



Cover art: Mural in Gold River

Community-Led Collaboration Project

Invest in Communities

To build better networks of support for B.C. children and youth with disabilities and support needs, and their families.

11 calls to action from B.C. communities

Findings from the Provincial Working Group



The Community-Led Collaboration Project recognizes and respects the First Nations, Métis, Urban Indigenous, and Inuit Peoples as traditional stewards of the stolen, occupied, and ancestral lands on which our work takes place.

Indigenous people’s histories, knowledges and ways of being are diverse and unique. We are working respectfully to hold and nurture relationships with Indigenous Peoples, including Indigenous Elders, youth, family advisors, staff, lead agencies and partners, who lead guide and inform our work.

Project background

The Community-Led Collaboration Project engaged over 2,000 people in 23 communities across B.C.

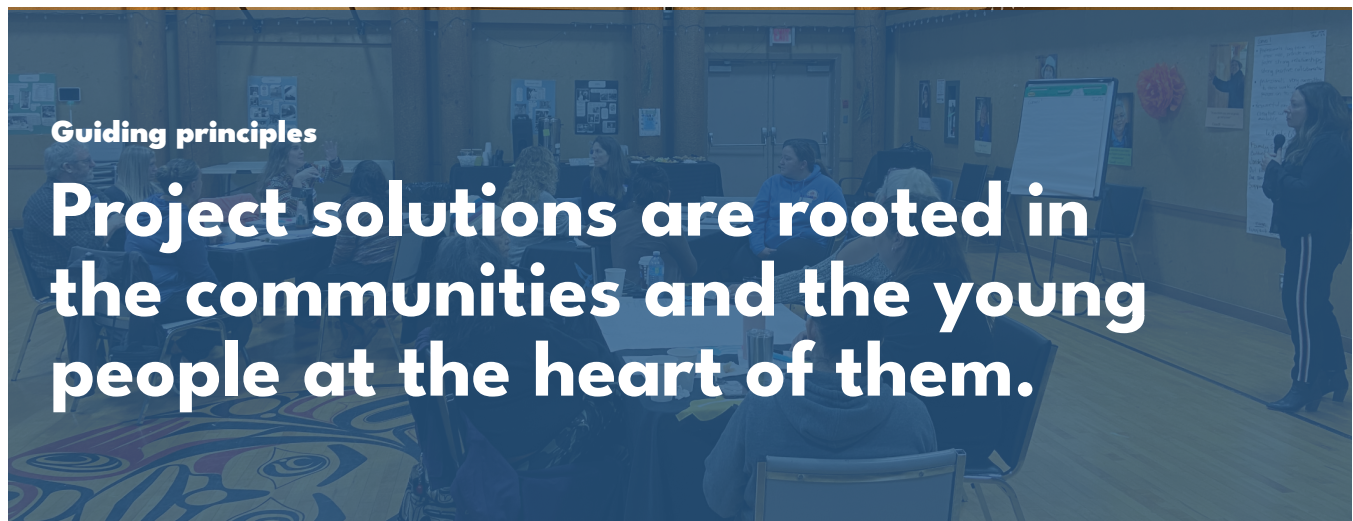
In fall 2021, the Ministry of Children and Family Development (MCFD) announced a new framework for service delivery through the Children and Youth with Support Needs (CYSN) program in British Columbia. Shortly after the announcement, the Provincial Working Group was formed to carry out a provincial engagement—from a community development perspective—to inform the changes to supports and services for children and youth with disabilities and support needs and their families.

The project took place in two phases between September 2022 and December 2024. In Phase 1, the Provincial Working Group and their partners hosted community conversations in six initial communities. In Phase 2, 17 communities received Community Engagement Grants to host their own engagements and share findings with their communities. All community reports are available on the [Community-Led Collaboration Project website](#).

The result of these community conversations is two-fold: a vision for all children and youth, and 11 calls to action with specific recommendations to make this vision a reality. The Provincial Working Group and their community partners call on the B.C. government to implement all 11 calls to action to ensure children and youth achieve their fullest potential and thrive in their community.

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Guiding principles

Project solutions are rooted in the communities and the young people at the heart of them.

The Community-Led Collaboration Project's Provincial Working Group used the following four guiding principles to design a thoughtful, inclusive, culturally safe, and accessible approach to engagement.

Collaboration

Engagement was co-designed with community members to inform how B.C. communities can create better networks of supports and services for children and youth with disabilities and support needs, and their families.

Community-driven change

The project built upon the strengths of B.C.'s current system and named the changes needed to best support children and youth with disabilities and support needs, and their families.

Reconciliation and decolonizing

Reconciliation and decolonization guided the project's approach to community engagement, which was designed to be inclusive, accessible, and culturally safe to make space for historically excluded voices and perspectives.

Transparency and timeliness

Timely engagement summaries were circulated to keep participants informed and help ensure the perspectives most important to the community were captured.

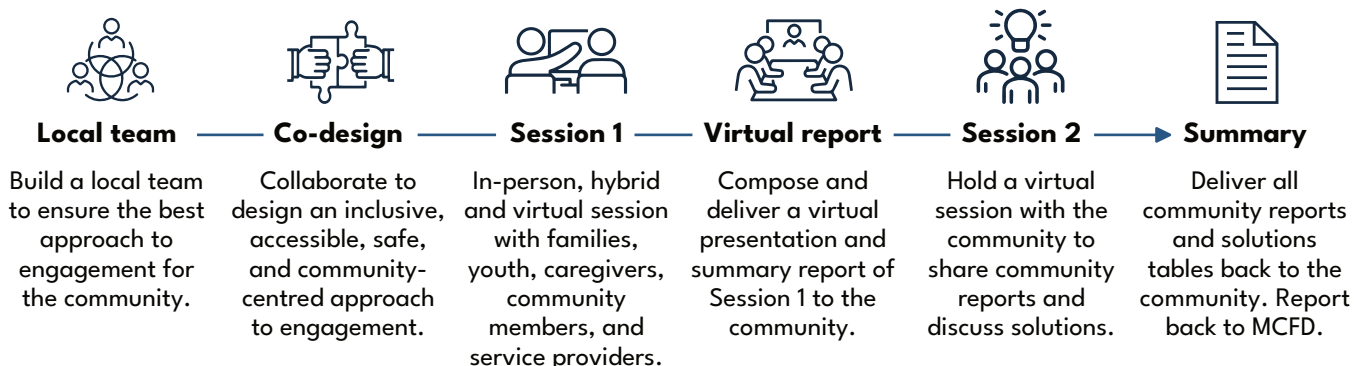
Engagement captured diverse perspectives from:

- Indigenous people, including First Nations, Métis, and Urban Indigenous
- Families receiving services from Children and Youth with Support Needs (CYSN) program, the At Home program, and Nursing Supports Services (NSS)
- Families with children with autism
- Families not receiving services
- Newcomers to Canada or their community
- Families with young children and/or youth
- Families with youth transitioning to adult services
- Indigenous youth
- Service providers delivering CYSN services
- Service providers working in school districts, child care centres, health authorities and Child Care Resource and Referral (CCRR) centres
- Service providers supporting newcomers

Designed for safe, inclusive, and accessible community engagement

Phase 1 tested and honed the engagement process to ensure Phase 2 communities had the guidance and tools they needed to design safe, inclusive, and accessible community conversations. There were several check-ins with community members throughout the process to make sure their thoughts and feedback were accurately captured to reflect what was said, and how they feel.

Every community in Phase 1 and Phase 2 followed six steps of engagement:



Phase 1 engagement

Safe, accessible spaces

- Child care for families
- Transportation honorariums
- Gift cards and meals
- Locally-sourced supplies and resources
- Opportunities for follow-up and variety of ways to attend
- Separate sessions for youth, families, and community-based service providers

100%

Agreed the sessions gave them an opportunity to share their thoughts and ideas.

98%

Agreed: "I felt safe and included in the session."

93%

Agreed: "The session felt culturally safe to me."

93%

Said they felt connected to other session participants.

* Data from evaluation feedback surveys from 5 out of 6 Phase 1 community engagements

“ I attended via Zoom. This was the best hybrid meeting experience I've ever had. I really appreciated how well the conversation flowed between both in-person and virtual participants. Thank you for the thoughtful way you made this session inclusive. **”**

— Community-based service provider

Engagement design model

Empowering and supporting local teams to connect in their own ways

The Community-Led Collaboration Project developed an engagement guide to support the grant communities. This easy-to-follow, step-by-step guide was designed to help communities develop their own programs of engagement through reader-friendly copy, helpful lists, templates, and more.

The free, downloadable Community Engagement Guide helped local groups:

- 1. Build** an inclusive and diverse local engagement team with varied community partners and perspectives.
- 2. Design** community engagement sessions to be culturally safe, inclusive and accessible.
- 3. Collaborate** openly during their community conversations, and build in room for flexibility to go with the conversations as they unfolded.
- 4. Communicate** their findings back to their community, hold solutions tables, and submit the final report to the Community-Led Collaboration Project.

[Click to view the Engagement Guide \(external link\) ↗](#)



Phase 1 Communities

- Campbell River, Gold River and surrounding communities
- Castlegar and surrounding communities
- Kamloops and surrounding communities
- Port Alberni and surrounding communities
- Richmond
- West Coast Vancouver Island communities

Phase 2 Communities

- Chilliwack
- Cowichan Region
- Fort St. John and District
- Gulf Islands
- Kootenay-Boundary
- Langley
- Mission
- Nanaimo-Ladysmith
- Nechako Region (Vanderhoof, Saik'uz First Nation, Fort St James, Nak'azdli Whut'en, Fraser Lake, Nadleh Whut'en, Stellat'en Nation)
- Parksville-Qualicum
- qathet Region (Powell River)
- Saanich Peninsula
- Sea to Sky (Squamish, Whistler, Pemberton)
- Sooke-Westshore
- South Okanagan (Penticton, Oliver/Osoyoos, Cawston/Princeton, Osoyoos Indian Band, Upper Similkameen Indian Band)
- Vancouver South
- Victoria

Engagement at a glance

23 Communities engaged



2,010+

Families, caregivers, service providers, and community members engaged in community-led conversations (Phase 1 and 2 combined)

“

“I have so much to say about my daughter and her care, it’s hard to communicate it, but in this session, you did that.”

— Parent/caregiver

“

“Thank you for creating the space to begin these conversations.”

— Community-based service provider



72% of Phase 1 families and caregivers who used child care supports provided for engagement sessions agreed they were helpful.

“

“Very grateful for such a constructive event. Very open, accepting, informative, and friendly.”

— Parent/caregiver



65% of Phase 1 families and caregivers who used transportation supports provided for engagement sessions agreed they were helpful.

Community strengths

Celebrating community connection in B.C.

Despite facing significant resourcing challenges, B.C. communities are innovating and collaborating to best support local children and youth with disabilities and support needs and their families. On the following page, we spotlight some existing community initiatives shared as best practices. It would be detrimental to the communities if any of these were lost due to funding constraints.



Photo from the Mission Community Report

Examples of community-based best practices

Campbell River/Gold River

Children's Health Hub in Gold River connects local families to much needed supports and services.

Cowichan Region

The Hul'q'umi'num language is used to deliver some local supports and services.

Kamloops

Community service providers are strongly connected and collaborate.

Mission

Indigenous and non-Indigenous community partners have strong, collaborative relationships.

Port Alberni

The annual PAAFL Family Fun Fair is a source of joy and connection for families and children.

Richmond

Community service organizations are accessible, centrally located, and have low staff turnover.

Sooke-Westshore

Early years programs support local families.

Victoria

Social media groups and local networks help families to navigate challenges.

Castlegar

Inclusive and adaptive programming is available at the Castlegar and District Recreation and Aquatic Centre.

Fort St. John and District

Families are supported with many drop-in program options.

Kootenay-Boundary

FETCH (For Everything That's Community Health) is a valuable online resource.

Nanaimo – Ladysmith

The early intervention programs at the Nanaimo Child Development Centre are a valuable community support.

Parksville–Qualicum

Local service providers enjoy established relationships and support families with creative approaches.

Saanich Peninsula

Local RCMP and Emergency Services work hard to understand the needs of local families and their children.

South Okanagan

Local families love Dragonfly Pond Family Society's supports and services.

West Coast Vancouver Island

Community service providers collaborate to provide much-needed supports and services to local children and youth.

Chilliwack

Programs like CALM and Mother Goose are innovative and accessible.

Gulf Islands

The Pender Island Wheelchair Basketball program is for all ages and abilities.

Langley

Many organizations provide staff with ongoing training in best practices.

Nechako Region

Carrier Sekani Family Services offers culturally safe supports and services.

qathet Region (Powell River)

Powell River Education Services Society delivers education, employment, cultural, and economic development initiatives.

Sea to Sky Region

New parents feel supported and say staff at local service providers are respectful and courteous.

Vancouver South

Diverse supports and services are available to help children and youth with disabilities and support needs.

Find published community reports (external link) ↗

11 Calls to action

Our vision

All children and youth have access to the supports and services needed to achieve their fullest potential and thrive in their community.

They, along with their families, are treated with dignity and respect. Supports and services are timely, equitable, accessible, and culturally safe while fostering relationships that nurture a sense of belonging.

Over two years, more than 130 organizations across B.C. came together to speak with over 2,000 people about their experiences and ideas when it comes to supports and services for children and youth with disabilities and support needs.

The result of these conversations is two-fold: a vision for all children and youth to achieve their fullest potential and thrive in community, and 11 calls to action with specific recommendations to make this vision a reality.

Our calls to action are guided by the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities, and the Canadian Charter of Rights and Freedoms. All changes to the Children and Youth with Support Needs (CYSN) Framework must be developed in partnership with people with disabilities and their families, reflecting the diverse backgrounds of the communities served.

We uphold and support Indigenous rights and titles across British Columbia. All changes must align with the UN Declaration on the Rights of Indigenous Peoples, the 94 Calls to Action by the Truth and Reconciliation Commission, and the B.C. Declaration on the Rights of Indigenous Peoples Act.

Calls to action

1

Prioritize cultural safety

All supports and services must be culturally safe for Indigenous people (First Nations, Métis, Inuit, Urban Indigenous), newcomers, refugees, and people from diverse cultural backgrounds.

What does this look like in practice?

Fund Indigenous organizations to increase their capacity to deliver supports and services within their communities. Funding must respond to the long-term impacts that colonialism and racism have had on families.

Provide resources to community-based service providers to grow their ability to deliver culturally safe services, with ongoing evaluation for continuous improvement.

Allocate targeted funding to foster collaboration among community-based service providers to strengthen community networks.

Fund translation services and cultural liaison workers to remove language barriers in accessing supports and services.

2

Ensure access to information

Information about community resources, supports and services must be clear, accessible, up-to-date, and consistent to effectively support families.

What does this look like in practice?

Introduce and fund family support and navigation roles tailored to the needs of each community.

Invest in localized and staffed online portals with regularly updated information about available supports and services.

Simplify paperwork processes, invest in information technology to coordinate records provincially, and enhance collaboration between service providers to reduce administrative burdens on families.

Offer free orientation programs for parents to learn about the systems, service expectations, their rights, and advocacy strategies.

3

Enhance opportunities for connection

Flexible funding must support community-based service providers in creating meaningful opportunities for connection and belonging.

What does this look like in practice?

Fund social groups, parenting groups, and peer support groups for children, youth, and parents in every community.

Sustain and expand community development initiatives to strengthen organizational capacity and local networks.

Include universal design in municipal accessibility planning, ensuring communities have accessible playgrounds and recreational facilities.

Partner with municipal government and local organizations to promote inclusive programs in music, art, and sports for children and youth of all ages.

"We shouldn't be pitting families against one another over a small pot of money. We need to increase the pot of money."

— Community-based service provider, Castlegar

4

Ensure adequate and responsive funding

Funding must address the unique needs of children and youth with disabilities and support needs at the community level.

What does this look like in practice?

Invest in community-level data collection to inform responsive budget planning at local and provincial levels.

Adjust budgets for community-based service organizations to reflect population growth, families' needs, and geographic considerations.

Expand individualized funding options for families.

Allocate targeted funding for ongoing community network development, such as community tables, and collaborative planning to enhance service delivery.

5

Address respite needs

Families must have timely access to respite that meets their unique needs.

What does this look like in practice?

Fund local recruitment and training programs to build networks of well-paid and supported respite providers.

Provide human resources support for respite providers through community-based service providers.

Allow families flexibility in using respite funds to prioritize their needs.

"I don't have anyone I can trust with my child. I need rest time."

— Family member/caregiver, Campbell River

6

Secure access to therapies

Children and youth should have access to a wide range of therapies within their home communities.

What does this look like in practice?

Eliminate waitlists through workforce recruitment, retention, and strategic resource allocation.

Compensate families for all expenses incurred when travelling outside their communities for therapies.

Expand diploma programs and incentivize practicum placements in underserved regions, to ensure a steady stream of therapy assistants.

Work with post-secondary institutions and professional associations to increase seats for community-based pediatric therapy students, with incentives for service in high-need areas.

7

Ensure access to health-related support and equipment

Children and youth must have access to the health-related supports and equipment they need to fully participate in their communities.

What does this look like in practice?

Create an online portal to streamline access to flexible funding for medical equipment and supplies.

Compensate families for all travel expenses incurred for health-related services while building localized workforce capacity.

Provide flexibility in nursing support allocations to address care gaps.

Develop a Nursing Assistant credential with post-secondary institutions and the College of Nurses and Midwives to enhance workforce capacity and career progression.

Strengthen coordination of care and develop strong protocols to ensure seamless participation in early learning, child care, education, and community activities.

8

Ensure access to mental health supports

Children, youth and their families must have access to confidential, culturally safe, accessible, affordable, and abundant mental health supports in their community.

What does this look like in practice?

Develop mental health resources tailored to different age groups for children and youth with disabilities or support needs and ensure they are available to social service organizations, child care centres, and schools.

Develop a workforce strategy to attract mental health professionals with expertise in children and youth with disabilities and support needs.

Ensure that community-based supports and the expansion of the Foundry centres include professionals and resources for youth with disabilities and support needs.

Ensure the implementation of the roadmap in A Pathway to Hope and the Mental Health in Schools Strategy includes outcomes to meet the mental health needs of children and youth with disabilities and support needs and their families.

9

Provide equitable access to child care

Children and youth should have access to inclusive, universal, culturally safe, affordable, and accessible child care in their community.

What does this look like in practice?

Prioritize universal design in all new child care facilities and provide targeted funding to child care providers to enhance support for children and youth with disabilities and support needs.

Expand child care options in early learning, before and after school, and for youth ages 12 and up.

Partner with social service organizations and school districts to offer all age groups options for recreational opportunities, after-school care programs, and seasonal programs that support meaningful participation of children and youth with disabilities and support needs.

"We're in a public school system that is calling itself inclusive, but doesn't accept everybody."

— Community member, qathet Region (Powell River)

10

Provide meaningful access to education

All schools should have well-supported teaching teams to meet the educational needs of all students, including students with disabilities and support needs.

What does this look like in practice?

Ensure all teachers, educational assistants (EAs), and administrative staff receive quality training and professional development opportunities to deliver inclusive education.

Ensure individualized education plans (IEPs) are regularly updated and developed in meaningful consultation with families. This includes positive transition plans from one grade to the next.

Fund school-based therapy services to include proper interventions, not just consultation.

Require inclusive education plans in all schools to promote a culture of inclusion and belonging, with transparency about funding use designated to meet the needs of students with disabilities and support needs.

11

Strengthen inter-ministerial and inter-sectoral collaboration

All government-funded supports and services must work collaboratively to meet the needs of children and youth with disabilities and support needs and their families.

What does this look like in practice?

Define and adopt a shared understanding of inclusion across ministries aligned with the UN Convention on the Rights of Persons with Disabilities and apply it to all funding agreements, policies, and practice guidelines that are designed for children and youth.

Fully fund supports and services for children and youth with disabilities and support needs to prevent fiscal constraints from limiting their inclusion in child care, education, and community life.

Develop a coordinated workforce strategy to address staffing needs across social services, education, child care and health care to meet the needs of children and youth with disabilities and support needs.

"I appreciate the resources provided as my daughter waits for speech services, but it does not come close to what she needs and we have been waiting for 14 months."

— Parent/caregiver, Fort St. John and District

"I think there are actually a lot of services out there, but clarity on who is offering what, how to access, where to go and who to talk to isn't always clear for our newcomer families, especially when it comes to early intervention."

— Community-based service provider, Mission

"If we received help when I started seeking, I think my child wouldn't have gotten worse and require more services or more resources (police, medical and outpatient services.)"

— Parent/caregiver, Victoria

What we mean when we say...

Accessible

All people can take part in their communities through work, play, and other daily activities. It is important for everyone, especially people with disabilities, to remove barriers in ways that increase inclusion and independence.

From the [B.C. accessibility legislation plain language summary](#)

Community-based service providers

Organizations that provide supports and services to children and youth with disabilities and support needs and their families in their communities. They are attuned and responsive to their communities' needs.

From the Community-Led Collaboration Project Provincial Working Group

Community-led

Our approach to engagement is informed by the work of American academic and consultant, Peter Block, on community development. Block, in his book *Community. The Structure of Belonging* (2008) explains that we must shift our attention from the “...problems of community to the possibility of community.” With this approach in mind, we partnered with community partners to build on existing community strengths and identify the changes and solutions needed to best support children and youth with disabilities and support needs and their families.

From *Community. The Structure of Belonging* (2008), Peter Block

Cultural safety

Cultural safety means working in ways that are fair for people from a diversity of backgrounds, and free from discrimination. Cultural safety is an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the systems that care for children and youth with disabilities and their families. It results in an environment where people feel safer in relationships when asking for and receiving supports and services.

Informed by definitions of cultural safety published by San'yas Indigenous Cultural Safety Training and the BC First Nations Health Authority (FNHA)

Flexibility

Flexibility means allowing families to use funds (e.g. for respite or therapies) in ways that prioritize their needs ensuring they, and their children, can thrive.

From the Community-Led Collaboration Project Provincial Working Group

Inclusive

Supports and services that welcome all people and offer the necessary structure and resources to provide equitable access and prevent discrimination.

From the Community-Led Collaboration Project Provincial Working Group

Inclusive education

Inclusive education welcomes all students into regular classes with same-age peers in their community, with supports or accommodations that ensure equitable opportunities for all students to learn, contribute, and participate in all aspects of school life. Inclusive education means designing schools, classrooms, programs and activities so that all students participate and learn together. Inclusive public neighbourhood schools are the heart of our communities and of quality education systems.

From [Inclusion BC](#)

Inter-ministerial and inter-sectoral collaboration

This refers to creating multi-level, cross ministry, community, and service provider working groups or committees to collaborate and provide strategic support that collectively addresses the needs of children, youth and families in B.C.

From the Community-Led Collaboration Project Provincial Working Group

Responsive funding

Responsive funding means addressing the unique needs of children and youth with disabilities and support needs at the community level. This requires looking at community-level data collection to inform responsive budget planning at local and provincial levels.

From the Community-Led Collaboration Project Provincial Working Group

Universal

Supports and services are designed to welcome all children and youth following the principles of universal design.

From the Community-Led Collaboration Project Provincial Working Group

Workforce

The workforce is the collective of professions and roles needed to care for children and youth and their families. Planning and strategies to enhance the workforce include identifying the professions that need to be expanded based on communities' needs, increasing seats and/or creating post-secondary programs for these professions, and offering incentives and compensation grids that make these careers attractive and valued.

From the Community-Led Collaboration Project Provincial Working Group

With gratitude

The Community-Led Collaboration Project is grateful to the many people and communities who shared their time, ideas, experiences, concerns, and hopes for a better future for children and youth with disabilities and support needs and their families in British Columbia.

Thank you to the community partners

We'd like to begin by thanking the 23 B.C. communities and over 130 community organizations who thoughtfully engaged families, young people, and service providers in safe, inclusive, accessible, and community-centred conversations. At every step, local engagement teams demonstrated what it means to be Community-Led. Please take a moment to learn more about these amazing organizations in the list of community partners included at the end of this section.

Thank you to the Provincial Working Group

Nearly three years ago, four provincial organizations came together with a vision for community-centred engagement that has served as the guiding post for this project. Thank you to the members of the Provincial Working Group, including:

Rebecca Lang, Julie Robertson, and Leslie Varley from the BC Association of Aboriginal Friendship Centres (BCAAFC)

Jason Gordon and Lynn Mathiesen from the BC Association for Child Development and Intervention (BCACDI)

Amy Mullis and Kim Lyster from the Federation of Community Social Services of BC

Karla Verschoor and Erika Cedillo from Inclusion BC

Michelle Goos, expert contributor with lived experience

Karen Bopp from the Representative for Children and Youth as an interested observer

The Community-Led Collaboration Project took a thoughtful approach to communications and collaboration. We thank Marsha D'Angelo and the entire Apostrophe team for partnering with us to implement this project from beginning to end.

Thank you to the families, young people, and local service providers

We are forever grateful to the families, young people, and local service providers who took time from their busy lives to attend sessions, fill in surveys, and hop on Zoom calls to share their thoughts, experiences, and solutions for change.

Your words have made all the difference as communities across B.C. look to better support children and youth with disabilities and support needs.

We hold your trust in great care as we move forward to continue collaborating with community and government partners so that all children in B.C. have the supports they need to thrive now and into the future.

Partners from local engagement teams by community

Campbell River/Gold River

- BC Complex Kids
- Gold River Children’s Health Hub
- Laichwiltach Family Life Society
- Rivercity Inclusion

Castlegar

- Arc Programs
- Circle of Indigenous Nations Society (COINS)
- Family Support Institute of BC
- Kootenay Boundary Community Services Co-operative
- Kootenay Family Place

Chilliwack

- Fraser Valley Child Development Centre
- Chilliwack Youth Health Centre
- Chilliwack Child & Youth Committee
- Stó:lō Service Agency

Cowichan Region

- Bridges Speech-Language Pathology & Behaviour Consultant Services
- Canadian Mental Health Association, Cowichan Valley
- Clements Centre for Families
- Cowichan Intercultural Society
- Cowichan Valley Youth Services
- Hiiye’yu Lelum (House of Friendship)
- Our Cowichan Communities Health Network
- Penelakut Tribe (Spune’luxutth)

Fort St. John and District

- Child Development Centre Fort St. John
- City of Fort St. John
- DOIG River First Nation, Tsáá? Ché Ne Dane
- Fort St. John Association for Community Living
- School District No.60
- South Peace Child Development Centre

Gulf Islands

- Community Living Victoria
- Disability Alliance BC
- District Parent Advisory Council, Gulf Islands (SD64)
- Gulf Islands Families Together Society
- Island Community Services
- Island Health

Kamloops

- Children’s Therapy and Family Resource Centre
- Kamloops Aboriginal Friendship Society
- Lii Michif Otipemisiwak Family and Community Services
- Parent Support Services Society of BC
- Pivot Point Family Growth Centre
- School District No.73

Kootenay-Boundary

- Boundary Family Services
- Circle of Indigenous Nations Society
- Columbia Basin Alliance for Literacy
- Family Support Institute
- Kootenay Society for Community Living
- Trail FAIR Society

Langley

- City of Langley
- Encompass Supports Society of BC
- Fraser Health Authority
- Immigrant Society Services of BC
- Inclusion Langley Society
- Langley Community Services Society
- Langley School District Foundation
- Lower Fraser Valley Aboriginal Society
- School District No.35
- The Centre for Child Development

Mission

- Abilities Neurological Rehabilitation
- Fraser Valley Child Development Centre
- Fraser Valley Regional Library
- Fraser Health Authority
- Mission Association of Community Living
- Mission Public Schools
- Stó:lō Nation Health Services

Nanaimo – Ladysmith

- Ladysmith Family & Friends Resource Program
- Nanaimo Child Development Centre
- Nanaimo Ladysmith Public Schools
- Tillicum Lelum Aboriginal Friendship Centre

Nechako Region (Vanderhoof, Saik’uz First Nation, Fort St James, Nak’azdli Whut’en, Fraser Lake, Nadleh Whut’en, Stelat’en Nation)

- Carrier Sekani Family Services
- College of New Caledonia
- Connexus Community Resources
- District of Vanderhoof
- Nechako Healthy Community Alliance – Good Neighbours Committee
- Northwest Child Development Centre Society
- Omineca Medical Clinic
- Saik’uz First Nation
- School District No.91
- University of Northern British Columbia Health Arts Resource Centre
- Vanderhoof Public Library

Parksville – Qualicum

- Balance Physiotherapy
- Coast Karma Learning Group
- Island Health, Public Health Nursing
- Island Health Speech and Language Pathologist
- Métis Nation BC
- Oceanside Building Learning Together
- Sources Community Resources Society
- Society of Organized Services

Port Alberni

- Nuu-Chah-Nulth Tribal Council
- Outreach Therapy
- Port Alberni Association for Community Living
- Port Alberni Friendship Center

qathet Region (Powell River)

- Community Living BC
- CUPE Local 476 School District No.47
- Inclusion Powell River
- Power River Educational Services Society (PRESS)
- qathet Regional District Accessibility Committee
- School District No.47
- Tla’amin Health

Richmond

- Aspire Richmond
- BC Centre for Ability
- City of Richmond
- Developmental Disabilities Association
- Family Support Institute of BC
- School District No.38
- The PACE Program
- Touchstone Family Association

Saanich Peninsula

- Beacon Community Services
- Community Living Victoria
- Thrive
- Island Health

Sea to Sky (Squamish, Whistler and Pemberton)

- District of Squamish
- Resort Municipality of Whistler
- School District No. 48
- The Squamish Nation, Sk̓wx̓wú7mesh Úxwumixw i
- Vancouver Coastal Health
- Village of Pemberton

Sooke–Westshore

- Boys and Girls Club South Vancouver Island
- Community Living Victoria
- Island Métis Family & Community Services Society
- MFRC Esquimalt
- Sooke Family Resource Society
- Victoria Speech & Language Centre

South Okanagan (Penticton, Oliver/Osoyoos, Cawston/ Princeton, Osoyoos Indian Band, Upper Similkameen Indian Band)

- Boys and Girls Club Okanagan
- Desert Sun Counselling & Resource Centre
- Dragonfly Pond Society
- Local Similkameen Community Social Services
- Lower Similkameen Indian Band
- Nq̓silt Early Years Program
- Okanagan Similkameen Neurological Society
- Ooknakane Friendship Centre
- OneSky Community Resources
- Osoyoos Indian Band
- SnPink'tn Indian Band – Penticton
- School District No.53
- School District No.67
- Upper Similkameen Indian Band
- WordPlay Therapy Services

Vancouver South

- Maple Oakridge Family Place
- South Vancouver Family Place

Victoria

- Community Living Victoria
- Five Behaviour & Education Consulting Services Inc.
- Island Health
- Thrive

West Coast Communities of Vancouver Island

- Nuu-Chah-Nulth Tribal Council
- Outreach Therapy
- Port Alberni Association for Community Living
- Port Alberni Friendship Center



Thank you




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 www.inclusionbc.org/what-we-do/community-partnerships-engagement/community-led-collaboration-project/

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