

Advisor

FALL 2022

Upcoming
MINI-CONFERENCE

Celebrating Foster Families

What is **FASD?**

Damage Compensation

FOSTER CORNER

Role of Workers

HEALTHY HALLOWEEN SNACKS



SASKATCHEWAN
FOSTER FAMILIES

www.saskfosterfamilies.ca

Advisor

The Advisor is published by Saskatchewan Foster Families Association Inc.



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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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All About You Mini-Conference

Saturday October 15th, 2022
7:30am to 3:00pm

AGENDA

- 7:30am-8:45am** Registration
- 7:30am-8:30am** Breakfast: Come & Go
- 9:00am-12:00pm** Opening Remarks
Keynote Speaker, Taking Care of YOU: Self Care for Caregivers
- 12:00pm** Lunch
- 1:15pm-3:00pm** Afternoon Kick Off
Keynote Speaker, Michael Kerr

The Mini-Conference is followed by the Honouring and Caring Banquet at 6:00pm.

Delta by Marriott
405 20th St E
Saskatoon, SK



The Ranch Ehrlo Society will speak about self-care, presenting Taking Care of YOU: Self-Care for Caregivers.

Canadian Hall of Fame speaker and author of 8 books, Michael Kerr will speak about the power of humour to help people manage their stress, be more resilient, connect and build trust, and communicate more effectively.

Save the Date



As a Ministry approved Foster Parent, your attendance at our bi-annual event is available for you to attend at no cost.

INCLUDED

- Conference Registration
- Saturday Evening Honouring and Caring Gala ticket
- Accommodation
**based on proximity to Saskatoon*
- Babysitting and Mileage Reimbursement

To register for our upcoming event, please email tessa@sffa.sk.ca or call **(306) 975-1591**. Attendance is limited to 125 people so **register today to secure your spot.**

Honouring and Caring Banquet

Come out to Celebrate our Retirees and those celebrating 20 Years of Fostering.

Tickets are included for all conference registrants.

Doors **5:30pm**

Dinner **6:00pm**



Thank You

Foster Parents

Thank you to all the foster parents who do so much for kids in need each and every day.

And thank you to the rest of the supporting network of caregiver advocates, and social work professionals, who all collaborate together to create healthy homes and brighter futures for children in care.

October is Foster Families Month

The SFFA is celebrating Foster Families Month in a number of ways including our recognition dinners across the province and our All About You Conference in Saskatoon on October 15th.



I hope I have the chance to visit with you at one of these events.

We will also be celebrating with gift cards again this year. Keep an eye in your mailbox for more details.

Deb Davies,
Executive Director, Saskatchewan Foster Families Association

Foster Families Appreciation Banquets

The Ministry of Social Services and the Saskatchewan Foster Families Association invite you to attend this year's Foster Families Appreciation Banquet.

Please RSVP to rsvp@sffa.sk.ca or (306) 975-1591 with the location, number attending and any dietary restrictions. This is an adults only event.

October 3 rd	Regina
October 5 th	Fort Qu'Appelle
October 6 th	Yorkton
October 12 th	North Battleford
October 14 th	Saskatoon
October 18 th	Melfort
October 19 th	Prince Albert
October 20 th	Meadow Lake
October 25 th	Swift Current
October 26 th	Moose Jaw
October 27 th	Estevan

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Saskatoon, SK



Save the Date

Saturday October 15th, 2022



Watch your mailbox for your

Thank You Card

Gift Cards

Watch out for your Thank You card in the mail, or visit saskfosterfamilies.ca/ThankYou2022 in your web browser and follow the instructions.

Contact (306) 975-1591 if you have difficulty signing into your account and make sure to choose your gift card **before October 31st**.





What is FASD?

Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe impacts on the brain and body of individuals prenatally exposed to alcohol. FASD is a lifelong disability.

Individuals with FASD will experience some degree of challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, communication, emotional regulation, and social skills to reach their full potential. Each individual with FASD is unique and has areas of both strengths and challenges.

WHY IS FASD CALLED AN INVISIBLE DISABILITY?

Often there are no obvious physical signs of the brain damage caused by alcohol. The effects of the damage to the brain can be seen through things such as behaviour and learning difficulties. This is why FASD is often called an invisible disability, and makes it different from many

other disabilities. For example, a person who is unable to walk may use a wheelchair. A person who is hearing impaired may use a hearing aid. Someone who is visually impaired may use a cane or service animal.

HOW COMMON IS FASD?

A common statistic is that FASD occurs in 1 in 100 live births. Dr. Philip May (2009, 2015), an expert researcher on FASD, concluded that rates of FASD in the general population were higher than previously thought. He estimated the rate could be as high as 2 to 5 in 100 live births (2.4 to 4.8).

IS FASD PREVENTABLE?

In an ideal world, FASD would be totally preventable. If a mother does not drink while pregnant, her baby will not have FASD.

People do not live in an ideal world. There are many reasons a woman may drink while pregnant. She may drink before she knows she is pregnant. Almost 50% of pregnancies are unplanned.

- She may be dealing with alcohol dependence.
- She may have been told a glass of wine or other alcoholic drink is fine while pregnant.
- Her partner or friends may make it difficult to stop drinking.

Saying that FASD is 100% preventable can lead to judgement or add to the guilt a family may already be feeling. It is best to avoid stating it is 100% preventable and make sure that people understand why women may drink while they are pregnant.

FASD DIAGNOSIS

In February of 2016, Canada released new guidelines and terms for the diagnosis of Fetal Alcohol Spectrum Disorder.

FASD **with** Sentinel Facial Features

For this diagnosis, an individual will have the following:

- All three distinctive facial features (Small palpebral fissures [eye width], flat philtrum [groove between the base of the nose and the border of the upper lip], and thin upper lip)
- Three areas of brain function that are significantly below typical
- Prenatal alcohol exposure (can be confirmed or unknown)

FASD **without** Sentinel Facial Features

For this diagnosis, an individual will have the following:

- Confirmed prenatal alcohol exposure
- Three areas of neurodevelopmental (brain) function that are significantly below typical

Infants and children with confirmed prenatal alcohol exposure but who don't meet the criteria for a diagnosis of FASD may be termed: At Risk for Neurodevelopmental Disorder and FASD (a complete assessment is recommended at a later time.)

The guidelines for diagnosis can be found at www.cmaj.ca. Information can also be found in a blog from the Canada FASD Research Network at www.canfasd.ca.

MAKING A DIAGNOSIS

Diagnosis involves a team. When making a diagnosis, members of the team look at the following:

1. Prenatal exposure to alcohol
2. Facial features
 - Palpebral fissures (opening from the inside to the outside of the eye)
 - Philtrum (groove between the base of the nose and the border of the upper lip)
 - Upper lip
3. Neurodevelopmental function (growth and development of the brain or central nervous system)
 - Motor skills
 - Neuroanatomy/ neurophysiology (anatomy and functioning of the nervous system)
 - Cognition (getting knowledge and understanding through thought, experiences, and the senses)
 - Language
 - Academic achievement
 - Memory
 - Attention
 - Executive functioning (e.g., reasoning, making decisions, planning, changing thinking from one thing to another) including impulse control and hyperactivity
 - Affect regulation (ability to change emotions to fit with what is happening)
 - Adaptive behaviour (everyday living skills that a person learns to use in different surroundings), social skills, social communication

FASD: PRIMARY DISABILITIES

An individual with an FASD will have a primary disability or disabilities. A primary disability is present at birth. In all cases of FASD, brain damage is part of

the primary disability. Areas of functioning that can be affected include:

- cognitive (e.g., thinking, remembering, speaking, reasoning, perceiving, solving problems)
- behavioural (e.g., actions, reactions, voluntary and involuntary activities, which are controlled by brain function)
- physical (e.g., body organs, skeletal and muscular systems, motor development)
- sensory (e.g., taste, smell, touch, hearing, seeing, pain tolerance)



“Prenatal alcohol exposure causes the leading developmental and cognitive disability in Canadian children – FASD.”

People with an FASD may have significant primary disabilities in some areas of functioning and have significant strengths in other areas.

Source: <https://skprevention.ca/fetal-alcohol-spectrum-disorder/>



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.

Helping Younger Children and Parents Transition BACK TO SCHOOL

Transitioning back to school — or starting them for the first time — can create extra challenges, particularly in times of stress

In recent years, most schools and programs have had to use prevention measures such as keeping physical distance between people, using masks, and limiting contact between program staff and families. As COVID-19 community levels change, so do prevention strategies and such changes in strategies can mean changes in routines for children.

Changes to the space and to routines may have made everything look and feel different. Even before the pandemic, children's mental health was a public health concern, and levels of anxiety were on the rise. The COVID-19 pandemic has meant additional stress, fear, and worry for many families. Worries about sickness, finances, and isolation, coping with grief from loss, and having less outside help have made parenting more stressful.

Schools and ECE programs can help children and families by promoting social and emotional learning. Making the transition from home to school may be harder for children with developmental, behavioral, or emotional concerns. Teachers, parents, and programs can help children by planning the transition, making strong connections, and establishing new routines. With the right support, children can adjust to their new program, make new friends, learn new things, and thrive.

What parents can do to support during transitions:

- Make sure their child has a daily, predictable routine, with regular times for healthy meals, naps, and night sleep at home. Having a rested body and knowing what to expect at home helps children cope.
- Connect with other parents who have children in the same program.
- Talk with teachers about the best way to separate from their child at the start of the day—brief goodbyes are often best.
- Try to stay calm and reassuring during transition—using a calm voice, with a relaxed face and body to let their child know that they wouldn't leave them if the child were not safe and protected.
- Talk with their child about what to expect and help them with strategies to manage stress and cope with worries.
- Make sure their child is caught up on well-visits with their healthcare provider and is up to date with recommended vaccines to ensure that the child is healthy and well protected.
- Monitor their child's developmental milestones and learn what to do if there are concerns.
- Remember that this is a phase—building new relationships is a skill, and with support, children can be resilient.

Source: <https://www.cdc.gov/childrensmentalhealth/features/COVID-19-helping-children-transition-back-to-school.html>



What I found — and lost — in foster care

by Shaylene Lakey

I felt ashamed that I wanted the stability that came with foster care while deeply missing my dad.

I am Blackfoot from Siksika Nation. There was a time in my life when I was so ashamed of who I was that if someone said I looked Latina or Italian, I would have just said, “Yes, I am.”



Shaylene Lakey poses for her Grade 3 school photo in Kelowna, B.C.

My mother was Blackfoot. She was always somewhat mythic to me, someone I never got the chance to know. She was adopted as a baby. She died when I was five. Growing up, everyone who knew her used to tell me I looked just like her. It made me wonder if she felt what I felt. If she knew how it felt like to have a foot halfway through a door — Indigenous-looking but somehow not Indigenous at all.

After my parents separated, they decided that my younger brother and I would move to Vancouver Island with our father while our mother remained in Calgary with our two older siblings who shared a different dad than us.

Initially, living with my father was great. He was our world — funny, loving, all the things we needed

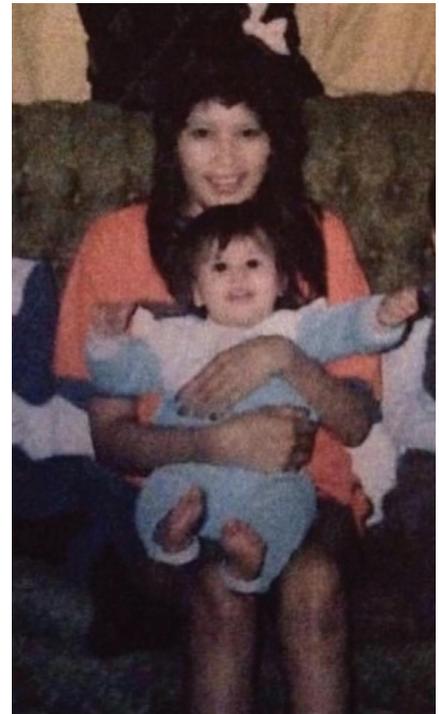
or thought we needed. Chips for breakfast, Chinese food for Christmas dinner, and so many other fond memories. As an adult, I’m more aware of the larger issues that were at play — the child protection concerns. We lived in hotels and moved around. Often, I didn’t go to school and sometimes food was sparse.

“There was no particular blow-up or life-altering exchange; only that I started to feel like I didn’t belong.”

Social workers would come around and we were removed a number of times from his care. One day, my dad abruptly decided we should move to the Okanagan. We up and left. I was devastated. We took the clothes we had and left all of our other belongings behind.

The same pattern emerged in the Okanagan: living in hotels, no school and limited food. It wasn’t too long before we were apprehended and placed in the foster care system in Kelowna, B.C. We would get to go home for a bit, but there was always some sort of incident and we would be back in care. This happened for

a few years until we were finally permanently placed in care.



Shaylene Lakey, as a baby, with her mother in Calgary.

I experienced waves of shame at feeling relieved to be in a stable foster home; where I was encouraged to go to school every day; where I had food and I had clothing. It was a difficult feeling to reconcile as a child because I loved my father and wanted to live with him, but I also wanted stability.

I was desperate for normalcy and acceptance, so I didn’t mind that my foster parent made me go to church twice on Sundays. I enjoyed the feeling of community,

that everyone hugged and laughed, and that there was always a big Sunday lunch.



Shaylene Lakey, left, with her foster mom on a shopping trip at the West Edmonton Mall.

I can't say there was an exact moment it changed. There was no particular blow-up or life-altering exchange; only that I started to feel like I didn't belong. The "jokes" my foster mom made about how I really "lived" up to being Blackfoot with my dirty feet in the summer or, more generally, the total lack of acknowledgement of my culture started to make me question things.

It was an ongoing joke that I was honorary Dutch — something my foster parent was fiercely proud of. The irony was lost on me at the time that she could be so proud of who she was, but she didn't grant me that same allowance. Everything started to feel against the grain. I still loved my foster parent, but I began to resent her, the church and the people. It felt like a big facade, a lie. They had something I didn't: belonging.

I began to question the church, its values, the judgements. How did

I fit into any of it when I didn't fit into my own skin?

I grew up feeling unwanted. I had this whole big family in Siksika in southern Alberta, so how was it that I didn't get to live there with them?

“The total lack of acknowledgement of my culture started to make me question things.”

At the time, I didn't know that I was a statistic known as the Millenium Scoop — one of the many Indigenous children who were taken from their families between 1992 and 2019 and placed in care.

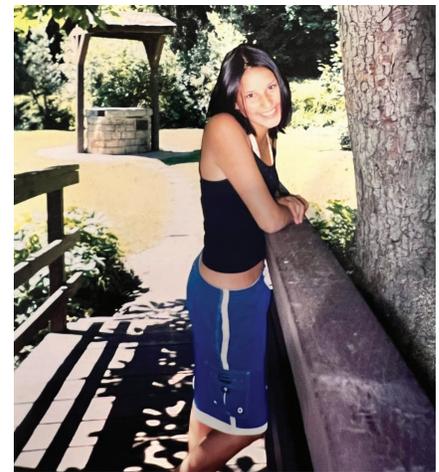
I used to dream that my mother Twila wasn't dead. That she was just off finding herself and that we would pass each other on the street one day, our eyes would meet and we would know each other. I would wake up heavy with loss, my face wet with tears. Grieving someone I never knew, feeling robbed of the one person who surely would have understood how I felt. I felt torn down the middle, my spirit leaking out, drifting aimlessly through the world.

My journey to finding myself would take years.

After I left the church, my relationship with my foster mother disintegrated. I felt that

she played a heavy hand in keeping me away from my family, and I couldn't forgive her for that. With so much trauma and resentment towards my life with her, I couldn't look at her or our relationship without the same.

I was also never able to build the relationship with my father that I wanted. He passed away from cancer shortly after my 18th birthday. I dream of him, too, and I know that he's proud of my resiliency and accomplishments.



Growing up in Vernon, B.C., Shaylene Lakey says she felt unwanted.

Eventually, I reconnected with my older siblings who grew up on our reserve and it was the most surreal experience. We shared the same mother and had so much of the same life but we were worlds apart.

My oldest brother joked that I sounded "so white." I laughed at the time and just said, "Well, I am" because that was the way I felt. It was the way I was raised: Christian and honorary Dutch. I can still remember that moment, laughing along when he said that,

but knowing that it wasn't a joke to grow up so disconnected from my culture.

When my daughter was born, something shifted. I wanted to know more about where I come from so that she would know where she was from. I never knew love like that existed, and that somehow I was worthy of it. I got her, she got me. I know who I am when I look at her, and she will never question who she is or where she comes from.

I did that. I stopped that cycle, and with that, accepted my life,



Shaylene Lakey, left, says she wants her daughter to grow up feeling proud of her heritage.

my culture, who I am: Blackfoot. I have taken her to Siksika to see where we come from, she has bonded with her cousins, and they come here to see us.

She's not afraid to ask questions, and I'm not afraid or ashamed to tell her about our history or my history. Our journey isn't over, but at least I've made that connection to my family and we were welcomed with open arms.

Shaylene Lakey is a member of the Siksika Nation, a former youth in care and a proud mother. She lives in Vernon, B.C.

In our "FOSTER CORNER" we would like to highlight anything from foster inspired stories to artwork submitted by foster parents on behalf of children in their homes.

If you have a foster story, poem, artwork or some other foster related experience or information to share with our readers, please send it in! All communication or submissions for "Foster Corner" can be sent by email to taylor@sffa.sk.ca



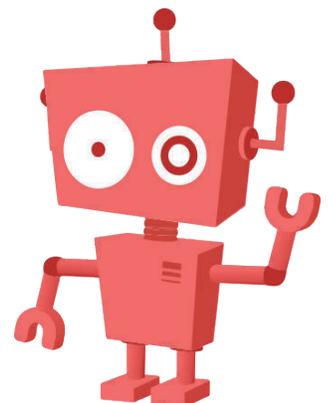
Have you checked out **Kiddle?**

Dear Parents,

When your children use the Internet to search for images for projects or anything related to school work, please encourage them to use "Kiddle" instead of Google.

Kiddle is a child-specific search engine supported by Google, which prevents the appearance of things that are not suitable for them.

www.kiddle.co





ROLES OF WORKERS

CHILDCARE WORKER

As a designate of the Minister, the role of the Childcare Worker within the Service Delivery Unit, is to carry out parental responsibilities with the primary focus being the best interest of the child. The Childcare Worker must work in a co-operative partnership with Foster Families and Caregivers toward the goal of meeting the total needs of children in out-of-home care.

CHILD AND CAREGIVER SUPPORT WORKER

The role of the Child and Caregiver Support Worker within the Out of Home Care Unit, is to provide assistance to Foster Homes through training, professional development, home safety checks and completing reimbursement documents.

Who Do I Call?	Childcare Worker	Child and Caregiver Support Worker
I want to register a youth in my home for organized sports	✓	
I need to set up daycare as I work full time		✓
I am registering a youth in my home for summer camp	✓	
I don't understand the policy around disciplining children		✓
A child in my home got injured	✓	✓
A child in my home had a tantrum that resulted in a hole in the wall	✓	✓
I am planning a vacation and will need to use respite		✓
I need a babysitter while I attend a parent teacher conference for one of the foster children in my home	✓	
I am planning a vacation and am wanting to take the child placed in my home	✓	✓
A youth in my home is struggling (emotionally, academically, physically)	✓	
I am feeling overwhelmed with the new youth in my home	✓	✓
I am interested in taking additional training		✓
I need a babysitter while I take Foster Parent training		✓
I need a babysitter to watch the foster children while I attend an appointment with my biological child		✓
I would like to request therapy or counseling for a youth in my home	✓	
Since the youth in my home transitioned back to family I have been struggling. Who can I reach out to about this?		✓

If you are ever unsure who to contact, you can always reach out to your Child and Caregiver Support worker and they will direct you.





Chores

...are an important part of childhood

Chores — few of us enjoy doing them, but for a household to run smoothly these tedious and time-consuming tasks must get done. It's a given that the adults will do their part around the house, but when it comes to assigning housework to children, there's some debate.

Many parents want to preserve childhood for as long as possible, letting the “kids be kids” and enjoy plenty of playtime while they're still young. Others may see children as less capable, preferring to finish the housework as quickly and efficiently as possible. Chores are for the child, not the checklist. Giving your children chores is for their benefit! Do not deprive them of this amazing opportunity to learn and grow. A child who sees himself as a good worker is better equipped to handle life in the real world. These arguments make sense, but they also overlook the many positive benefits of giving kids chores.

Consider these seven reasons why children should help out around the house:

- 1. Chores help teach life skills.** They're young now, but they won't be kids forever! Laundry, cooking and budgeting are just some of the skills your kids will need once they finally move out. These are also things that schools do not fully teach, making learning them at home even more important.
- 2. Chores help kids learn responsibility and self-reliance.** Assigning children regular chores helps teach them responsibility. Tasks that

personally affect your kids, such as cleaning their room or doing their own laundry, can help them become more self-reliant at the same time. Your kids or grandkids may also take pride in being considered mature enough to take care of themselves.

- 3. Chores help teach teamwork.** Being a productive member of a team can be modelled for children through housework. Members of your family "team" are accountable to each other, and there are consequences when you don't meet each other's expectations. Learning these lessons at home, where mistakes are more easily forgiven, can help kids develop strong teamwork skills to use at school or work.
- 4. Chores help reinforce respect.** It takes moving away from home for most of us to fully appreciate all the hard work our parents did around the house. Our children are likely no different, but assigning them chores may help this insight come a little quicker. Kids may become more aware of the messes they make if they're tasked with cleaning up around the house, and more respectful of the work that goes into maintaining a home.

- 5. Chores help build a strong work ethic.** This trait is valued by teachers and bosses, so why not instill a work ethic in your kids from a young age? Chores are commonly tied to a reward, such as an allowance or TV time. Paying children for a job well done can also spark an entrepreneurial spirit, inspiring them to work outside the house once they reach their teens.
- 6. Chores help improve planning and time management skills.** It feels like there are a million things to do in the day, and fitting it all into our diaries is a challenge! Chores can help older kids and teens build good habits early. Juggling schoolwork deadlines, housework and their social lives helps them learn to set priorities and manage their time, important skills for the working world.
- 7. Chores give families a chance to bond.** People often lament that chores take up time they could be spending with their kids or grandkids. But chores can actually create special moments between children and adults. Little ones who always want to help will feel important and receive a self-esteem boost, and moody teens may decide to open up over a shared task.

Source: <https://www.momentumlife.co.nz/stories/why-kids-should-have-chores>

~ GOODS AND SERVICES VOUCHERS ~

The Ministry of Social Services issues Requisitions for Goods and Services Vouchers to citizens to help with the purchase of goods and services. Foster families may receive requisition forms (vouchers) for immediate purchases children or youth need when coming into or while in their care. Required items may include clothing, diapers, formula, car seats or other special needs requests that are approved by the child's Caseworker.

Things to remember when using a Requisition (voucher):

- Must have photo identification to match the name on the requisition otherwise it will not be accepted
- The amount purchased (including tax) must not exceed the amount indicated on the requisition
- Purchases are not subject to the Goods and Services Tax (GST)
- The requisition is not valid for payment after six months from date of issue
- Refunds covering the cost of a returned item must be made to the Ministry of Social Services
- No cash back will be given to the purchaser

For a list of community retailers accepting vouchers visit the following online link:

<https://www.saskfosterfamilies.ca/resources-for-foster-parents/goods-and-services-vouchers>



Source: <https://thishealthytale.com/blog/healthy-halloween-recipes/>

HEALTHIER-THAN-CANDY *Halloween Snacks*

These healthy Halloween snacks and treats are all simple and easy recipes to make. If you're hosting a party or want to make healthier treats for your kids, these delicious Halloween recipes are just the thing! Whether they are a savory option or a sweet option, they're likely healthier than regular Halloween candy.

HALLOWEEN DEVILED EGGS

Shaped like cute pumpkins they make a tasty appetizer or snack!

INGREDIENTS:

- Hard boiled eggs (you can use either brown or white) large eggs.
- Yellow mustard: (you can really use any mustard).
- Mayonnaise (gives the yolk filling a creamy texture).
- Salt and pepper to taste
- Chopped chives (for the pumpkin stems).
- Paprika or red cayenne pepper (this is optional to add spice).

METHOD:

Prepare egg halves: Peel and slice hard boiled eggs lengthwise carefully with a sharp knife. To make the deviled egg filling: place yolks in a separate bowl. Add mustard, mayonnaise, salt, and pepper to the yolks. Mash and mix thoroughly with a fork. With a spoon, scoop about 2 teaspoons of the yolk mixture and gently roll it until it is round. Place in an empty egg white. Make pumpkins: Lightly press the yolk mixture down with your fingers to fill the egg whites. With a knife (use a plastic knife if kids are helping), make 3-4 indents to the eggs to make them look like pumpkins. Top each egg with a small piece of chive. Sprinkle with paprika or cayenne pepper if you prefer spicy eggs. Enjoy!



MUMMY HOT DOGS

Perfect Halloween party food that take little time to prepare and aren't too ghoulish to eat.

INGREDIENTS:

- 1 can Crescent Roll Dough
- 2 American Cheese slices
- 8 Hot Dogs
- 16 Candy Eyes
- Cooking spray

METHOD:

1. Preheat oven to 375.
2. Cut each cheese slice into 4 strips.
3. Unroll dough and separate into 4 rectangles (crimp diagonal cuts in each one together).
4. Cut each rectangle lengthwise into ½" strips and join 2 together to form one long "bandage".
5. Wrap "bandage" of dough around each hot dog and ¼ slice of cheese.
6. Make sure to leave a gap for face.
7. Place wrapped hot dogs (cheese side down) on non stick cookie sheet and lightly spray with cooking spray.
8. Bake 15 minutes or until dough is lightly brown.
9. Place a small piece of cheese where eyes go and place in oven to melt slightly.
10. Place 2 eyes on each mummy.

CHEESE MONSTERS

These adorable cheese monsters are a great healthy treat. They're so simple to make and can be made with kids. If you use googly eyes they can be a choking hazard, so I do recommend this for kids ages 4 and up.

INGREDIENTS:

- 12 pieces of Babybel cheese (2 bags)
- Variety of googly eyes
- Optional - sticky tack or museum wax

METHOD:

1. Remove the outer plastic wrap around each Babybel cheese.
2. Place the cheese on a cutting board and remove the strip around the center. Using a small, sharp knife cut a variety of teeth shape along the center strip.
3. Place a single or several googly eyes on each piece of cheese, using sticky tack or museum wax to secure it if you have it available.
4. Serve the cheese pieces immediately.



GREEN APPLE MONSTERS

These green apple monster mouths are easy to pull together and kids can help make them. They all have uniquely goofy expressions – especially if you use the candy eyes and make their teeth a little wonky.

INGREDIENTS:

- 3 green apples
- 3 tablespoons creamy peanut butter
- 2 ounces of sliced cheese (cheddar or colby jack both work)
- 2 tablespoons of pumpkin or sunflower seeds
- A package of candy eyes

METHOD: Preparation Tips - The only tricky part of this recipe is cutting the mouth out of the quartered apple. This will need to be done by an adult, as it involves holding a knife at an angle. Storing Tips - The apples will brown after they've been sliced, so serve within an hour of making them.

WITCH'S BROOMSTICK

Simple and easy to assemble — makes a nice addition to a plate in it's stand-up position.

INGREDIENTS:

- 8 String Cheese Sticks
- 24 Pretzel Sticks
- Fresh Chives

METHOD:

Cut each string cheese stick in thirds (about 1 ½" each). Make lengthwise cuts around the cheese stick to about half way up. In the uncut end of the cheese, insert a pretzel stick. Bind with a piece of chive. Cut off extra chive.



HAUNTED GHOST BROWNIES

Sure to please all your guests both young and old. While the instructions include a scratch brownie recipe, feel free to use boxed, if that is your preference. They will be just as spooky & appreciated.

INGREDIENTS:

Brownie batter:

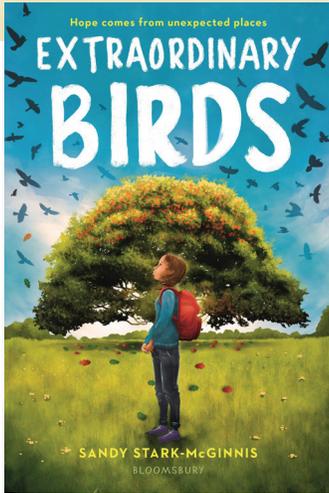
- 1 ¾ cup Flour
- 2 cup Sugar
- ½ cup Cocoa Powder
- 1 teaspoon Salt
- 5 Eggs
- 1 cup Vegetable Oil
- 1 teaspoon Vanilla

Ghost Topping:

- 7 oz Marshmallow Creme
- 1-2 boxes Ghost Peeps

METHOD:

1. Preheat oven to 350 and grease a 13'x9" baking pan.
2. Mix all the brownie ingredients well, then pour in prepared baking pan.
3. Bake 25-30 minutes or until toothpick inserted in center comes out clean.
4. Allow to cool.
5. Cut into individual brownies and place on heat proof plate(s).
6. Heat half the marshmallow creme in microwave for 20-30 seconds and spread over brownies... repeat with other half.
7. Place a ghost Peep in the bed of marshmallow on each brownie.
8. Brown the marshmallow creme around peeps, with a butane torch.



Extraordinary Birds

by *Sandy Stark-McGinnis* (Author)

December believes she is a bird. The scar on her back is where her wings will sprout, and one day soon, she will soar away. It will not matter that she has no permanent home. Her destiny is in the sky.

But then she's placed with foster mom Eleanor, a kind woman who volunteers at an animal rescue and has secrets of her own. December begins to see that her story could end a different way – but could she ever be happy down on the ground?

In her arresting debut, Sandy Stark-McGinnis offers an inspiring story about family, friendship, and finding where you belong.

“An amazing debut — filled with heart, lyrical prose, and a heroine who soars!”

– Jewell Parker Rhodes, New York Times bestselling author of *Ghost Boys*

“Shows the beauty of accepting one’s true self and finding a place to belong.”

– Foreword Reviews, starred review

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