7%) parents did not feel they have a more positive relationship with their child.

Further Comments given by Parents:

“He has developed more communication and is able to recognize his feelings. He is a whole different boy and is more adjusted in school. He is able to recognize right from wrong. SCEP helped him get ready for school. Before SCEP, when he would get upset he would just hit and scream and get very frustrated but since SCEP they have helped him to put a feeling to his behavior. He is now able to express if he is sad or angry instead of lashing out. It was really hard and draining emotionally when dealing with his outbursts. He is a totally different child, we have a great relationship now. We are able to communicate more easily and we work on labeling feelings. He is very stable, and his communication has improved. SCEP spends one on one time with them and is great with them. The staff helped me to understand his triggers and how to deal with them. He used to have temper tantrum in the daycare and I was fearful they would kick him out. He is much calmer now since being at SCEP and things are going much better.”

“My daughter went because she was talking baby talk and now we can have full conversations. The monthly meetings with parents are helpful. The staff taught me how to use warnings (prediction) to move from one activity to another (e.g., snack to leaving the house). I use this with all my kids. Our relationship is easier and stronger.”

“The program helped with some decision making and behaviour regulations. He can identify and express emotions. He can now put words with his emotions rather than just react with physical aggression. His fine motor skills have improved. They help prepare him for events that are happened through prediction and play so he can anticipate

what's coming up so he is not surprised. The staff helps him with transitions and not having a negative reaction to the change."

"It has been a huge support for our whole family. This program saved our whole family. It helped our child overcome trauma and abuse that he suffered before coming into our care. It allowed us to know how to handle situations. The program provided our child and us with emotional support. Every time our child had an appointment they would come and support us."

Parent Services Report 2016-2017

Parent services are services delivered to the families /caregivers of enrolled children using a team approach. These include, for many families, close communication with other agencies that are involved with the families/caregivers. The Executive Director guides the team which is composed of SCEP CENTRE's Parent Services Coordinator, Senior Professional Staff members and Program Consultants as required.

The Parent Services Coordinator schedules monthly meetings with parents/caregivers and with any outside agencies that are involved with the family. A senior staff from the Children's Program who works closely with that child often joins these monthly meetings to share the child's progress at SCEP. The parents/caregivers share their child's progress and whether there are any changes or problems at home that the SCEP staff could help with. SCEP staff encourage and assist parents/caregivers to understand and learn SCEP methods that the staff have found helpful at SCEP and discuss how these methods could be used in the home.

Communication between parents/caregivers and SCEP staff is maintained between conferences by telephone, texts or emails. Parents/caregivers are encouraged to contact SCEP staff if there are any changes in the home that would be vital to the work with the enrolled child. These changes may consist of forthcoming medical appointments for the child, sickness of an adult, a new family member in the home, a planned trip out of town, welcoming a pet, saying goodbye to a family pet, any planned visits with birth parents if the child is in care, etc. Parents/caregivers are urged to inform SCEP staff if there are any changes in the child's behaviour, if the child is ill, if there are changes to visits with birth parents if the child is in care, etc.

Generally, there are other agencies or services involved with the family (ie: Ministry of Social Services, a teacher, a childcare provider, other early intervention or family support programs). The Parent Services Coordinator initiates and maintains communication with these other services with the consent of the parents and/or Ministry of Social Services if they are involved with the child. In the past, observation and experience has shown that SCEP's continued connection with these outside agencies serves to integrate services and create a more cohesive and worthwhile network of support for the families.

Jessica Lavalley-Dieter, B.A.
Parent Services Coordinator

Thank you Capital Cab!

SCEP CENTRE staff especially acknowledge the services of Capital Cab. The owners of Capital Cab, Debbie and Glen Sali, take a special interest in the SCEP children that Capital is hired to drive and in SCEP CENTRE overall. They have offered excellent advice and support in regard to our transportation program. They are very respectful of the children's safety and comfort, as well as the needs of the family. The Capital Cab drivers (always the same driver for each child unless driver was ill or away) provide reliable, safe service for the children. The families of the children have developed a nice and trusting relationship with the driver.

CLASSROOM REPORT 2016-2017

Children within the regular SCEP CENTRE program are continuously exposed to new and simple, but age appropriate, learning experiences. Many of these new learning experiences occur through play and structured Circle Time activities planned by the Teacher-Therapist and Professional Staff working as a team. When a SCEP child nears school age and/or the staff feels he or she is ready to progress to a more formalized setting, a regular class time session at SCEP CENTRE is added to the child's experience.

During the 2016-17 school year, a total of 11 children attended SCEP class time sessions. Four children attended for the full year while seven children began attending at various start dates from Dec to April until the end of the SCEP school year in June. Each child attended class for a ten to twenty minute session each half day he/she attended SCEP. Other children in the SCEP program also had classroom visits, mainly to explore the classroom environment.

Due to the wide range of learning abilities among the children and the past experiences of each child, class sessions for individual and small groups were prepared to help each child enjoy class time and strengthen his/her cognitive, communication and/or social skills. The classroom and circle times were designed to provide the children with a safe and inviting environment which encouraged learning through exploration and inquiry. Multi-sensory activities and technology were included in these planned activities to enhance the children's experience. Many of the lessons were planned around the children's preferred interests and ideas. The activities prepared for class time by the teacher were language enriched, emphasizing both receptive and expressive language development and communication. Activities experienced within the classroom included learning and practicing:

1. Beginning Academic Skills, Visual, Audio and Fine Motor Development:

- Letters, shapes, numbers and color recognition
- Counting, matching, sorting and sequencing
- Phonetic awareness: letter sounds, rhyming
- Printing his/her name and other pre-writing skills
- Cutting and pasting

2. Skills Related to Development in Socialization

- Co-operating with the teacher's plan
- Participating in small group activities
- Turn taking and sharing
- Following rules and limits
- Learning to work independently

Prepared by:
Charlotte Sullivan, B.Ed.
Teacher Therapist

LITERACY PROGRAM REPORT 2016- 2017

October 2016 – Inspired by United Way Regina’s initiatives to promote literacy skills and encourage an early love of reading, SCEP CENTRE staff decided to initiate a Literacy Book Bag Take-Home program for SCEP children and families. Carol Gardner and Jess Lavallee-Dieter formed the committee to work on this. An initial budget of \$400.00 was approved for the literacy program for this school year.

December 2016 – Beige nylon courier bags were purchased at the Dollar Store with the idea that children would on a regular basis take home the bag containing a new book along with other art/craft/play materials for parents and children to enjoy together.

January 2017 – SCEP staff sent home the family’s first Literacy Book Bag that included a storybook for the family to read together and a little art project “Making a Snowman” that the family could enjoy together. There was a special envelope that was sent home for the adults to keep their important papers related to this activity. SCEP CENTRE’s monthly newsletter for families went out as well.

Early April 2017 – The book bags had mostly been returned. If the bag had not been returned then materials were sent home in 33cm x 39.6 cm “zip” heavy duty freezer bags. The theme for our book bag this period is “Animals”. There was a Paper Plate Bunny activity that was sent home for the family to do together, along with an “Animal” book for the parent(s) to read to their child.

June 2017 – The theme for this month was “Summer fun and Canada”. A variety of book titles, all dealing with summer fun, were sent home. There was a Canada Flag Necklace activity that was sent home for the parents to enjoy making with their child. Towards the end of the school year there was much talk of summer activities and help with emotions as some children prepared to leave SCEP in the fall for regular school placement. Families were told to please KEEP the beige book bag this time!

This literacy program was well-received by the families. It is hoped that SCEP CENTRE families will be able to enjoy a similar program in 2017 – 2018. SCEP CENTRE has applied for a Saskatchewan Community Literacy Fund (SCLF) grant to continue this literacy project for SCEP CENTRE’s regular children’s program and for our *Coming Together Growing Together* program for the fall of 2017.

Jessica Lavallee-Dieter, B.A.
Parent Services Coordinator

TRAINING FOR PROGRAM VOLUNTEERS AND PRACTICUM PLACEMENTS 2016-2017

As always, the volunteer and practicum students were an integral and valuable part of the SCEP program. This past year we had 8 practicum students and volunteers join us from a variety of settings as part of their studies including:

- The University of Regina Faculty of Social Work Practicants: One student came for 225 hours over 15 weeks. There were 5 longer conferences and many daily feedback sessions with the student.
- There were 2 pre-social work students who volunteered in preparation to enter the social work program.
- The University of Regina Faculty of Education: Early Childhood Studies (ESC 200): 3 students volunteered 20 hours each for a total of 60 hours. There were daily discussions and 8 longer orientation/final evaluation conferences.
- Saskatchewan Polytechnic: Early Childhood Education: One student did 195 hours of service. There were daily discussions and 2 conferences with the instructor.
- Saskatchewan Polytechnic: One Psychiatric Nursing Student did 180 hours. There were daily discussions and weekly conferences with the instructor.

As always, the volunteers and practicum students have the opportunity to learn “hands-on” skills working with young children with a variety of communication and behaviour difficulties under the careful guidance of senior staff. We value having the benefit of the students’ energy, curiosity and enthusiasm for learning. Many of the students comment on how they are able to transfer the skills they learn at SCEP into other areas of their work, school, personal and professional lives. They will certainly be able to carry these skills into their future careers.

Some of the practicum students assisted us with our family Christmas Party and Year End Picnic. This was a great help!

Janice Benwell, B.S.W., R.S.W.
Senior Professional Staff

**COMMUNITY INITIATIVES FUND COMPLEX NEEDS
REPORT 2016-2017
Transition planning and support for children with
complex needs and their families**

During the 2016-2017 year, the Community Initiatives Fund contribution for SCEP's project provided staff the opportunity to focus more intensely on transitional planning. This funding created additional support during major transitions that occurred in the lives of the children enrolled in SCEP CENTRE's Children's Program as well as their families. In 2016-2017, these significant transitions included:

- Beginning and ending an enrollment at SCEP CENTRE.
- Changes in school programming involving transitions from SCEP to kindergarten, Grade 1 or a specialized class (Discovery Preschool).
- Changes in where a child attends school.
- Changes in childcare arrangements or placement and support to maintain placement in daycare or early childhood setting.
- Preparation for child's appointments at other agencies (ex: Autism Centre, Child & Youth, Ranch Ehrlo Program).
- Preparation for child's medical appointments (ex: pediatrician, dental appointments and dental surgery).
- Death of a foster parent or family member
- Help with school difficulties for a child enrolled who also attended Kindergarten in this school.

Changes in placements including:

- Foster care after apprehension by the Ministry of Social Services; visits with birth families by children in foster care.
- Changes in status of a child moving from an Emergency Receiving Home to a foster home.
- Changes involving a child's visits with his birth mom residing in a different city.
- Changes in family status towards reunification; move from foster care back to the child's home.
- Changes in status of a child within the same family, from foster care to adoption.

Helping children and their families prepare and manage changes (or transitions) is an essential part of the work done at SCEP. Much careful planning is done by SCEP staff members to achieve the most successful transition through what may be a difficult situation for the child or family. Staff involve parents/caregivers and other supporting agencies that offer support to the family (ie: social workers, teachers, support workers, etc) as much as possible. Over the years, we have found that helping children and

families to manage transitions effectively and serenely with both big and small changes provides them the skills to cope during current and future life changes.

SCEP staff have gathered statistics that show the incidences of significant therapeutic activity focused on helping children and families adapt for change/transitions:

<u>Focus of Activity</u>	<u>Incidences</u>
School transitions	67
Transitions for Children in Foster Care	26
Medical Transitions	51
Childcare Transitions	7

Jessica Lavalley-Dieter, B.A.
Parent Services Coordinator

INDIGENIZATION COORDINATOR'S REPORT 2016-2017

At SCEP CENTRE, we believe that it is essential for our children to share, understand, and take pride in their culture. As many of our children come from an Indigenous background, we feel it is our duty to educate ourselves about Indigenous culture and history in Canada. With the cultural knowledge that we have gained from other Indigenous leaders/people, we are better able to help the children explore their past and present while helping their peers who are from a non-Indigenous background to recognize and celebrate Indigenous heritage. This new initiative is woven throughout the regular SCEP CENTRE program and is facilitated by Carla Creeley, SCEP's Indigenous Coordinator, who is from Okanese First Nation.

During the 2016-2017 school year, Carla showcased cultural clothing and artifacts while providing many Indigenous crafts, stories, and performances.

Monthly Activities & Cultural Focus:

There were many Indigenous topics discussed and covered that provided recognition to the unique history, culture and traditions of Indigenous communities. Learning about Indigenous Culture is vital to our children as self-knowledge builds positive identity and self-esteem in our children who are of Indigenous descent. We talked about the four seasons, children learned about how Indigenous people lived long ago, about tipis, canoes, and the different crafts the women made during the winter time. Children also created star quilt pictures, and learned about various clothing/moccasins. We learned about insects, colors, shapes and the four basic elements and their importance to Indigenous peoples. The insects we discussed and learned about were the ant, butterfly, caterpillar, and dragon fly. These insects play a wide variety of different roles amongst different tribes across the world. The one insect we covered and learned a lot about was the butterfly. The butterfly represents change, balance, and good luck. At a Powwow there is a dance called "Fancy Shawl Dance" which is performed by young girls/women. The dancer shows gracefulness, endurance and agility. We had Powwow dancers come and perform at SCEP and they shared their dances. The fancy shawl dancer emulated the image of a butterfly as she gracefully danced across the room. We also learned about the jingle dress and learned that it is a medicine and healing dance. SCEP also hosted the Metis Dance Troup who performed various dances: Red River Jig and a dance called "Drops of Brandy".

The Indigenization initiative is a beginning and a process, but it is also not limited to Indigenous people. It encompasses all staff, children and families, for the benefit of our social viability and our awareness of Indigenous culture, history and language.

Prepared by:
Carla Creeley
Indigenization Coordinator

and

Shelby Maki, B.S.W.
Senior Professional Staff

COMING TOGETHER GROWING TOGETHER REPORT 2016-2017

Coming Together Growing Together is a collaborative program shared between Aboriginal Family Services (Eagle Heart Centre) and SCEP CENTRE. The program is an initiative of the Ministry of Social Services and has a special focus on improving the communication and relationship between parents and their young children and helping the parents more effectively manage their child's behaviour. The program is designed to have 2 staff members, one from each agency, work together as a team. We began with the first family in January 2012. Since that time Coming Together Growing Together (CTGT) has worked with or is currently working with a total of 35 families (42 children).

Referrals to the program come through the Ministry of Social Services Child Protection Units. They include: families with preschool children who are experiencing numerous challenges; families at-risk of having their children placed into foster care; or families whose children have just returned to the parent's care. Typically an enrolment includes:

- a) a once weekly family play session in home,
- b) a once weekly morning or afternoon session for the child at SCEP or at Aboriginal Head Start and
- c) a meeting with the parent every second week.

The enrolment often also includes assistance with and transportation to appointments for the children such as for speech/language services or doctor appointments, securing preschool spaces or rides to pick up Food Bank orders. We continue to offer as much flexibility as possible in scheduling (and rescheduling). We often do "drop-in's" to the home in an attempt to confirm appointments or to do some follow-up.

The average length of a family's enrolment in the CTGT program is about 9 months. The CTGT program does not provide "quick fix" or "cook book" interventions. Instead we slowly work towards strengthening the parent child relationship through many avenues such having play sessions together, encouraging parents to have a greater understanding of the child's point of view and providing opportunities for both the parent and child to learn about and become more comfortable with safe expression of feelings. Opening a parent to new ideas takes time as does encouraging the parent to formulate and voice his/her personal goals related to family life. We try to be continually aware of the parents' personal experiences and histories in order that these are also respected.

During this past school year my partner at Aboriginal Family Services, Melissa Daniels, spent 2 mornings per week working in a classroom at the Head Start program assisting 2 young boys who would have otherwise been asked to leave that program. These children although officially on the Coming Together caseload, had this altered form of the program.

Melissa left the Coming Together position in June 2017 and I wish her all the best in her future plans. A new staff, Amanda Caskanette, began in September 2017 and I look forward to working with her and further developing the Coming Together program.

We believe that the Coming Together Growing Together program offers a unique

service to some of the most challenged families. It is a privilege to support and assist them on their journey of learning and strengthening their parent child communication and relationships. We look forward to continuing work with the families already involved and to working with new families in the future.

Submitted By:

Tracy Exner, RPN

Senior Professional Staff, Coming Together Growing Together

SCEP CENTRE SUMMER FRIENDS 2017 ACTIVITY REPORT

SCEP CENTRE's *Summer Friends* program ran from June 26 to August 11, 2017. It was housed at Come and Learn Aboriginal Headstart and was a great success. Five staff members, all full-time, were hired for the summer program and were trained in how to use basic SCEP methods and safety procedures. This training occurred over a two month period before the summer program began or as soon as we were able to hire the staff. The summer staff consisted of two new staff: **Eden Huber** and **Jen Goforth** and three returning summer staff: **Jessica Swartz**, **Holly Yanoshewski** and **Carla Creeley**, who was the program manager. **Janice Benwell** coordinated and trained the summer staff. SCEP's senior staff shared the management and supervision of the summer program on a rotating basis throughout the summer. Sixteen children attended. The total number of child individual half-day sessions offered was 274. The hours of service to the children was 685.

The children, along with their adult partners, participated in many activities throughout the summer at various locations including:

- Queen City Exhibition
- Royal Saskatchewan Natural History Museum
- Cineplex Odeon Movie Theatre
- FSIN Powwow at Salteaux Junction

Music Therapy was also provided twice per week at Headstart. Attendance for each child was arranged in consultation with each of the children's families. Transportation was provided and arrangements for this were made with the children's families before the start of the summer program.

During July and August, summer staff maintained close, daily contact with SCEP's senior program staff supervisor on call. Daily anecdotal records were kept for each child. Weekly staff meetings were held with the senior staff member on call to continue training as necessary and discuss the next week's activities. Encouraged by a special grant from Community Foundations of Canada, the activities for this year's summer program had a "Canada 150" theme to commemorate Canada's 150th birthday. The focus of the activities was on exploring and celebrating Canada's unique cultural backgrounds. The children made crafts, visited museums, attended powwows, tried cultural dances and ate cultural foods.

Summer Friends 2017 was a positive experience for all the participating children. They all appeared to enjoy their time in the program in the company of trusted adults. The families who kept in contact conveyed that they were glad for the respite from the demands of caring for these often challenging children and happy that their children could enjoy the many summer activities. For the families and children, SCEP's *Summer Friends* provided an important link to SCEP's regular program and services, and provided continuity over the summer months which can be stressful for some of the families.

The summer program workers had meaningful summer employment. They also benefited from the apprenticeship training and supervision offered by the senior SCEP staff over the summer months.

A huge **THANK YOU** is due to **Come and Learn Aboriginal Headstart** for allowing us to use their facilities to house our summer program. We would also like to thank the following for their financial support of the program:

Student Summer Works (SSW) program, Province of Saskatchewan
Saskatchewan Lotteries Trust Fund (administered by City of Regina)
Community Initiatives Fund, Province of Saskatchewan
Human Resources and Skills Development Canada (HRSDC)
Lorne and Evelyn Johnson Foundation, Regina, SK (through the South Saskatchewan Community Foundation)
Community Foundations Canada 150 Grant (administered by South Saskatchewan Community Foundation)

Summer program fees were paid on behalf of some children by:

Ministry of Social Services
Access Communications Children's Fund

Prior to the start of the summer program, the summer staff contacted local businesses for donations of snack foods, coupons, passes, toys, etc. Our gratitude is extended to the following businesses, organizations and individuals for gifts-in-kind and their generosity for the use of their facilities and time:

Royal Tyrel Museum	Evrax
Dollarama	Toys "R" Us
Giant Tiger	London Drugs

Prepared by:
Shelby Maki, B.S.W.
Senior Professional Staff

and

Carla Creeley,
Summer Program Manager



THE LORNE AND EVELYN JOHNSON FOUNDATION



COMMUNITY FOUNDATIONS OF CANADA: CANADA 150

This year during the *Summer Friends* 2017 Program, SCEP CENTRE applied for and received the Community Foundations Canada 150 Grant. This grant was administered by the South Saskatchewan Community Foundation as well as the Government of Canada. The Lorne and Evelyn Johnson Foundation also provided a matching grant. This funding allowed SCEP CENTRE to provide *Summer Friends* 2017 attendees with cultural education and immersion to commemorate Canada's 150th birthday. The funding covered expenditures for the children to enjoy cultural arts, foods, and performances. Since the *Summer Friends* 2017 attendees thoroughly enjoyed the cultural theme, a success story emerged from one of the children's experiences. This story was given acknowledgement by a writer from the Canada 150 Alliance and was later published on the Alliance's website. SCEP CENTRE is highly grateful for the financial assistance provided by the Canada 150 Grant as staff members have witnessed the impact that a celebration of cultural differences can have on young children.

Acknowledgments:

Community Foundations Canada:

This initiative is made possible by the Community Fund for Canada's 150th, a collaboration between South Saskatchewan Community Foundation, the Government of Canada, and extraordinary leaders from coast to coast to coast.

Cette initiative est rendue possible grâce au Fonds communautaire pour le 150^e anniversaire du Canada, qui est une collaboration entre South Saskatchewan Community Foundation, les fondations communautaires canadiennes, le gouvernement du Canada et des leaders extraordinaires de l'Atlantique au Pacifique à l'Arctique.

Lorne and Evelyn Johnson Foundation:

SCEP CENTRE gratefully acknowledges the financial support of The Lorne and Evelyn Johnson Foundation, a private foundation serving the people of South Saskatchewan. The Foundation was established by the late Lorne and Evelyn Johnson to respond to the changing need and opportunities of the community and provides grants to eligible charitable organizations in culture, health, education, environment, recreation, and social services sectors.



THE LORNE AND EVELYN JOHNSON FOUNDATION



Canada

Prepared by:
Shelby Maki, B.S.W.
Senior Professional Staff

BRIGHTER FUTURES FOR CHILDREN 2017

Brighter Futures for Children 2017 marked our 12th Anniversary and it was our most successful year to date! We are very excited to announce that we raised just over \$80,000 for SCEP CENTRE and the Regina Early Learning Centre at this year's event. The event took place on April 6th, 2017 and featured performances by Call Me Mildy, Andino Suns and Alex Runions. We had several exciting raffles (including a 50-50 draw that was a first-time success) and a huge silent auction.

We would like to extend a very special thank you to Doug and Gloria Archer who led the organizing committee and Knight Archer Insurance which was the Presenting Sponsor of the event. Without their support, this fundraiser would not have been the success it was. Thank you to Casino Regina who once again donated the use of the Show Lounge as our very lovely venue. A special thank you also goes out to the countless individuals and businesses who donated silent auction items, helped with marketing and supported our quest for raffle prizes and sponsorships. We would also like to extend a very warm thank you to all of the members of the community who sat on the *Brighter Futures* Organizing Committee. With all of your hard work, dedication and input, this event has grown into one of the premiere fundraisers held in the city each year. We would also like to thank all of those who attended the event and purchased raffle tickets!

Brighter Futures was also chosen by Knight Archer Insurance as the charity of choice for the Wine and Spirits Gala held in November of 2016. This event helped us to add several thousand dollars to the grand total. We were also lucky to be chosen by Knight Archer Insurance to be the recipient of their annual "Bobblehead Night" at a Regina Pats hockey game in January of 2017. This event also increased our overall profit by over \$8,000! We also sold West Jet tickets at the "What Women Want" trade show held in February of 2017.

We are very excited about our *Brighter Futures for Children 2018* event and planning is already underway. We hope it will be the biggest and best *Brighter Futures* yet! It will be held at the Casino Regina Show Lounge on Thursday, April 12, 2018. Be sure to mark your calendars and buy your tickets early as we anticipate a sellout crowd. We hope to see you all on April 12th!

Shauna Forbes, B.A. (Hons.), B.S.W.
Senior Professional Staff
Brighter Futures Organizing Committee
www.brighterfuturesforchildren.com

ACKNOWLEDGMENTS 2016-2017 – WITH THANKS

The **Board of Directors** of SCEP CENTRE Society (Regina)

Organizations Providing Grants:

Ministry of Social Services
 United Way Regina
 City of Regina
 Regina Education and Action on Child Hunger (REACH)
 Community Initiatives Fund (CIF) for a special project addressing *Transition Planning for Complex Needs*
 Music Heals

Organizations Providing Funds for Enrollment Fees:

Board of Education of the Regina School Division No. 4 of Saskatchewan
 Ministry of Social Services
 SCEP CENTRE General Scholarship Fund with the proceeds from *Brighter Futures for Children* fundraiser.

Drs. Elisabeth and Lewis Brandt Trust Fund: An annual contribution for scholarships. The trust fund is administered by the South Saskatchewan Community Foundation.



Donations from Individuals and/or Organizations:

For the 2016/2017 year SCEP received the following donations from individuals/organizations:

Louis & Lorna Greff	Vic Huard
Mainline Insurance Brokers Inc.	Elaine Yeomans
Vern & Bess Grebinsky	Frank Dornstauder
Brent & Kyla Towsley	Diane Stephenson
Greystone Managed Investments Inc.	Lisa Brownstone
Father Burns Council – Knights of Columbus	Hub International Ltd.

Other Anonymous donations were provided by Canada Helps, United Way Toronto, United Way Calgary & United Way Saskatoon.

Designated Donations:

- Jim & Trina Fallows - Capital expenses; CanadaHelps.com
- Music Heals for Music Therapy
- Patricia Clark for the staff retreat

Special Thanks to:

- **Regina School Division No. 4** (Regina Public School Board);
 - **For providing SCEP with housing at Ecole Connaught**, and
 - **Ecole Connaught Community School Staff**, the Principal Lori Daelick, Vice-Principal Ian Mitchell, Secretary Janine Jackson and custodian Lee Baxter.
- **Doug and Gloria Archer and the Brighter Futures Organizing Committee.**
- **Capital Cab (2000) D & G Taxi Ltd. and owners, Debbie and Glen Sali.**
- **Faculty and students at the University of Regina and Saskatchewan Polytechnic** and the community volunteers.