

Alexis Creek Indian Band (TsiDelDel)

Comprehensive Community Plan (CCP) Phase 3

Recommendations to Chief and Council

*CCP Priority Actions and Implementation*



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Appendix A: CCP Phase 3 Community “Dotmocracy Results”

1. Introduction

In 2015, Alexis Creek Indian Band (ACIB) began and completed its Phase 1 and Phase 2 Comprehensive Community Plan (CCP) to unify the community through its work to develop a positive vision, identify goals and objectives, and begin to plan high priority projects that would make the best use of our community’s resources across all our community’s needs and dreams. Phase 1 and 2 was divided into the following 4 chapters:



**OUR COMMUNITY**



**OUR LAND**



**OUR ECONOMY**



**OUR GOVERNANCE**

By the end of Phase 2, community members at Tsideldel and in Williams Lake had participated in 10 meetings and had confirmed key broad priorities through the “Community Speaks” section at the end of each chapter.

Due to a three year gap between the completion of Phase 1 and 2, due to the inability to secure funding, the CCP Phase 3 Implementation Team has determined that all CCP Phase 2 actions should be included and priority actions/projects identified at Chief and Council and the staff’s strategic planning session in 2017 should also be included in meetings with community in Tsideldel and Williams Lake to receive feedback from members.

The primary goal of CCP Phase 3 is to prioritize the goals actions confirmed in Phases 1 and 2 and develop an Action and Implementation Plan that will be a key component of ACIB’s overall CCP. To assist with Phase 3, Chief and Council appointed the following CCP Phase 3 Implementation Advisory Committee to assist with planning and executing Phase 3 in a short timeframe: Maryanne Boyd (Councillor/ staff/member); Nicole Setah (Councillor/staff/member); and Talia Baptiste (Councillor/staff/member). Staff were involved in the Phase 3 CCP development through a kick off meeting and a reporting out meeting at the end of the project. Staff were invited to participate at each themed topic area meeting as well. Three meetings were held in Tsideldel and two meetings in Williams Lake. Livestreaming, at one meeting, was also tried to reach as many members as possible.

1. Methodology

The CCP Implementation Advisory Committee (Committee) was established in February 2018. The Committee came together several times during this project’s duration to:

* Review the two phases of the ACIB CCP process;
* Build awareness of our roles and responsibilities;
* Review funding letter and application to confirm our deliverables for Phase 3;
* Discuss and then sign-off the implementation plan for the project to ensure the project meets its timelines and doesn’t exceed its budget; and
* Review the final Phase 3 plan and present to Chief and Council and community members.

Due to the short timeframe, the Committee determined that the meetings in Tsideldel and in Williams Lake should be scheduled close together and decided on the following efficient prioritization system: “dotmocracy”. Specifically, this methodology was as follows: flipcharts were created for each CCP theme along with priority actions identified in the “Community Speaks” portion of Phase 1 and 2. In addition to the themed priorities/projects from our CCP Phase 2, the strategic plan items for each themed area were added from a three day planning session with Chief and Council and staff due to a three year delay in between Phase 2 and Phase 3. Community members participating in each themed sessions were provided 12 dots to “vote” on their highest priority actions. Dots were kept separate for Tsideldel and Williams Lake meetings on the same theme, but the Committee added the feedback from both meetings on the same theme to come up with a cumulative total to determine the highest priority items.

1. Recommendation Interpretation

In the following sections, the Committee’s recommendations are presented within each of the 8 CCP themed planning areas. The recommendations are drawn from the data collected at 5 meetings (3 in Tsideldel; 2 in Williams Lake). Each CCP theme area (i.e. planning area) outlines the members’ vision for that planning area and the goals and actions that the Committee is recommending to Chief and Council and Band staff. Each themed area has a goal statement with several closely related themed action statements.

1. **RECOMMENDATIONS**
   1. GOVERNANCE

**ACFN Overall System of Governance**

Alexis Creek First Nation governs itself according to the *Indian Act,* with six Council members elected every two years. Council meetings occur once per month. While the Chief is on salary, Council members each receive an honorarium. In the past, Chief and Council have held portfolios, such as economic development and health; however, there is a desire to change main Council Committees in the next while.

Council members meet with community, on average, every four months to share what the leadership has been working on and to obtain their input on initiatives they are working on. These Band Membership meetings are supplemented with the leadership providing information to members through Annual General Meetings, Community Dinners, door-to-door memos, posting on bulletin boards, posts on Facebook, Community outdoor gatherings, Nation Gatherings, and celebrating Nation accomplishments such as the Title case. To honour how many members live in Williams Lake, meetings occur there as well as at Tsi’deldel to encourage both on and off reserve involvement, according to the subject matter.

The day-to-day governance of the community is managed through a range of policies, plans and decision-making tools including but not limited to the Strategic Plan, a Finance Policy, Personnel Policy, Housing Policy, Aboriginal Affairs and Northern Development Canada Policies and a Donation Policy. Most of these Policies are enforced. To govern the community even more effectively, Committees have been established with Terms of Reference that provide committee members with guidance on their decision-making authority, their budget and their activities. Current Committees include: Housing, Education, Safety, Rodeo, and Parents Advisory.

The Leadership is also assisted by staff which currently includes the Band Manager, Education Co-ordinator, Finance Manager, Finance Clerk, Executive Assistant, Housing Manager/Maintenance Worker, and Receptionist.

Alexis Creek Indian Band actively participates in TNG (Tsilhqot’in National Government) and has access to other TNG Committees such as the Language Group, Finance Committee, Health Committee, Youth and planning committees.

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| **4.1.1 Goal: Develop leadership and mentorship program for governance training** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Offer training on Code of Ethics |
| Lead by example |
| Develop and offer comprehensive training course for new leaders |
| Develop conflict resolution protocol and offer training |
| Develop accountability protocol and enforce it (i.e. attendance at C and C meetings; Committee meetings and reporting out requirements) |
| Review Chief and Council Governance Manual annually and update as required |

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| **4.1.2 Goal: Develop ten-year financial strategy** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Increase financial stability of the Band through short, medium and long-term priority setting |
| Develop protocol for fair and balanced decision-making process on projects and policies |
| Ensure financial strategy integrates with strategic plan and comprehensive community plan |
| Explore the establishment of a financial by-law or financial law to compliment ten-year financial strategy |

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| **4.1.3 Goal: Provide oversight to a fair and transparent housing program** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Reduce housing arrears |
| Provide orientation to roles and responsibilities of Housing Committee |
| Develop Terms of Reference for Housing Committee members and responsibilities of Chief and Council regarding the Housing program |
| Develop decision-making chart for housing decisions |
| Revise Housing Policy |
| Assess staffing needs in Housing and Operations and Maintenance Department |

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| **4.1.4 Goal: Negotiate compensation from government for economic development funding through creation of Title and Rights Strategy** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop Title and Rights Strategy |
| Offer Negotiation Training to Chief and Council |
| Develop a Negotiation Framework |
| Collaborate with TNG where possible |
| Develop Economic Opportunity Assessment including assessing opportunities for Impact Benefit Agreements |
| Offer training on Impact Benefit Agreements |

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| **4.1.5 Goal: Share knowledge between communities** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Build relationships with communities with similar values and visions |
| Learn and share best practices for policies and projects |

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| **4.1.6 Goal: Develop Guiding Governance Frameworks** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop bylaws |
| Establish Title and Rights Committee |
| Develop and implement Title and Rights Strategy |
| Develop Election strategy |
| Develop and support Elders Committee |
| Develop and support Youth Committee |
| Develop Child and Family Services Protocol for Off/On Reserve |

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| **4.1.7 Goal: Use technology to involve all interested Band members** |
| ***Ideas/Initiatives to accomplish this goal:*** |
| Develop Policy on Livestreaming |
| Use Livestreaming |
| Research electronic voting options. Implement best value electronic voting option |
| Develop file management system |
| Develop Client Relationship Management (CRM) system to help promote integrated case management and collaboration across Departments |

* 1. EDUCATION

The overarching theme for education in ACFN is a call for cultural renewal and the grounding of education in sound traditional and modern methods. Community members are concerned about the passing on of language and culture to the next generations. They desire programs and structures that will facilitate teaching younger generations the Tsilhqot’in language, cultural practices such as food harvesting, and spiritual observances. At the same time, there is a desire to learn academic and workplace skills that will help members get and keep jobs and a need for social programs to help families learn the parenting and health concepts that will bring wholeness to them.

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**Tsi’deldel School**

In terms of formal education for children, Tsi’deldel’s school is one of 130 Band operated schools in BC. The school provides programming at the preschool and kindergarten to grade nine level on the main Redstone reserve. The school is staffed with four teachers, one Head Start coordinator, three education assistants and a language and culture teacher, in addition to a school principal. There is also a librarian/teachers’ assistant that runs a well-stocked library, and the school is connected to the internet for computer-based learning. There is good access to learning materials; however, extra funding for special needs students is lacking.

While BC has the highest level of support to First Nation run schools in Canada, the BC First Nation graduation rate is the lowest, and unfortunately, Alexis Creek is currently on the low end of the provincial scale. Extra programming is provided to bolster literacy rates for all students, but this is hampered by a lack of student attendance. Literacy levels are slowly improving and school staff is continuing to build bridges for education into the community.

Students above the grade nine level transfer to Williams Lake for high school. This is often a difficult transition despite support from ACFN as students are required to live off-reserve during the week. Many choose to end their formal education after this point.

**Adult Basic and Post-Secondary Education**

A number of ACFN members have made efforts to complete their high school diploma as adults. Some who do accomplish this and want to go on to college or university level still need help in navigating academic level and life skills needed to make the transition successfully. Extra supports are vital to this, as well as the community’s support. Other members have completed trades and entry level workplace certificates. Some members have their BA’s, Teaching, Masters and other certificates. Aside from social factors, one of the largest barriers to employment is the paying of drivers’ licensing fees.

As to post-secondary diplomas and degrees, and college level courses such as training for entrepreneurs, this remains a difficult road for most of the Alexis Creek population due to the low literacy rates and in need of more financial supports eg. High living costs, daycare etc. It is hoped that by the continued effort to raise literacy at the elementary and middle school level that this will not be such a barrier for the upcoming generation.

**Goals and Priorities on Education**

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| **4.2.1 Goal: Review Policies and sign agreements** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Advocate with funders for policy change that would support increased living allowance |
| Sign LEH Agreement with School District for off-reserve students |
| Review Head Start policies upon relocation of Head Start (i.e. licensing, health education teachings, education etc.) |
| Develop procedures to be inclusive of Williams Lake students for activities |

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| **4.2.2 Goal: Increase support to students** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Explore additional supports for post-secondary and high school students i.e. daycare, extra-curricular activities such as sports, the gym and pool |
| Increase sense of belonging for high school students through support of First Nation Liaison Workers and create a gathering place |

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| **4.2.3 Goal: Support awareness of educational services and programs** |
| Ideas/Initiatives to accomplish this goal: |
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| Develop pamphlets outlining educational services and other areas of support for people living on and off reserve |
| Offer community-based classes on healthy living, parenting, and anger management |
| Increase awareness of academic pre-requisites for students and required functional skills (i.e. budgets and time management) before entering post-secondary education |
| Address social problems that hinder student learning and attendance i.e. drugs and alcohol, gang awareness for teens |
| Develop brochure of where to apply for bursaries and scholarships |

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| **4.2.4 Goal: Develop and offer programs** |
| Ideas/Initiatives to accomplish this goal: |
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| Develop programs for students to learn musical instruments |
| Provide small business entrepreneurship training |

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| **4.2.5 Goal: Offer Tsilhqot’in language courses and nurture Tsilhqot’in traditions** |
| Ideas/Initiatives to accomplish this goal: |
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| Embed Tsilhqot’in language into Tsideldel school and encourage language use throughout community and parents to teach children |
| Provide culturally relevant and appropriate education |
| Offer professional development for Head Start program and language and culture |
| Develop outdoor classroom curriculum and enhance language and Tsilhqot’in teachings |
| Increase access and delivery of Tsilhqot’in Language certificate |
| Support/guide for coming of age ceremonies |

* 1. **EMPLOYMENT AND TRAINING**

Community members emphasized the importance of training and employment to bring the unemployment rate down and to increase opportunities for young people to gain relevant skills and training to secure jobs that lead to careers. There is a dedicated Employment Coordinator that comes to Tsi’deldel to help members move towards these goals.

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| **4.3.1 Goal: Provide training and career planning for demand-based jobs** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Explore the Tsilhqot’in Nation’s demand-based jobs |
| Provide trades and apprenticeship training |
| Provide necessary training for employment strategy |
| Encourage mentorship (member-member skill transfer) |
| Develop train the trainer courses to support staff/member skill development (i.e. excel, first aid, technology etc.) |

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| **4.3.2 Goal: Hire new positions** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Recreation worker |
| Part/time justice worker |
| Additional proposal writer |
| Family support worker |
| Maintenance worker |
| Generate employment by creating and fulling the positions |

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| **4.3.3 Goal: Provide comprehensive wrap-around supports to further education** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Encourage high school completion |
| Provide regular based education |

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| **4.3.4 Goal: Address/resolve barriers to long term employment** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Increase housing options |
| Ensure supports for adequate transition to grades 8 - 10 |
| Support driver license options with life skills integrated and offered in community |
| Increase knowledge and awareness of laws for driving |
| Increase relevant comprehensive pre-employment supports |

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| **4.3.5 Goal: Develop Title and Rights Strategy to maximize economic revenue and employment opportunities** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Develop Title and Rights strategy |
| Explore learning supports/skill development for C+C + staff to maximize benefits (i.e. IBA, Negotiation Framework). |

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* 1. **ECONOMIC DEVELOPMENT**

ACFN has historically, and to some extent currently, had an economy that was tied to the land. People would hunt, trap, fish, and gather, and trade occurred with other communities – most significantly with the people of Bella Coola to the West in exchange for fish and fish oil. Tsideldel manages to hold onto many of the traditional practices even throughout the difficult last century partly due to its relatively isolated location; assimilation and colonization attempts, however, many of the skills that have traditionally brought economic wealth have been lost to the present generation due to lack of market and opportunity to build skills.

In recent years, ACFN has entered into a number of business ventures. The people of the community have also clearly indicated that they want to learn what has been lost in terms of cultural practices, so that more members can be involved in supporting themselves and their families from the land.

**Community Economic Development**

ACFN has initiated a number of Band-owned businesses in the past 23 years. Each business is a separate entity, and is managed by one overarching company called Tsi’deldel Development Corporation (TDC). This legally keeps the businesses separate from the Band itself which assists with each businesses’ tax position, and insulates the Band against potential liabilities such as lawsuits and financial losses. TDC strives to keep to its mandate of using environmentally sound practices, and in its efforts to expand into new business arenas, sticks to its slogan of being “Open for Business”.

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| **4.4.1 Goal: Create employment opportunities** |
| Ideas/Initiatives to accomplish this goal: |
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| Use infrastructure development to leverage employment and training opportunities for members |
| Encourage entrepreneurship by offering financial management training, business training and maintaining a grant database for members to seek business start-ups funds |

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| **4.4.2 Goal: Create enabling business structures on reserve** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop structures and business activities on reserve |
| Develop and offer financial management training |
| Develop and offer business training courses |
| Purchase snowplow for revenue generation opportunities |
| Develop online business coaching service |
| Create, implement and manage Economic Development opportunities for Economic Development Corporation, Band owned businesses and Band members |

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| **4.4.3 Goal: Develop diverse business opportunities** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Develop Economic Opportunity Scoping document/Economic Development Plan to diversify Tsilhqot’in economy |
| Pursue tourism opportunities through the development of a Tourism Plan and assess opportunities for a tourism venture (i.e. hotel, Bed and Breakfast, Wellness Lodge etc.) |
| Develop clean energy opportunities |
| Explore if market can support a small garage and tire repair shop |
| Feasibility study/business plan for Cannabis |
| Develop Lands Purchase Strategy |
| Explore agriculture and ranching |
| Assess opportunities for a retail and cultural business (i.e. coffee and craft store) |

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| **4.4.4 Goal: Develop businesses in Williams Lake to promote employment for members and diversify economic development** |
| Ideas/Initiatives to accomplish this goal: |
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| Assess service gaps in Williams Lake (i.e. taxi company, rental cars, gathering places for large meetings, gym, kids zone, youth center etc.) |

* 1. **LANDS AND RESOURCES**

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| **4.5.1 Goal: Expand recreational opportunities** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Improve rodeo grounds |
| Develop and upkeep skating rink |
| More and better playgrounds |

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| **4.5.2 Goal: Build or upgrade community infrastructure** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Upgrade or build new firehall for larger, newer firetruck |
| Expand cultural center with commercial kitchen |
| Upgrade and renovate the old part of the ACFN Band office. Build new Band office. |
| Build and operate HeadStart/ Daycare Center |
| Improve and Move the Morgue |
| Build Elders Home |

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| **4.5.3 Goal: Create housing improvements** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Renovate and bring all homes up to code |
| Explore Tiny Homes for its new housing stock possibilities |

* 1. **INFRASTRUCTURE**

For Alexis Creek First Nation, most of our infrastructure is clustered on the main Tsi’deldel/Redstone IR Flat No. 1. The main Band office is located here, with an office space available to use in Williams Lake. Most roads are not paved. Basic hydro is provided to IR 1 and along the Puntzi Airport Road; and clean water is available. Plans are also underway to expand hydro electrical services. A new ‘Village Maintenance Plan’ has just been completed, which includes an annual public works maintenance schedule.

A list of infrastructure buildings and services is as follows:

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| **4.6.1 Goal: Renovate all homes and bring up to code for ACFN members** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop inventory maintenance system for housing and supplies |
| Update inventory of all maintenance and repairs required on a quarterly basis |
| Review required repair spreadsheet and apply for funds |
| Develop housing maintenance workshops, demonstrations and brochures |

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| **4.6.2 Goal: Create new housing options** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Explore smaller homes (i.e. tiny homes) |
| Explore multiple dwelling options to increase housing options for smaller families and single people (i.e. duplexes, townhouses etc.) |
| Develop program helping people understand financial tools available for owning home |

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| **4.6.3 Goal: Upgrade, renovate and expand current Band owned buildings/structures** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Upgrade and renovate the old part of ACFN Band office or build a new one |
| Upgrade or build new firehall and train volunteers to be firefighters |
| Improve the rodeo grounds |
| Develop a library in the hall as phase one. Phase two: develop stand-alone structure for library |
| Expand cultural center including commercial kitchen |

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| **4.6.4 Goal: Build new buildings to serve members’ recreational needs** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Develop gymnasium |
| Develop fitness center with sauna |
| Develop skating rink |
| Develop system and protocols for gym use at school |

* 1. **CULTURE AND LANGUAGE**



The main cultural concern the community has voiced is the need to keep the Tsilhqot’in language alive through education. Many see that the language is slowly fading. Much of the language is spoken by people in their late 30’s and 40’s years of age. The Tsilhqot’in language knowledge and speaking is minimal for the younger generations. This could be due to several different factors such as underdeveloped teaching models for the language in schools, no classes available to students of all ages, and the residential schools’ banning of the use of language by students. In addition, speakers interpret and translate the same word or event differently, making the passing on of language even more difficult. Many feel it is up to the community to work collaboratively to diminish or eliminate this problem.

Many community members acknowledge the need to do more outdoor activities like camping and participating in traditional activities as a way of keeping healthy and sustaining Tsilhqot’in cultural customs.

The Tsi’deldel community is in support of a Cultural Committee to assist with reviving the cultural ways of the Tsilhqot’in Ancestors. The committee would be responsible to advocate for Tsilhqot’in language education, conduct and teach ceremonies, data collect, and to store and pass on Tsilhqot’in traditional knowledge

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| **4.7.1 Goal: Create a Cultural Committee to encourage and advocate the teachings of the Tsilhqot’in language, values and the traditional ways of life to keep the Tsilhqot’in culture alive** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Recruit the dedicated experienced knowledge keepers and planners to form the Committee |
| Remember the past experiences, previous knowledge learnt and use all as tools to help shape a bright future for next generation |
| Strive for or continue a path for the better as the Ancestors have done for hundreds of years |
| Learn from our Elders memories of life on the land i.e. William Case |

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| **4.7.2 Goal: Offer language courses and develop access to cultural teachings** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Develop formal language curriculum for high school students and have full immersion |
| Develop ways for language to be spoken such as encourage “old talk” as newer generation may have short-cuts; don’t overcomplicate teaching |
| Research and develop protocols and legends pamphlet and books i.e. what to do when you are pregnant, what to do at a funeral, what to do when you become a widow |

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| **4.7.3 Goal: Create meetings protocols to integrate language and culture into all Tsideldel activities** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop meeting protocols that incorporate traditional values i.e. prayer at beginning and end of meeting |

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| **4.7.4 Goal: Develop Language and Culture Programs/activities**  **a) Language b) Cultural** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Provide workshops on topics such as language, traditional cooking, harvesting and hunting; teaching of stories |
| Develop cartoons in Tsilhqot’in (i.e. Dora) |
| Plan more cultural activities in and around the community that are accessible to all members near and far |
| Elders would like more connections with community to pass along traditional knowledge and language through gathering at Elders and Youth space |
| Teach Tsilhqot’in women how to hunt and establish list of mentors |
| Develop language immersion in Williams Lake and offer 4 times per month |
| Use technology to teach Tsilhqot’in (simple recordings) |
| Develop a forum (i.e. bloggers, podcast, FB) around Tsilhqot’in speaking |
| Develop system to invite traditional speaker and do language and culture for the children while parents attend meeting |
| Develop and attract funding for a Tsilhqot’in Elders and Youth Gathering |
| Invite other Elders from surrounding areas for luncheons and share stories and attend other community gatherings together |
| Embed language and culture into school curriculum. Increase time of language class from 30 minutes to 60 minutes. |
| Offer 100% immersion; no English |
| Increase the availability of traditional and healthy foods |

* 1. **HEALTH AND WELLNESS**

For Alexis Creek First Nation, the subject of health and wellness is really an all-encompassing one. Sound health in both individual and community is something that is accomplished by many actions that are complex and interconnected.

Being healthy requires both a personal commitment to wellness, and access to programs and services that promote healthy lifestyles. Many ACFN members take advantage of the opportunities to keep active and live in a way that will bring them and their families’ long lives. Community events such as the annual Redstone Rodeo and winter carnival highlight the residents’ love of horsemanship, hockey, and outdoor games. Many enjoy fishing, hunting and camping as well.

**Programs and Services**

ACFN provides many health, wellness and community services to its members. Some of these include the following:

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| **Community Services** | |
| * **Health Clinic**   + Nurse Practitioner   + Health Nurse   + Visits by Doctor/   Physio/Optometrist   * **Health Programs**   + Community Wellness   + Patient Travel   + Diabetes Consulting   + Pre-Natal Care   + Mental Health Counselling   + Alcohol & Drug Prevention & Intervention/AA | * **Community and Culture**   + Elders’ Program   + Culture Night   + Adult Drop-In   + Youth Group * **Safety**   + Safety Advisory Committee   + Elder & domestic violence * **Recreation/Fitness**   + Walk/Run program   + Community Events * **Health HUB**   + Coordinated services with TNG & Interior Health |

**Key Phase 2 Health and Wellness Community Goals and Projects**

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| **4.8.1 Goal: Develop health programming supporting Tsilhqot’in culture** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Hire Traditional healer for ACFN and Tsilhqot’in communities |
| Develop and encourage youth participation in 3-week culture camp |

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| **4.8.2 Goal: Develop responsive health-based training and workshops** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Mentor youth to avoid gang lifestyles |
| Develop domestic violence programming for both genders |
| Bring in or offer trauma-based training to increase staff’s knowledge of the flee/fight/freeze cycle and how to intervene appropriately |

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| **4.8.3 Goal: Create health and wellness programming that is family based and nature inspired** |
| ***Ideas/Initiatives to accomplish this goal:*** |
|  |
| Host seasonal events |
| Education workshops on land |
| Camping outings and living on land |

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| **4.8.4 Goal: examine opportunities for alternate heat** |
| ***Ideas/Initiatives to accomplish this goal:*** |
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| Develop feasibility study or business plan |

**Appendix A: Dotmocracy Results Per Subject Area**

1. **Governance**

**Leadership Vision:** Alexis Creek is self-governing, self-determined and self-reliant and our members enjoy high quality of life. The leadership team model integrity and the vision that guides all members and future generations.

**Leadership mission**: Guided by our traditional knowledge, our mission is to work collaboratively, practice healthy communication, be role models, and be inclusive to engage and unify our membership and advance their interests. Our priorities are defined from within the community, and are addressed through creativity, innovation and sound decision-making. We support ongoing professional, educational and personal development to enhance our leadership and personal effectiveness

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| **Priority/Project** | **Tsideldel** | **Williams Lake** |
| Having strong leadership and role modelling that will result in a vibrant, healthy community | 10 | 5 |
| Assist with crime reduction and the establishment of a safer community that is an attractive place to raise families | 5 | 0 |
| Use a Custom Election Code (sent to INAC; needs referendum) | 3 | 0 |
| Increase leadership and responsibility in each department to reach goals | 6 | 2 |
| Review Chief and Council Governance Policy annually | 6 | 2 |
| Build an effective relationship between business and politics in relationship to Tsideldel Development Corporation | 1 | 3 |
| Effective Financial Management, Capacity Development and Growth by creating 10-year financial strategy | 14 | 6 |
| Increase oversight and accountability of leadership | 0 | 0 |
| Ensure housing applications, resulting in housing, are fair and transparent | 8 | 2 |
| Increase leadership engagement by paying hourly wage | 0 | 7 |
| Negotiate compensation from government to benefit development of members and economic development | 12 | 1 |
| Communicate how Title ownership will affect members | 5 | 0 |
| Work together with other communities (Tsilhqot’in, Secwepemc and others) to build relationships and share knowledge | 3 | 7 |
| Create a welcoming environment where members have a sense of community and belonging | 2 | 0 |
| Diversify administration by having a Band Office in Williams Lake | 0 | 0 |
| Develop Constitution | 0 | 2 |
| Develop Community By-Laws (i.e. Animal Control/ATV etc.) | 17 | 5 |
| Establish Title and Rights Committee | 13 | 3 |
| Develop election strategy to increase the number of on and off reserve members voting and consider electronic voting | 17 | 9 |
| Develop and support Elders Advisory Council | 6 | 5 |
| Develop and support Youth Advisory Council | 7 | 7 |
| Develop a Child and Family Services Protocol for on and off reserve members | 16 | 13 |
| Provide disclosure on what can and cannot be funded on reserve and off reserve | 1 | 1 |
| Report on company’s performance to community members’ who are the shareholders | 2 | 4 |
| Continue to host meetings in Williams Lake | Added at Williams Lake meeting which occurred after Tsideldel meeting | 4 |
| Livestreaming meetings/use zoom | Added at Williams Lake meeting which occurred after Tsideldel meeting | 15 |

1. **Education:**

Vision: ACFN has greater jurisdictional control of education and members participate and benefit from high quality academic, holistic, culturally relevant education that creates opportunities and supports education, and personal and professional success in life (Strategic Plan 2015)

* Tsideldel school educates students
* Literacy and attendance rates are of concern
* Adult education tends to be lower

|  |  |  |
| --- | --- | --- |
| **Priority/Project** | **Tsideldel** | **Williams Lake** |
| Increase access and supports to education | 1 | 0 |
| Learn academic and workplace skills that will help members get and keep jobs | 2 | 3 |
| Need for social programs to help families learn the parenting and health concepts that will bring healing and wholeness | 3 | 2 |
| Continue to increase supports for special needs students | 2 | 2 |
| Continue to increase literacy rates amongst students | 1 | 5 |
| Continue to increase student attendance rates and parental involvement | 8 | 1 |
| Ensure success of students in adult education by providing secondary supports and be delivering courses on reserve where possible | 1 | 2 |
| Community based classes on healthy living, parenting, anger management | 5 | 8 |
| Provide mentorship to male youth | 4 | 2 |
| Address social problems that hinder student learning and attendance i.e. drugs and alcohol, gang awareness for teens | 4 | 3 |
| Fund more extra-curricular activities such as gym and pool for students | 13 | 6 |
| Embed Tsilhqot’in language into Tsideldel school and encourage throughout community and parents to teach children | 6 | 3 |
| Provide well trained staff and funded programs for special needs students | 0 | 1 |
| Increase sense of belonging for high school students through support of First Nation Liaison Workers and create a gathering place | 4 | 2 |
| Increase awareness of what students need in terms of academic pre-requisites and functional skills (i.e. budgets and time management) before entering post-secondary education | 6 | 5 |
| Improved education academics | 0 | 0 |
| Provision of culturally relevant and appropriate education | 1 | 6 |
| Improved prep for high school | 1 | 3 |
| **Headstart** |  |  |
| Prepare a feasibility study for a proposed daycare/headstart | 4 | 3 |
| Professional development for HeadStart program and Language and Culture. Have outdoor classroom and enhance language and Tsilhqot’in teachings | 4 | 6 |
| Review HeadStart policies upon relocation of HeadStart (i.e. licensing, health education teachings, education etc.) Recruit Early Childhood Education Workers | 0 | 5 |
| Ensure textbooks are current and learning supports too | 1 | 6 |
| Support and promote on-line own paced Khan Academy programming | 0 | 6 |
| Band offers help for those going to post-secondary in the form of daycare | 0 | 20 |
| Advocate with funders for policy change that would support increased living allowance | 16 | Added by Tsideldel participants after Williams Lake meeting |
| Develop procedures to be inclusive of Williams Lake students for activities | 3 | 12 |
| Develop brochure of where to apply for bursaries and scholarships | 4 | 2 |
| Develop system for students living in Williams Lake also to get recognition on report card achievements | 1 | 7 |
| Develop programs for students to learn musical instruments | 0 | 5 |
| Provide grandparents and people in Williams Lake travel supports to get children to school | 0 | 3 |
| Sign LEH Agreement with School District for off-reserve students | 0 | 10 |
| Provide funding for sports for students living in Williams Lake | 0 | 15 |
| Develop pamphlets outlining educational services and other areas of support for people living on and off reserve | 3 | 17 |
| Provide small business entrepreneurship training | 2 | 1 |
| Support / assist with obtaining Driver’s License | 3 | 2 |
| Support/guide for coming of age ceremonies | 2 | 6 |
| Train Teachers Assistants and community support workers | 7 | Discussed at Tsideldel after Williams Lake meeting |
| Increase access and delivery of Tsilhqot’in certificate | 3 | Discussed at Tsideldel after Williams Lake meeting |

1. **Employment and Training**
2. Vision: ACFN members (home and away from home) are employed in meaningful careers and are self-sufficient.
3. Mission: ACFN will do this by providing innovative, responsive, high quality services, with TNG, that empower through training, education and identifying employment opportunities.

|  |  |  |
| --- | --- | --- |
| **Project/Priority** | **Tsideldel** | **Williams Lake** |
| Generate employment for members and residents | 2 | 0 |
| Provide training/career planning for job market (demand- based jobs). Examine Tsilhqot’in Nation demand-based jobs. | 3 | 12 |
| Provide necessary training opportunities for members to obtain employment | 3 | 0 |
| Obtain funding to hire a recreation worker | 8 | 17 |
| Obtain funding to hire a part-time justice coordinator | 8 | 6 |
| Provide training for a local daycare worker, depending on study | 4 | 2 |
| Hire full time family support worker (in process) | 4 | 1 |
| Hire maintenance worker as part of Housing Department | 5 | 4 |
| Provides trades and apprenticeship training | 7 | 3 |
| Review/revamp rural/ remote grade 8-10 | 5 | 1 |
| Ongoing Adult Basic Education | 6 | 7 |
| Provide pre-employment supports | 2 | 4 |
| Develop opportunities for mentorship (i.e. job shadowing) | 3 | 11 |
| Encourage everyone to finish their education | 9 | 13 |
| Implement train-the-trainer programs i.e. first aid, excel training, technology etc. | 11 | 10 |
| Resolve lack of housing issue | 8 | 2 |
| Use title and rights to negotiate job opportunities | 12 | 5 |
| Develop Skills Inventory and Database | 11 | 1 |
| Orientation for students | 0 | 2 |
| Hire extra proposal writer or outsource to consultant. Consultant to train staff. | Added at Williams Lake meeting | 25 |

**4) Economic Development**

**Economic Development**

**Vision: Invest in developing human resources training and skills at all levels with the result that in 10 years, a skilled First Nation workforce will be developed that can fully participate in the regional economy.**

|  |  |  |
| --- | --- | --- |
| **Priority/Project** | **Tsideldel** | **Williams Lake** |
| Create employment for members through infrastructure economic development and entrepreneurship development | 9 | 5 (14 total) |
| Focus development on retail and cultural industries and develop structures/ business activities on reserve | 9 | 1 (10 total) |
| Look for new funding for financial backing for economic development | 4 | 0 (4 total) |
| Increase the health of members to create a strong workforce | 2 | 3 (5 total) |
| More training offered for trades and entry level work skills | 4 | 0 (4 total) |
| Teach small business skills | 2 | 0 (2 total) |
| Teach job search skills and how to create a career plan | 5 | 2 (7 total) |
| Involve youth in community development | 4 | 1 (5 total) |
| Address members’ health/drivers’ license issues that are barriers to employment | 1 | 1 (2 total) |
| Develop cultural and tourism related businesses | 2 | 2 (4 total) |
| Teach members how to use the land for profit (balance cultural and environment too) | 2 | 0 (2 total) |
| Refurbish Gas Bar (in progress) | 6 | 0 (6 total) |
| Secure Forest Enhancement Funds (in progress) | 0 | 0 (0 total) |
| Create, implement and manage Economic Development Approval Process (make sure maximize opportunities for Band member owned business, Band Businesses and Economic Corporation businesses) | 1 | 0 (1 total) |
| Develop Gravel Pit | 1 | 0 (1 total) |
| Draft Tourism Plan (Bed and Breakfast, RV campsite, rodeo, wellness lodge, rent cabins for revenue)) | 8 | 3 (11 total) |
| Secure mineral exploration agreement | 0 | 0 (0 total) |
| Explore road deactivation opportunities – trees/shrubs/native plants (NATS Nursery) | 1 | 5 (6 total) |
| Provide Class 4 Drivers School in collaboration with other communities | 3 | 5 (8 total) |
| Aim to break-even with the sale of Crazy Horse through the sale of 350,000 to 500,000 units | 3 | 0 (3 total) |
| Purchase new dump truck and trailer | 6 | 0 (6 total) |
| Clean Energy i.e. solar, wind, micro hydro, biomass, geothermal, energy efficient homes) | 20 | 13 (33 total) |
| Agriculture and ranching (i.e. hay sales, community gardens, value-added production, root cellar, greenhouse) | 17 | 3 (20 total) |
| Resourcing a 5-pack firefighting crew | 4 | 0 (4 total) |
| Build and operate a small garage and tire repair shop | 13 | 5 (18 total) |
| Operate a coffeeshop and craft store | 8 | 0 (8 total) |
| Operate Bingo Hall | 0 | 0 (0 total) |
| Build hotel/ Bed and Breakfast/wellness lodge. Look at collaboration with Sugarcane. | 22 | 8 (30 total) |
| Develop horse trails and offer horse training; develop bike trails | 7 | 0 (7 total) |
| Purchase a snowplow | 11 | 0 (11 total) |
| Explore cannabis business | Added in Williams Lake so Tsideldel meeting attendees did not vote | 11 (11 total) |
| Develop Lands Purchase Strategy | Added in Williams Lake so Tsideldel meeting attendees did not vote | 18 (18 total) |
| Develop a kid’s zone/youth center in Williams Lake where there would be a service fee charged | Added in Williams Lake so Tsideldel meeting attendees did not vote | 11 (11 total) |
| Develop center for treatment | Added in Williams Lake so Tsideldel meeting attendees did not vote | 3 (3 total) |
| Develop on line retail business | Added in Williams Lake so Tsideldel meeting attendees did not vote | 2 (2 total) |
| Plant more trees and obtain carbon offsets | Added in Williams Lake so Tsideldel meeting attendees did not vote | 9 (9 total) |
| Develop a Recreation Center | Added in Williams Lake so Tsideldel meeting attendees did not vote | 2 (2 total) |

**4.5 Lands and Resources**

**Overview: Land Use**

The planning, management and stewardship of natural resources and habitat for human, animal and plant life, and the link to ecological diversity, is of the utmost concern for Alexis Creek and it is recognized that time and effort will be required to develop policies and projects to nurture the land, within the spirit of the community’s discussion. Approximately 4000 hectares within the traditional area are federal land reserves for ACFN.

***Guiding Principles of Land Use:***

* The Creator has made us part of and spiritually inseparable from the environment.
* We share a cultural legacy of natural conservation and protection stemming from our obligation to protect the water and natural resources within our Traditional Territories.
* We have permanent control of, and enjoyment of our Territories water and resources.
* We have the sole right to control our culture including archeological, historical and sacred sites, artifacts, designs, knowledge and works of art.
* We respect the forests, range lands, and waterways are complex systems about which we must learn and teach.

|  |  |  |
| --- | --- | --- |
| **Priority/Project** | **Tsideldel** | **Williams Lake (did not ask)** |
| Develop and extend ACFN’s stewardship and management planning, or codes of practice to include effective ecosystem-based planning models that will determine cumulative effects on the resources and that are environmentally and culturally sound | 8 |  |
| Lobby the Minister of the Environment who manages game species to incorporate ACFN’s input as to ways to ensure species are harvested sustainably and habitat conditions are maintained to favor a wide diversity of species | 3 |  |
| Desire to use land for more agriculture such as field crops and ranching | 0 |  |
| More teaching of hunting and fishing, how to harvest and process meats/crops | 17 |  |
| Learning needed on the history of the land and how to use it | 0 |  |
| Education wanted on how to live more sustainably; having respect for the lands and animals | 0 |  |
| Develop internal process to document sacred land for protection purposes | 3 |  |
| Job match and ensure people and knowledge keepers are in the community | 2 |  |
| Cultural Heritage Policy | 10 |  |
| Mushroom Picking Policy i.e. laws for guests in the community | 6 |  |
| Checkpoints for hunting | 9 |  |
| Sign at store/billboard “leave it the way you found it” and outline what is acceptable and what is not | 6 |  |
| Any environmental and socio-cultural impacts from forestry activities must be integrated into all programs and policies | 0 |  |
| All community forest policies must promote a framework for long term development and stewardship through the assertion of ACFN’s Title and Rights to resources | 0 |  |
| Current and future generations of ACFN have secure access to all benefits arising from the development of forest resources and that measures need to be taken to guarantee their efficient use and conservation | 7 |  |
| Develop a water policy due to the multiple pressures on this resource | 0 |  |
| Agriculture and range initiatives have been identified as economic activities to be explored if they are managed carefully to minimize impact on water | 15 |  |
| Monitor the use of trails, waterways, roads and highways as part of an overall strategy to ensure these activities meet ACFN’s land use principles | 6 |  |
| Educational campaigns for tourists or other recreational users (i.e. signage at trailheads, campsites, lakes and boat launches; or a series of pamphlets distributed through tourism information offices, sporting goods stores and other retail outlets that tourists and recreational users would frequent) | 3 |  |
| Enable appropriate access to protect sensitive parcels of land, contamination of ground water sources, prevention of erosion and sedimentation and protection of sensitive fish habitats and stock | 7 |  |
| Resolve gaps in research and data and then build on those resolved gaps by planning for areas of resource harvest allocation, monitoring, protection and enforcement | 0 |  |
| Select and move forward with opportunities for revenue generation that will provide long term macro-economic benefits to ACFN | 0 |  |
| Develop own Mining Policy | 1 |  |
| Develop revenue sharing agreements | 11 |  |
| Develop partnerships | 4 |  |
| Develop community-based stewardship roles | 4 |  |
| Protection of culturally important areas and maintaining and protecting water values | 18 |  |
| Develop safe practices for injection wells | 4 |  |
| Develop guiding principles to ensure the distance of any future mine or other industrial project is located away from sensitive watersheds. | 8 |  |

**4.6 Infrastructure**

Infrastructure

Vision: Band is upgrading water supply as priority. Social needs include new health clinic, Elders home, and youth/cultural space, lobbying hydro and internet providers to expand services. More retail and recreational infrastructure needed as well.

|  |  |  |
| --- | --- | --- |
| **Priority/Project** | **Tsideldel** | **Williams Lake** |
| **Short and Mid Term Infrastructure Projects** |  |  |
| To have clean potable water for the whole community; Michelle Gardens needs upgraded water supply (under development) | 1 |  |
| To be able to renovate all homes and bring up to code for ACFN members | 13 |  |
| Upgrade and renovate the old part of ACFN Band office/ Build new Band Office | 13 |  |
| More storage space at community school | 1 |  |
| Planning for building a group home/safe home | 6 |  |
| Culture complex | 1 |  |
| **Long Term Infrastructure Projects** |  |  |
| New Head Start/ Daycare Center | 6 |  |
| Dedicated ambulance and medical transfer vehicle | 3 |  |
| Upgrade or build new fire hall to accommodate a new, larger fire truck and trained volunteers | 10 |  |
| Expand cultural center and include commercial kitchen | 19 |  |
| Using land and build infrastructure for agriculture (ranching/field crops) | 0 | Move to land |
| More teachings on hunting and fishing; how to harvest and process meat and crops |  | Move to land |
| Learning needed on the history of the land and how to use it |  | Move to land |
| Education wanted on how to live more sustainably, having respect for the land and animals |  | Move to land |
| Upgrading the road (under development) and bridges | 3 |  |
| Signs in Tsilhqot’in (under development) | 3 |  |
| Build 4 plexes or multiple houses | 4 |  |
| Skating rink | 6 |  |
| Commercial infrastructure i.e. tires shop, Bed and Breakfast | 1 |  |
| More and better playgrounds | 6 |  |
| Bike trails | 3 |  |
| Smaller homes i.e. tiny homes) | 8 |  |
| Health Center (under development) | 0 |  |
| Develop library in the hall as the start-up phase; examine feasibility of a whole library building | 3 |  |
| Church | 4 |  |
| Improve and move the morgue | 6 |  |
| Examine options for youth center including renovations or building new center | 0 |  |
| Elders Home | 7 |  |
| Improve the rodeo grounds | 8 |  |
| Develop baseball field | 2 |  |

4.7 Culture and Language

|  |  |  |
| --- | --- | --- |
| **Priority/Project** | **Tsideldel** | **Williams Lake** |
| Create a Cultural Committee to encourage and advocate the teachings of the Tsilhqot’in language, values and the traditional ways of life to keep the Tsilhqot’in culture alive | 19 | 4 (total 23) |
| Protect the land, water and animals for future generations | 5 | 2 (total 7) |
| Plan more cultural activities in and around the community that are accessible to all members near and far | 1 | 4 (total 5) |
| Remember the past experiences, previous knowledge learnt and use all as tools to help shape a bright future for next generation | 0 | 4 (total 4) |
| Strive for or continue on a path for the better as the Ancestors have done for hundreds of years | 0 | 2 (total 2) |
| Provide workshops on topics such as language, traditional cooking, harvesting and hunting; teaching of stories | 6 | 2 (total 8) |
| Embed language and culture into school curriculum. Increase time of language class from 30 minutes to 60 minutes. | 2 | 3 (total 5) |
| Elders would like more connections with community to pass along traditional knowledge and language; Elders and Youth space -everyone invited | 3 | 2 (total 5) |
| Incorporate Tsilhqot’in language into workplace | 5 | 2 (total 7) |
| Teach Tsilhqot’in women how to hunt. Establish list of mentors. | 4 | 3 (total 7) |
| Increase the availability of traditional and healthy foods | 5 | 2 (total 7) |
| Harvest traditional medicines. Make available to all members | 5 | 4 (total 9) |
| Develop formal language curriculum for high school students and have full immersion | 3 | 4 (total 7) |
| Encourage “old talk” as newer generation may have short-cuts | 4 | 3 (total 7) |
| Create CD’s for lullabys | 2 | 4 (total 6) |
| Don’t overcomplicate the teaching of our language; just speak it | 1 | 4 (total 5) |
| Speak language and culture will follow | 3 | 4 (total 7) |
| Develop language immersion in Williams Lake and offer 4 times per month | 0 | 7 (total 7) |
| Use technology to teach Tsilhqot’in (simple recordings) | 0 | 3 (total 3) |
| Develop cartoons in Tsilhqot’in (i.e. Dora) | 2 | 6 (total 8) |
| Offer 100% immersion; no English | 0 | 5 (total 5) |
| Remember that we can use our Elders memories saved of life on the land i.e. William Case | 4 | 1 (total 5) |
| Develop a forum (i.e. bloggers, podcast, FB) around Tsilhqot’in speaking | 1 | 4 (total 5) |
| Develop system to invite traditional speaker and do language and culture for the children while parents attend meeting | 5 | 4 (total 9) |
| Address lateral violence and bullying technique | Discussed after all dots used; this is high priority item | Added in Tsideldel so Williams Lake attendees did not discuss |
| Provide orientation to everyone; culture and language | Discussed after all dots used; this is high priority item | Added in Tsideldel so Williams Lake attendees did not discuss |
| Develop meeting protocols that incorporate traditional values i.e. prayer at beginning and end of meeting | Discussed after all dots used; this is high priority item | Added in Tsideldel so Williams Lake attendees did not discuss |
| Develop more opportunities for feedback beyond CCP sessions to hear members | Discussed after all dots used; this is high priority item | Added in Tsideldel so Williams Lake attendees did not discuss |
| Develop traditional values document to ground community meetings | 5 | Added in Tsideldel so Williams Lake attendees did not discuss  (total 5) |
| Develop mentorship program for youth | 2 | Added in Tsideldel so Williams Lake attendees did not discuss  (total 2) |
| Develop and attract funding for a Tsilhqot’in Elders and Youth Gathering | 5 | Added in Tsideldel so Williams Lake attendees did not discuss  (total 5) |
| Research and develop protocols and legends pamphlet and books i.e. what to do when you are pregnant, what to do at a funeral, what to do when you become a widow | 6 | Added in Tsideldel so Williams Lake attendees did not discuss  (total 6) |
| Invite other Elders from surrounding areas for luncheons and share stories; attend other community gatherings together | 3 | Added in Tsideldel so Williams Lake attendees did not discuss  (total 3) |

4.8 Health and Wellness

**Health and Wellness**

Main Goal/Projects:

* ***Expand programming on:***

1. **chronic illnesses (1 vote)**

Status: Majority of the chronic cases have been to the CHN and she in turn makes referrals to other support such as the Dr., NP, Dietitian, Physiotherapist or Therapists

1. **addictions (0 vote)**

Status: Intake is done by NNADP coordinator and referred to the Therapist. Case conferencing is done by both, and Health Director occasionally sit in to provide some guidance.

1. **domestic violence (0 vote)**

Status: NNADP works with Therapist and Social Development Coordinator to deliver this programming.

1. **mental health assessments (0 vote)**

Status: As per referrals from the therapist

* ***Provide teaching and mentorship on life issues:***
* **addictions and mental** 
  + Co-facilitated by Darlene and Lisa
* **Health and parenting skills**
  + CHN works to deliver the program with Leyal (Youth Worker)
* **personal accountability**
  + as part of all program expectations and the Health staff are providing ongoing support to help oneself when at all possible.
* ***Expand Infrastructure:***

1. ***Health Centre***

**Status:** Currently awaiting some correspondence from the capital FNHA department – previous staff member is no longer with the company

1. ***staffed ambulance***
2. ***Elder care home and services***

**Status:** Hub is working with this to have community review to see what the best options for the community Elders are

1. ***community kitchen***

**Status:** Community gardening will play a role in this during harvesting.

1. ***holistic programs***

**Status:** Integrating the traditional healers and elders into the programming by all programs including Headstart

1. ***Restorative Justice***

**Status:** NNADAp is working on coordinating this with Punky to tap in on training for the restorative justice on the referral process

1. ***Women’s shelter***

**Status:** Will look at tying this in with the current programs in Williams Lake

1. ***Enhanced alcohol and drug services* (7 votes)**

Several members have identified a need for enhanced alcohol and drug programs and services, and for teaching that targets youth, who are most vulnerable.

**Status:** Health needs feedback as to what this will look like

1. ***Some have suggested becoming a dry community* (0 Votes)**

**Context Comment from Health:** Perhaps on a long term, maybe looking at 50% - as a realistic figure for now and work within the youngest generation etc.

1. ***More understanding of mental health issues* (0 Votes)**

**Status:** We are looking at creating an awareness into this so will need feedback on how we can do this.

1. ***Increase access to physical fitness and recreation and teachings to encourage all ages to become healthy through physical activity* (6 Votes)**

**Status:** Currently, Leyal is doing the whole community walk run program, including the youth.

Context Comment from Health: Need to look at a possible part time adult sports coordinator which may work for now.

1. ***Diabetes and other chronic health issues prevention and management program* (3 Votes)**

**Status:** CHN/CHR are working on this to provide an awareness on diabetes by using the mobile Diabetes program, the Diabetes conference and Dietitian regular visits to the community

1. ***Hire Traditional Healer as an integral part of the health plan for Alexis Creek and the Tsilhqot’in communities* (10 Votes)**

**Status:** In the process, problem is accommodation for the visiting contractors

1. ***Gain better access to the wisdom of the elders is an important part of establishing strong roots of connection and wellness* (7 votes)**
2. ***Provide supports for students who live off-reserve* (4 votes)**
3. ***Continue to produce off-reserve community newsletter and include off reserve members in community events* (2 votes)**
4. ***Expand medical transfers to include a dedicated vehicle and driver for regular trips into Williams Lake and other areas, and that dental care can be made more accessible* (6 votes)**

**Status:** This is in the works as our program officer is getting information as to how to get a vehicle so that ACIB can access funding to purchase a vehicle for medical travel/work vehicle

1. ***Provide education, mentoring and intervention on gangs* (11 votes)**
2. ***Provide education, mentoring and intervention on domestic violence for both genders* (11 votes)**
3. ***Reconnect with the Creator/Mother Earth* (5 votes)**
4. ***Teach and model preventative medicine approaches* (1 vote)**
5. ***Incorporate traditional healing practices* (5 votes)**
6. ***Provide Community based classes on healthy living, parenting, anger management, mental health, drug and alcohol and gang awareness for teens* (6 Votes)**
7. ***Fund more extracurricular activities such as gym, pool, for students* (5 votes)**
8. ***Increase teaching of a healthy lifestyle like healthy eating* (1 vote)**

***ii) More family based and nature inspired activities – green grass, outside fun; and all- community invited events like camping and seasonal activities* (11 votes)**

***iii) Improved facilities that benefit Youth like a bigger center and recreational items like hiking and biking trails and zip line* (3 votes)**

**iii) *Establish some land to raise farm animals* (4 votes)**

***iv) Develop a plan to obtain and emergency vehicle and trained staff (class 4 OFA Level 13)* (3 votes)**

**Status:** In the works with the education department and now have some class 4 drivers who we utilize

***v)*** ***To comply with the mandate of our funders (6 programs)* (1 vote)**

**Status:** Always have; only downfall is the medical travel for off reserve and the patience do not get the same services as on reserve

***vi) Research alternative sources of heat* (10 votes)**

**Health context comment:** This is so much a priority and need a way to do this

***vii) Research availability of space for Tsilhqot’in Wellness Center (i.e. unused I.R. Land)* (2 votes)**

**Health Context Comment:** Agreed; need a team to work on this initiative

***viii) To form a working group that establishes an intervention-prevention program for at risk children and families (i.e. family violence, alcohol, drug abuse)*** **(2 votes)**

**Additional comments/observations from Community Meeting at Tsideldel in April 2018**

1. ***Supports for youth who need specialized support 9i.e. ADHD, ADD, OCD, trauma/depression, PTSD, workshops and other coaching; better communication between departments (6 votes)***
2. ***Anger management programs for youth (1 vote)***
3. ***Mediation/yoga with smudging and drumming to support growth* (*4 votes)***
4. ***Support the development of increased awareness for parents of how children benefit through increased access to program dollars if they are accessed (4 votes)***
5. ***Introduce mandatory health visits and include incentive program (3 votes)***
6. ***Invest in voice recorders (1 vote)***
7. ***Advise doctor to not rush patients (0 votes)***
8. ***Increase the number of intake forms when safety concerns identified and route to Safety Committee (0 votes)***
9. ***Develop Safety Plan (0 votes)***
10. ***Have church (0 votes)***
11. ***Develop secondary response teams (0 votes)***
12. ***Offer three weeks of cultural camp (10 votes)***
13. ***Offer more programming to reduce bullying (6 votes)***
14. ***Develop own MCFD Policy (0 votes)***
15. ***Offer more supports for Elders i.e. Dr. visits, bank visits, cooking, diabetic care, shopping and rides (3 votes)***
16. ***Reduce verbal abuse (2 votes)***
17. ***Develop list of available supports for Elders (1 vote)***
18. ***Offer financial management training for Elders and other interested members (2 votes)***
19. ***Engage members and encourage them to show up (2 votes)***
20. ***Reduce labelling/stereotypes and promote health and wellness (0 votes)***
21. ***Encourage leadership to use own source revenue for programming (0 votes)***
22. ***Be more creative on the use of resources (0 votes)***
23. ***Explore circle of life programming (0 votes)***
24. ***Use of whole system to track client notes (3 votes)***
25. ***Offer introduction and advanced trauma-based training (8 votes)***
26. ***Increase counselling services (0 votes)***
27. ***Increase mentoring for youth (i.e. language and culture) (2 votes)***

**Summary of Tsideldel Health and Wellness Meeting Results**

|  |  |
| --- | --- |
| **Priority/Project** | **Tsideldel** |
| Expand programming on:  chronic illnesses | 1 |
| Provide teaching and mentorship on life issues such as addictions and domestic violence | 0 |
| Increase mental health assessments | 0 |
| Enhance drug and alcohol program/services and target youth | 7 |
| become a dry community | 0 |
| Greater access to recreational facilities/program teaching that will encourage members of all ages to become healthy through physical activity | 6 |
| Provide prevention and management program for diabetes that all can access | 3 |
| Hire traditional healer for ACFN and the Tsilhqot’in communities | 10 |
| Increase better access to elder’s wisdom to establish strong roots of connection and wellness | 7 |
| Support off-reserve students to visit family and community to keep bonds strong | 4 |
| Increase off-reserve members connection to community through newsletter and inclusion at community events | 2 |
| Secure funding for a dedicated medical transfer vehicle and driver | 2 |
| Provide more accessible dental care | 4 |
| Mentor youth to avoid gang lifestyle | 11 |
| Develop domestic violence programming for both genders | 11 |
| Reconnect with the Creator/Mother Earth to maintain spiritual strength | 5 |
| Teach and model preventive medicine approaches | 1 |
| Incorporate traditional healing practices | 5 |
| Community based classes (healthy living, parenting, anger management, mental health, drug and alcohol, gang awareness for teens) | 6 |
| Fund more extracurricular activities such as gym, pool, for students | 5 |
| Increase teaching of a healthy lifestyle like healthy eating | 1 |
| More family based and nature inspired activities (i.e. all community invited events like camping and seasonal activities and education for children on the land) | 11 |
| Improved facilities that benefit Youth like a bigger center and recreational items like hiking and biking trails and zip line | 3 |
| Establish some land to raise farm animals | 4 |
| Develop a plan to obtain an emergency vehicle and recruit trained staff (i.e. class 4/OFA Level 13) | 3 |
| To comply with the mandate of our funders | 1 |
| Research alternative sources of heat | 10 |
| Research availability of space for Tsilhqot’in wellness center | 2 |
| Form a working group that establishes an intervention-prevention program for at risk children and families (i.e. family violence, alcohol, drug abuse) | 2 |
| Develop specialized supports for youth (i.e. ADHD, ADD, OCD, trauma/depression) | 6 |
| Support networking and communication between departments to establish integrated case management for youth and other members | 6 |
| Provide anger management programs for youth | 1 |
| Provide meditation and yoga to support wellness and offer in traditional way | 4 |
| Support parents to increase their understanding of why assessments are necessary and how their child benefits | 3 |
| Increase awareness of the importance of the timing of testing for their children (i.e. FAS) | 1 |
| Introduce mandatory health visits through an incentive program | 3 |
| Invest in voice recorders | 1 |
| Improve members access to the doctor by coaching doctor not to rush patients | 0 |
| Increase number of signed intake forms to be rooted to safety committee | 1 |
| Develop safety plan | 0 |
| Establish/build church | 0 |
| Develop secondary response teams when primary responder is out of community | 0 |
| Develop and encourage youth participation in 3-week culture camp | 10 |
| Develop and deliver more programming to reduce bullying | 6 |
| Develop own child protection protocol | 0 |
| Reduce verbal abuse | 2 |
| Provide more support to elders (i.e. Shopping, rides, cleaning, diabetic friendly cooking, access to bank account, access to doctor, processing fish and reduce theft) | 3 |
| Develop a list of supports for elders | 1 |
| Develop and deliver financial training for all community members. | 2 |
| Develop on reserve security so elders feel safer. | 2 |
| Develop engagement plans and encourage people to show up for events and meetings | 2 |
| Reduce labeling and stereotyping | 0 |
| Apply own source revenue to address health funding gaps | 1 |
| Be more creative on use of resources | 0 |
| Explore circle of life programming | 0 |
| Hire Family Support Worker | 0 |
| Use of whole system to track client (CRM approach) | 3 |
| Bring in or offer trauma-based training to increase staff’s knowledge of the flee/fight/freeze cycle and how to intervene appropriately. | 8 |
| Increase counselling services | 0 |
| Mentor youth through language and culture to have better mental health outcomes | 2 |
| Explore program to provide quality Tsilhqot’in specific needs | 0 |

