

Advisor

Families

Helping

Families

SFFA Conference & Honouring Gala

Foster parent college
features & information
sessions

Understanding
neurodiversity

The power of routine

New expense form coming

Finding harmony between
your pet & foster child

The Evermore Centre

ALSO IN THIS ISSUE

Damage compensation

A foster parent's role

Fun fall recipes



www.saskfosterfamilies.ca

Advisor

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OUR MISSION

The Saskatchewan Foster Families Association exists to support and encourage Foster families through education and advocacy, helping create healthy homes, positive environments, and brighter futures for children and youth across the province.

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Because of You

YOU OPEN HEARTS. YOU INSPIRE HOPE. YOU CHANGE FUTURES.

Stronger together. Brighter tomorrows.

BECAUSE
OF YOU,
CHILDREN THRIVE.
FAMILIES GROW.
FUTURES SHINE.

SASKATCHEWAN FOSTER FAMILIES Conference & Honouring Gala October 2-3, 2026



DATE
October 2-3
2026



LOCATION
The Conference will be hosted
at TCU Place, with the Social
evening hosted at the Hilton
Garden Inn – Saskatoon.



WHO SHOULD ATTEND
Foster Families
Ministry of Social
Service Workers



JOIN US
for a day of learning,
connection, inspiration,
and celebration.



BE INSPIRED
By stories that
touch hearts.



LEARN
Gain tools and
knowledge that
make a difference.



CONNECT
Build relationships
with families who
understand.



RECHARGE
Take time for
you. You
deserve it.



LEAVE EMPOWERED
Return home with
renewed strength
and support.

Registration Deadline: Thursday, September 10, 2026

A Simpler Way to Submit Your Expenses is Coming!

The Saskatchewan Foster Families Association (SFFA) is excited to announce the launch of a **new online expense form** that allows you to submit your expenses electronically!

Starting this fall, caregivers will be able to submit expense requests through a secure, easy-to-use online portal designed to make the expense submission process simpler, more organized, and easier to track. **Our goal is to make the reimbursement process easier and ensure families receive payments in a timely manner.**

WHAT'S NEW?

The new online form has been designed with caregivers in mind and includes several helpful features:

- Separating household expenses and each child's individual expenses to reduce the number of approvals required prior to processing by the Ministry
- Categories for expense types with drop down selections
- Expenses can be added as they are acquired and will be stored in a draft until you are ready to submit to the Ministry

- History of all submissions will remain on the caregiver's portal account
- Caregivers can state when their expenses have been paid, you will still be able to access past submissions

WHAT'S CHANGING?

With the new online form, caregivers will be able to:

- Submit expense requests **electronically.**
- Add children in their care using their **Linkin number and a non-identifying nickname.**
- Upload and attach **supporting documents** directly to the expense submission, where required.
- Access current and previous expense submissions from one convenient location.

WHAT CAN YOU EXPECT?

We want everyone to feel comfortable and confident using the new system. As we prepare for the launch:

- The SFFA will provide **regular updates and information** about the rollout.
- **In-person training and demonstration sessions** will be offered.

- Foster parents will receive **step-by-step instructions and a user guide.**
- SFFA staff will be available to provide assistance and answer questions.

DESIGNED TO MAKE THINGS EASIER

We know foster parents already have a great deal to manage. This new online form is intended to make expense submissions **simpler, faster, and easier to keep track of**, while providing caregivers with convenient access to their expense records.

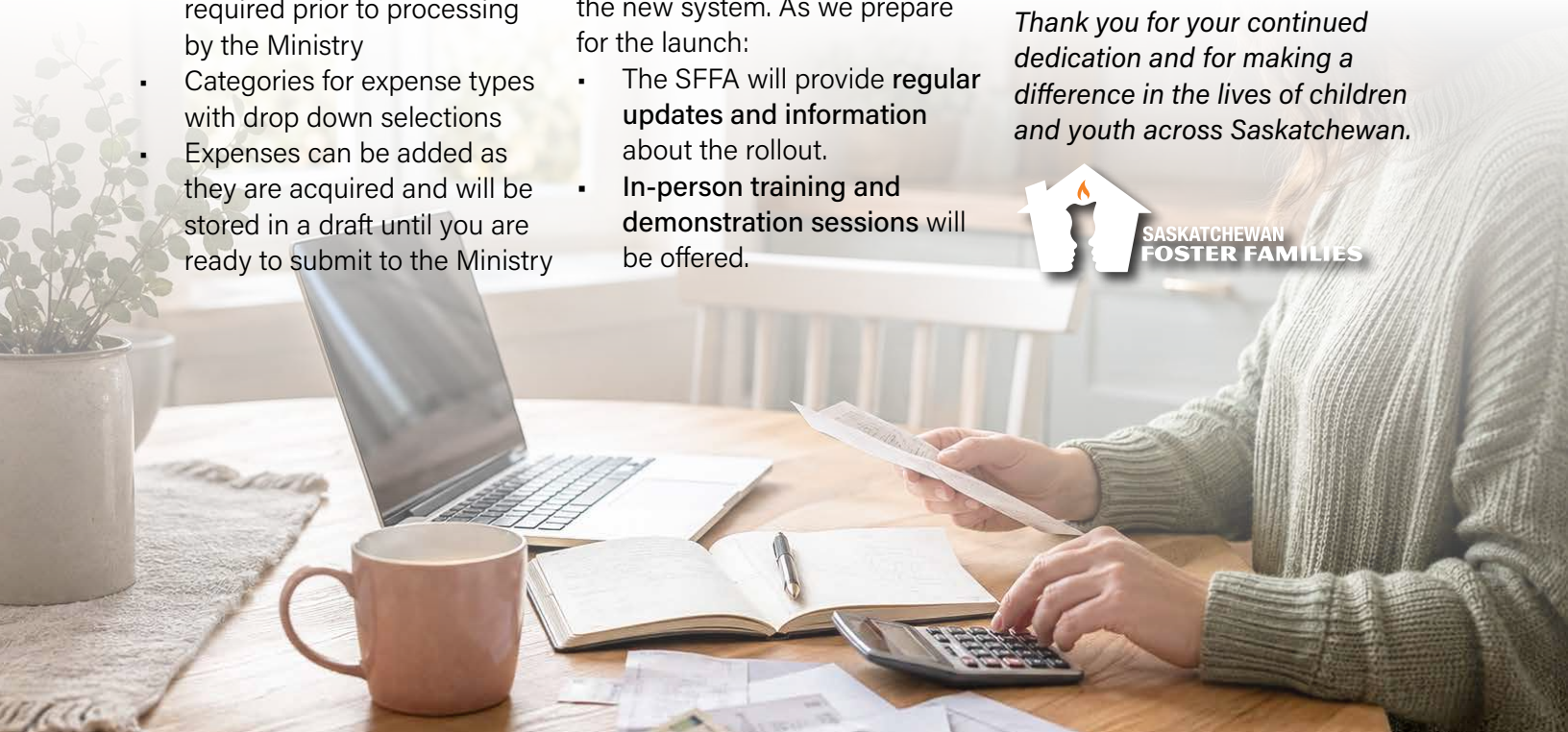
NEED HELP?

We are here to help!

Support will be available throughout the transition. If you have questions or need assistance, please contact the SFFA at Advocate@sffa.sk.ca.

More information, training dates, and launch details are coming soon!

Thank you for your continued dedication and for making a difference in the lives of children and youth across Saskatchewan.





DAMAGE COMPENSATION

When a child in care causes damage to a Foster Parent's property, compensation may be provided by the Ministry when the Foster Family is not eligible for compensation through their personal insurance or the Saskatchewan Foster Families Association (SFFA) insurance rider.

Compensation may be provided for actual loss or to cover the Foster Home's cost of insurance deductibles or increased insurance premiums as a result of making a claim on their personal insurance policy.

It is mandatory that Foster Parents carry sufficient insurance to cover the value of their property such as home insurance or tenant insurance. On home insurance foster children are covered under unnamed insurers. Yet, on many home insurance policies it is mandatory to self disclose that the damages were caused by a foster child.



FOLLOWING STEPS NEEDED TO INITIATE A DAMAGE CLAIM:

1. Inform your Child and Caregiver Support worker and/or Childcare worker when damages occur in the home
2. Call the SFFA to complete an intake form and provide:
 - Dates damages occurred
 - Description of the damages
 - Name(s) and number of foster children in the home
 - Name of your Child and Caregiver Support Worker and the Childcare Worker
 - Copy of your home insurance
 - Pictures of the damages
 - Two quotes for repair and installation costs

IMPORTANT NOTES:

Submitting multiple damages in one claim makes it more difficult to process, such as submitting damages that have accumulated throughout the years. Therefore, when damage happens notify an MSS worker and start an intake form with SFFA as soon as you are able. This is also important as compensation requests must be submitted within two years from the date the damage was incurred or acknowledged. If electronics are damaged do not throw them away, the serial number will be needed, and the item will be recovered.



SEPTEMBER

Working with Schools

Karen Jorgenson, M.A. and Ginger Gorham, M.S. examine problems frequently encountered when working with a child's school and offer simple, positive guidance to foster parents on developing a working relationship with schools. Ms. Jorgenson and Ms. Gorham also discuss building a school-parent team, roles and responsibilities of the foster parent and the school, special education, homework strategies, and dealing with difficult behaviors at school. Handouts are included.

At the end of this course, you will be able to:

- identify reasons children in care experience significant school problems
- identify members of a school "team"
- state school and foster parent roles and responsibilities
- identify strategies to help a child transition to a new school
- identify ways to advocate for your child when dealing with schools
- describe the role of the parent in the special education process
- list strategies for overcoming homework struggles
- identify methods for dealing with difficult behaviors at school

OCTOBER

Building Trust, Motivating Change

It can be challenging for a parent to open up a conversation with any youth about behavior issues, but it can be especially difficult for a parent of a youth who has experienced trauma. This course, developed for parents of teens, explores how they can use motivational interviewing techniques to help build trust with the youth in their home, engage them in conversation, and encourage behavior change.

At the end of this course, you will be able to:

- understand how to build trust with youth
- describe the three components of motivational interviewing
- understand how to use the OARS skills of open-ended questions, affirmations, reflections, and summaries
- recognize change talk

NOVEMBER

Lying vs. Telling Untruths

Both children and adults tell untruths, but for children in care, understanding the behavior is essential. This course explores the reasons behind children's untruths, how to respond empathetically, and how to encourage honesty through positive communication.

At the end of this course, you will be able to:

- understand the difference between an "untruth" and a "lie"
- describe the eight purposes for telling untruths
- describe the four origins of telling untruths
- know how to respond when children tell untruths



Please watch your emails to register for the above courses being offered to members. For more information, please contact Tessa at 306-975-1528.



MONTHLY LIVE STREAMED FALL 2026 SESSIONS:

OCTOBER

Sensory Processing Basics

October 7th | 7PM-8:30PM

Participants will gain an understanding of basic sensory processing principles, including identifying barriers to self-regulation and motor skills possibly stemming from sensory difficulties. Practical, low-cost sensory-based tools to address these barriers will be discussed.

Understanding Co-and Self-Regulation

October 21st | 7PM-8:30PM

Participants will gain an understanding of co- and self- regulation, including identifying factors that might be influencing children's ability to maintain regulation in different circumstances. Sensory, interaction and structuring supports for regulation will be discussed.

NOVEMBER

Supporting Transitions

November 4th | 7pm-8:30PM

Transitions are hard! Moving between spaces and activities can sometimes be the hardest part of a child's day. In this session, participants will learn strategies to help make transitions easier for everyone!

The above features are available online on the dates specified, and are designed to be self-paced, self-led sessions.

Matching a *foster child* to a foster *family*

When a child needs a foster home placement, all efforts are made to match the needs of the foster child with the training and preferences of the foster family. By classifying foster homes, the level of training, skill and experience of the foster family can assist with the matching process. There are four types of foster care:

Emergency Placement

Provides immediate, short-notice care at any hour, often lasting up to a couple of weeks while a permanent or stable plan is determined.

Short-Term Care

Offers a temporary home for children while biological families work on reunification or while awaiting an alternative permanent placement.

Long-Term Care

Provides extended stability and substitute parenting for children and youth who will remain in care until they reach adulthood or independence.

Respite Care

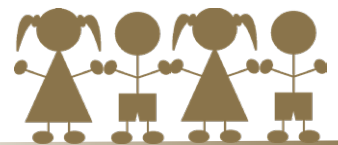
Delivers short-term, temporary relief or a break for primary foster parents by caring for the child for a weekend, a few days, or a short period.



A FOSTER PARENT'S ROLE



More than just a roof & a bed



Foster Care is an essential service for children, youth and their families, who must live apart for a period of time. When kids come into care, they need a place to call home – no matter how short or long that period of time is. It's a crucial time in a child's life where they need to feel safe, secure, and loved in the midst of challenging circumstances. Foster Parents have a tremendous part to play in these situations, helping kids thrive – no matter their background – and treating them like family.

FAMILIES HELPING FAMILIES

The primary goal of foster care is to provide children with a family environment, where positive relationships are modeled and child development is encouraged.

The ultimate goal is to reunite the children with their families when it is safe to do so. This is done, in part, by promoting healthy relationships

between the caregiver, the child and the child's family. While it doesn't always mean direct contact with the child's parents, by supporting the process and children in care, foster parents can help build stronger family units.

Permanent, lasting family relationships are incredibly important to a child's development which is why we encourage as much contact between the child and his or her family as possible.

THE CHILDREN

Ideally, all children would be cared for within their own family homes; but that's not always possible. Some children live in unsafe environments, and foster care is ultimately required.

There are many reasons why children need to live with foster families. They may be victims of physical or sexual abuse, neglect, abandonment, emotional mistreatment or exploitation. Other times, parents might simply be unable to care for them because of their own circumstances.

The hope is that children will require foster care for only a short period of time before returning to a safe environment with their natural family or cultural community.

THE NEED FOR FOSTER FAMILIES

Foster families are needed to provide care for children ranging in age from infant to 21 years of age. Placements may last from one day to several years or even a lifetime, depending on each child's individual circumstances.

However short their time may be with a foster family, the experience will be of significant importance in a child's development.

Foster parents provide everything for a foster child that they might for a biological child, including care, love, affection, support, and a stable home environment.



Foster families:

- share their homes and families with children in their care
- help children reunite with their natural families
- help children move on to another permanent home when necessary
- help young adults move on to independent living
- share the parental role for a foster child along with with Social Services support and consultation
- participate in the foster child's case, planning and working as a team along with the natural parents, Social Services caseworkers and other professionals

There is a significant need for Indigenous and Métis families who can help children maintain their cultural identities.

FINANCIAL SUPPORT

Foster parents receive a monthly payment to cover the costs associated with raising a child.

This payment provides for physical needs including food, shelter, clothing, personal items, transportation and recreation. Additional funds may be available for expenses such as sports, music lessons, cultural activities or other special needs. Funds are based on the developmental needs of each child, and are assessed within individual case plans.

Children in foster care are entitled to supplementary medical services, which provide for most health needs including prescription medication, eye care and dental services.

Foster parents who are caring for children with significant behaviour or medical needs may require additional funds beyond the basic compensation rates. For more information, please contact the Saskatchewan Foster Families Association.

Phone: (306) 975-1580

Toll Free: 1-888-276-2880

E-mail: sffa@sffa.sk.ca

Understanding Neurodiversity



Neurodiversity, neurodivergence and children

Neurodiversity is the idea that there's natural variation in how people's brains work and how people experience, understand and interact with the world. This means there are natural differences in the way people learn and communicate.

Most children's brains develop in ways that are seen as typical for their age and stage. These children can be described as neurotypical.

About 1 in 5-6 children have variations in their brain development. These variations include those seen in attention deficit hyperactivity disorder (ADHD), autism and dyslexia. These children can be described as neurodivergent.

Embracing neurodiversity

Embracing neurodiversity is about accepting, including, celebrating and supporting

neurodivergent children. Their differences are part of natural variation and don't need to be treated or changed.

Embracing neurodiversity involves:

- Acknowledging that neurodivergent children might do things differently from neurotypical children
- Adjusting tasks and activities so that neurodivergent children can fully participate
- Making the most of neurodivergent children's skills, especially the skills they're proud of
- Helping neurodivergent children develop ways of managing everyday tasks and activities that feel natural to them
- Not expecting neurodivergent children to change behaviour that doesn't interfere with their everyday activities, like stimming
- Making sure that schools, sports clubs, social groups and community organisations include and support neurodivergent children.

Why it's important to embrace neurodiversity

When families and communities embrace neurodiversity, it's good for neurodivergent children's mental health, wellbeing, sense of self and identity.

Neurodivergent children can be disabled by noise, light and other things in the environment. People's expectations can be disabling too. But it's not up to neurodivergent children to change. Rather, environments and expectations need to change to be inclusive of all abilities.

Embracing neurodiversity takes away the pressure for neurodivergent children to behave in neurotypical ways, hide behaviour like stimming, mask or hide who they are, or cope with sensory overstimulation. This kind of pressure can be physically and mentally exhausting. And it can

make it hard for children to focus on schoolwork and take part in social activities.

Embracing neurodiversity is also good for society. Just like the planet needs a diversity of plants and animals to survive, society needs neurodiversity to thrive. Neurodivergent people bring many strengths to society. These include strengths in creative, innovative and analytical thinking and expertise in areas of special interest.

How to embrace neurodiversity in family life

You can embrace neurodiversity as part of everyday family life. You don't have to be neurodivergent yourself. Here are ideas:

- Talk with your children about neurodiversity, neurodivergence and acceptance. For example, you could say, 'Some people's brains work differently from other people's. This means they learn and make friends differently too.'
- Use books to learn and talk about neurodiversity and neurodivergence.
- Find meaningful ways to include neurodivergent children in your social activities. For example, if you're inviting an autistic child to a birthday party, you could ask the parents how you can accommodate their child's needs. Or you could include some 'What to expect' information with the invitation.
- Look for appropriate ways for

your child to communicate with neurodivergent friends. For example, you could help your child use pictures and drawing to communicate with a friend who doesn't use words.

Neurodivergent people and neurotypical people have different ways of experiencing the world and communicating about their experiences. To build understanding and prevent misunderstanding, you can try to see experiences from other people's perspectives. You can also try thinking about other people's communication preferences. It's OK to ask how people like to communicate too.

How to embrace neurodiversity in the community

Here are ideas for embracing neurodiversity in the community:

- Be aware of the language you use. It's OK to ask if you're not sure. For example, 'Do you prefer 'autistic child' or 'child with autism'?'
- Challenge unhelpful attitudes. For example, you could speak up if you hear someone criticising a parent whose child is having a meltdown in the park.
- Avoid assumptions. For example, there could be many reasons why a child is eating only packaged snacks at a picnic or wearing headphones at the

supermarket.

- Look for ways to make your community more inclusive. For example, you could be part of a petition encouraging the local supermarket to opt into one 'quiet hour' a week, when lights are dimmed and no music is played.
- Talk respectfully about neurodiversity and neurodivergence. You probably know people who are neurodivergent, even if they haven't told you.

Source: <https://raisingchildren.net>

What are the types of neurodiversity?

Since there is no formal definition of neurodiversity, the list of what various groups and experts consider to fall under this umbrella term can differ. But these lifelong neurological conditions are usually included:

- Autism spectrum disorder (ASD)
- Attention-deficit hyperactivity disorder (ADHD)
- Dyslexia (difficulty with reading)
- Dysgraphia (difficulty with writing)
- Dyscalculia (difficulty with math)
- Dyspraxia (difficulty with coordination)
- Nonverbal learning disorder (NVLD) (difficulty with visual-spatial processing — also called developmental visual-spatial disorder)
- Sensory processing issues
- Executive function issues

Source: <https://childmind.org/article/what-is-neurodiversity/>

THE POWER OF ROUTINE:

How Structured Schedules Benefit Neurodivergent Learners

For many neurodivergent learners, having a consistent routine can be a game-changer when it comes to managing schoolwork and other daily tasks. A well-structured schedule not only provides a sense of predictability but also helps reduce anxiety, improve focus, and create a more manageable learning environment.

Why Routine Matters

Routines provide a framework that can make the day feel more organized and less overwhelming. For neurodivergent learners, who may experience challenges with executive functioning, attention, or sensory processing, routines can offer much-needed stability and predictability. Knowing what to expect and when to expect it can help reduce the stress and anxiety that often accompany uncertainty.

Five Benefits of a Structured Schedule

1. Reduces Anxiety & Overwhelm

One of the most significant benefits of having a routine is its ability to reduce anxiety. When students know what their day looks like, they can mentally prepare for what's coming, which lessens feelings of overwhelm. This is especially helpful for neurodivergent learners who may find transitions or unexpected changes particularly challenging.

2. Improves Focus & Productivity

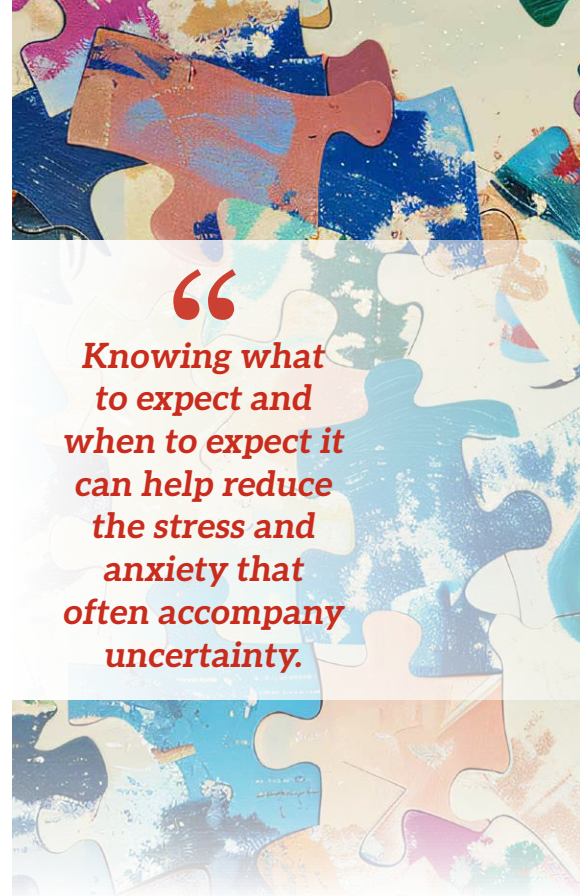
A structured schedule can help neurodivergent learners stay on task and manage their time more effectively. By breaking the day into manageable chunks, with designated times for different activities, students can maintain better focus and productivity. Having set times for studying, breaks, and leisure activities ensures that there's a balance between work and relaxation, and overall well-being.

3. Promotes Independence & Self-Regulation

Routine fosters independence by encouraging neurodivergent learners to take charge of their schedules. When students have a clear understanding of what needs to be done and when, they can develop self-regulation skills that are essential for managing their responsibilities. Over time, this can lead to greater confidence and autonomy in handling their daily lives.

4. Supports Better Sleep Habits

Consistent routines can also have a positive impact on sleep. Having a regular bedtime and wake-up time, along with a calming bedtime routine, helps regulate the body's internal clock. For neurodivergent learners, who may struggle with sleep issues, this can lead to better rest and more energy during the day, improving their ability to concentrate and learn.



“

Knowing what to expect and when to expect it can help reduce the stress and anxiety that often accompany uncertainty.

5. Facilitates Better Communication

Routines can also enhance communication between neurodivergent students, their families, and educators. A shared schedule makes it easier for everyone to be on the same page, reducing misunderstandings and ensuring that expectations are clear. This can be especially important for students who use visual schedules or other aids to communicate their daily plans.

How to Create an Effective Routine

Routine is different for everyone, but special for each individual. So when thinking about the below, make sure the neurodivergent student is a key part of the decision-making process. Don't be afraid to experiment until you find what routine works best for you.



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A well-designed routine can be a powerful tool in supporting neurodivergent students on their educational journey.

Be Consistent, But Flexible

Consistency is important, but so is flexibility. Life can be unpredictable, and it's okay to make adjustments to the routine when necessary. The key is to maintain a basic structure while allowing for some flexibility when needed. This approach helps prevent the routine from feeling too rigid or stressful.

Break Tasks into Steps

Breaking tasks into smaller, manageable steps can make the routine more approachable. For example, instead of scheduling a two-hour block for “homework,” break it down into smaller chunks, such as 30 minutes for math, a 10-minute break, and then 30 minutes for reading. This makes tasks feel less daunting and provides opportunities for regular breaks.

Incorporate Movement & Breaks

Neurodivergent learners often benefit from incorporating

movement and regular breaks into their routine. This could include short stretching sessions, a quick walk, or even a few minutes of deep breathing exercises. These breaks help reset focus and provide a mental break from more demanding tasks.

Use Visual Schedules or Timers

Visual schedules or timers can be extremely helpful in reinforcing routines. A visual schedule lays out the day's activities in a clear, easy-to-understand format, which can be particularly beneficial for younger learners or those who struggle with executive functioning. Timers can also help manage transitions between activities, making it easier to stick to the routine.

Review and Adjust Regularly

It's important to regularly review the routine to see what's working and what isn't. This process ensures that the routine remains effective and supportive over time.

Embrace the Power of Routine

Creating a structured routine tailored to the needs of neurodivergent learners can significantly enhance their ability to manage daily tasks, reduce stress, and improve their overall quality of life. By providing consistency, promoting independence, and making room for flexibility, a well-designed routine can be a powerful tool in supporting neurodivergent students on their educational journey.

Remember, the goal is not to create a rigid schedule, but rather to establish a routine that feels balanced and empowering. With the right routine in place, neurodivergent learners can thrive, building the skills and confidence they need to succeed in school and beyond.

Source: <https://www.neuronavigation.org>



Finding *Harmony* between your PET and a NEW FOSTER CHILD

Building a harmonious relationship between a foster child and a resident pet requires proactive boundaries, active adult supervision, and gradual introductions. Welcoming a foster child into a pet-friendly home is a unique dynamic. The child may have an unknown history of trauma, intense fear, or zero experience with animals, while your pet is adjusting to a sudden shift in their home environment.

By prioritizing safety and consent, you can help both your resident pet and your foster child feel secure.

Establish Clear Boundaries First

- **Create physical "safe zones."** Set up a dedicated, kid-free area for your pet, such as a gated room or a crate. Ensure your pet can retreat there to feel comfortable and independent whenever they choose.
- **Protect the child's space.** Conversely, ensure the foster child has a secure area where they can unpack, rest, and decompress without the pet invading their personal bubble.
- **Protect resources.** Never allow the child to approach your pet while it is eating, chewing on a bone, playing with its favorite toy, or sleeping.

Introduce Them Slowly & Systematically

- **Gather history early.** Talk openly with your caseworker about the child's comfort level with animals. Some children may crave animal affection, while others might feel terrified due to past experiences.
- **Manage initial energy.** For the first few days, let them get used to each other's sights, scents, and sounds from a safe distance. Keep initial meetings short, calm, and low-energy.
- **Practice the "5-Second Rule."** Teach the child to pet the animal for exactly five seconds, then pause and pull their hands back. This gives the pet a clear choice to move away or stay for more interaction.
- **Let the pet choose.** Instruct the child to sit calmly and wait for the pet to approach them first, rather than chasing or cornering the animal.

Teach Respectful Communication

Define proper touch. Show the child how to gently stroke the pet on the back or sides. Explain that common human signs of affection, like tight hugging, staring directly into the eyes, or kissing, are actually threatening or uncomfortable to most animals.

Learn body language together. Turn tracking your pet's comfort into an educational game. Teach the child to spot early signs of animal stress, including:

- "Whale eye" (seeing the whites of the animal's eyes)
- Frequent yawning or tongue flicking when not tired or eating
- Stiffening of the body or pinned-back ears
- Walking away, hiding, or growling

Foster a Bond Through Daily Care

- **Involve them in routines.** Once safety is established, invite the child to participate in low-risk pet care, such as filling the water bowl, scooping food, or throwing a toy.
- **Build mutual trust.** This shared routine teaches responsibility and empathy. It also helps your pet associate the child's presence with positive experiences and resources.
- **Praise both sides.** Reward your child with verbal praise when they are gentle and calm, and reward your pet with high-value treats for displaying relaxed behavior around the child.

Source: <https://petzone.com>

Sask Drug Alert

Drug Alerts let you know when a **highly toxic drug supply** is in your community and presents a **lethal risk**.

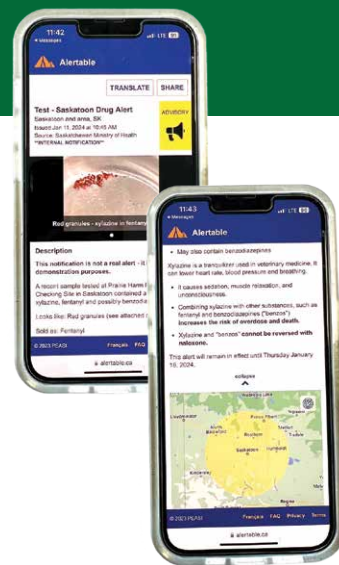
Scan QR code



Text JOIN to
1-833-35-B-SAFE
(352-7233)

Or visit saskatchewan.ca/drug-alerts

saskatchewan.ca/drug-alerts



Saskatchewan



The
Evermore
Centre

ONLINE

PARENTS WHO SHARE
PARENTING SUPPORT PROGRAM

Join Our Online Support Group for Parents!

We're welcoming new members to a virtual support group Parents Who Share to build community rooted in connection, shared experiences, and parenting through permanence (PSI, adoption, kinship or foster care).

Upcoming Monthly Meeting Dates:
August 26, 2026
September 29, 2026
October 28, 2026
November 25, 2026
7:00PM to 9:00PM

Contact:
programs@evermorecentre.ca
for ZOOM link

www.evermorecentre.ca

Parents Who Share: Caregiver Support Group

Date: Monthly - Aug 26, Sept 29, Oct 28, Nov 25, 2026

Time: 7:00PM - 9:00PM

Location: Zoom - Contact programs@evermorecentre.ca for the zoom link

Join our free monthly virtual support group for caregivers of any and all kind: adoption, PSI, Kinship, guardianship, foster care, or however your family has come to be. Share and build community rooted in connection, shared experiences, and parenting through permanency.

MAKING CONNECTIONS THROUGH ORANGE T-SHIRTS

Join us for an evening of creativity as you design your own Every Child Matters T-Shirts for National Day for Truth and Reconciliation (September 30th). Wear your shirt proudly at school, work, or other community events.

WHAT TO EXPECT

- FREE Orange T-Shirt - All Sizes Available
- Art Supplies Provided
- Banquet and refreshments

WHERE & WHEN?

Wednesday
September 16th 2026
6:30 PM - 8:00 PM

Remai Modern
102 Spadina Cres W
306-665-7272

Space is limited, Register today!

Presented in partnership with rRemai mModern

Making Connections - Orange T-Shirts

Date: Wednesday September 16, 2026

Time: 6:30 PM - 8:00 PM

Location: Remai Modern (102 Spadina Cres., Saskatoon SK)

Make your own free Orange T-Shirt with us at Remai Modern on September 16th, 2026!

Together, participants will design custom Every Child Matters t-shirts in honour of Orange Shirt Day (September 30th) while engaging in meaningful conversations about truth, healing, resilience, and reconciliation. This gathering creates space to reflect on the impacts of Residential Schools and acknowledge the generations of children and families who were denied opportunities, connection, language, culture, and belonging.

The Evermore Centre presents

VOICES OF TRUTH
SPEAKER SERIES

In partnership with rRemai mModern

DR. JACQUELINE MAURICE
M.S.W., B.S.W., R.S.W., C.P.C.

Dr. Maurice is a proud Métis and Indigenous woman, respected Sixties Scoop Advocate, Educator, Author, and Knowledge Seeker who has dedicated more than 25 years to raising awareness about the impacts of the Sixties Scoop and supporting healing within Indigenous communities.

JOIN US
SEPTEMBER 23, 2026
6:30 PM - 8:00 PM

Remai Modern - 102 Spadina Cres W, Saskatoon, SK

(306) 665-7272 | admin@evermorecentre.ca | www.evermorecentre.ca

Made achievable with deep appreciation for COMMUNITY ENGAGEMENT

Voices of Truth Series

Date: Wednesday, September 23, 2026

Time: 6:30 PM - 8:00 PM

Location: Remai Modern (102 Spadina Cres, Saskatoon, SK)

Dr. Jacqueline Maurice is a proud Métis and Indigenous woman and respected Sixties Scoop Advocate, Educator, Author, and Knowledge Seeker who has dedicated more than 25 years to raising awareness about the impacts of the Sixties Scoop and supporting healing within Indigenous communities. Her presentation will examine the colonial backpack of oppressive structural, cultural, and historical Sixties Scoop policies and practices that Indigenous, Métis and Inuit people endured within a settler-colonial society. A powerful and reflective examination for all of us to ask how do we journey from victim to survivor and from Warrior to Wisdom. Join us in welcoming Dr. Maurice into our space for opportunity to learn from her wisdom, strength, and voice.

NOTICE, CONNECT & REPAIR
TRAUMA-INFORMED PARENTING SERIES

Join us for a three-part, trauma-informed learning experience designed to help caregivers better understand themselves, communicate more intentionally, strengthen relationships, and repair when things go wrong.

This series, presented by Parenting in the Storm, combines guided reflection, practical tools, facilitated discussion, experiential learning, and real life examples to support participants to see manageable, sustainable change.

Participants must attend all three sessions.

Session 1: NOTICE
What do I bring to the table?

Session 2: CONNECT
How do I stay connected when emotions run high?

Session 3: REPAIR
How do we reconnect after disconnection?

DATES: OCTOBER 5, 18 & 26, 2026
TIME: 6:30 - 8:30 PM

LOCATION: Mayfair United Church, 902 33rd St W

Presented in partnership with PARENTING IN THE STORM

More information: (306) 665-7272 | admin@evermorecentre.ca | www.evermorecentre.ca

Register for this event and other Evermore Centre events on our website: www.evermorecentre.ca

Notice, Connect & Repair: Trauma Informed Parenting Sessions

Dates: Monday October 5, 18 & 26, 2026

Time: 6:30 PM - 8:30 PM

Location: Mayfair United Church, 902 33rd St W

Parenting in the Storm and the Evermore Centre have partnered to offer a three-part, trauma-informed relationship series that combines real conversation, hands-on activities, reflection, and practical tools to help caregivers better understand themselves, communicate more intentionally, navigate conflict, and repair relationships. Together, we'll strengthen the relationships that support children while modelling the healthy communication and connection we hope the next generation will carry forward.

Registered participants are intended to attend all three sessions.

FALL 2026 PROGRAMING & EVENTS

527 Main Street, Saskatoon
306.665.7272 | 1.866.869.2727
www.EvermoreCentre.ca

LUNCH & LEARN WEBINAR:
DISABILITY TAX CREDIT

Join us for our second FREE virtual Lunch & Learn Series exploring topics that build knowledge and resilience for caregivers, youth, and community members.

Do you or your child have a disability?
Not sure what qualifies or how to apply?
What does it mean to be approved?
Join us for a free virtual lunchtime chat!

Oct 6, 2026
NOON - 1:00PM

Zoom
Register to receive link
admin@evermorecentre.ca

Register Here

Register for this event and other Evermore Centre events on our website: www.evermorecentre.ca

Lunch & Learn Series: Disability Tax Credit Webinar

Date: Tuesday, October 6, 2026

Time: Noon - 1:00 PM

Location: Zoom

Join our second FREE virtual Lunch & Learn Series exploring topics that build knowledge and resilience for caregivers, youth, and community members. This session will discuss the Disability Tax Credit, how to apply, and what it means to be approved. If you have questions about the Disability Tax Credit, this is the webinar for you!

Register for Zoom Link

Phase 2
KIN KEEPERs
HONOURING THOSE WHO HOLD OUR FAMILIES TOGETHER

Circle of Balance:
Walking in Financial Wellbeing

Join us on October 27th, 2026 for the final session in Phase 2, rescheduled from Spring 2026.

Foundations Learning & Skills Saskatchewan will be sharing a presentation where we will dive deeper into planning for long-term financial longevity and practical strategies for strengthening financial resiliency.

October 27, 2026
10:00AM - 1:00PM

The Evermore Centre

PRESENTATION BY:
Foundations Learning & Skills Saskatchewan

Register for this event and other Evermore Centre events on our website: www.evermorecentre.ca

Funding for this program is thanks to a generous gift from the Honourable Justice Scott Heald, Foundation of Canada

Rescheduled: Kin Keepers Walking in Financial Wellbeing

Date: Tuesday, October 27, 2026

Time: 10:00AM - 1:00PM

Location: Evermore Centre

Join us on October 27, 2026 for the final session in Phase 2, rescheduled from Spring 2026. Foundations Learning & Skills Saskatchewan will be sharing a presentation where we will dive deeper into planning for long-term financial longevity and practical strategies for strengthening financial resiliency.

Please register again for this newly scheduled session, even if you had registered for the June 2026 postponed session.

LUNCH & LEARN WEBINAR:
SUPPORTING BETTER SLEEP
FOR THE WHOLE FAMILY

Join us for our third FREE virtual Lunch & Learn Series exploring topics that build knowledge and resilience for caregivers, youth, and community members, with special guest presenter Heather Erickson of Sleep & Beyond Consulting!

Heather is a mom of two who's been working as a sleep consultant for nearly a decade. Based in science and hands-on lived experience, her sleep strategies are intended to guide exhausted caregivers in fostering restful sleep for the whole family.

Join us for a free virtual lunchtime chat!

Nov 3, 2026
NOON - 1:00PM

Zoom
Register to receive link
admin@evermorecentre.ca

Register Here

Register for this event and other Evermore Centre events on our website: www.evermorecentre.ca

Lunch & Learn Series: Better Sleep for the Whole Family

Date: Tuesday, November 3, 2026

Time: Noon - 1:00PM

Location: Zoom

Join us for a FREE webinar with guest presenter Heather Erickson of Sleep & Beyond Consulting. Based in science and hands-on lived experience, Heather's sleep strategies are intended to help exhausted caregivers encourage healthy, restful sleep for the whole family. Focused on the goal of quality sleep, Heather guides caregivers through flexible strategies and gentle coaching techniques to improve bedtime routines and decrease nighttime disruption.

Register for Zoom Link

2026 FEAST AND ROUND DANCE

HONOURING OUR FAMILIES
EMPOWERING OUR CHILDREN

SPONSORED BY:
Saskatoon Community Foundation
Saskatoon Community Foundation
COMMUNITY DEVELOPMENT CORPORATION

IN PARTNERSHIP WITH:
Saskatoon
Remai Modern

November 20th, 2026
Feast at 4:00PM
Cosmo Civic Centre
3131 Laurier Dr. Saskatoon

Contact Us:
(306) 665-7272
admin@evermorecentre.ca

Honouring our Families; Empowering our Children Feast and Round Dance

Date: Friday, November 20, 2026

Time: 4:00 PM - 12:00 AM

Location: Cosmo Civic Centre, 3130 Laurier Dr.

The Evermore Centre's 4 Annual Feast and Round Dance: Honouring our Families, Empowering our Children will be held on November 20, 2026 at Cosmo Civic Centre. Join us for the Feast at 4:00PM and the Round Dance at 7:00PM.

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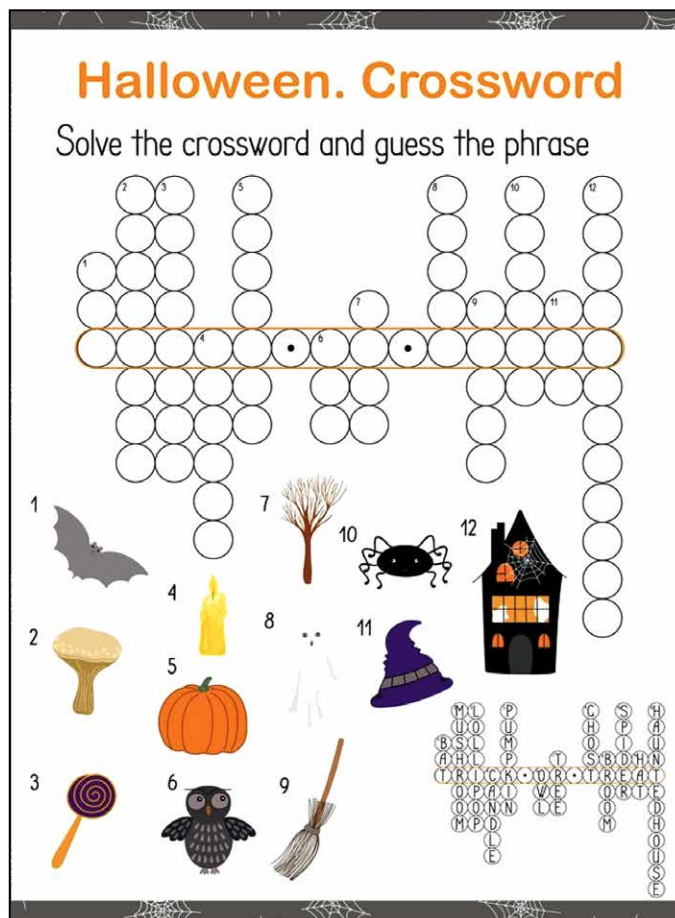
Annual Feast and Round Dance T-Shirt Art Contest

Deadline for Submissions: **Thursday, October 15, 2026**

Calling all youth artists! The Evermore Centre is hosting our annual T-Shirt Design Contest. The chosen artist will have their design featured on The Evermore Centre's 4th Annual Feast and Round Dance (held on Friday, November 20). T-Shirts will be worn by staff and volunteers at the event! Chosen artists will receive a shirt with their chosen design printed on it (plus an extra for a family member!) a PIZZA PARTY for their class, and more!

Contact admin@evermorecentre.ca for contest details!

All Evermore Centre programming is designed to support families and individuals whose lives have been shaped by adoption, PSI arrangements, kinship or alternate caregiving, and foster care. This includes adoptees, birth parents, and those who have aged out of care — anyone impacted by diverse family-building and caregiving experiences.



FUN FALL RECIPES

ROASTED PUMPKIN NACHOS

INGREDIENTS:

4 cups cubed fresh pumpkin (or butternut squash)
2 tablespoons olive oil
1/4 teaspoon salt
1/8 teaspoon pepper
1 package (13 oz) tortilla chips
1 can (15 oz) black beans, rinsed and drained
1 jar (16 oz) salsa
3 cups shredded Mexican cheese blend
Optional toppings: Minced fresh cilantro, sliced green onions and hot pepper sauce.

DIRECTIONS:

Preheat oven to 400°F. Place pumpkin in a greased 15x10x1 inch baking pan. Drizzle with oil. Sprinkle with salt and pepper. Toss to coat. Roast until tender, 25-30 minutes, stirring occasionally. Reduce oven setting to 350°F. In baking pan, layer half each of the chips, beans, pumpkin, salsa and cheese. Repeat layers. Bake until cheese is melted, 8-10 minutes. Add toppings as desired. Serve nachos immediately.



SLOW COOKER CHILI

INGREDIENTS:

2 lb lean ground beef (can substitute with poultry or bison)
1 large onion, diced
3 garlic cloves, minced
2 tsp cumin powder
2 Tbsp chili powder
1 tsp garlic powder
1 tsp dried oregano
1 1/2 tsp salt, or to taste
1/2 tsp black pepper
15 oz can black beans, drained and rinsed
30 oz kidney beans, two 15oz cans, drained and rinsed
30 oz diced tomatoes, with their juice
10 oz diced tomatoes and green chilis, with their juice
30 oz tomato sauce

DIRECTIONS:

Place a large skillet over medium-high heat and sauté beef until it releases fat (4-5 minutes), breaking it up with a spatula. Add onion to the skillet and sauté until tender (4-5 minutes). Add minced garlic and seasonings: cumin, chili powder, garlic powder, dried oregano, salt and pepper. Cook another 30 seconds stirring constantly. Transfer to a 6 Qt slow cooker. Add remaining ingredients into the slow cooker: rinsed and drained beans, diced tomatoes with their juice, diced tomatoes and green chilis with juice and tomato sauce. Stir to combine and cook on high for 3-4 hours or on low for 6-8 hours. Season to taste if desired and serve warm.

CHILI TOPPING SUGGESTIONS:

Cheese; onion; avocado; cilantro; sour cream; & sliced jalapenos.



FOSTER FAMILY TOOLKIT

Education, advocacy, and a place to turn for advice...

It is the goal of the SFFA to help provide a safe and comforting environment for every child in foster care. The right support can make all the difference.

SFFA members have access to:

- a comprehensive library of information;
- educational materials;
- training programs;
- advice and advocacy and
- much, much more.

All the tools available are to help foster families build and sustain the best possible home for the children in their care.

Visit the following online link:

**[https://www.saskfosterfamilies.ca/
resources-for-foster-parents/tool-kit-
resources](https://www.saskfosterfamilies.ca/resources-for-foster-parents/tool-kit-resources)**

PUBLICATIONS MAIL AGREEMENT NO. 41271051

RETURN UNDELIVERABLE CANADIAN ADDRESSES TO:

SASKATCHEWAN FOSTER FAMILIES ASSOCIATION

231 Robin Crescent

Saskatoon, Saskatchewan S7L 6M8