



**PROVIDENCE**

HEALTH • EDUCATION • THERAPY

Report to Community  
**2022-2023**





## Our **MISSION**

Working together with the child, family and community, we support the well-being and development of all children.

## Our **VISION**

A community where every child is given the opportunity to reach for and achieve their full potential.

## Our **GUIDING PRINCIPLES**

We believe children deserve a joyful, supportive, respectful and safe environment that encourages exploration, learning and growth.

We believe learning is driven by the child's curiosity and individual readiness.

We believe in providing inclusive, integrated and engaging environments so all children have the same opportunities and experiences.

We believe in the primary role of the family in the child's life. We recognize and support the right and responsibility of parents to share in the decision-making process for their children. We have knowledge and appreciation of family, social and cultural practices and traditions.

We believe quality services are founded on valued, highly professional staff, and commit to the ongoing development of our staff.

We believe in enhancing the capabilities of adults to achieve significant outcomes for the children in their care.

We believe in knowledge-sharing across the early childhood development sector, and engaging the community at large in supporting the developmental needs of children and building resiliency within families.

We strive to be leaders in our field through innovation, systematic planning, evaluation and resource provision.



## Board of **DIRECTORS**

Chris Dorland – Chair  
William Reeder – Vice Chair  
Mark Kolapak – Secretary  
Craig Flint – Treasurer  
David Bouckhout – Past Chair  
Karma Roste – Director  
Geri Greenall – Director  
J. Lary Mosley – Director  
Kathy Reimer – Director  
Cindy Gray – Director

## Message from the **BOARD CHAIR**

It was an honour for me to assume the role of Board Chair this past January. My heartfelt thanks go out to our outgoing Chair, David Bouckhout, for his dedication and contribution to this great institution. David recruited me to the board in 2017 and has made a remarkable contribution to Providence in his decade long tenure as both a board member and as its Chair. I look forward to carrying on his legacy of empowering, supporting, and guiding the incredible leadership team at Providence to bring “Providence Magic” to more Alberta families every year.

Providence has seen remarkable growth this past year, notably through the Inclusive Child Care (ICC) program where we have increased our scope of practice to include the Northeast region, which includes Fort McMurray and area, and our ECS program operating through our six Calgary schools and the LEARN program which supported over 800 children and their families.

As Calgary continues to grow demand for our services have never been higher. The management team has been actively searching for a suitable location in the north part of the city where we hope to expand by adding a 7th school capable of serving up to 200 additional children and their families.

As we anticipate our 80th anniversary and the exciting events planned for the 2023-24 school year, we invite you to reflect on our previous year’s achievements and join us in celebrating the successes that have brought us to this milestone. Your support has been instrumental, and we look forward to sharing more memorable moments together in the upcoming year. Thank you for being part of our journey!

*Chris Dorland*

Chair of the Board

## Message from the **PRESIDENT**

As we reflect on the completion of another school year, I am filled with gratitude for the unwavering support and dedication from the entire Providence community. Your commitment to our mission has made this past year a tremendous success.

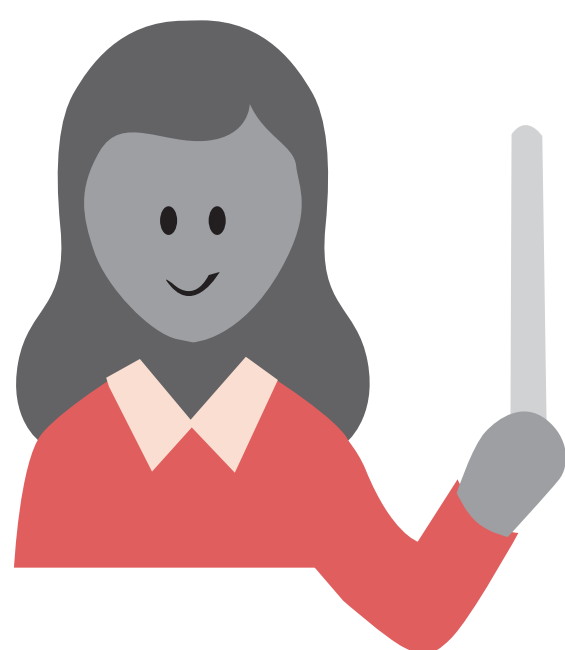
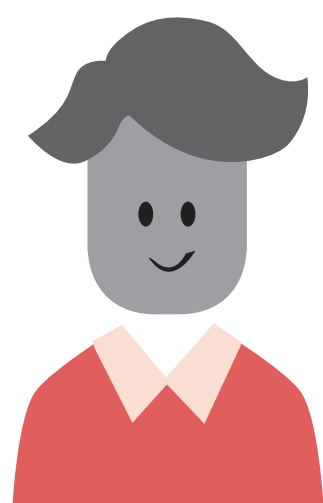
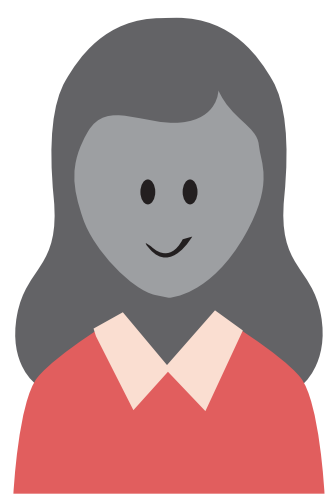
Thank you for being the heart of Providence, contributing to our shared journey in providing essential programs and services to the communities we serve. Your generosity and collaboration have been the driving force behind our achievements.

The board of directors and the executive team would like to extend our gratitude to our funders – Alberta Education, Government of Alberta Children's Services, and AISCA. We also want to express our appreciation to our dedicated staff, committed volunteers, incredible partners and to our generous donors. Thank you all for your invaluable support.

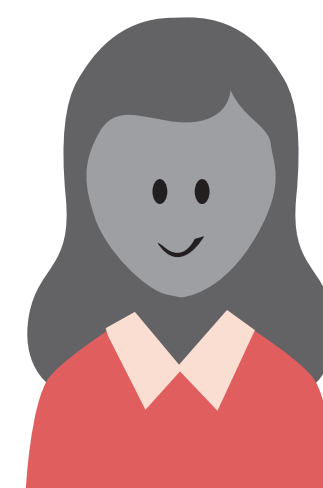
Looking ahead, we are excited about the future possibilities and the prospect of further growth to better serve the needs of our children. Together, let's continue to build a future where Providence thrives and makes an even greater impact.

*Rhonda Conway*  
President and CEO

# A look inside a classroom



**1** teacher

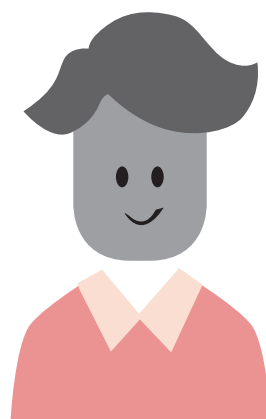
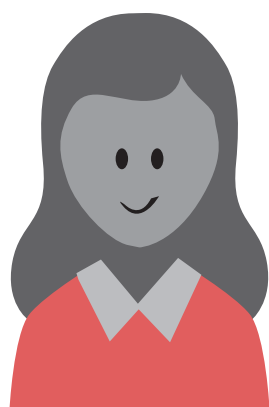


**3** teaching/  
therapeutic  
assistants

**12** children

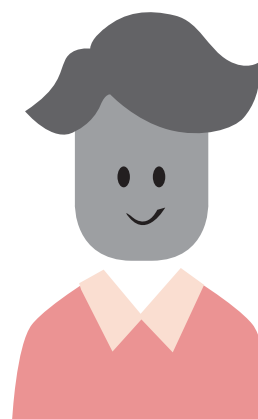
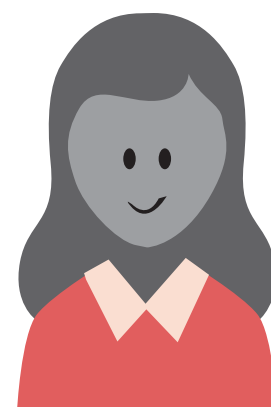


**1** occupational  
therapist



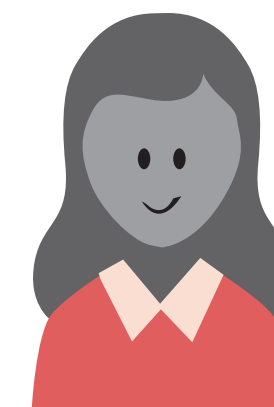
**1** physiotherapist

**1** speech-language  
pathologist



**1** behavioural  
specialist

**1** psychologist



## Education **FOR ALL**

Alberta Education states, we develop and design our schools, classrooms and activities so that all ECS children and students have the opportunities and supports needed to learn, contribute and participate in all aspects of schooling. The goal of inclusive education is to ensure access to high quality education for all learners by effectively meeting their diverse needs in an engaging learning environment and in a way that is responsive, accepting, respectful and supportive.

### **T** Teacher

Providence teachers are Alberta Education certified and work directly with the children, getting down to their level and teaching through play.

Together with the parents or guardians, Providence teams create individualized goals to ensure each child gets educational and therapeutic support to meet their unique needs.

### **TA** Teaching/ Therapeutic Assistant

The teaching/therapeutic assistants work directly in the classroom and are primarily responsible for the implementation of daily programming and individual goals under the direction of the teacher and therapists.

During this school year, 90 teaching/therapeutic assistants were part of Providence's classroom team.

## **OT** Occupational Therapist

The occupational therapists support children with difficulties or delays in self-care skills, fine motor and visual motor skills, sensory processing and regulation, and play skills. An occupational therapist is skilled in helping the children with their daily “occupations.” At Providence, the children benefit from occupational therapy services to support their development, participation, and engagement at school.

Therapy is integrated and embedded in everything we do in the classroom. It is most effective when fun, engaging, and done in a child’s natural environment. The occupational therapists are an integral part of our team approach.

## **BSP** Behavioural Specialist

The behaviour specialists work directly in the classroom with the child, teacher and other members of the team. Their role is to ensure that each child’s social, emotional and behavioural development is supported by building connections through play, modelling and teaching different regulation strategies, and supporting them through moments of big feelings and emotions.

## **PT** Physiotherapist

The physiotherapists at Providence work with children who have severe difficulties with movement, posture and gross motor development. They work with children to develop their gross motor skills, or assist them in the use of specialized equipment, such as standing frames, walkers, orthotics and wheelchairs. They also work with children through various stages of development by working on gross motor skills through obstacle courses, the ability to jump, developing their ability to stand and walk independently, as well as rolling on a mat and independent head control.

Physiotherapists will work with children’s families to help them make choices on what the child needs to function as independently as possible.



## **PS** Psychologist

The psychologists are integral members of Providence's Community Services team. They specialize in supporting children with their social, emotional, and behavioural development. Services may include classroom consultation, assessment, diagnosis, and treatment to address children's emotional and behavioural concerns.

In addition to assisting Providence staff with programming, the psychologists are also available to parents to assist with home concerns or questions.

## **SLP** Speech-Language Pathologist

The speech-language pathologists at Providence play a crucial role in supporting children's communication skills in diverse areas. They work collaboratively with the classroom team to create an environment that nurtures each child's unique communication skills.

Early identification and intervention for communication challenges are essential. The speech and language support children receive at Providence can have a profound impact on their development, enhancing their academic, social, and emotional skills and providing a strong foundation for future success.

# Our reach

## Our SCHOOLS

Windsor Park School

Beddington School

Falconridge School

Hawkwood School

Midnapore School

McKenzie Towne School

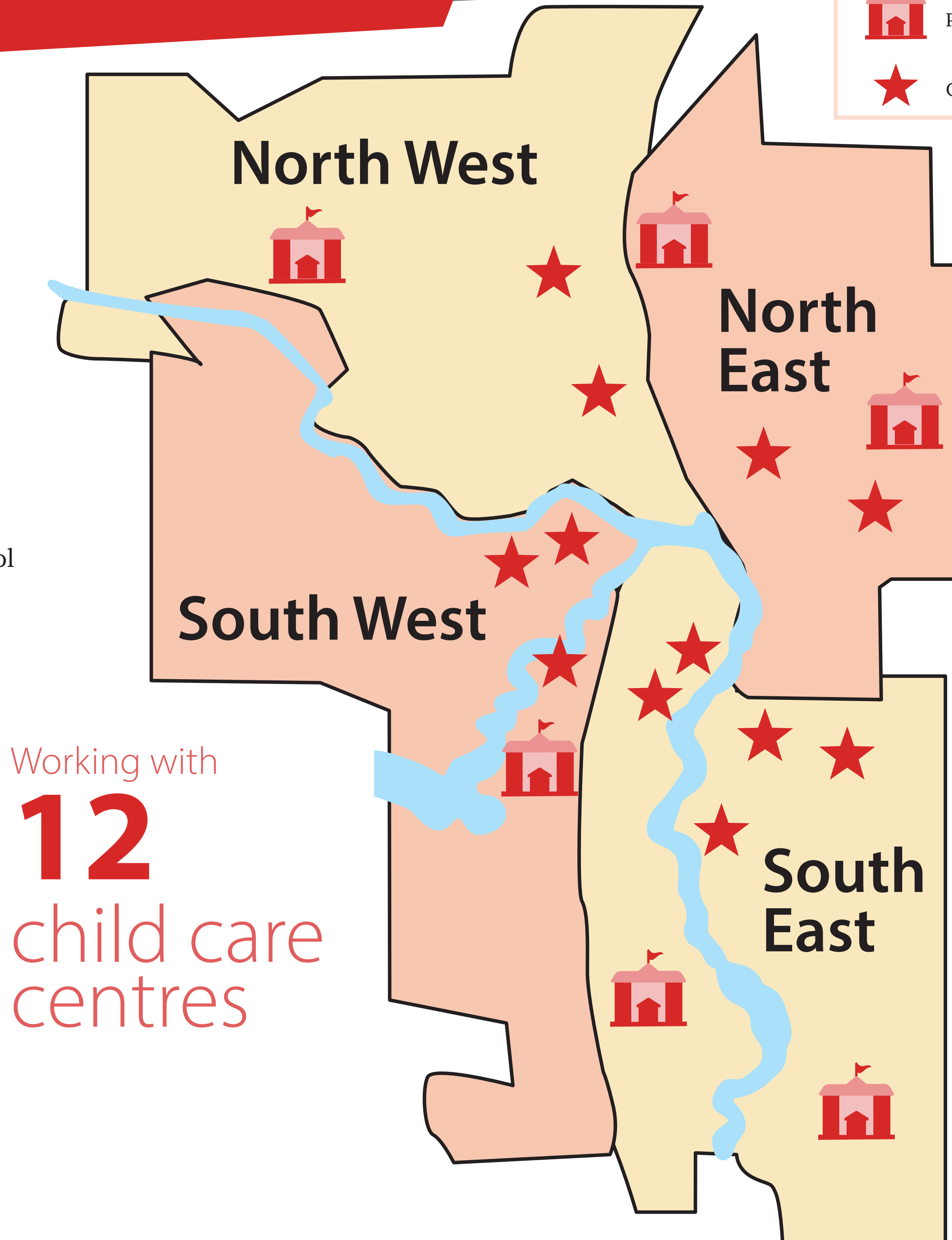
### Legend



Providence School



Child Care Centre



Working with

**12**  
child care  
centres

# LEARN Program

With an ever-growing number of children who require additional support to help prepare them for community classrooms, access to early intervention programs are more critical than ever.

LEARN takes the expertise of Providence staff into the community to help children grow and develop their skills within their community child care centres. Programming within community child care centres has the added bonus of allowing Providence to share a wealth of knowledge with the centre educators, so they are able to better support all children who attend their programs.

Without LEARN, a large number of children would otherwise be unable to access Program Unit Funding (PUF) supports each school year, and Providence is proud to be able to support them within the community.

## Child Care Centres

2021/22

8



2022/23

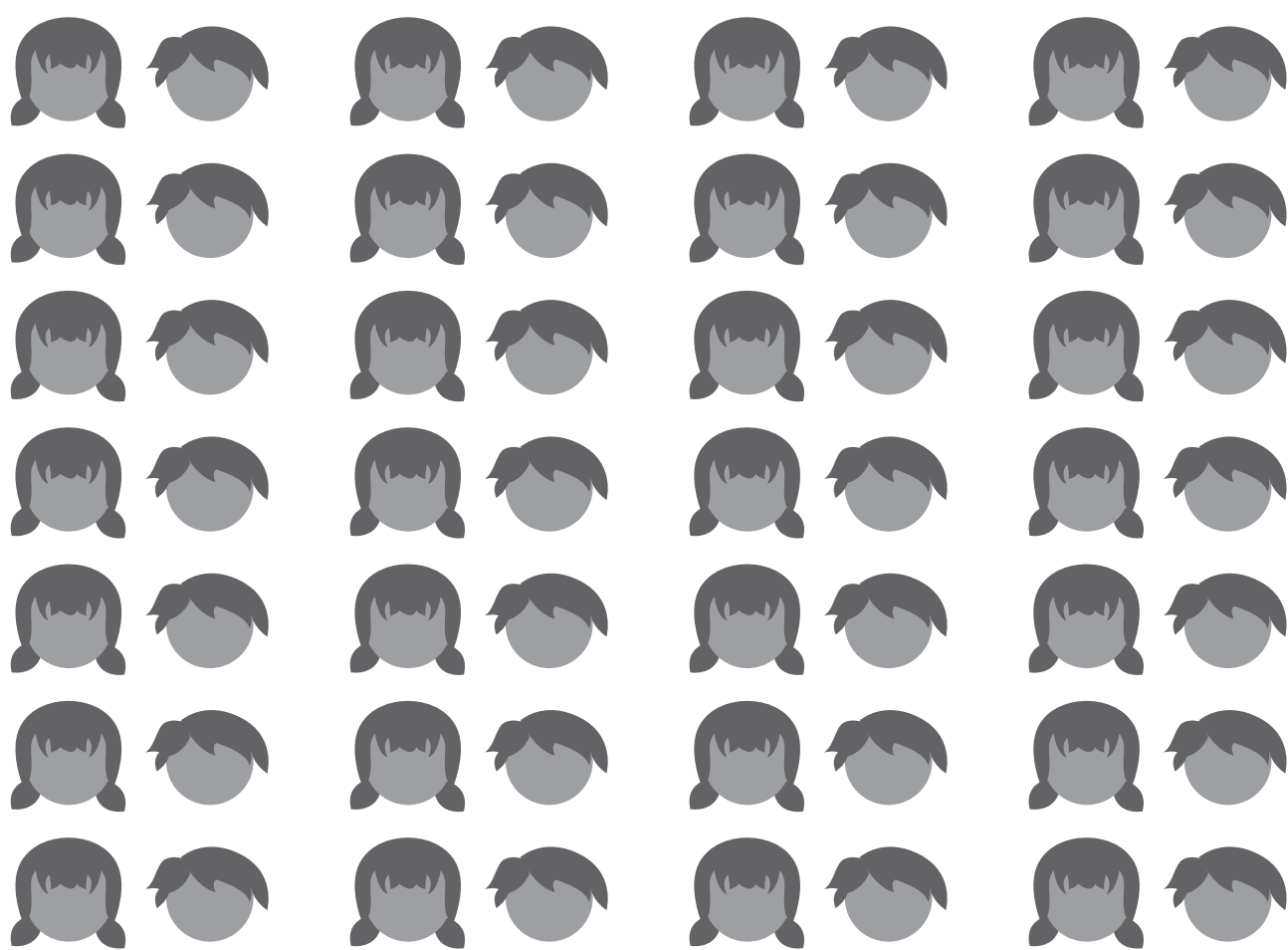
12



## Children

2021/22

56



2022/23

96



## Accessible **PLAYGROUNDS AND GYMS**

The playgrounds and gyms at Providence give the children an opportunity to engage in gross motor play. All the gyms have climbing walls, ladders, balance beams, equipment set up for stepping up or down, jumping activities, and much more. The therapists are able to assess the children and work with them on their individual goals in these spaces, all while having fun through play.

Playgrounds and gyms cater to individual, small-group, and large-group activities where the children can run and explore.



## Gym **PHYSIOTHERAPY**

The physiotherapy gym allows for small group or individual activities to take place. Sometimes, a calm space with minimal distractions is needed to practice how to walk, crawl, sit or do activities on the stomach.



## Sensory **ROOMS**

These specialized spaces are filled with sensory equipment and tools to support the children with their regulation. The sensory rooms have a variety of specialized equipment, such as a sensory swing, bubble tube, projector, and other smaller sensory equipment and tools. In this space, children explore their sensory preferences and experience the sensory input their bodies and brains need to feel regulated.



# A look inside

a school

## Inclusive Learning Environment

Is a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.

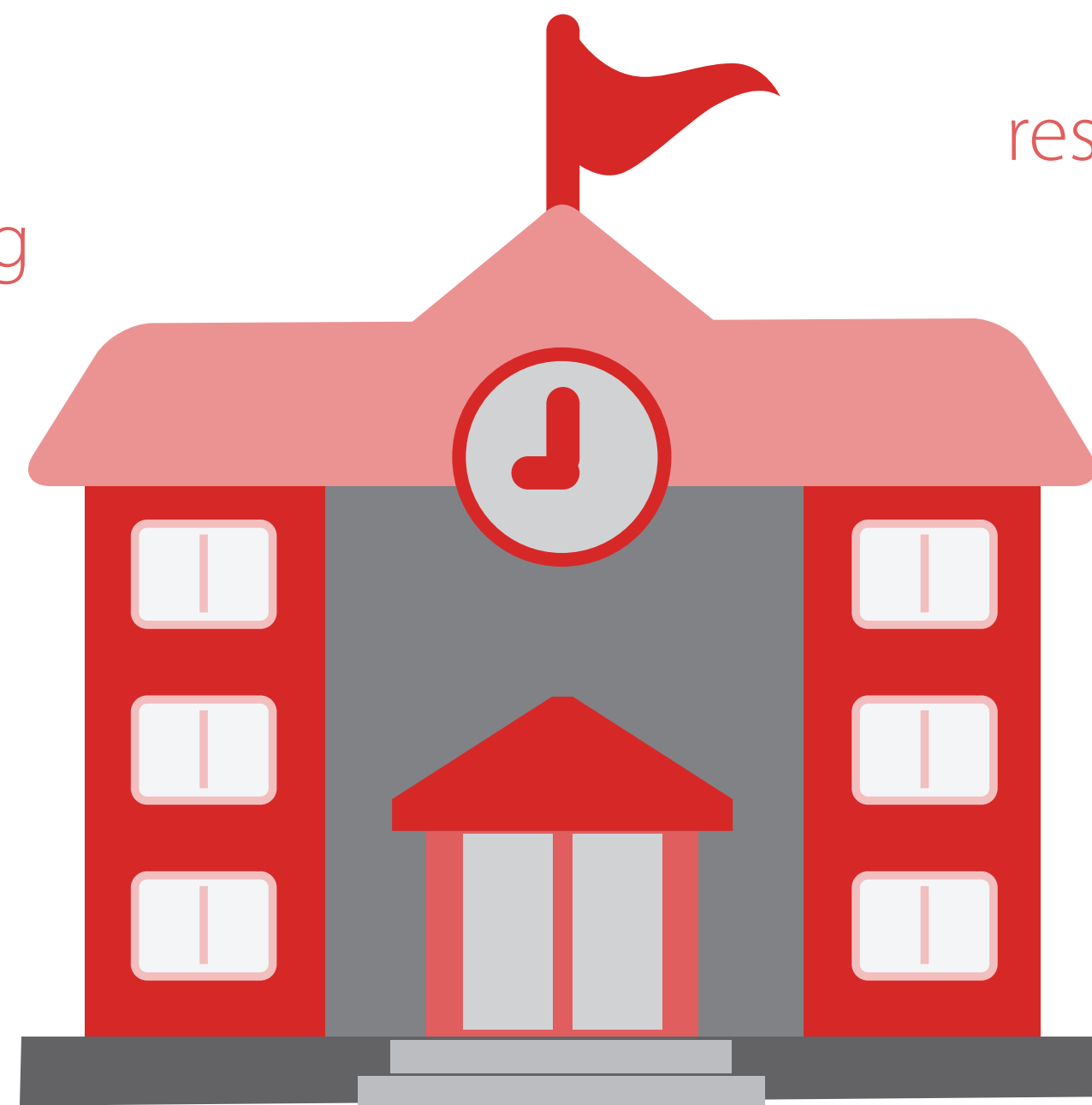
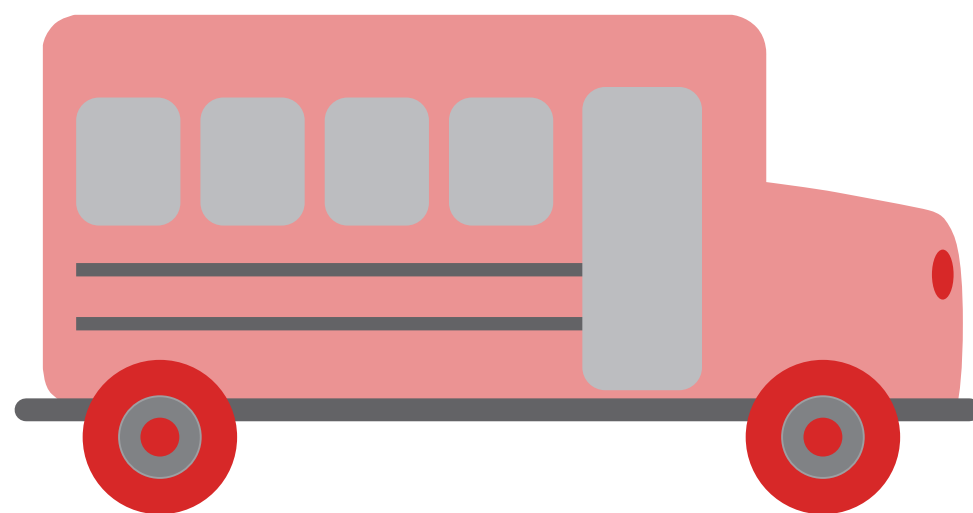
Inclusive learning environments bring together same-age peers from different backgrounds and with different abilities to learn together. Inclusive learning environments include supports to reduce and remove barriers to learning that lead to exclusion.

therapy services

specialized equipment and resources

inclusive educational programming

accessible spaces



# Post-Secondary Partnerships

A practicum placement allows students to put their knowledge into practice and see how the theory they have learned applies to real-life situations and environments. A practicum placement also offers students the opportunity to network with professionals who work in the field with years of experience. Providence has hired many practicum students in our school program after they complete their diploma or degree.

For the 2022-2023 school year Providence supported 17 full-time practicum students and four volunteers.

## **Bow Valley College**

Disability Studies, Early Childhood and Educational Assistant Program

## **University of Calgary**

Disability Studies, Community Rehabilitation, Early Childhood Education Programs, Kinesiology

## **University of Alberta**

Speech and Language Program, Occupational Therapy

## **Ambrose University**

Behaviour Science Program

## **Hamptons College**

Early Childhood Program

## **Mount Royal University**

Child Studies, Disability Studies Program

## **University of British Columbia**

Speech and Audiology Program

**“Practicum students offer fresh voices, variety of talents, ideas and up-to-date research in the field of early childhood education and special education.”**

**Margaret Jokuty**

**Vice-President, Providence**

## Our partner **UNIVERSITIES**



## Augmentative and Alternative Communication

AAC includes all forms of communication other than oral speech. Sign language, core vocabulary boards, and high-tech communication devices, among others, are used to express thoughts, needs, wants, and ideas.

### What forms of AAC does Providence use?

- Core vocabulary boards in all classrooms to support the development of communication skills. Core vocabulary boards are made up of core words, or words that can be used across activities and environments, such as “stop,” “go,” and “like.”
- Communication flipbooks, paper-based backup systems for communication devices.
- High-tech speech-generating communication devices, such as iPads, Novachats, and Accents, are being trialled in most classrooms across Providence to support communication skills.

?	time	where	ABC 123	PEOPLE	QUESTN ?	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRB
I	me	how?	who	why	again	please	thank you	problem	now	bad	good
my/mine	am	to	be	feel	give	listen	happy	sad	tired	okay	cool
it	is are	will	come	hurt	hear	know	that	a	the	and	more
you	can	eat	drink	finish	get	love	make	need	all	at	some
your	do	go	help	open	put	say/talk	see/look	first	then	for of	on
here	have	like	play	read	stop	walk	show	wait min	in	up	off
yes	no/don't	want	take	tell	turn	watch	wear	work	out	down	with



### Assistive Technology Service Team

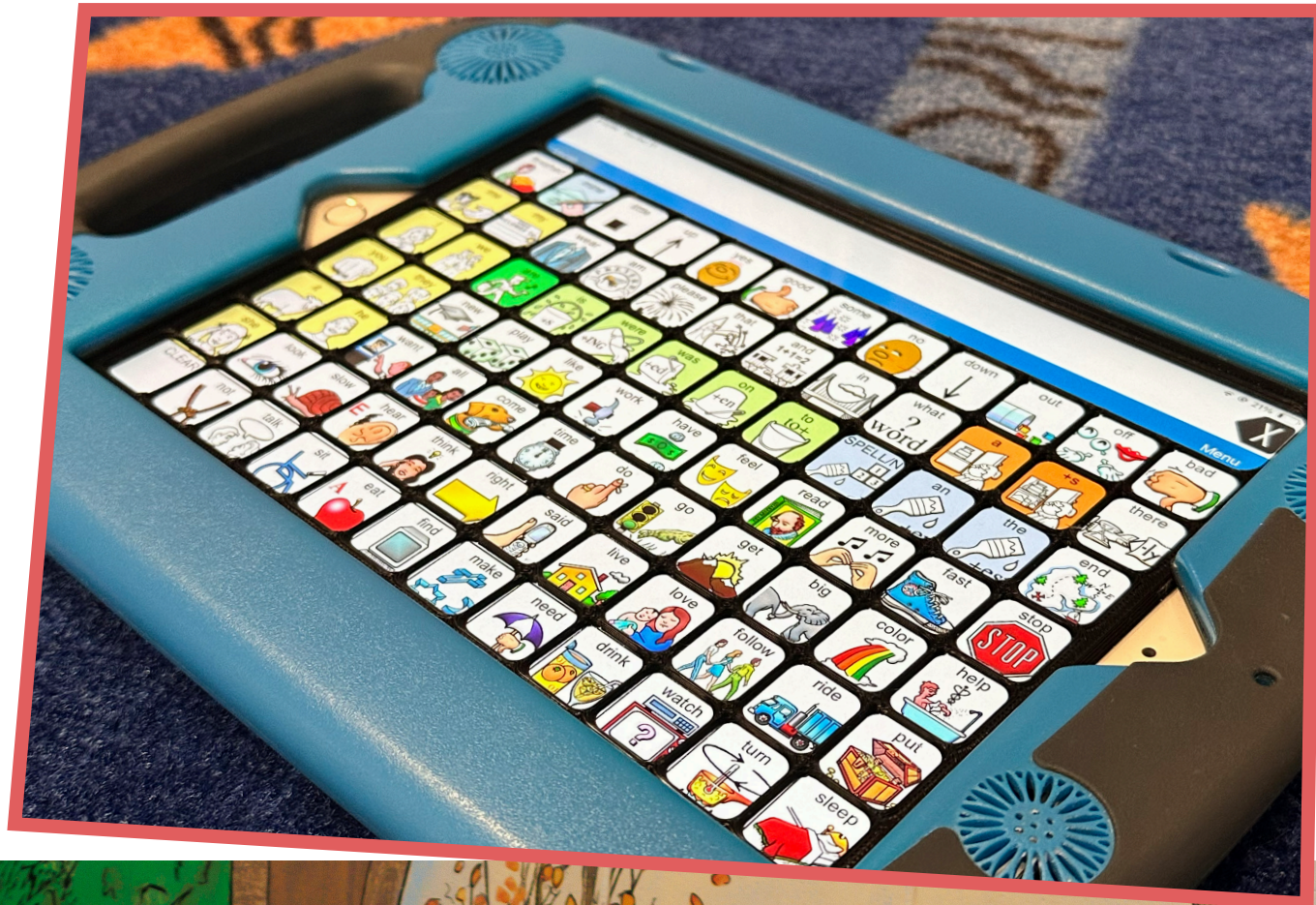
- Providence’s Assistive Technology (AT) Service Team supports children with complex communication needs by using AAC tools and strategies.
- The AT Team is made up of Speech-Language Pathologists and Occupational Therapists who support device trials with children who may meet criteria to apply for their own communication device.
- During the 2022-2023 school year, the AT team supported 18 device home trials and aquired personal communication devices for 7 children.
- The AT team provides support, consultation, and training for Providence staff and families across all six schools.
- AT therapists also provide strategies and tools to increase participation and engagement, including voice output buttons with recordable messages and adapted toys that can be activated by a switch.

# Community Services

## 3D Printers

Providence's Assistive Technology (AT) Service Team utilizes a 3D printer to print keyguards for communication devices.

Keyguards can help children with motor difficulties by preventing them from resting their a portion of the hand on the screen when using it, which typically prevents them from being able to activate a specific key.



## ECLS

### Expanding Capacity and Learner Supports

Capacity building and therapeutic support for Kindergarten to Grade 12 children, students, staff, and families in independent and private schools.

During the 2022-23 school year, Expanding Capacity and Learner Support (ECLS) worked with 29 schools, an increase of 1,124.25 additional direct hours of support (individual, small group, professional development, consultation, coaching, and assessment). There has been a shift from an increased capacity building focus in the area of “classroom supports” away from general consult or coaching.

#### AREA OF SUPPORT

#### TOTAL NUMBER

Individual	525 hours
Small Group	258.75 hours
Classroom	232.75 hours
Professional Development	33 sessions
Consultation / Coaching	864.5 hours
Assessments	1242.75 hours





“Before I received Providence coaching, I felt confused on how to properly manage the children’s interactions that sometimes end in conflict. I now know how to teach them how to express their emotions.”

Child Care Educator



## ICC Inclusive Child Care

The Inclusive Child Care (ICC) program offers strategies and resources to early childhood educators to support:

- Management of challenging behaviours to support the inclusion and developmental needs of all children.
- Positive and open communication between the child care team and families.
- Decreasing staff turnover and increasing family/client satisfaction.

Focus areas tailored to meet specific facility needs include:

- Coaching and mentoring
- Language and communication
- Movement and play
- Inclusive practice
- Connecting families to community resources
- Professional development
- Trauma-informed practice

The total number of child care classrooms ICC supported over the 2022-23 year increased by 40% with 92 referrals in the previous year to 149 referrals for the current reporting period.

Overall impact of ICC coaching:

- 92% of child care leadership and educators reported an increase in skills and tools to use inclusive practices in their programs.
- 95% of child care leadership and educators reported an increase in the strategies they need to continue inclusive practice after ICC coaching ended.

# In the spotlight

## Fort **CHIPEWYAN**

The Inclusive Child Care program fosters valuable relationships in Fort Chipewyan with the Child Care Centre, health centre and the families living in the community. The ICC team coached and consulted with the Centre in the Fall of 2023 and will continue to support them with ICC coaching on a monthly basis. The ICC team is honoured to be learning and working on the Treaty 8 lands and the welcoming community of Fort Chipewyan.



### Summer **CAMP**

A week-long, full-day speech and language camp focused on building language skills, speech and sound pronunciation, play skills, and peer interaction skills. Staff working with the children included registered speech-language pathologists, certified teachers, therapeutic assistants, and a speech-language pathology child clinician. Twenty-five children participated.



### Parented **PLAYGROUP**

A 60-minute weekly class led by a registered speech-language pathologist, which allowed parents and caregivers to attend with their children. The class provided hands-on opportunities for caregivers to learn strategies to encourage engagement and to build communication skills. The playgroup supported children with speech or language delays.



## ROTARY CLUB Calgary Stampede Park

Thanks to a generous donation to acquire physiotherapy, sensory and occupational therapy equipment, Providence teams have witnessed a transformative shift in the effectiveness of therapy sessions. The equipment has elevated therapeutic capabilities, allowing the team to tailor sessions to each child's unique needs, resulting in more personalized and impactful care.

## Philanthropic Contributions \$697,658

### Notable grants:

- Shaw Birdies for Kids for a general donation.
- Children's Hospital Aid Society (CHAS) for classroom furnishings and the Enhanced Nutrition Program.
- Crescent Point Energy for Music Therapy Program.
- Calgary Flames Foundation for classroom furnishings.
- Rotary Club of South (Stampede Park) for sensory rooms, physiotherapy and occupational therapy equipment.
- Harry & Martha Cohen Foundation for Sunshine Circle training.
- Britmar Developments for Enhanced Snack Program.



Harry & Martha  
Cohen  
Foundation



Club of Calgary  
at Stampede Park



## Providence **ON 8TH**

Introduced for the 2022-23 school year, Providence on 8th was created to replace the annual spring gala. The spring evening event featured a unique silent auction, raffle, and special performance by CCMA Award Winner Chad Brownlee. Thank you to the event sponsors and guests, raising over \$69,733.



## **MUSIC** Therapy

Providence provided 25 classrooms with the Music Therapy Program during the 2022-23 school year. Music therapy allows the children to be active and engaged while learning and playing different musical instruments, singing and dancing with music therapists. Music therapy supports the calming physiological response to rhythm and auditory sensory input and increases confidence in group settings. Thank you to Crescent Point Energy for their continued support of the Program!

## **WILDCATTERS** Golf Tournament

The 21st Annual Wildcatters Golf Tournament was another SOLD-OUT event and successfully raised over \$100,250 for Providence's capital expansion initiatives. Providence thanks all the tournament sponsors, volunteers, and Country Hills Golf Club for their generosity.

Excitement builds as preparations for the 2024 event are underway, with opportunities to welcome new and returning sponsors to the fun-filled event.

# Powering Potential



## Double your **IMPACT**

From December 1st to December 31st, the Double Your Impact Campaign raised over \$36,300 for Providence programs! The campaign success would not be possible without the generous donations from the Providence community and the \$10,000 matching opportunity from TimberTown Building Centres. Thank you for all the continued support from all donors and TimberTown Building Centres for a successful campaign!

## SECURE ENERGY

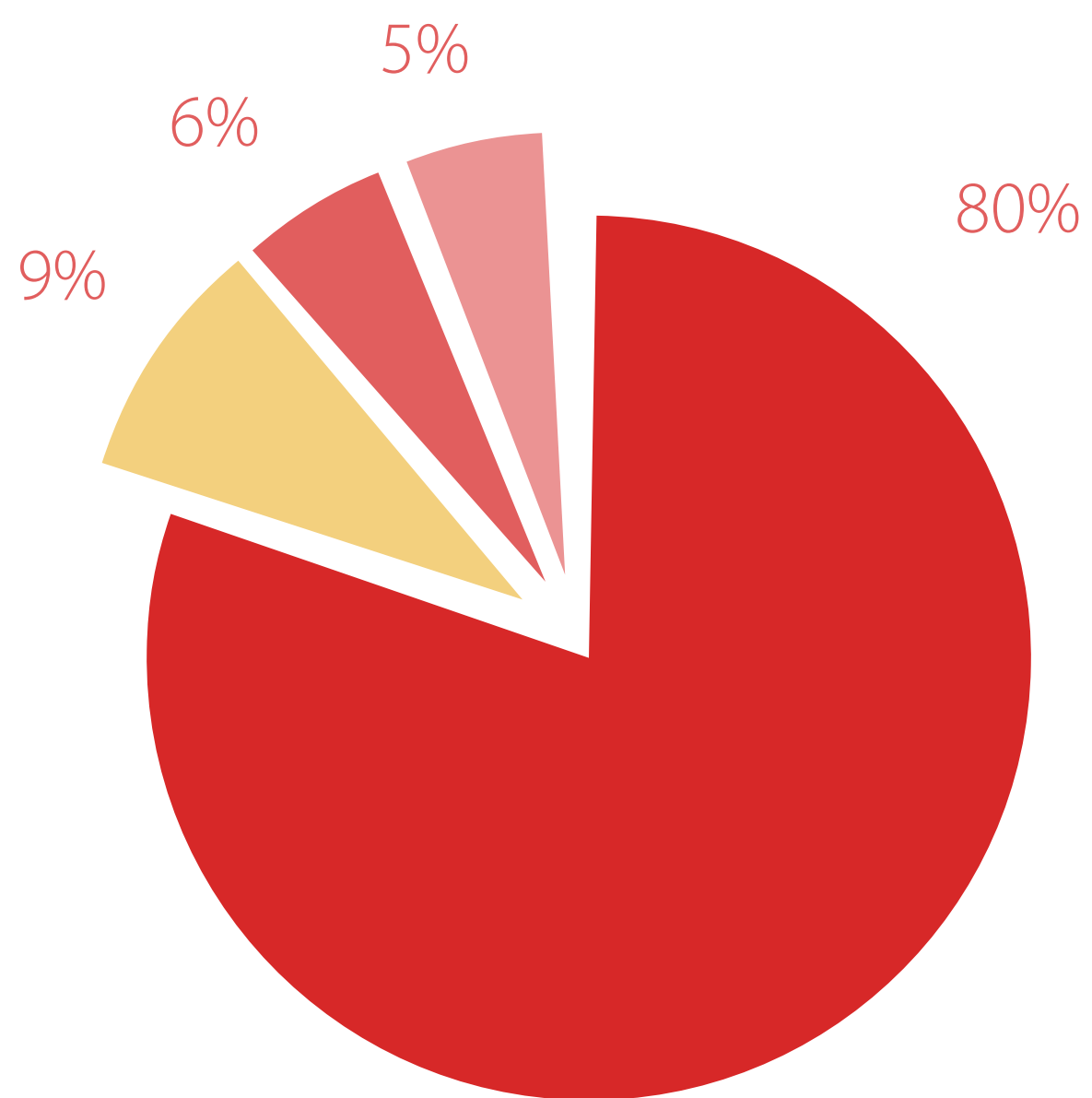
Providence is thankful for the generous support of SECURE's 2023 Annual Stampede Charity Party. Since 2017, SECURE has raised over \$770,000 for Providence. Proceeds of the event helped provide exemplary programming, equipment, and capital projects to all six schools.

# A look inside

our financials

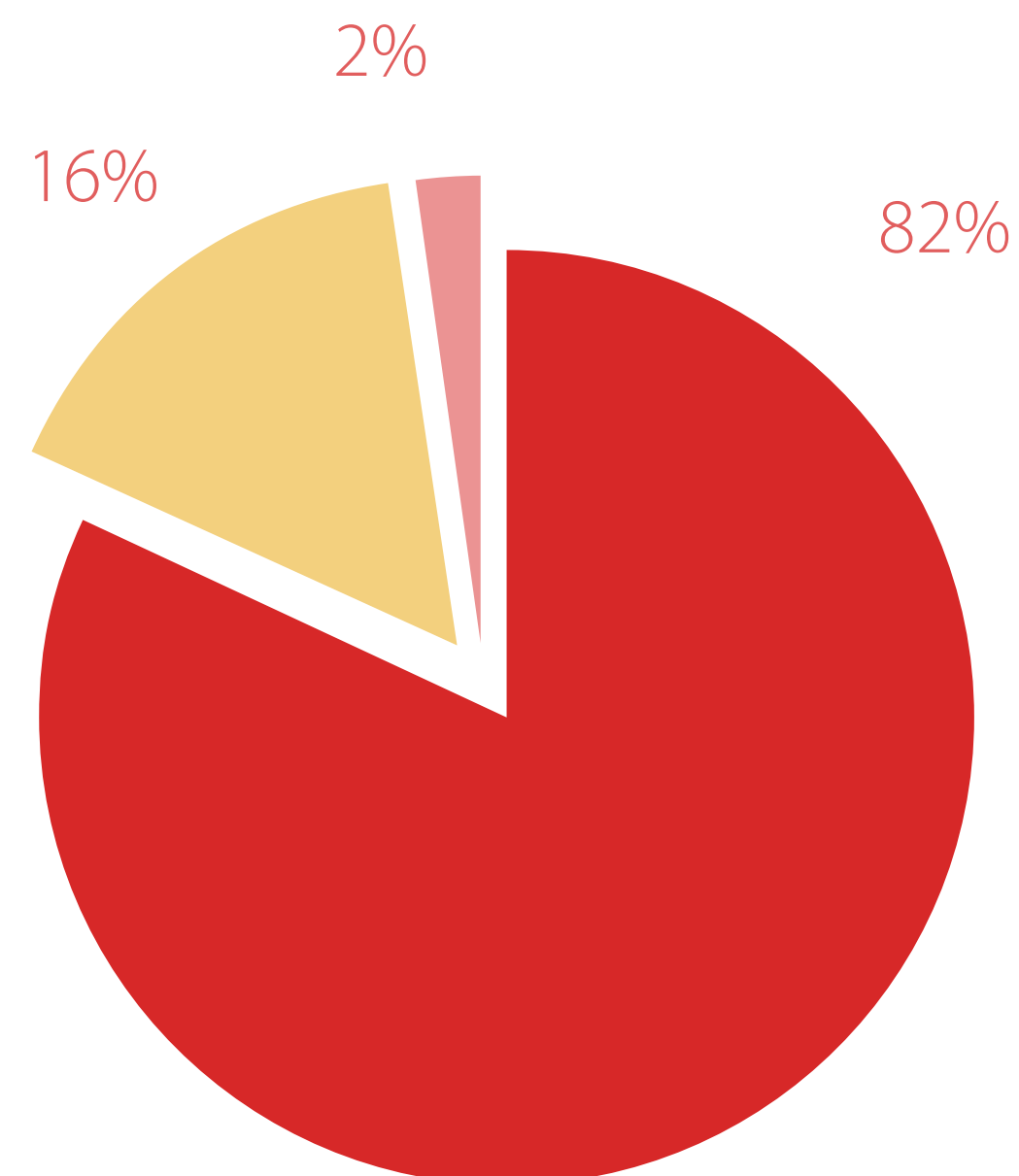


## Revenue



- 80% ● Alberta Education, Early Childhood Services  
\$ 18,131,182
- 9% ● Calgary and Area Child and Family Services Authority  
\$ 2,079,818
- 6% ● Grants, donations, and other income  
\$ 1,416,097
- 5% ● Alberta Education, AISCA  
\$ 1,105,915

## Expenses



- 82% ● Program delivery, including salaries, benefits and bussing costs  
\$ 16,948,830
- 16% ● Depreciation of buildings and equipment  
\$ 410,083
- 2% ● Other operating costs  
\$ 3,253,695

Year ended in August 2023.  
Fully audited statements are available by  
contacting: [general@providencechildren.com](mailto:general@providencechildren.com)

## Our **SCHOOLS**

Windsor Park School  
5232 4 Street SW

Beddington School  
183 Bedford Drive NE

Falconridge School  
116 Falsby Way NE

Hawkwood School  
47-555 Hawkwood Blvd. NW

Midnapore School  
104-14707 Bannister Rd. SE

McKenzie Towne School  
325 McKenzie Towne Link SE



For more  
**INFORMATION**

403-255-5577

[info@providencechildren.com](mailto:info@providencechildren.com)

[www.providencechildren.com](http://www.providencechildren.com)

## **Land Acknowledgement**

In the spirit of our efforts to promote reconciliation, Providence acknowledges the traditional territories and oral practices of the Blackfoot (Siksika, Piikani, and Kainai), the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of South Alberta.