

SCEP CENTRE Society (Regina)

Early Intervention
and Training Services

1968 - 2021



Annual Report 2020-2021

Presented November 22, 2021

The Logo of SCEP CENTRE Society (Regina)

The official logo of the SCEP CENTRE Society (Regina) consists of two stylized figures in solid blue colour on a white background edged by a fine blue line.

The frame with rounded corners represents the safe environment at SCEP CENTRE. Inside the frame a child seeks to reach an adult. The adult makes herself available at the child's level. Adult and child communicate with outstretched hands.

The logo is the property of the Society.

Elisabeth P. Brandt, Ph.D.

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TRIBUTE TO SCEP'S FOUNDER & PAST EXECUTIVE DIRECTOR

DR. ELISABETH H. PASZTOR BRANDT, PH.D., SOM - 1922 – 1999 - Dr. Brandt, a Speech Language Pathologist and an expert in communication disorders, 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. Her impact on the lives of young children and their families was immeasurable.

Elisabeth's contributions to Regina, 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's 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.

PATRICIA B. CLARK, B.A., M.ED., R.S.W. - Pat was the first staff member to work in SCEP CENTRE's specialized therapeutic preschool program for children with communication and behaviour problems, including those who have suffered trauma and became the Executive Director of SCEP CENTRE in 1982.

Pat was trained by Dr. Elisabeth P. Brandt, Ph.D, who designed and established SCEP CENTRE's philosophy and program. Over the years, Pat worked tirelessly to ensure the program's survival and growth as a small community-based organization in spite of huge funding challenges and other obstacles. Under Pat's leadership SCEP received professional respect and strong community support. SCEP CENTRE is recognized for its work with children with complex needs and their families, the sophistication and simplicity of its approaches and training of others in SCEP methods.

Pat believed that work with a child's family and other supports was paramount for a child's development and progress. She worked directly with some families and otherwise monitored, consulted and advised SCEP staff in this area.

Pat's belief in the SCEP program was the source of her dedication to, and self-sacrifice for, the continued success of "the little program that could". Pat retired from SCEP CENTRE (after 50+ years) in the fall of 2019 and she was honoured for her years of service at a retirement celebration on November 25, 2019.

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 2020-2021

President:	Bob Juby
Treasurer:	Barb Krause-Snow
Secretary:	Whitney Blaisdell
Director:	Alison Kimbley
Director:	Emily Armer
Director:	Leigh McKnight
Director:	Jason Kotyk
Director:	Kerrie Hammet
Director:	Mark Cameron
Director:	Anna Pham
Ex-officio:	Shauna Forbes Tracy Exner

SCEP CENTRE STAFF MEMBERS DURING 2020-2021

Tracy Exner R.P.N. and Shauna Forbes, B.A. (Hons); B.S.W.; R.S.W.
Executive Directors

Program Staff Team:

Michel Klewchuk	Senior Professional Staff
Shelby Maki, B.S.W., R.S.W	Senior Professional Staff
Amanda Caskanette, ECE	Professional Staff
Carla Creeley	Indigenous Advocate
Charlotte Sullivan, B.Ed.	Teacher Therapist
Jessica Lavalley, B.A.	Parent Services Coordinator
Bob Preston	Driver
Hope Robertson	Program Assistant
Camila Collantes	Program Assistant

Coming Together Growing Together (CTGT), Collaborative Program with Eagle Heart Centre:

Janice Benwell, B.S.W.; R.S.W.	Coming Together Program Staff
Landa Kinequon, B.A.	Coming Together Program Staff

Administrative Staff Team:

Brenda Lang	Financial Administration
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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 2021 Program:

Shannon Obey
Camila Collantes
Brianna St. Jacques
Chloe McEachern
Joshua Mendoza

SCEP CENTRE Society (Regina)
Invites you to their
VIRTUAL ANNUAL GENERAL MEETING
Monday, November 22, 2021 beginning at 4:30 p.m.

A. BUSINESS MEETING – AGENDA

- I. Greetings & Acknowledgment
- II. Acceptance or Revision of Agenda
- III. Minutes of the Annual Meeting of November 23rd, 2020
- 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 2021-2022
 - Motion to approve membership fees for 2022-2023
- VI. Executive Directors' Report
- VII. Nominating Committee Report and Election of New Directors
- VIII. Any Other Business
- IX. Adjournment

SCEP CENTRE Society (Regina)
ANNUAL GENERAL MEETING MINUTES
Monday, November 23rd, 2020 4:00 p.m.
SCEP CENTRE
4210 4th Avenue
Regina, Saskatchewan
S4T 0H6

This annual general meeting was held virtually by Zoom due to Covid-19 indoor gathering restrictions.

I. Greetings - Bob Juby (president of the board) chaired the meeting. He brought the meeting to order and greeted everyone present at the meeting.

II. Acceptance or Revision of Agenda

Motion II.I

To accept the agenda as presented.

Emily Armer/Michel Klewchuk
CARRIED

III. Minutes

Motion III.I

To accept the minutes of the Annual General Meeting held on November 25th, 2019.

Whitney Blaisdell/Janice Benwell
CARRIED

IV. President's Report presented

Bob Juby presented this report. It can be found on page 10 of SCEP CENTRE's Annual Report 2019-2020. Highlights of the report included:

- Covid-19 changed the world in an unprecedented way. This did not stop the SCEP staff from providing ongoing support for the children and their families. The staff at SCEP have worked tirelessly this year to reshuffle SCEP's mandate and offer contact, communication and outreach through regular telephone contact with families, and educational supplies and food hamper deliveries.
- Bob acknowledged the valuable contributions and support of community through Covid as well.
- Bob also gave a special thank-you to all of the programming staff.
- Tracy and Shauna have collaborated effectively to continue to solidify on to further the SCEP program.
- The Government of Canada wage subsidy program helped SCEP to avoid staff layoffs in the spring which was a relief for everyone.
- 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: the Ministry of Social Services, City of Regina, Regina Public Schools, Conexus Credit Union, KPMG, the Archer family, and United Way Regina.
- The following activities have continued at SCEP this past year; The Coming Together Growing Together Program (run by Janice and Landa), Summer

Friends Program (provided food resources and educational material during Covid this summer. A special thanks to Eden and Shannon and Sask. Lotteries who funded this), Brighter Futures for Children (thank you to the Archers and Shauna Forbes), The Casey Foundation (donation - supports Autism services) and Jordan's Principle for funding.

- Bob also highlighted some of the main staff activities at SCEP which include; working with children, providing guidance and support to parents and all of committee and administrative work that is done on an ongoing basis.
- Bob ended his report by acknowledging our collective need to continue to support children, our most vulnerable and precious resource.

Motion IV.I

To accept the President's Report as presented.

Pat Clark/Michel Klewchuk

CARRIED

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

Bob Juby presented this report and he noted that the auditor is not concerned about SCEP's current financial situation. Bob discussed the independent auditor's report and the balance sheet and pointed out some key points in these documents. He noted SCEP's sum of assets and liabilities as posted on the balance sheet. Pat Clark asked a question regarding the deferred money from the RPSB. This money was to be retained to help with transition support. Pat Clark also inquired about Jordan's Principle and the reason for the reduction in funding this year which was a result of Covid (affecting attendance) and lower student enrollments this year. The following motions were passed following the presentation of the audited statement.

Motion V.I

To accept the Audited Statement as presented.

Emily Armer/Alison Kimbley

CARRIED

Motion V.II

To appoint Marcia Herback, C.A. auditor for the 2020-2021 fiscal year.

Leigh McKnight/ Pat Clark

CARRIED

Motion V.III

To approve the SCEP membership fee of \$5 for the 2020-2021 year at SCEP.

Charlotte Sullivan/Mark Cameron

CARRIED

VI. Executive Directors' Report

This report was presented by Shauna Forbes. It can be found on page 13 of SCEP CENTRE's Annual Report 2019-2020. Some highlights from the report are outlined below:

- There have been many highlights and some challenges (global pandemic) this year at SCEP CENTRE.
- SCEP has an amazing history of staff dedication with very little turn over. The last four staff to move on from the program have retired. These people put in many hours working in the program with the children. Shauna took some time to

acknowledge the years of service of all of core staff at SCEP (she also mentioned: Katie Zirk - SLP and Melanie McDonald music therapist who have provided SCEP with their services for a number of years now too).

- Shauna also acknowledged the valuable work of SCEP's Parent Services Coordinator, Jessica Lavallee who works tirelessly to support and reach-out to the families on a regular and ongoing basis. The support we offer to the families is one of the major differences between SCEP and other early childhood programs.
- Grants have allowed for some renovations and sensory experiences, loft in the classroom, weighted blankets, a sensory sac and additional sensory equipment, all of which are loved by the children. Grants have also been used for speech services twice per week from Katie Zirk (SLP). Other toys, equipment and resources were purchased to promote an environment of cultural inclusivity.
- A special thank-you was also given to all of the SCEP staff and the board of directors for all of the collaboration and support throughout the pandemic this year.

Motion VI.I**Whitney Blaisdell/Michel Klewchuk**

To approve the Executive Directors' Report as presented.

CARRIED**VII. Nominating Committee Report**

Alison Kimbley presented this report and highlighted the existing and new members of the SCEP board of directors. Alison also gave a thank-you to Jessica Madiratta and Margot Hurlbert, two long-time board members who ended their time on the SCEP board this year. Both Jessica and Margot will continue to act as consultants for the board, providing guidance and advice to the board on an "as needed" basis, moving forward.

Motion VII.I**Alison Kimbley/Emily Armer**

To approve the Nominating Committee Report as presented.

CARRIED**Motion VII.II****Emily Armer/Leigh McKnight****CARRIED**

To nominate Barb Krause-Snow as the newest member of the SCEP board of directors.

VIII. Any Other Business

- **Wanda Saul from RPSB** - Wanda thanked SCEP for all of their hard work and stated that she is excited to continue working with SCEP this year.

IX. Adjournment

Pat Clark and Michel Klewchuk adjourned the meeting at 6:00 PM.

PRESIDENT'S REPORT 2020-2021

"Children are the hope of the future of the world!" - Jose Marti

A favourite saying goes something like this: "A rising tide lifts up all the boats." This became a popular metaphor for politicians talking about the economy. However, I think the metaphor can be extended to the realm of social policy.

As a society, when we provide educational programming to overcome developmental setbacks, we are, in effect, lifting '...up all the boats.' When we assist others to reach their potential, we are helping to improve society as a whole – socially and economically. This notion is supported by the startling statistic that every dollar invested in a child today will result in \$7.16 of savings by the time that child reaches the age of 27. SCEP has always known the importance of investing time, energy and knowledge to 'lift up' a child and help overcome developmental delays and setbacks. SCEP has been doing this for over 50 years! The children, who have benefited from the program, have gone on to live productive and rewarding lives and are making positive contributions to the betterment of society - economically and socially.

It takes a lot of 'lifting' to make the SCEP program work for children.

I begin my acknowledgments, with very special thanks to SCEP's Executive Directors for successfully navigating the organization through the turbulent waters of a pandemic. They also guided the organization through the continual pecuniary challenges that make it difficult to optimally allocate program resources. They have met the challenges well. Thank you to the SCEP staff who, with imagination, resourcefulness and creativity, have worked successfully through the challenges of Covid. Daily, they have dug down deep to find optimal ways to work with scarce resources. They have learned the art of sharing and optimizing limited funds and have developed unique and creative ways of sharing scarce workspace. Thank you for sacrificing your individual work preferences for the needs of the organization.

Thank you to the board of directors for your careful oversight of the program and your helpful ideas and suggestions to make the program work better. Above all, thank you for your time commitment to SCEP. It is greatly appreciated.

The SCEP program could not operate effectively without the many community and governmental agencies that 'lift' the program through their financial support. Some of the major contributors include: City of Regina, Saskatchewan Ministry of Social Services, Jordan's Principle and United Way of Regina.

Some other significant financial contributors to SCEP include: Community Initiatives Fund grant for complex transitions, Elizabeth Brandt Scholarship fund, South Saskatchewan Community Foundation (G. Murray and Edna Forbes Foundation for speech language pathology and consulting), REACH (Regina Education and Action on Child Hunger) for funding our snack program and Touchwood Hills Tribal Council for significant funding for one child. I applaud all our funders for recognizing the importance of early childhood services. Your help in enabling the program to secure stable funding is appreciated.

I would also like to express thanks to the Regina Public School Board for housing our program and contributing financially, through service fees, for so many years. Special thanks to the Regina Public School Board for enabling SCEP CENTRE to continue to share space with the Allan Blakeney Adult Campus.

Some of the highlights and ongoing activities overseen by the board in 2021 include: The Coming Together Growing Together Program (CTGT) - this is a collaborative program between SCEP CENTRE and Eagle Heart Centre. Janice Benwell is SCEP's representative in charge of the program. The program continues to provide effective services for children and families.

SCEP CENTRE's Summer Friends Program – this program continues as an important support for children and their families. Thank you to Access Communications, Human Resources Development Canada, Community Initiatives Fund and the Lorne and Evelyn Johnson Foundation.

Brighter Futures for Children – this major fundraising event continues to provide financial support for services to children and their families. Special thanks to Tracy Archer of Knight Archer Insurance and Shauna Forbes for her hard work as SCEP's representative on the planning committee. Last year's event raised \$18,800.00 for SCEP's scholarship fund. Doug and Gloria Archer, who were the personification of the event for many years, have retired. I thank them for their many years of support and wish them well.

As President of the SCEP Board, I am grateful for all the financial support we receive from individuals, community and governmental organizations that help 'lift up' our program.

So, SCEP, with the professional expertise of its directors and staff, the competency and dedication of the board of directors and the support of the community, is better able to serve the needs of its deserving clients. SCEP hears the anguished cries of the traumatized children. SCEP listens and helps turn those cries into words. SCEP encourages and fosters the gift of language. SCEP 'lifts' those children to a greater self-awareness that helps them appropriately express their needs and desires. SCEP sets them on a path toward the long-run goal of fulfilling their potential as individuals and becoming contributing citizens to the community. SCEP lifts them up!

By giving those precious children a 'lift', all of society benefits. All the 'boats' rise with the tide and society achieves new heights, overcomes shallowness and launches bigger dreams. The world then becomes a place fit for children!

Once again, we mark yet another year of service to vulnerable children in our community. With pride in our past accomplishments, confidence in our present-day initiatives and an abiding hope for the future, SCEP begins another year in support of children - '...the hope of the future of the world.'

Respectfully submitted by:

Bob Juby
President and Chair of the Board of Directors

EXECUTIVE DIRECTORS' ADMINISTRATIVE REPORT 2020-2021

A. CHILDREN/FAMILIES ENROLLED

Regular Program (September – June)	Number of Children	Number of Families
Enrollments continued from 2019-2020	10	9
New enrollments in 2020-2021	15	14
Total enrollments during 2020-2021	25	23
Children withdrawn during 2020-2021	3	3

Summer Friends Program	Number of Children	Number of Families
Number of Participants	21	19

B. SERVICES TO ENROLLED CHILDREN AND PARENTS/CAREGIVERS

Regular Program (September - June)	
Number of half-day attendances (2 ½ hours) scheduled (based on full months)	1,847
Hours of service to individual children	4,618

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	488
Small group and/or individual sessions with consultants including Speech-Language Pathology and Music Therapy	86
*Due to the Covid-19 risk in our community we did not participate in any public excursions.	

Summer Friends Program	
Number of half-day attendances (2 ½ hours) scheduled	251
Hours of service to individual children	627.5

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 Foundation contributes some scholarship funding annually as does the Brighter Futures for Children Fundraiser.

Enrollment Fees Provided:

Regular Program (September - June)	Number of Children
Ministry of Social Services	9
Regina Public School Board	6
SCEP Scholarship Fund	3
Jordan's Principle (Health Canada)	6
Touchwood Child & Family Services	1

Summer Friends Program	Number of Children
Ministry of Social Services	5
Jordan's Principle	2
Touchwood Child & Family Services	1
Access Communications	10
SCEP Scholarship	3

Services to Parents Provided by Parent Services Co-ordinator:

- In-person conferences with parent(s)/caregiver(s) 84
- Telephone conferences with parent(s)/caregiver(s) 1383

Services on behalf of Parents/Caregivers:

- Organizing and/or participating in interagency conferences with agencies/professionals. This would often include parent(s)/caregiver(s). 47
- Telephone conferences with other involved services/professionals 890

Parent Services Provided by Other Senior Program Staff:

* Senior Staff and an Executive Director may attend parent and interagency meetings together with the Parent Services Coordinator.

Services to Parents/Caregivers:	
- Participation in in-person conferences with parent(s)/caregiver(s) and other agencies/professionals	122
- Telephone conferences with parent(s)/caregiver(s) and other agencies/professionals	57

C. OUTREACH AND INTEGRATION OF SERVICES – CHILDCARE & SCHOOL**1. SCEP Enrolled Children also attending Childcare Programs 2020-21**

- 5 children attending 6 childcare facilities (moves throughout year)

The early childhood settings included:

- Ehrlo Early Learning Centre
- Stepping Stones Child Care Co-op – Robinson Street Location
- Glencairn Child Care Co-op
- Wascana Daycare Co-op
- 2 Private Home Childcare Centres

SCEP staff support to these childcare settings may include observation of the child, general suggestions for environmental changes and method suggestions for the centre. SCEP staff may offer the professional oversight required for Enhanced Accessibility Grants.

- Staff visited childcare settings to observe/support SCEP children: **5 visits**
- Staff provided brief consultation to these childcare settings: **17 calls**

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

SCEP provided guidance and support to childcare centre staff regarding children they were referring at SCEP. We offered this service as much as possible even though we were at full enrolment and received no fees for this work.

- Services to referring childcare centres: **5 centres**
- Number of children served: **6**
- Number of visits to these Centres: **22 visits in regards to 6 children**
- Number of phone calls, emails or meetings (including brief consultations) to these centres: **50 in regards to 6 children**

The five centres visited were:

- Bright Beginnings Early Childhood Centre – Argyle Location (2 children)
- Bright Beginnings Early Childhood Centre – Regent Location
- Come and Learn Aboriginal Headstart
- Prairie Lily Early Learning Centre
- YMCA Harbour Landing Childcare Centre

Examples of the services in these four centres included:

- Observation of the child and direct work 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 centre; 1-1 training of workers

3. SCEP Enrolled Children also attending School Based Programs

- 2 children attended Pre-Kindergarten, 5 children attended Kindergarten and 2 children attended Grade one in the school system in addition to attending SCEP.

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

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 enrolment was delayed because of unsecured funding or because SCEP's program was full.

Referrals/Inquiries August 1, 2020 to July 31, 2021

There were a total of 40 referrals/inquiries in this period from:

- 1 – Childcare centre
- 5 – Wascana Rehabilitation Centre
- 8 – Ministry of Social Services (MSS)
- 1 – Regina Open Door Society
- 5 – Regina Public School Board (RPSB)
- 2 – Coming Together Growing Together (CTGT) Program
- 1 – Regina Early Learning Centre
- 8 – Current and previous SCEP Parent
- 2 – Website/email
- 2 – Ranch Ehrlo Program
- 1 – Child and Youth Services
- 2 – 4 Directions Child and Family Services
- 1 – Come and Learn Aboriginal Headstart
- 1 – Raymond House

Of the 26 cases which proceeded to an INTAKE INTERVIEW:

- 23 – Child enrolled into the program
- 3 – Child not enrolled (parent withdrew and/or child moved)

Of the 14 cases not seen for Intake:

- 5 – No follow up by family or referring agency
- 1 – Child too old for SCEP
- 1 – Referred to Coming Together Growing Together (CTGT) Program
- 1 – Request for SCEP services withdrawn
- 3 – SCEP full
- 1 – Pending Intake
- 1 – Inquiry Only
- 1 – Inquiry only and support to daycare

Apprenticeship-Style Training at SCEP

E. a) Training for student volunteers and practicum students:

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. This includes daily discussions with senior staff and conferences with institution supervisors.

Number of work placement and practicum students	2
Number of student/community volunteers	3
Number of hours of attendance	585

Training was offered to:

- University of Regina Faculty of Social Work 348 - 1 Mini Practicum Placement
- Saskatchewan Polytechnic – 1 Early Childhood Education 300 student

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.

Michel Klewchuk and Shelby Maki were the senior staff members responsible for coordinating training and supervision of student placements.

b) Training of Community Members

- Shauna Forbes was asked to present a 3 hour workshop for the Provincial Aboriginal Headstart Conference. The title of the presentation was: "Understanding and Responding to Challenging Behaviours: You Can Make a Difference!"

F. **PROFESSIONAL DEVELOPMENT FOR SCEP STAFF:**

Although the Children's Program had to be closed due to the COVID-19 Pandemic in late March, staff had time to do a significant amount of professional development.

Staff training and development activities are on-going:

- Two staff participated in the online Wicahitowin Aboriginal Engagement Conference.
- The majority of staff completed the "Kids These Days" training modules by Jody Carrington.
- Dr. Heather Switzer presented "What Do You Know About Autism" for the staff.
- Several webinars regarding the Effects of Trauma and Adverse Childhood Experiences (ACE's).
- All staff participated in Indigenous Awareness Training.

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 Pathologists and Music Therapist are registered members of their professional associations.

H. MAJOR PARTNERSHIPS:**Financial**

- Ministry of Social Services
- United Way Regina - Funded Partner
- Community Partner of the City of Regina

Community

- SCEP CENTRE partners with Eagle Heart Centre Inc. to offer the Coming Together Growing Together Program (CTGT).
- SCEP CENTRE offers support to several childcare centres and separate and public school board school professional teams.

I. COMMUNITY AFFILIATIONS:

- **United Way of Regina**
 - Funded Partner
 - Active participation in United Way campaign activities
 - SCEP staff fundraiser for the United Way
- **Regina & Area Early Childhood Network (RAECN)** – attend meetings as possible
- **South Saskatchewan Community Foundation** – various granting opportunities and participation in Vital Signs meetings
- **Community Initiatives Fund** – various granting opportunities
- **Jordan's Principle, Health Canada** – collaboration on applications for many funded children

OUTCOMES OF THE WORK AT SCEP CENTRE

CHILD OUTCOMES – Progress on the SCE Indicators Scale 2020-2021

Prepared by Shauna Forbes, B.A. (Hons.); B.S.W., R.S.W. based on information provided by Senior Professional Staff

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.

25 children (20 boys and 5 girls) and their families were enrolled at SCEP CENTRE in 2020/2021. The Indicators were completed on 20 children – of the remaining 5 children, 2 were very short enrollments and 3 were specialized transition support for the child entering the school system. SCEs were not completed for these 5 children (all boys).

OUTCOMES:

18 of 20 children - (90%) - made improvements in communication skills
2 of 20 children - (10%) - stayed at the same level in communication skills

20 of 20 children - (100%) - made improvements in socialization

19 of 20 children - (95%) - made improvements in emotional maturity
1 of 20 children - (5%) - stayed at the same level in emotional maturity

CHILD OUTCOMES – Progress on the Educational Indicators Scale 2020-2021

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-fine 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 25 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 (7 boys and 4 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

10 of 11 children - (91%) - made improvements in classroom social skills

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

PARENT OUTCOMES – Interview Results 2020-2021

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

Parents were invited to participate in an anonymous telephone interview to voice their opinions and concerns of their experiences at SCEP CENTRE. The questions that were asked were both quantitative and qualitative. 19 families participated in the parent survey. This parent/caregiver cluster included: birth parents; foster parents; Persons of Sufficient Interest (PSI); and staff members at group homes where several children temporarily resided.

OUTCOMES:

19 out of 19 - (100%) parents found that their child's socialization skills have improved

16 out of 19 - (84%) parents found their child's communication skills improved

3 out of 19 - (16%) parents did not agree (or were unsure) that their child's communication skills improved

17 out of 19 - (89%) parents found that their child was more ready to start school than he/she was before he/she attended SCEP

2 out of 19 - (11%) parents did not agree (or were unsure) that their child was more ready to start school than before attending SCEP

16 out of 19 - (84%) parents felt better able to parent their child more effectively

3 out of 19 - (16%) parents did not agree (or were unsure) that they felt better able to parent their child more effectively

15 out of 19 - (79%) parents found their child was better able to participate in activities that he/she was not able to previously

4 out of 19 - (21%) parents did not see improvement (or were unsure) in their child's ability to participate in activities

19 out of 19 - (100%) parents reported having a more positive relationship with their child following his/her enrollment at SCEP

19 out of 19 - (100%) parents felt that communication with SCEP staff was helpful

Further Comments given by Parents:

"The kids are taught how to express themselves. They talked about feeling a lot. The older child would bite, pinch and scream and the little one would have explosive rage. At SCEP both of the kids were given the opportunity to express what happened instead of having a meltdown. They started to understand the concept of 'I am scared and/or fearful'. They were able to express those important feelings and why those feelings happen. At SCEP, they made a volcano and talked about explosive anger. The staff explained that these emotions are normal and natural but there were healthier ways to deal with these feelings rather than becoming frustrated. The teachers help with transitions and do a lot of predicting and talking with them about their feelings. The program has helped our relationship become more positive."

"I really liked how they helped him with basic communication skills. Sometimes I did not know what he wanted. His speech got better too. He is able to express his emotions now. Before he would just scream and now he can tell us what's wrong. We can work together on what's bothering him. We get along better now."

"That was a life saver. The children's needs are on the high end and they needed the one on one. All the activities were great and the kids kept busy while I was helping my other kids with online learning. They had lots of Indigenous content which was wonderful. It felt like it was a care package and I was so grateful for it. They had wonderful instructions and always had the best supplies included."

"If I need help, I know I can call them. They provided advocacy support to me when I had to interact with the school administrator. He really likes the program and cries when he has to come home."

"I am glad he is there and have the support and they understand. I was involved with SCEP with other foster kids I have had. Over my 18 years, I have had 5 kids involved with SCEP and it's been a life saver. They are great with the kids and look out for their best interests. I wish they could have a program that is more publicly funded. It would be great for school staff to have the same training that SCEP staff have. Education Assistants need the same training as SCEP so they can be supportive with children with intensive needs. It would be great if SCEP training could be more wide spread, even do some teacher training at schools. It's important to have relationships and connections. I wish it was more accessible to anyone who needed their help."

"I am so grateful for the program. He has benefited from it and I don't know where we would be without the program. I wish they could have a bigger centre and have more spots for kids."

PARENT SERVICES REPORT 2020-2021

Parent Services are a vital part of each family's enrollment at SCEP CENTRE. Parent Services includes close communication (quite often daily) with the families and with other agencies that are involved with the families/caregivers.

Families/caregivers always wish the best for their children, to help nurture their child's growth and development, but are often faced with unforeseen challenges (home stress, social isolation, financial strain, etc.). Families/caregivers may become overwhelmed, and find it hard navigating and accessing supports for their child and themselves. Parent Services helps families/caregivers access these supports and services for their child and themselves if they're interested.

Parents/caregivers are encouraged to contact SCEP if there have been changes in the home that might be important to the enrolled child. These changes may include: upcoming medical appointments for the child, a new adult in the home, any planned visits with family, death of a pet, a pending move to a different home, changes in the child's behavior, a planned trip out of town, etc. The Parent Services Coordinator also arranges monthly meetings with parents/caregivers and includes any agencies involved with the family. A senior staff from the Children's Program who works closely with that child often joins these meetings to share the child's progress with the family. During these meetings, we encourage and help parents/caregivers to understand and learn SCEP methods that the staff have found helpful at SCEP and share how these methods could be used in the home.

Often other agencies or services are involved with the family (i.e., the Ministry of Social Services, school professional teams, childcare providers, other early intervention or family support programs). The Parent Services Coordinator initiates and maintains communication with the consent of the parents and/or Ministry of Social Services if they are involved with the child. Over the years, observation and experience has proven that SCEP's consistent contact with the families and these other support services helps to integrate services and create a more cohesive and worthwhile community of support for the families.

Prepared by:

Jessica Lavalley, B.A.
Parent Services Coordinator

CLASSROOM REPORT 2020-2021

Children within the SCEP CENTRE program are continuously exposed to age appropriate learning experiences. When a SCEP child nears school age and 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 2020-21 school year, a total of 11 children attended SCEP class time sessions. Of these eleven children, seven have moved onto various classroom-type programs in the school system. These include a regular Kindergarten, Grade One classroom program and/or specialized programs. In the current 2021-22 school year four of the eleven children have returned to SCEP. These four children attend class sessions on their scheduled days at SCEP while also attending Kindergarten or other specialized programs within Regina Public Schools. Due to the wide range of learning abilities among the children and the varied past experiences of each child, class sessions for individual and small groups are carefully prepared to help each child develop an interest in learning and address any factors that may impact his/her ability to function in a classroom. Activities experienced within the classroom included learning and practicing:

1. Beginning Academic Skills, Visual, Audio and Fine Motor Development:
 - Letters, shapes, numbers, color recognition and other basic concepts
 - Counting, matching, sorting and sequencing
 - Phonetic awareness: letter sounds, rhyming
 - Visual motor - cutting and pasting, writing and pre-writing skills
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

Prepared by:

Charlotte Sullivan, B.Ed.
Teacher Therapist

**There were 488 pre-academic classroom sessions in 2020/2021*

INDIGENOUS ADVOCATE'S REPORT 2020-2021

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. During the 2020-2021 school year, Carla Creeley continued to share her knowledge about Indigenous people, history and culture through stories and crafts.

As a staff we participated in Indigenous Awareness Training and the online Wicahitowin Engagement Conference. We also spent some time in our staff meetings watching documentaries about residential schools, residential school survivors, Jordan's Principle and its namesake Jordan River Anderson. These opportunities led to meaningful conversations and sharing of experiences, thoughts and feelings amongst the staff.

Monthly Activities & Cultural Focus:

Since time immemorial, Indigenous people have had an intricate, respectful, grateful and protective tie to the land. This year we continued to focus on the importance of land and Mother Earth. We continued to learn about the animals of cultural significance: the buffalo, rabbit, porcupine and the eagle. We looked at pictures, read stories, watched videos of these animals and shared the knowledge and importance of hunting, gathering and harvesting of food. We continued to talk about celebrations of Indigenous people and the clothing, protocols, and meaning of them. We worked hard and will continue to work hard to provide resources that are both developmentally appropriate and culturally significant for the children enrolled in our program. We continued to purchase and display First Nations and Metis items of cultural significance as well as books, coloring books, games and culturally inclusive toys in the playrooms.

We continued to honor "Orange Shirt Day: Every Child Matters" that is acknowledged annually on September 30. This event recognizes the harm done to generations of children and families by the Indian Residential Schools. Likewise we acknowledged all the children that did not come home from residential school when the mass graves were unearthed – first in Kamloops and continuing across Canada.

We will continue to learn about Indigenous/Metis culture and the importance of the land as it provides purpose to life, a strong identity, and a sense of well-being. SCEP's Indigenous 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.

All cultures must come together to create a society that is more respectful, caring and empathic towards one another – no matter what his or her culture.

Prepared by:

Carla Creeley
Indigenous Advocate

COMMUNITY INITIATIVES FUND TRANSITION SUPPORT 2020-2021

The **Community Initiatives Fund (CIF)** grant has allowed SCEP staff the resources to focus more intensely on transition planning. This allowed for additional support for the children and their families enrolled who were experiencing major transitions in their lives. In 2020-2021, these significant transitions included, but may not have been limited to: beginning and ending an enrollment at SCEP/CTGT; changes in school programming; help with difficulties in school; changes in family status and/or living arrangements; apprehension, visits and cancelled visits with birth families, changes in childcare arrangements; support to maintain placement in early childhood settings; preparation for child's appointments at other agencies; preparation for child's medical appointments (i.e., doctor appointments, dental appointments, preparation for medical procedures and surgeries); support for children dealing with trauma in the home (i.e., various kinds of abuse; exposure to domestic violence, etc.); and managing the effects of the Covid-19 pandemic and the stay at home orders.

The following transitions and methods used are noted in various categories. These stats include SCEP's Children's Program and the Coming Together Growing Together Program:

Type of Transition	Number of Total Transitions
School Transitions	785
Foster Care Transitions	53
Family Transitions	304
Medical/Dental Transitions	75
Childcare Transitions	50
Other	139
TOTAL:	1406

Method Used	Total Number of Transitions by type
Dialogues	448
Visuals (calendars, social stories, maps)	133
Phone calls/Meetings/Other Correspondence	305
Visits (to school, daycare, medical appointments, etc.)	520
TOTAL:	1406

The total number of transitions is indicative of the importance of this intense work done with all children to prepare for difficult changes in their lives. These numbers reflect the importance of good planning that is necessary for success!

Prepared by:

Shauna Forbes, B.A. (Hons); B.S.W.; R.S.W.
Executive Director

COMING TOGETHER GROWING TOGETHER REPORT 2020-2021

Coming Together Growing Together is a shared collaborative program between 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. Since January 2012 Coming Together Growing Together (CTGT) has worked with or is currently working with a total of 60 families (76 children), usually working with 5-8 families at a time.

Referrals to the program typically come through the Ministry of Social Services, Child Protection Units. This includes families with preschool children who are experiencing numerous challenges and/or families at-risk for having their children placed into foster care, or in some cases their children have just returned to the parent's care. Referrals also come through SCEP's Regular Children's program or Head Start when a family has been identified as potentially benefitting from extra support.

Our initial task is to establish a relationship of trust with the family in order that intervention can be effective; introducing 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. We continue to offer as much flexibility as possible in scheduling.

This year we have supported the families enrolled in the CTGT program with referral to and assistance with speech language services, doctor and dental appointments and immunizations. We have assisted families to access community resources such as bed requisitions, food, toiletries, cleaning supplies hampers, and Christmas Hampers. We have maintained services to the families throughout the pandemic, moving our activities outside as often as possible.

A focus has been to encourage children's school attendance, supporting the parents with registration and meetings with the school team. We help families find school supplies, prepare social stories, and practice walking with the children to their local school playgrounds where we read story books on the theme. We have arranged school transitional visits as pandemic safety or school protocol allowed, and in some cases have assisted children in the classroom. We have supported children's attendance at Eagle Heart's Come and Learn Headstart as well as to SCEP CENTRE'S Children's Program.

The Coming Together Growing Together program offers a valuable, unique service assisting some of the most challenged families in supporting and helping them to strengthen the relationship between parent and child and their relationship to the community. We have had good feedback from parents. We look forward to continuing work with the families already on our caseload and to working with new families in the future.

Both Landa Kinequon from Eagle Heart and myself have found working in the CTGT program very rewarding and feel that CTGT is a valuable service to the enrolled children and families.

Submitted By:

Janice Benwell

Senior Professional Staff, Coming Together Growing Together

SCEP CENTRE *SUMMER FRIENDS* 2021 REPORT

SCEP CENTRE's *Summer Friends* program ran from June 1 to August 20, 2021. It was housed at Come and Learn Aboriginal Headstart and was a great success. The summer staff consisted of four new staff: **Chloe McEachern, Joshua Mendoza, Camila Collantes, Briana St. Jacques** and one returning summer staff: **Shannon Obey**. **Michel Klewchuk** coordinated and trained the summer staff. SCEP's senior staff shared the management and supervision of the summer program on a rotating basis. 21 children attended the program. The total number of individual half-day sessions offered was 251. The hours of service to the children was 627.5.

The children, along with their adult partners, participated in many activities at Headstart. These activities included: circle time and craft activities, indoor activities including culturally appropriate Indigenous content, outdoor activities including swimming and water activities, gross motor activities in the larger "gym" area, activities that focused on sensory needs, and Speech and Language Therapy and Music Therapy were provided at Headstart.

Summer Friends 2021 was a positive experience for all the participating children. They all appeared to enjoy their time at the program in the company of trusted adults. The families were glad 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 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:

Community Initiatives Fund, Province of Saskatchewan
Human Resources and Skills Development Canada (HRSDC)
The Lorne and Evelyn Johnson Foundation – South Saskatchewan Community Foundation
Access Communications
Ministry of Social Services
Jordan's Principle, Health Canada
SCEP Scholarship Fund
Sherwood Co-op - gift card to support the summer program

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

BRIGHTER FUTURES FOR CHILDREN 2021

Brighter Futures for Children 2021 was once again a success! We are very excited to announce that we raised just over \$38,000 for SCEP CENTRE and the Regina Early Learning Centre at this year's online event. The fundraiser consisted of sponsorships from our amazing supporters, an online 50-50 draw and an online silent auction. We were very fortunate for all of the support we received even though we had to revert to an online format.

We would like to extend a very special thank you to Tracy Archer and her staff at Knight Archer Insurance who led the organizing committee and Knight Archer was the Presenting Sponsor of the event. Without their support, this fundraiser would not have been the success it was.

A special thank you also goes out to the countless individuals and businesses that donated silent auction items, helped with marketing and supported our quest for 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 their hard work, dedication and input, this event has grown into one of the premiere fundraisers held in the city each year.

Knight Archer Insurance has expanded their business throughout the province and are currently restructuring their fundraising priorities to include charities in other areas of Saskatchewan. We are grateful for the 16 years that Knight Archer Insurance was a Brighter Futures for Children presenting sponsor. We wish them the best as they build their foundation and hope to work with them again in the future.

SCEP CENTRE and the Regina Early Learning Centre plan to continue with the Brighter Futures for Children fundraising event. Next year's event is scheduled for Thursday, March 17, 2022. Watch the Brighter Futures for Children website and Facebook page for more information.

Prepared by:

Shauna Forbes, B.A. (Hons.), B.S.W.; R.S.W.
Executive Director
Brighter Futures Organizing Committee
www.brighterfuturesforchildren.com

ACKNOWLEDGMENTS 2020-2021 – 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*

Organizations Providing Funds for Enrollment Fees:

- Regina Public School Board
- 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.
- Jordan's Principle, Health Canada – First Nations Child and Family Caring Society of Canada
- Touchwood Child and Family Services



REGINA PUBLIC SCHOOLS
A wise choice for your child's education.

Donations from Individuals and/or Organizations:

For the 2020/2021 year SCEP received the following donations from individuals/organizations:

- 100 Men Who Care
- Catherine Arthur MacDonald
- Carol Gardner
- Dwayne and Donna Gelowitz
- Emily Armer
- Faye Wotherspoon
- Fairlee Langford
- Floors by Design
- Frank Dornstauder
- Gail Headington-Mitchell
- Gerry Brown
- Jim and Trina Fallows
- Kathy Sutherland
- Oladepo Fajumo
- Patricia Clark
- Robert and Christine Preston
- Sandy Wallace
- Vic Huard

Other Anonymous donations were provided by Canada Helps, Benevity Community Impact Fund, United Way Alberta, United Way Regina and United Way Saskatoon.

Designated Donations/Grants:

- Farm Credit Canada – Regina Spirit Fund
- G Murray and Edna Forbes Foundation Fund – Funds for Speech Language Pathology
- Gymnastics Saskatchewan

Special thanks to:

Regina Public School Board for providing SCEP with housing at the Allan Blakeney Adult Campus

Allan Blakeney Adult Campus: Principal Mr. Brent Bachiu and staff

Tracy Archer and the Brighter Futures Organizing Committee

Capital Cab (2000) D & G Taxi Ltd. and owners, Debbie and Glen Sali

Eagle Heart Centre – Kidz Cart for providing safe and reliable transportation for some of our enrolled children - Driver Greg

Faculty and students at the University of Regina, Saskatchewan Polytechnic, First Nations University and community volunteers

SCEP CENTRE SOCIETY (REGINA)

FINANCIAL STATEMENTS

JULY 31, 2021

INDEPENDENT AUDITOR'S REPORT

To the Members of
SCEP Centre Society (Regina)

Qualified Opinion

I have audited the accompanying financial statements of SCEP Centre Society (Regina) (the Entity), which comprise the statement of financial position as at July 31, 2021 and the statements of revenues over expenses and net assets and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In my opinion, except for the effects, if any, of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of SCEP Centre Society (Regina) as at July 31, 2021 and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Qualified Opinion

In common with many non-profit organizations, SCEP Centre Society (Regina) derives part of its revenue from membership fees, donations and other fundraising activities, the completeness and classification of which are not susceptible to satisfactory audit verification. Accordingly my verification of these transactions was limited to accounting for the amounts recorded in the records of the Association and I was not able to determine whether any adjustments might be necessary to the revenues, statement of operations, assets and net assets.

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of my report. I am independent of the Entity in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled our other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and

appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

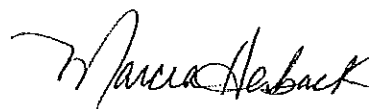
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Regina, Saskatchewan
October 29, 2021





Marcia Herback
CPA, CA

SCEP CENTRE SOCIETY (REGINA)
STATEMENT OF FINANCIAL POSITION
AS AT JULY 31, 2021
(with comparative figures for 2020)

ASSETS					
	Operating Fund	Capital Fund	Reserve Fund	2021	2020
Current assets					
Cash	\$ 150,756	-	210,217	\$ 360,973	\$ 329,712
Accounts receivable	36,723	-	-	36,723	8,892
Prepaid expenses	8,042	-	-	8,042	10,426
Due to/from funds	<u>217</u>	<u>-</u>	<u>(217)</u>	<u>-</u>	<u>-</u>
	195,738	-	210,000	405,738	349,030
Tangible capital assets (Note 3)	<u>-</u>	<u>12,541</u>	<u>-</u>	<u>12,541</u>	<u>15,041</u>
	<u>\$ 195,738</u>	<u>12,541</u>	<u>210,000</u>	<u>\$ 418,279</u>	<u>\$ 364,071</u>
LIABILITIES					
Current liabilities					
Accounts payable and accrued liabilities	\$ 10,214	-	-	\$ 10,214	\$ 12,382
Deferred revenue (Note 4)	<u>76,048</u>	<u>-</u>	<u>-</u>	<u>76,048</u>	<u>69,017</u>
	<u>86,262</u>	<u>-</u>	<u>-</u>	<u>86,262</u>	<u>81,399</u>
NET ASSETS					
Equity in capital assets	-	12,541	-	12,541	15,041
Appropriated surplus (Note 5)	-	-	210,000	210,000	170,000
Unappropriated surplus	108,093	-	-	108,093	97,631
MSS Reserve fund	<u>1,383</u>	<u>-</u>	<u>-</u>	<u>1,383</u>	<u>-</u>
	<u>109,476</u>	<u>12,541</u>	<u>210,000</u>	<u>332,017</u>	<u>282,672</u>
	<u>\$ 195,738</u>	<u>12,541</u>	<u>210,000</u>	<u>\$ 418,279</u>	<u>\$ 364,071</u>

See accompanying notes

Approved on Behalf of the Board

 Director
 Director

SCEP CENTRE SOCIETY (REGINA)
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JULY 31, 2021
(with comparative figures for 2020)

	Program	Summer Friends	Ministry of Social Services	2021	2020
Revenue					
Fees					
Ministry of Social Services	\$ -	5,000	130,031	\$ 135,031	\$ 115,001
Regina Public School Board	101,358	-	-	101,358	69,802
RPSB School Support	8,413	-	-	8,413	-
Health Canada	62,764	-	-	62,764	16,491
Brandt scholarship	8,506	-	-	8,506	8,629
Touchwood Family Services	<u>18,770</u>	<u>842</u>	<u>-</u>	<u>19,612</u>	<u>8,714</u>
	199,811	5,842	130,031	335,684	218,637
Grants					
Access Communications	-	10,000	-	10,000	-
Community Initiatives Fund	25,000	4,000	-	29,000	26,000
City of Regina	19,600	-	-	19,600	17,500
L&E Johnson Foundation	-	5,000	-	5,000	-
Ministry of Social Services (MSS)	-	-	208,572	208,572	205,716
MSS - Transportation	-	-	21,244	21,244	21,240
G. Murray & Edna Forbes Fund	7,500	-	-	7,500	5,000
Smart & Caring Fund	-	-	-	-	2,000
Regina Treaty Status Indian Services	-	-	-	-	306
Sask Lotteries	-	2,400	-	2,400	12,600
Allocations					
Donations	11,148	-	-	11,148	39,220
REACH - snack program	2,450	17	-	2,467	3,072
United Way of Regina	99,652	-	-	99,652	100,074
Investment income	151	-	-	151	888
Brighter futures	-	-	-	-	31,850
CEWS Covid19	-	-	-	-	51,721
Other income	<u>6,922</u>	<u>100</u>	<u>-</u>	<u>7,022</u>	<u>3,130</u>
	372,234	27,359	359,847	759,440	738,954
Expenditures					
Accounting and legal	8,643	24	2,650	11,317	11,040
Amortization	5,943	-	-	5,943	5,723
Bank charges	216	-	-	216	-
Consulting fees	16,936	780	420	18,136	14,703
Food	2,550	180	291	3,021	2,842
Insurance	16,574	-	-	16,574	20,296
Miscellaneous	2,568	-	-	2,568	3,806
Other purchased services	363	-	-	363	515
Publicity and promotion	985	-	-	985	1,046
Recreation and education supplies	9,072	513	944	10,529	8,674
Rent and caretaking	7,378	16	2,000	9,394	5,879
Research and evaluation	600	-	-	600	-
Salaries and employee benefits	191,120	24,171	334,743	550,034	534,383
Salaries and benefits - City of Regina	19,600	-	-	19,600	17,500
Staff development	4,022	110	-	4,132	4,603
Office equipment rental	1,677	-	-	1,677	1,623
Office supplies	4,506	10	290	4,806	3,787
Telephone	3,671	126	1,667	5,464	5,471
Transportation	8,740	3,195	28,615	40,550	31,656
Workers' compensation	<u>4,186</u>	<u>-</u>	<u>-</u>	<u>4,186</u>	<u>5,606</u>
	309,350	29,125	371,620	710,095	679,153
Excess (deficiency) of revenues over expenditures	<u>\$ 62,884</u>	<u>(1,766)</u>	<u>(11,773)</u>	<u>\$ 49,345</u>	<u>\$ 59,801</u>

See accompanying notes

SCEP CENTRE SOCIETY (REGINA)
STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JULY 31, 2021
(with comparative figures for 2020)

	Invested in Capital assets	Appropriated Surplus	Unappropriated Surplus	MSS Reserve	2021	2020
Net Assets						
Balance, beginning of year	\$ 15,041	170,000	97,631	\$ -	\$ 282,672	\$ 222,871
Excess (deficiency) of revenues over expenditures	(5,944)	40,000	15,289	-	49,345	59,801
Investment in capital assets	3,444	-	(3,444)	-	-	-
Transfer to MSS reserve	-	-	(1,383)	1,383	-	-
Balance, end of year	<u>\$ 12,541</u>	<u>210,000</u>	<u>108,093</u>	<u>\$ 1,383</u>	<u>\$ 332,017</u>	<u>\$ 282,672</u>

See accompanying notes

SCEP CENTRE SOCIETY (REGINA)
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JULY 31, 2021
(with comparative figures for 2020)

	2021	2020
Operating activities		
Excess (deficiency) of revenues over expenditures	\$ 49,345	\$ 59,801
Items not involving an outlay (receipt) of cash		
Amortization	<u>5,944</u>	<u>5,724</u>
	55,289	65,525
Net change in non-cash operating working capital balances		
Accounts receivable	(27,831)	68,047
Prepaid expenses	2,384	447
Accounts payable and accrued liabilities	(2,168)	(14,761)
Deferred revenue	<u>7,031</u>	<u>46,679</u>
Cash provided by operating activities	<u>34,705</u>	<u>165,937</u>
Investing activities		
Additions to tangible capital assets	<u>(3,444)</u>	<u>(4,758)</u>
Cash used in investing activities	<u>(3,444)</u>	<u>(4,758)</u>
Increase in cash	31,261	161,179
Cash position, beginning of year	<u>329,712</u>	<u>168,533</u>
Cash position, end of year	<u>\$ 360,973</u>	<u>\$ 329,712</u>

See accompanying notes

SCEP CENTRE SOCIETY (REGINA)
NOTES TO THE FINANCIAL STATEMENTS
JULY 31, 2021

1. Status and nature of activities

SCEP Centre Society (Regina) is incorporated under the Non-Profit Corporations Act of Saskatchewan. SCEP Centre Society (Regina) is an intensive early intervention preschool program supporting the development of children with complex needs and offering guidance and support for their parents.

Under present legislation, no income taxes are payable on the reported income of such operations.

2. Summary of significant accounting policies

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies.

Cash and cash equivalents

The Organization's policy is to disclose bank balances under cash and cash equivalents, including bank overdrafts with balances that fluctuate frequently from being positive to overdrawn and term deposits with a maturity of three months or less from the date of acquisition.

Tangible capital assets

Tangible capital assets are recorded at cost. Amortization is provided on a diminishing balance method at 20% for equipment, 55% for computers, and 30% for vehicles.

Revenue recognition

SCEP Centre Society (Regina) follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when they are received or receivable if the amount can be reasonably estimated and collection is reasonably assured. Interest is recognized as revenue when it is earned.

Fund accounting

Revenues and expenses related to program delivery and administrative activities are reported in the Operating Fund.

The Capital Asset Fund reports the assets, liabilities, revenues and expenses related to SCEP Centre Society (Regina) capital assets.

The Reserve fund is restricted funds that have been set aside for specific purpose such as program continuance. The assets include cash and investments that have been accumulated from fund-raising, donations and investment income. These assets are accounted for separately and the use of the assets is subject to restrictions set out in the Organization's reserve policy.

The MSS reserve fund is restricted funds that have been set aside for a specific purpose as approved by the Ministry.

Financial instruments

The SCEP Centre Society (Regina) initially measures its financial assets and financial liabilities at fair value. It subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets subsequently measured at amortized cost include cash and accounts receivable. Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities.

Management estimates

The preparation of the financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amount of revenues and expenditures during the reporting period. By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

SCEP CENTRE SOCIETY (REGINA)
NOTES TO THE FINANCIAL STATEMENTS
JULY 31, 2021

3. Tangible capital assets

	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>2021 Net Book Value</u>	<u>2020 Net Book Value</u>
Computer	\$ 24,567	\$ 20,360	\$ 4,207	\$ 3,802
Equipment	21,213	17,480	3,733	4,666
Vehicle	22,546	17,945	4,601	6,573
	<u>\$ 68,326</u>	<u>\$ 55,785</u>	<u>\$ 12,541</u>	<u>\$ 15,041</u>

4. Deferred revenue

Funding received that has been externally restricted to specific projects has been deferred and will be recognized as revenue in the year the related project or event occurs.

	<u>2021</u>	<u>2020</u>
Brighter Futures	\$ 18,825	\$ -
City of Regina	8,400	7,000
Community Initiatives Fund	20,000	20,000
Farm Credit Corporation	-	4,907
Regina Public School Board	27,785	36,198
Fallows	1,038	912
	<u>\$ 76,048</u>	<u>\$ 69,017</u>

5. Appropriated surplus

The Board of Directors of the SCEP Centre Society (Regina) internally restricts resources as illustrated in the statement of changes in net assets. The appropriated surplus is comprised of the following amounts:

	<u>2021</u>	<u>2020</u>
Appropriated for future operating expenses	\$ 175,000	\$ 135,000
Appropriated for designated scholarships	35,000	35,000
Total appropriated surplus	<u>\$ 210,000</u>	<u>\$ 170,000</u>

SCEP CENTRE SOCIETY (REGINA)
NOTES TO THE FINANCIAL STATEMENTS
JULY 31, 2021

6. Financial instruments

SCEP Centre Society (Regina) is exposed to various risks through its financial instruments. The following analysis provides a measure of the SCEP Centre Society (Regina)'s exposure and concentrations at July 31, 2021:

Credit risk

Credit risk arises from the potential that a party may default on their financial obligations, or if there is a concentration of financial obligations which have similar economic characteristics that could be similarly affected by changes in economic conditions, such that the Organization could incur a financial loss. The Organization is exposed to credit risk with respect to cash and accounts receivable. The Organization manages its credit risk by placing cash with major financial institutions. Credit risk for accounts receivable is managed by the credit quality and diverse debtor base and creating an allowance for bad debts where applicable. There has been no change from credit risk exposure from 2020.

Liquidity risk

Liquidity risk is the risk that the Organization may not be able to meet a demand for cash or fund its obligations as they come due or not being able to liquidate assets in a timely manner at a reasonable price. The Organization is exposed to liquidity risk with respect to its accounts payable and accrued liabilities but manages its liquidity risk by holding assets that can be readily converted into cash. There has been no change from liquidity risk exposure from 2020.

Interest rate risk

Interest rate risk is a type of market risk that refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate due to changes in market interest rates. The Organization is exposed to interest rate risk with respect to its cash and its effect on interest income. Fluctuations in interest rates do not have a significant effect on cash due to the fact that interest income is not a major percentage of total revenue. There has been no change from interest risk exposure from 2020.

7. Economic dependence

SCEP Centre Society (Regina) receives significant revenue in grants from Saskatchewan Ministry of Social Services. As a result, the Organization is dependent upon continuance of these grants to maintain operations at their current level.

8. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's financial statement presentation.

9. Significant event

On March 11, 2020, the World Health Organization declared a global pandemic for the COVID-19 virus. The Organization is following health advisories and mandatory requirements from local, provincial and national health and government organizations. The future financial and operations impact on the Organization, if any, is unknown at this time.

SCEP CENTRE SOCIETY (REGINA)
SCHEDULES TO FINANCIAL STATEMENTS
INTENSIVE DIRECT SERVICES (In Home Support - Coming Together) IDS107
FOR THE YEAR ENDED JULY 31, 2021
(with comparative figures for 2020)

	2021	2020
	Schedule 1	
Revenue		
Funding	\$ 72,413	\$ 71,196
Expenditures		
Salary		
Program staff	53,400	57,325
Benefits	9,349	9,120
	<u>62,749</u>	<u>66,445</u>
Non-salary		
Office supplies	298	123
Food	292	86
Telephone	1,167	600
Staff development	446	-
Purchased services	420	-
Accounting and legal	1,060	1,060
Recreation and education	490	281
Transportation	5,680	5,400
	<u>9,853</u>	<u>7,550</u>
	<u>72,602</u>	<u>73,995</u>
Excess (deficiency) of revenues over expenditures	\$ (189)	\$ (2,799)

SCEP CENTRE SOCIETY (REGINA)
SCHEDULES TO FINANCIAL STATEMENTS
INTENSIVE DIRECT SERVICES IDS04
FOR THE YEAR ENDED JULY 31, 2021
 (with comparative figures for 2020)

	2021	2020
	Schedule 2	
Revenue		
Funding	\$ 287,434	\$ 270,761
Expenditures		
Salary		
Administration	64,013	64,948
Program staff	80,174	84,286
Benefits	16,428	15,919
	<u>160,615</u>	<u>165,153</u>
Non-salary		
Purchased services	111,378	87,540
Accounting and legal	1,590	1,590
Rent	2,000	-
Telephone	500	465
Transportation	22,935	23,219
	<u>138,403</u>	<u>112,814</u>
	<u>299,018</u>	<u>277,967</u>
Excess (deficiency) of revenues over expenditures	<u>\$ (11,584)</u>	<u>\$ (7,206)</u>

SCEP CENTRE is a service provided by
SCEP CENTRE Society (Regina).
The Society is a private, non-profit organization of
Regina citizens.

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