CAMPBELL RIVER
SUPPORTED CHILD DEVELOPMENT PROGRAM

HANDBOOK FOR
CHILD CARE CENTRES

The Campbell River Supported Child Development Program is a program of the
Campbell River and District
Association for Community Living

CAMPBELL RIVER AND DISTRICT ASSOCIATION FOR COMMUNITY LIVING

The Campbell River and District Association for Community Living (CRADACL), a non-profit charitable society, has been providing services to children and families since 1961.

The philosophy of the Campbell River and District Association for Community Living is based on the fundamental belief that each individual and/or family has the right to work toward achieving a quality of life that leads to self-fulfillment and meaning. The basic concept that guides us is the individual and/or family centered approach.

The Campbell River Supported Child Development Program is a program of CRACDACL and is located in Dogwood Place – Child and Youth Development Centre at

301 Dogwood Street
Campbell River, B.C.
V9W 2Y1

Phone: 250 286-0955

Fax: 250 287-2676

Email: debbie.griffiths@cradacl.bc.ca

Office hours: 8:30 a.m. to 4 p.m.

(Monday-Friday)

Provincial website: scdp.bc.ca

If you would like more information on CRADACL's policies or services

visit CRADACL's website at www.cradacl.bc.ca

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PART 1

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ALL ABOUT SUPPORTED CHILD DEVELOPMENT

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Philosophy

The philosophy of inclusion is the heart of the Supported Child Development Program and guides the work we do.

Inclusion is an approach to delivering service in which all children are welcomed, supported, and valued. It means that the activities of play, learning and growing happen in a way that all children feel that they belong. Services are provided that support the child in accomplishing the goals established for him or her by parents and professionals working together.

Who We Are

The Supported Child Development Program (SCDP) is a community-based program that assists families with children with extra support needs to access inclusive child care programs of their choice. The SCDP serves children from birth up to their 13th birthday. Supported Child Development helps each child in the program successfully participate in child care – which includes licensed preschool, group daycare, family child care and out-of-school care.

The SCDP is funded by the Ministry of Children and Family Development, through contracts with community agencies such as CRADACL.

Services Available

Supported Child Development Program staff:

- ❖ help families find child care programs that best meet their individual needs
- ❖ work as a team to identify developmental goals and determine strategies to support progress towards goals
- ❖ provide extra staffing when needed
- ❖ provide ongoing support and consultation
- ❖ make referrals to professionals such as speech- language pathologists, occupational therapists, physical therapists, and behaviour consultants
- ❖ co-ordinate services
- ❖ offer training and support for parents and child care providers
- ❖ maintain a lending library of toys, equipment, books, videos and resources

Exactly what we provide depends on the needs of the particular child and what experience, skills and resources you already have.

Referrals

Families participate on a voluntary basis. Parents may contact the Supported Child Development Program directly, or may be referred, with their permission, by community professionals including:

- ❖ Child care providers
- ❖ Infant Development Consultants
- ❖ Therapists
- ❖ Public Health Nurses
- ❖ Family Physicians
- ❖ Pediatricians
- ❖ Social Workers
- ❖ School staff

Our Principles

Supported Child Development has several principles that govern how we work with families and partners like you to make inclusion a reality. These principles are set out in our Contract with our funder, MCFD. They apply to our staff and to you, as recipients of funding through the SCDP:

Family Centered Care

- Families know their children best, and are the most important and constant factor in their lives
- The needs of the family as a whole are honoured
- Family strength, stability, history, culture and dignity are respected
- Families have the right and responsibility to make choices in the best interests of their children – and to have those choices respected
- Families and professionals work as a team
- Services are flexible to meet unique family needs

Shared Responsibility

- Services meet local needs and priorities
- The responsibility for allocating funding and setting program priorities is shared with parents, child care providers and the provincial government

Child Development

- High quality child care and child development programs promote the health, well-being and optimal development of each child or youth, in a safe, nurturing environment among his or her peers
- Providing planning and support early helps maximize development
- Caregivers understand the abilities and challenges of each child, and promote inclusion
- Children with extra support needs access developmentally appropriate learning and recreational opportunities

Our Principles

Evidence-Based Practice

- Early intervention practice is based on research
- Development is positively affected by early intervention strategies that address family stressors
- Quality child care is linked to positive child outcomes

Diversity

- Supported Child Development respects the range of diversity in communities, including ethnicity, spiritual beliefs, financial circumstances, gender, sexual orientation, language and culture
- People working with children use appropriate practices and respond to families within their cultural context
- Supported Child Development addresses needs related to English as a Second Language, translation, staff skilled in various languages and alternative communication

Relationship with Aboriginal Community

- Aboriginal people have a unique position in society, affirmed through self-governance agreements with the BC Government
- Aboriginal people assert jurisdiction over their children regardless of where they live
- Supported Child Development draws on the expertise of Aboriginal service delivery agencies and research institutions
- Supported Child Development supports capacity-building within Aboriginal communities, and helps it by supporting training

Outcomes for Children, Youth, Families and Communities

Supported Child Development (SCD) is an outcome-based program. This means that we measure the results of what we do. As a partner, you are asked to measure and report outcomes with us. Here are the outcomes or expected results for the program:

Children Under Six

- Children in SCDP actively participate in child care settings
- Children in SCDP attain or make progress toward the developmental goals identified in their individual support guides and/or service plans
- Children in SCDP successfully transition into school

Children Aged 6-12 (and on an individual basis 13-18 yr. olds)

- Children in SCDP actively participate in child care settings during out-of-school hours
- Children in SCDP attain or make progress toward the developmental goals identified in their individual support guides and/or service plans

Families

- Families actively participate in the development and monitoring of individual support guides and/or service plans for their children
- Families have increased knowledge of child development and growth
- Families have increased awareness of supports in their community
- Families feel supported to access the same range of services as other families; actively participate in their community; and maintain their economic integrity

Supported Child Development Program Staff

- Follow CRADAL's policies and procedures and deliver services in accordance with the Provincial Policy and Procedures Manual.
- Staff have increased knowledge and understanding of all children and families within their community context.

Child Care Providers and Settings

Child care settings:
- Demonstrate inclusion of children eligible for SCDP
- Have increased knowledge of the needs of families and children with extra support needs
- Have increased skills in supporting families and children with extra support needs
- Feel supported in responding to the child care needs of families and children with extra support needs
- Have increased awareness of community services available for families and children with extra support needs

Community

- Parents have a voice in guiding and supported SCDP
- Community partners have a voice in guiding and supporting SCDP
- Community partners have increased awareness of SCDP

Aboriginal Community

- Aboriginal children and youth with extra support needs participate in SCDP
- Aboriginal families feel supported to access SCDP
- Aboriginal community partners feel supported to build capacity to determine their preferred method of service delivery

What Does The Supported Child Development Program Do?

Many children who need extra support can be successfully included in a child care setting through the services of a Supported Child Development Consultant. SCDP Consultants work for our organization. Their job is to help families and child care providers figure out ways to make sure that children who require extra support can fully participate in the child care setting of their parent's choice. Here's what they do:

- Work with you and the family to learn about the child's needs and goals, and to design strategies to include them in your regular activities and routines. This is called developing a Support Guide. Children also have an Individual Family Service Plan (IFSP). The IFSP assists those working with the child to have a common goal which is identified by the child's parent(s)/guardian(s).

- Provide or arrange for training for child care providers that is related to inclusion or the specific needs of the child.

- Help you learn about and locate equipment, materials or resources needed to include the child.

- Help you to assess your setting to identify and come up with ways to reduce or eliminate any barriers to accessibility by all children.

- Coordinate with other professionals involved with the child – such as a physiotherapist, occupational therapist or speech-language pathologist – to help you learn about ways to support particular areas of development.

- Observe the child in your setting and provide suggestions to help with inclusion and the goals that have been set for the child.

Working in partnership with a SCDP Consultant can help in including all children in your program, and enhance your own skills and professional development.

PART 2

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PREPARING FOR SUPPORTED CHILD DEVELOPMENT PROGRAM SERVICES

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Before you call

To save time and to help us serve you better here are some suggestions for your team before you call.

- Observations and written documentation
- Share the observations and documentation with families. Questions you could ask: We've noticed…Are you seeing this at home?
- Keep a record of what you have tried so far and be able to share it with us.
- Have time available to meet with SCDP staff to discuss SCDP services

What Are Extra Staffing Supports?

For some children, the services of a SCDP Consultant are not enough. You need extra staff to fully include the child in the same activities and routines as other children of a similar age. This extra staffing support typically involves hiring a Support Worker to work in your centre. Support Workers work with the child who needs extra support, may communicate with their family and any other professionals involved, and plan and carry out developmentally appropriate activities in accordance with the Support Guide and IFSP developed for that child.

Extra Staffing Supports con't.

If you run a licensed family child care, you may hire someone to be the Support Worker. If you operate a group child care centre, you may hire a new staff member or designate an existing staff member in that role.

If you do not have a staff member to take on the support worker role and you are not able to hire a support worker, the SCDP has a small pool of support workers who are employees of CRADACL that may be available to work in your centre. Please contact the SCDP Program Manager to discuss this further.

Allocation of funding

Supported Child Development is a collaborative program. We use a shared decision-making model to decide which children require extra staffing supports. There is a community committee that reviews the needs of all children and allocates funding in a fair and transparent way. The committee reviews funding allocations regularly to make sure the funding is being put to the best use.

Wait Lists

At times the need for services outweighs the available resources of the SCDP. When this happens wait lists are created. The wait list is reviewed every three to four months by the same community committee that reviews funding allocations.

There is a provincial policy in place for management of SCDP wait lists. This policy guides the way we look at children who are waiting for either consultant services or extra staffing support funding or both.

PART 3

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Working Together to Make Inclusion a Reality

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Your Agreement with the Campbell River and District Association for Community Living

CRADACL holds the contract for SCDP services. Within the contract are obligations that must be met. CRADACL, the SCDP and you, as recipients of SCDP funding, are required to fulfill these obligations.

The Agreement between CRADACL and your centre states what your obligations are in receiving SCDP funding.

When you request extra staffing support funding to include a child on the SCDP in your child care program, you will be asked to sign an Agreement prior to receiving an Authorization for funding for that particular child. The Agreement will be in place for the child for a period of one year unless circumstances change.

Developing a Working Partnership

We are committed to building and maintaining a partnership with you – one that is positive for you, for us and, most importantly, for the children and families we both support.

This means we have to communicate and work together. We have to be open to change as we learn more about inclusion and become more skilled at making it a reality.

It also means we need to understand and respect the roles we each have:

Our Role	**Your Role**
• Give you the information and resources you need to provide extra staffing supports - books, materials, videos and workshops related to inclusion and the needs of the child you are supporting • Make Partnership and child-specific training available to you or your staff • Work with you and the family to develop and update the Support Guide and IFSP, and adjust funding levels if required • Coordinate with other professionals involved with the child and family – this might be a nurse or a psychologist or a speech-language pathologist • Visit regularly to see how you are doing, and what resources might be helpful. • Provide suggestions based on what we know about best practice • Respect that it is up to you to supervise your staff, and decide exactly how to carry out any suggestions we may make • Organize evaluation activities • Provide problem resolution support if needed • Provide feedback on reports you prepare	• Welcome SCDP Consultants so we can observe how the child or youth is doing, and provide hands-on support and suggestions to you and your staff • Follow the Support Guide and IFSP for the child you are supporting • Be open to our suggestions and advice about strategies • Communicate regularly with families about how their child is doing when at child care, and with us about how you are managing and whether you need more support from the SCDP Consultant • Let us know if you are having any problems; if you have a problem or conflict with the SCDP Consultant, contact the Program Manager (see Complaint resolution procedure in this handbook) • Keep good documentation of the services you are providing • Participate in developing and updating the Support Guide and any child-specific plans • Participate in evaluation activities • Follow the 'Before You Call' in Part 2.

COMPLAINT RESOLUTION PROCEDURES

The staff of the Supported Child Development Program use a proactive approach to preventing and dealing with concerns or problems as they arise. We believe that an open-door approach and effective communications are the best ways to address differences and resolve problems.

We encourage everyone to address their concerns or complaints right away, and not allow them to grow. If a more formal process is required, we have policies that provide for fair processes and methods of resolving situations (please see the following)

Steps for resolving a concern or problem:

Step 1-Informal Discussion

- Contact the staff member directly to discuss your concern face to face and if possible work it out between yourselves.
- If this can be done there is no need to go further. If not, then contact the Program Manager, outlining your concern – as outlined in Step 2. If possible, let the staff person know that you are going to Step 2.
- Concerns should be dealt with as soon as possible. The ideal time frame should be within 7 working days of becoming involved with the concern.
- You have the right to be accompanied by a support person or advocate at any time during this complaint process.

Step 2-Formal Discussion and Documentation

- Contact the Program Manager, Debbie Griffiths and make her aware of your concern, either by submitting a Client Complaint Form, or by calling her (250 286-0955). Client Complaint Forms are available from the receptionist at the Supported Child Development office.
- If you choose to call the Program Manager and you have not completed a Client Complaint Form, the Program Manager will assist you in documenting your concern and will provide you with a written copy within 5 working days of becoming involved with the concern.

Step 3 - Investigation

- The Program Manager will investigate the circumstances, with the assistance of the staff members/individuals/advocate involved.
- This will be done within 7 working days of receiving the complaint.

Complaint Resolution con't

Step 4 - Report

- The Program Manager will present a written report to the Executive Director, Greg Hill, and to the people involved in the complaint or conflict. It outlines the investigation process, results, and final decision.
- This is to be done within 5 working days of completion of the investigation.

Step 5 - The Executive Director Review

- If you are dissatisfied with the outcome (from Step 4), you may contact the Executive Director directly in person by arranging a meeting (the CRADACL office is situated at 1153 Greenwood Street), or by telephone (286-0391). The Executive Director will document the nature of the issue and what resolution you are seeking.
- The Executive Director may revisit the investigation and review the situation with all those involved.
- The Executive Director will make a decision and present a written report to those involved within ten working days from the Executive Director receiving notice of an appeal.
- When appropriate, the Executive Director shall also inform the relevant ministry, and/or the CRADACL Board of the complaint.

Step 6 - Appeal to the CRADACL Board

- If you are not happy with the response from the Executive Director, you can appeal to the CRDACL Board.
- Take your written complaint to the CRADACL office (1153 Greenwood Street) to be placed in the CRADACL Board's mailbox. You may seal your complaint and it will remain sealed until it is opened by a CRADACL Board member.
- The CRADACL Board will review the complaint and will reply to you within ten working days of having received your appeal.

If the Board of Directors of the Association is not able to resolve the issue, it will be forwarded to the appropriate authority.

Your right to access appropriate service will not be infringed by bringing forward a complaint.

Frequently Asked Questions

Here are some of the questions we get most often. Please let us know about others you may have. We welcome your feedback and suggestions.

Frequently Asked Question

Q. What do I do if the child I support is sick?

A. Section 3 of the child's Support Guide will indicate what the procedure is if the child is sick.

Frequently Asked Question

Q. What do I do if the Support Worker gets sick or goes away on vacation?

A. Paying your employees sick pay is not covered in your Authorization with us.
It is up to you to arrange, to the best of your ability, to have a Support Worker in place for the hours and days set out in your Authorization. You can hire a substitute, or replace the Support Worker with another regular staff member. The latter provides continuity for both children and other staff. If you are having difficulty finding available staff to replace support workers please contact the SCDP as we may have a substitute available.

Frequently Asked Question

Q. What do I do if the family takes the child out of my centre or home unexpectedly?

A. If the support worker begins work for that day and the family takes the child home unexpectedly, consult the child's Support Guide, Section 3 to determine what the support worker should do.
If the family takes the child out of your centre (discontinues child care) the support worker will receive two week's notice with pay.
Contact your SCDP Consultant to let her know this has happened.

Q. How often will the SCDP Consultants visit my centre?

A. Each SCDP consultant has a caseload of between 25 to 30 children for a full time position. Each Consultant works out a schedule of observations based on the needs of the child and child care setting. You may find that there are times when you need more visits from your SCDP Consultant. If you wish to have more visits talk with your Consultant.

Frequently Asked Question

Q. What if I disagree with the suggestions and advice of the SCDP Consultant regarding how to implement strategies in my program?

A. Communication is key. You might feel that the suggestions of the SCDP Consultant would upset the routines in your centre, or would not be accepted by your staff. It is important to explain this clearly, and to invite the Consultant to come and observe. It is also important to be open to possible changes – inclusion sometimes means doing things a bit differently. It can be a balancing act – you are responsible for running your centre and supervising your staff. However, we are responsible for ensuring that you follow the Support Guide and provide an inclusive service. If you really cannot work it out, contact the SCDP Program Manager or pick up a Complaint Resolution form from the SCDP Office. Complaint Resolution steps are outlined in this handbook.

Frequently Asked Question

Q. What is the purpose of the Support Worker Monthly Report, and how is time allotted to complete the reports?

Frequently Asked Question

A. Support workers work as team members with child care setting staff to plan and implement daily activities and experiences to address the child's developmental needs. The monthly reports provide a format for feedback and on-going monitoring and evaluation of plans and goals to the SCDP Consultant. This information is required for future program planning, and effective delivery of the SCDP. Input from child care settings is essential in developing Individual Family Service Plans (IFSPs) and in regular service delivery review.
Monthly reports can be completed ongoing throughout the month, this can be an effective timesaver. Remember reports need not be detailed or elaborate, and should take only a few minutes to complete.

Q. Who sees the Support Worker Monthly Report?

Frequently Asked Question

A. As noted above, the monthly report is to provide feedback to the SCDP. If the child's parent requests to see the monthly report(s) it is her/his right to do so. If the parent has given the SCDP permission to share reports with other team members and there is information in the report that would assist other service providers on the child's team (eg. therapy services) in their services to the family, the SCDP may forward a copy of the monthly report to that service provider

Q. What is shared support?

A. The SCDP strives to meet the needs of children requiring extra staffing support while encouraging and celebrating their independence while participating in a child care program.

Through the completion of the Support Guide with the child's parents and child care providers, it is determined what level of support will be required within the child care setting in order to meet the child's needs. Where it is determined that a child does not require one-to-one support, he/she can share support with one or more children who are receiving SCD services. This means that with one extra staff person in the setting the staff are able to meet the needs of all the children in the program. This is shared support.

Frequently Asked Question

Q. I am worried that supporting a child with extra support needs might make my relationship with the parents more complicated because there are all these plans and reports. I feel confused about whether I work for the parents or the SCDP program.

A. With typical children, you are providing a service for the parents and your relationship with them is pretty clear. With a child needing extra support, it involves more people so it is a bit more complicated. Think of it this way – you communicate with parents about the same things as other parents – your routines, expectations, themes, special days and so on. And you communicate with us about the extra supports and the requirements of the Agreement. We will act as a bridge with the parents when it comes to updating the Support Guide or IFSP – and let you know when you need to be involved. Your SCDP Consultant can facilitate and clarify lines of communications with parents if need be.

Frequently Asked Question

PART 4

WHAT'S IN A WORD?

You may have noticed some of the language we use in Supported Child Development. We use this language to reflect the philosophy of inclusion. Here are definitions of some of the words we use:
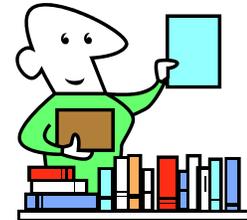
Child Care

Settings where learning and care occurs for children while they are in the care of someone other than their parent. Children receiving services through the Campbell River SCDP are attending a regulated child care setting which includes both licensed child care settings, or a registered license-not-required family care where two or fewer children are cared for. Quality child care is associated with well-trained staff, appropriate staff-to-child ratios, low staff turnover rates, good wages and effective leadership.
If a child is not able to attend an inclusive child care setting due to medical concerns the parent may employ a caregiver to provide child care in the child's home.

Child Development

The physical, cognitive, communicative, social, emotional, and behavioural development of children. Early childhood development refers to the years between birth and 6 years of age.

Developmental Delay

An assessed lag or delay in one or more skill areas, including cognitive, physical, communicative, or social/emotional/behavioural development.

Disability

A condition that persists over time and limits a person's activities. This could include a chronic condition, diagnosed disability, use of technical aids (such as crutches, braces, wheelchair or hearing aids), or health status that prevents or limits many activities considered typical for a same-aged child.

Extra Support

Assistance that a child needs in a particular setting, due to a delay or disability. May include physical assistance, specialized equipment, extra supervision or hands-on-support with tasks and skill development. May also include supports the staff and setting require to successfully include the child, such as accessibility improvements or training. Extra Support falls into one of three Ranges:
- Range 1: Training, support and consultation provided by a SCDP Consultant
- Range 2: Range I, plus short-term, transitional, intermittent or shared support through extra staffing
- Range 3: Range 1 plus on-going extra staffing support

Family-Centered

An approach to services that assigns significance to the family's concerns, abilities and priorities. A professional and family partnership is formed, under which professionals are guided by an understanding of the centrality of families in meeting the needs of children and youth with development delays or disabilities.

Gradual Reduction Plan

Using the Support Guide as the foundation, the SCDP Consultant in collaboration with the child's team, may put a gradual reduction plan in place. The plan indicates how extra staffing supports will be reduced to increase a child's independence while giving them the support they require in order to fully participate in the child care setting.

Inclusive Child Care
The active participation of children with extra support needs and their typically developing peers in the same setting.

Individual Family Service Plan (IFSP)
A written document developed with the family that sets out the goals, support needs and team responsibilities related to a specific child in the context of their family and the various settings they may participate in. The IFSP is reviewed after 6 months, if not before; and an annual IFSP meeting is held to bring all team members together.

Parent/Family
The birth, adoptive or foster parent(s), or other primary adult caregiver(s) of a child.

Support Guide
A tool used by a SCDP Consultant, in partnership with a family, and child care staff (when the child is attending a child care setting), to determine the need for, and the nature and extent of, extra supports needed to successfully include a child with developmental delays or disabilities in a particular child care setting. Every child receiving SCDP services must have a Support Guide. This is reviewed every 3 to 4 months.

Support Worker
The staff person who provides extra supports in a child care setting.

Outcomes
The results experienced by individuals or populations during or after participation in program activities. Outcomes are related to behaviour, skills, knowledge, values, condition, status, or other attributes and may be positive or negative, intended or unintended and direct or indirect.

PART 5

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Resources

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Supported Child Development Lending Library

Our lending library has a variety of resources including:
Books, magazines, and DVDs. Some topics covered are:

ADD and ADHD		Learning Disabilities
Allergies	Children's DVD's	Medications
Angelmans Syndrome	Cognitive Development	Mental Health
Anxiety	Deaf and Hard of Hearing	Multiculturalism
Aspergers Syndrome	Death/Grieving	Nutrition
Attachment	Down Syndrome	Obsessive Compulsive Disorder
Autism	Dyslexia	Oppositional Defiant Disorder
Behaviour	ECE: Child Development	Parenting
Cerebral Palsy	ECE: Reggio Emilia	Physical Development
Child Abuse	Fetal Alcohol Syndrome	Sensory Integration
Child Development	Fragile X	Social skill development
Children's Books	Inclusion	Speech/Language
		Tourette Syndrome

Toys and Equipment – a variety of toys and equipment to promote speech/language skills, gross/fine motor skills, cognitive development.

Book Nook Kits: To promote social and emotional development. Kits consist of a child's book with various activities (and the materials to do the activities) laid out in a format consistent with child care setting activities.

Moe the Mouse Kits: To promote speech/language skills.

Second Step Kits: To promote empathy, problem-solving, and anger management skills.

Disability Kit: Contains a variety of children's books and dolls with a variety of adaptive equipment.

If you are interested in more information regarding the above resources please call us, visit our office, or ask one of the consultants.

Some Community Resources

B.C. Healthy Kids Program	1-866-866-0800
BC Nurse Line	1-866-215-4700
Campbell River Family Services	250-287-2421
Campbell River Fetal Alcohol Syndrome Disorder Coordinator	250-286-0391
Campbell River Hospital	250-287-7111
Campbell River Multicultural and Immigrant Services	250-830-0171
Campbell River-North Island Transition Society – Ann Elmore House	250-287-7384
Campbell River Public Health Unit	250-850-2110
Campbell River Supported Child Development	250-286-0955
Campbell River Women's Centre	250-287-3044
Crisis Line	250-287-7743
Crisis Line – Ann Elmore House Emergency Shelter for Women and Children or	250-286-3666 1-800-667-2188
Crisis Nurse-C.R. Hospital Emergency Dept.	250-287-7111
Dial-a-Dietician	1-800-667-3438
Food Bank	250-286-3226
Helpline for children (for reporting abuse or neglect)	250-310-1234
Mental Health and Addictions Services	250-850-5800

Community Resources

Ministry for Children and Family Development

  Child & Youth Mental Health   250-830-6500

North Island Alcohol/Drug Information

  and Education Society   250-287-4771

Olive Branch-Postpartum Support   250-850-2110

Ministry for Children and Family Development

  Infant and Child Services   250-286-7542

Ministry for Children and Families After Hours

  Line   1-800-663-9122

Ministry of Employment and Income Assistance   250-287-5122

PacificCARE Child Care Resource and

  Referral   286-9790 or   1-800-480-CARE

Poison Centre   1-800-567-8911

Strong Start   830-2300

Sunrise Resources: Early Intervention therapies,

  IDP, Family Resource Consultant   250-286-0955

Vancouver Island Regional Library   250-287-3655

Useful Websites

Supported Child Development	www.scdp.bc.ca
Employment Standards	www.labour.gov.bc.ca/esb
Workers Compensation Board	www.worksafebc.com
Government of Canada-Public Safety	www.safecanada.ca
Canada Revenue Agency	www.ccra-adrc.gc.ca
Ministry of Human Resources	www.mhr.gov.bc.ca
Office of the Public Trustee	www.trustee.bc.ca

Anti-Racism & Multiculturalism Program

www.welcomebc.ca/en/service_providers/index.html

Human Rights Tribunal	www.bchrt.bc.ca
Criminal Records Review Program	www.gov.bc.ca/pssg
Ministry of Children & Family Development	www.mcf.gov.bc.ca
Health Information (incl. standard precautions)	www.bchealthguide.org
Information and Privacy Commissioner	www.oipc.bc.ca
Child Care Licensing	www.healthservices.gov.bc.ca/ccf
PacificCare	www.pacific-care.bc.ca/
Westcoast Child Care Resource Centre	www.wstcoast.org/

Thank you for helping to make inclusive

child care a reality in our community.

Please contact us if you have any

concerns, questions or suggestions.

Together, we really can make sure that

"Every Child Belongs".