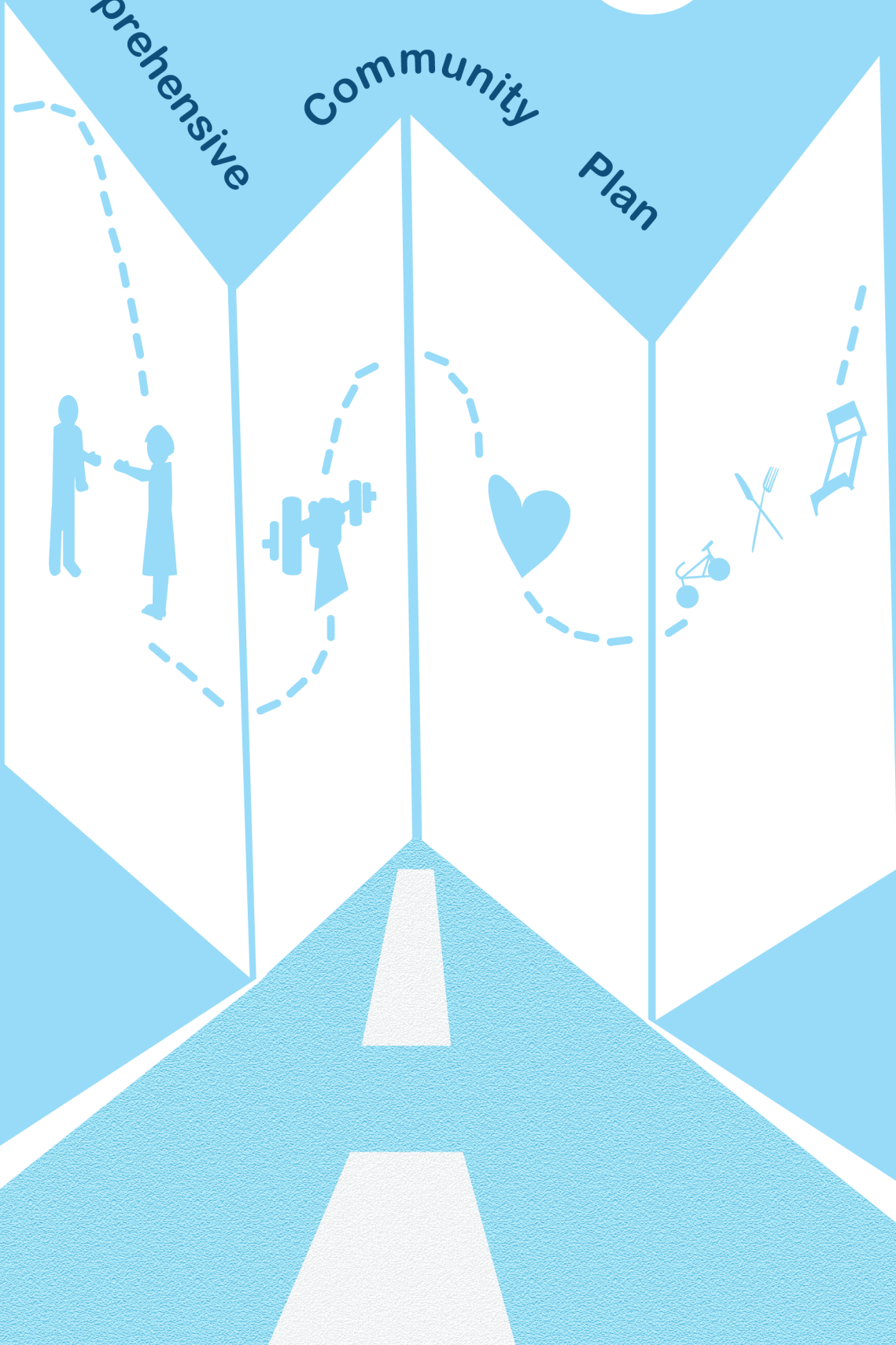


# TK'EMLÚPS TE SECWEPEMC

Comprehensive

Community

Plan



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# I. Introduction

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IN THIS SECTION:

- A. **About us**
- B. **Background**
- C. **Rationale & Significance**

## A. About Us

The Tk'emlúpsmc, now known as the Tk'emlúps te Secwépemc, are members of the Interior-Salish Secwépemc (Shuswap) speaking peoples of British Columbia.

The Secwépemc (pronounced suh-wep-muhc) occupy a vast territory of the interior of British Columbia. This traditional territory stretches from the Columbia River valley along the Rocky Mountains, west to the Fraser River, and south to the Arrow Lakes. Most Secwépemc live in the river valleys.

At one time the Secwépemc occupied one large traditional territory covering approximately 145,000 square kilometers. In 1811, after European contact, the colonial government divided the Secwépemc into 17 distinct groups with specific parcels of land designated to each.

The Kamloops Reserve land base was established in 1862 under the direction of Governor James Douglas. It is located east of the North Thompson River and north of the South Thompson River, adjacent to the City of Kamloops.

The word Kamloops is the English translation of the Secwépemc word *Tk'emlúps*, meaning 'where the rivers meet,' and for centuries has been the home of the Tk'emlúpsmc, the 'people of the confluence.'

Tk'emlúps has always occupied a place of great economic importance. Traversed by two major waterways, traditional Tk'emlúpsmc territory was the center of major traffic and trade routes. Before contact, the Tk'emlúpsmc were designated the Secwépemc7uwi, "the real Shuswap," for their keen ability to negotiate and create peace accords with neighbouring tribes, utilize military strength and reside in an area rich with natural resources for trade.

The grass roots people of contemporary Tk'emlúps remain rich in culture and tradition and strive for sustainability—social, economic and environmental sustainability. Tk'emlúps is considered an economic leader within the First Nation community nationwide. Through taxation and business development, Tk'emlúps has created unprecedented opportunities for its membership. Through economic growth, Tk'emlúps has built capacity and self-sufficiency.

## **B. Background**

In 2004, the Government of Canada has taken a coordinated and consistent approach to supporting community-based planning efforts in order for First Nations to improve opportunities within their own communities.

Comprehensive Community Planning (CCP) was identified as a goal within Indian and Northern Affairs Canada's (as INAC was known then) 2004-2006 Sustainable Development Strategy. There were a number of working groups and pilot CCP projects undertaken at the national and provincial levels since then.

In September 2009, Tk'emlúps te Secwépemc (TteS) Chief and Council passed a Band Council Resolution to acquire funding to undertake the first phase of a CCP. The application to Indian and Northern Affairs Canada was submitted shortly after, and approval for funding was received in 2010.

The CCP process was completed and implemented during the years of 2010-2015.

## **C. Rationale & Significance**

Tk'emlúps te Secwépemc is a rapid growing and developing community. As development and growth pressures increased, the need for community direction was necessary. TteS acknowledged that long term planning was needed and through the CCP process, it ensured its membership had the opportunity to voice opinions about proposed developments and the overall direction of the band.

Having implemented various economic and development opportunities, Chief and Council wanted to ensure that its membership experienced the benefits of developing community-based and community-driven plans. TteS wanted community direction to stay competitive in the business community while ensuring the preservation of culture, language, nature and land. Through community-based planning, TteS will work to ensure that potential economic opportunities are consistent with the vision and objectives of its members.

The ultimate goal of this Plan was to address the long term planning needs of TteS and to incorporate them into a living document, fully supported, produced and endorsed by the community. Through the holistic planning process, this Plan built a roadmap to sustainability, self-sufficiency, and

improved governance capacity through participation and consultation of the community.

Tk'emlúps te Secwépemc Community Plan covers a broad spectrum of topics: the use of resource lands, protection of culturally significant areas, identification of economic development and plans for housing. The plan takes a short-to- mid-range (5-15 years) on land development, land protection and growth and change in the community.

This is the final draft of the Tk'emlúps te Secwépemc Community Plan. This document is to be implemented by TteS community members, staff and Chief and Council. It has been produced after extensive input and review by TteS membership, administrative staff, leadership and it represents a strong community consensus about what the important issues and challenges are, and which steps are needed to create the community we want.



## **II. Planning Preparation**

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IN THIS SECTION:

**A. Sample & Participants**

**B. Procedure & Design**

## **A. Sample & Participants**

Tk'emlúps te Secwépemc population is approximately one thousand-two hundred, with 650 living on-reserve. During the years of 2011-2012, over four hundred on-reserve band members and TteS Administration staff participated in the planning process.

TteS members set and prioritized the goals and Administration staff was consulted with ways to meet the goals.

## **B. Procedure & Design**

The foundation of the Tk'emlúps te Secwépemc Community Plan was provided by those members who participated in the planning meetings and sessions. Through these sessions, TteS band members had the opportunity to offer their ideas and input.

Participants used a simple and direct form of consultation known as the "Strengths, Weaknesses, Opportunities and Threats" (SWOT) analysis. Information was gathered via planning workshops and personal interviews. The comments and opinions of TteS' Strengths, Weaknesses, Opportunities and Threats of TteS were noted and recorded anonymously during these workshops and personal interviews. Four planning workshops were hosted and facilitated in an open group format. Over 400 personal interviews were also conducted.

All comments were gathered, recorded and organized into related groups falling under thematic planning areas. These planning areas, or "pillars" include Governance, Economy, Land and Community. They are the foundation to the Plan and are based on Secwépemc Values and Guiding Principles (see next Chapter).

# III. Guiding Principles

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IN THIS SECTION:

## A. Principles

- 1. General*
- 2. Title & Rights*
- 3. Preservation of Land Resources & Culture for Future Generations*

## B. Tk'emlúps Vision Statement

## C. Secwépemc Values

- 1. Kw'seltktenéws: the value of Relationships*
- 2. Knucwentsút: The Value of Individual Strength and Responsibility*
- 3. Étsxem: The Value of Knowing Your Gifts*
- 4. Méllelc: The Value of Renewal*

## A. Principles

The following principles are a reflection of traditional values expressed in a contemporary context and provide a foundation for the Tk'emlúps te Secwépemc Community Plan.

### 1. General

The c7istkten (pit-house) was used as the model to build the Plan around (see below). The four poles represent the four Secwépemc Values as shared by various Secwépemc elders:

- Kw'seltktenéws: the Value of Relationships
- Knucwentsút: The Value of Individual Strength and Responsibility
- Étsxem: The Value of Knowing Your Gifts
- Méllelc: The Value of Renewal

The c7istkten represents the importance of keeping the balance between the four pillars. It illustrates how all four pillars are interconnected, interdependent on each other and are key to success and sustainability. Using this model ensures that community, governance, economy and land goals are as equally connected and balanced.



## ***2. Title & Rights***

Between 1871 and 1921, the government of Canada signed treaties numbered 1 to 11 with various First Nation peoples across the country. In most of British Columbia, treaties were not negotiated between the government and First Nation peoples. As such, Aboriginal title was therefore not officially extinguished, and legally First Nation peoples retained ownership and jurisdiction over their territories. As a result, there are two titles recognized in law in British Columbia: Aboriginal Title and Crown Title.

Today, Tk'emlúps te Secwépemc assert their title and rights over the lands and resources within their respective traditional territories. They keep abreast and thoroughly informed of the major court rulings that set the legal standard for consultation, accommodation and infringement on Aboriginal title and rights issues. They continue to seek compensation and joint management on development projects that infringe on their Aboriginal title and rights. As well, the Tk'emlúps te Secwépemc consistently honour and reaffirm their signed protocols and historical treaties with other bands and nations and strive to work together to advance their collective interests and advance their title and rights. The Tk'emlúps te Secwépemc manage their lands and resources, assert their right to govern themselves, make and enforce laws and decide on their citizenship.

## ***3. Sir Wilfrid Laurier***

Soon after the establishment of the first Indian reserves on the mainland following the establishment of the Crown Colony of British Columbia in 1858, representatives of the interior tribes pressed for legal and political solutions to the land issue and the question of Aboriginal title and rights. By the first decade of the 19th century, a series of petitions had been made to the Provincial and Federal governments that included trips to Victoria, Ottawa and London.

The Memorial to Sir Wilfrid Laurier is just one of several historic documents that outline the Aboriginal rights and title issues as they affected First Nations in BC—in this case, the Secwepemc, Nlakapamux and Okanagan tribes.

The Memorial is written in a narrative form from the First Nations' point of view. It tells the First Nations' (located within the interior of BC) version of

the first hundred years of contact with non-First Nation people. The first newcomers were the fur traders who established forts at Kamloops in 1812 and were referred to as the 'real whites.' These settlers developed a relationship with the Secwepemc based on a mutual enterprise—the exchange of furs for European goods. But after 1858, the settlers had little interest in communal living with the First Nation peoples. As such, settlers began to exploit and settle in their traditional homelands. With the formation of the colony of British Columbia in 1858, in response to the Fraser River gold rush and the establishment of Indian reserves in the interior (Kamloops in 1862), the loss of land and resources by the First Nations became an acute problem.

Written in the form of a letter, the Memorial was dictated by the chiefs of the three interior nations to their secretary, James Teit—a young Scot who settled at Spences Bridge along the Thompson River and married into the Nlakapamux. He became a sympathetic advocate of First Nations rights and wrote several monographs on the Interior Salish tribes.

Regular meetings of the chiefs of the interior tribes culminated in a major assembly at Spences Bridge in July of 1910 to prepare the Memorial to Laurier, Prime Minister of Canada, who was planning a campaign visit to Kamloops. The meeting between the Chiefs and Laurier took place in a hall in downtown Kamloops on August 25, 1910. Teit was not present; instead, Father Jean Marie Raphael Le Jeune, read the document to Laurier on behalf of the chiefs.

Laurier pledged to help the First Nations and returned to Ottawa. However, he lost the federal election the following year and the interior tribes were faced with the need to reiterate their complaints to the new government. The Memorial to Sir Wilfrid Laurier reveals the beliefs and principles that guided the First Nations struggle in 1910, the same issues that are still at the forefront today.

**Reference:**

Secwepemc Cultural Education Society. (2007). Introduction to the Memorial to Sir Wilfrid Laurier. Retrieved from <http://www.secwepemc.org/about/laurier>.

***4. Preservation of land resources & culture for future generations***

Tk'emlúpsmc are caretakers of Mother Earth and realize and respect her gifts of water, air and fire. Tk'emlúpsmc, as with many other First Nation peoples, have a special relationship with the earth and all living things in it.

Everything is taken and used with the understanding that we take only what we need, and we must use great care and be aware of how we take and how much of it so that future generations will not be put in peril.

Tk'emlúpsenc can demonstrate how, in asserting their land use and rights, economic initiatives can be both profitable and sustainable for future generations. Tk'emlúpsenc and Secwépenc traditional knowledge has provided our people with the tools to care for Mother Earth and our sacred sites. This knowledge can be shared with industry for the betterment and survival of all peoples.

As such, the Tk'emlúpsenc shall work to promote a healthy and prosperous future to ensure the continued existence of a strong cultural community. The Tk'emlúpsenc recognize its responsibility to protect the land and her resources for future generations. Tk'emlúpsenc value the need to respect, protect and promote their language, heritage, culture and traditions.

## **B. Tk'emlúps Vision Statement**

To promote and ensure the physical, mental, emotional and spiritual well-being of our people and community.

## **C. Secwépenc Values**

A Secwépenc interpretation of the Comprehensive Community Plan (CCP) process was necessary.

Incorporating traditional philosophies and ideologies of the past ensures that Tk'emlúpsenc sustains and honours our ancestors. Basing the CCP document on our four major Secwépenc values incorporates traditional knowledge, and affirms our spiritual and cultural values.

### ***1. Kw'seltktenéws: The value of Relationships***

Kw'seltktenéws guides our "Community Goals" in Chapter One.

The Secwépenc value of family and relationship extends not only to our human family but also to our relationship to the natural world. All living beings are interconnected and valued as equals to humans. It is a Secwépenc value to respect each other and our environment.

It was a must, to have a strong family unit. All these adults, young moms, young dads, uncles, big brothers, sisters, grandparents, were on the outside circle. In the middle was the little children and each one of these people on the outside circle had an obligation to teach these little ones in the middle how to become strong, to be part of the strong family circle. And it was a must. And with it, you have a dozen strong family units within a community; you have a strong community.

**Reference:**

Quote by elder Mary Thomas, from Thomas, Mary. "The Wisdom of Dr. Mary Thomas," Lansdowne Lecture Speeches, University of Victoria, compiled by Dr. Nancy Turner, Robin June Hood, Jennifer Infanti, and Diane Peacock, p.80.

## ***2. Knucwentsút: The Value of Individual Strength and Responsibility***

Knucwentsút guides our “Economic Goals” in Chapter Two.

In traditional times, before contact, it was of extreme importance that each person carried his/her own weight and assisted the community in food harvesting and subsistence gathering. The value of, "taking care of yourself," was of great practical importance to the culture's survival. Much of Secwépemc childhood education was in preparation for life's hardships. The development of physical prowess and stamina was valued as an individual strength. Today this value is just as appreciated and can be translated to include "finish what you start," "persevere in your job, your studies, and your struggles.”

"The methods used to teach skills for everyday living and to instill values and principles were participation and example. Within communities, skills were taught by every member, with Elders playing a very important role. Education for the child began at the time he or she was born. The child was prepared for his role in life whether it be a hunter, fisherman, wife, or mother. This meant that each child grew up knowing his place in the system."

**Reference:**

Quote from elder as interviewed by Celia Haig-Brown for "Resistance and Renewal: Surviving the Indian Residential School" (1988) Tillicum Press: Vancouver, Canada. p. 33.

## ***3. Étsxem: The Value of Knowing Your Gifts***

Étsxem guides our “Governance Goals” in Chapter Three.



The value of maintaining a personal connection to the spiritual world has always been a prevalent theme in Secwépemc culture. The Secwépemc traditional way of childrearing was highly attuned to the development of a child's personal gifts through many childhood rites and teachings. Each person has personal power that can assist them throughout their life. This power can be developed through prayer, song, dance, sweat ceremonies, and personal training. The goal is to achieve affinity with your higher power and to maintain spiritual balance.

"When a boy began to enter manhood he would go up into the mountains to find his true self. Manhood begins when the boy's voice began to change, about the age of twelve years. It would not be unusual for him to stay there by himself for several months. Some young men were known to stay for two years.

Try to imagine what was expected of a twelve-year-old boy. He had to learn to live on his own strength and on the resources that the Creator had put at his disposal. His years with his parents and grandparents were like the years spent in elementary school. Now he was beginning his secondary education. He would learn to apply the many stories he had been told from his earliest childhood... If he had learned his lessons well, he would have all the knowledge he might need to live comfortably."

**Reference:**

Quote from elder statesman George Manuel, *The Fourth World: An Indian Reality* (Manuel, G. and Posluns, G., 1974, Ontario, Canada: Collier MacMillan) p. 38.

#### ***4. Méllelc: The Value of Renewal***

Méllelc guides our "Land Goals" in Chapter Four.

The Secwépemc are known for being hard workers, always having to subsist off the land in harsh environments. Throughout the seasonal rounds it was of great importance to balance work with rest. This process of renewal ensured healthier and happier people. The value of humour, of celebration, and of rest, was maintained in traditional times. Today we are often faced with many daily pressures and stresses. It is important to embrace the value of renewal to establish a healthier lifestyle.

"Towards fall sometimes they'd have good times, they weren't always frowning, sorrowful looking people. They were happy people. They'd have

big good times they call the potlatch. They'd sing, dance with joy. They were so happy they had food piled on the table. Everybody enjoyed themselves from way far places they came. When they are invited for this big feast and when they are going home and they look back at the mountains where they were welcomed and loved and all Indians loved each other.”

**Reference:**

Secwépemc elder, Neskonlith Band, Amy August. Audio recording, Secwépemc Cultural Education Society. Transcriber: Teresa Jensen.

# Chapter One: Kw'seltktenéws

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IN THIS SECTION:

**1.1 Families**

**1.2 Culture & Language**

**1.3 Health & Wellness**

**1.4 Education**

**1.5 Community Safety**

**1.6 Housing**

**1.7 Elders**

**1.8 Youth**

**1.9 Membership**

# Chapter One: Kw'seltktenéws

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## COMMUNITY GOALS

### 1.1. Families

- a) Continue to provide gatherings, celebrations, opportunities and programs to redevelop, reconnect or strengthen familial relationships, unity, and trust within the community.

Actions:

1. Develop and implement Cultural camps (i.e. hunting and fishing camps with drying and smoking, cleaning and processing stations).
2. Facilitate “Fire Pit” Gatherings with the goal of healing.
3. Form an Aboriginal Healing Committee.
4. Continue to host workshops to pass on traditional crafts and other skills.

- b) Research, identify and provide documentation, genealogical information and family history to community members.

Actions:

1. Host Family Tree workshops for (3) groups (elders, youth and adults) to educate community members about their roots and identity; create a family tree with photos, names and stories.
2. Create and distribute a book about Tk'emlúpsenc ancestry with pictures, histories and family trees.
3. Host family tree celebrations for the Tk'emlúpsenc and have heads of families (Elders) seated at a head table to celebrate their leadership and identify them as such.

- c) Improve the relationship between the community and the band organization by utilizing innovative methods of communication.

Actions:

1. Ensure that General Band Meetings can be accessed via online webcast so that proceedings can be watched live online in high definition.
2. Implement an on-reserve TteS radio station with local content, music, commentary, etc.
3. Assess feasibility for transportation for TteS membership for General Band Meetings and Forums.

- d) Use improved methods of communications to further involve and revitalize community participation in band meetings, events and decision-making.

Actions:

1. Renovations to Moccasin Square Gardens Gymnasium to create a community meeting place.
2. Ensure that General Band Meetings can be accessed via online webcast so that proceedings can be watched live online in high definition.
3. Work with internet providers to provide high-speed internet service to all areas on-reserve.

## **1.2. Culture & Language**

- a) Increase and promote lifelong opportunities for traditional and authentic Secwépemc teachings in the areas of language and cultural education and provide opportunities and interactions that integrate those teachings into everyday life.

Actions:

1. Develop and implement Cultural camps (i.e. hunting and fishing camps with drying and smoking, cleaning/processing stations).
2. Obtain external funding to provide cultural learning opportunities.
3. Work with internal departments and external First Nation organizations to provide learning and cultural opportunities to membership.
4. Implement Secwépemtsin immersion program into early childhood learning at Little Fawn Daycare and Little Fawn Nursery.
5. Utilize authentic and traditional Secwépemc teachings by fluent Secwépemc speakers.

- b) Revive and preserve Secwépemc identity by continuing to document/record Tk'emlúps history, culture, and storytelling and provide membership with access to these resources.

Actions:

1. Develop a full-time position to revitalize language and culture to interview and record grassroots TteS Elders,
2. Consult, negotiate and work with Rosetta Stone Inc. to utilize their innovative technology to revitalize Secwépemtsín.
3. Acquire external funding to keep the Secwépemc Museum open.
4. Develop a full time Archivist position to provide access to Secwépemc resources and preserve Secwépemc heritage.

5. Become a registered depository for the Secwépemc Nation.
6. Develop partnerships and affiliations with various cultural, archivist and tourist groups.
7. Continue to uphold the Secwépemc Declaration.
8. Develop prehistory tours at the Museum and made these accessible to membership.

c) Encourage Chief and Council Leadership to learn and practice our language, culture and Secwépemc History and participate in cultural activities throughout the year.

Actions:

1. Offer Secwépemctsín courses to Chief and Council.
2. Continue to include Chief and Council in cultural activities.

d) Research and document all traditional, cultural gatherings and host these same events in each season.

Actions:

1. Utilize Archivist to research previous traditional and cultural gatherings.
2. Revive these traditional and cultural gatherings by hosting them according to the season.
3. Host a TteS canoe journey each year.

e) Create new speakers of Secwépemctsín.

Actions:

1. Develop a full-time position to revitalize language and culture and teach community language/culture camps and language classes.
2. Consult, negotiate and work with Rosetta Stone Inc. to utilize their innovative technology to revitalize Secwépemctsín.
3. Develop and implement language camps and courses taught by Secwépemc people who are fluent in Secwépemctsín.
4. Work with Little Fawn Nursery and Daycare with implementing full-day Secwépemctsín Immersion programs.
5. Obtain external funding for “Language Revitalization Initiative.”
6. Develop innovative and authentic Secwépemctsín on-line learning resources; also make these resources accessible via on iTunes for downloadable apps.
7. Recruit potential new Secwépemctsín speakers and teach them the language.

### 1.3. Health & Wellness

- a) Continue to provide opportunities or take action to support Residential School survivors in healing, and by lobbying responsible parties to aid in reconciliation.

Actions:

1. Provide assistance, as requested and required, to support the Day Scholar program.
2. Provide information regarding guidance, counselling services, healing and settlement services available.
3. Provide employment counselling services including resume and interview preparation and access to employment opportunities.

- b) Reduce the number of members who rely on the band by encouraging employment and social growth.

Actions:

1. Continue to promote and further employability skills by offering the services at the Work Search Centre and Social Development Department, such as employment counselling, resume and cover letter writing, job searching, and assisting with transportation while applying for jobs.
2. Purchase and provide job search computer in the SD library for SA recipients to use.
3. Educate Elders about how to join organizations such as Elder's Counsels, ceremonial volunteering, etc.

- c) Redevelop a holistic philosophy that will guide us to be healthy individuals that create healthy communities that are balanced in all phases of spiritual, physical, emotional & mental well-being.

Actions:

1. Host Sharing Circles around the medicine wheel to discuss membership needs and do this on ongoing basis.
2. Get community feedback from those members who have experienced serious illnesses and learn from those willing to share what services were beneficial.
3. Modify TteS program services based on research and Sharing Circles.
4. Publish the CHR Philosophy/Mission Statement to be transparent about roles and responsibilities.
5. Work in conjunction with Secwépemc Child and Family Services and Qwemstin Health Society. Ensure that membership is fully

aware of and able to use the programs and services provided by these agencies if necessary.

- d) Continue an inclusive holistic and culturally based social development system under First Nation jurisdiction and control that can build a healthy, safe and sustainable community.

Actions:

1. Create Social Development quarterly newsletter and publish policy through newsletter as well as events, workshops and health tips.
2. Host annual Open House in Social Development to educate membership about the programs and services offered in the department.
3. Change Medical/Dental policy to include essential supplements as prescribed by a certified Naturopathic Doctor.
4. Assess feasibility of and work toward having a Family Physician to offer medical care services exclusively to membership.

- e) Research and promote healthy living (diet, exercise and education) by utilizing traditional foods and medicines.

Actions:

1. Provide field trips combined with eating right workshops.
2. Develop and implement Cultural camps (i.e. hunting and fishing camps with drying and smoking, cleaning and processing stations).
3. Host workshops for canning, food preservations techniques and harvesting medicine.
4. Continue to provide holistic workshops.
5. Send Elders to UBC Horticulture Medicine Garden and try to recreate a version of it on-reserve under their guidance.

- f) Promote health and wellness through physical, mental, and spiritual activity.

Actions:

1. Help community members to develop wellness and healing plans and coach them as they are followed.
2. Teach cultural workshops on how to harvest traditional medicines.
3. Grow a medicine garden on-reserve.
4. Host holistic mental and physical health workshops, including traditional medicine.



- g) Continue to offer all TteS members the opportunity to participate in all areas of sport and recreation.

Actions:

1. Continue to offer recreation programs and services to membership (i.e. tai chi, swimming, snowboarding team, boot camp, etc.).
2. Assess current recreational programs offered by creating and distributing feedback forms periodically.
3. Assess the feasibility of a Wellness Centre that offers holistic recreational and health/wellness participation. Apply for capital funding for a Wellness Centre that could host these programs.

- h) Support the mental and spiritual well-being and health of the community by providing on-reserve counselling and mental health services.

Actions:

1. Develop a full-time permanent position within the Social Development Department for a Clinical Counsellor or Licensed Psychologist.
2. Make current programs and services available to membership (i.e. through pamphlets, social media, website etc.). Educate membership about current programs and how to access them.
3. Publish contact numbers for Victims Services, Car 40, Suicide Hotline and crisis lines in an easy to access space.

- i) Establish a “Safe House” in the community for TteS membership.

Actions:

1. Research level of need and decide on layout, size, security, etc.
2. Assess feasibility of a Safe House.
3. Obtain quotes from contractors and find site possibilities.
4. Apply for funding to offset costs to build the house.

- j) Work towards the elimination of drug and alcohol abuse within the community.

Actions:

1. Host community Sobriety celebrations, honouring those who are living a “clean” lifestyle.
2. Promote the participation in sweat-houses; build (2) sweat-houses on-reserve (one for men and one for women) and make them available for use.

3. Allocate an area on the Chief Louis Complex to host a weekly Alcohol and Narcotics Anonymous meeting.
- k) Work towards ensuring all TteS on-reserve band members have a roof over their head.

Actions:

1. Research level of housing need on-reserve; Look at urban sprawl reduction and low income housing through building apartments.
  2. Research and apply for funds to assist with Social, Elder, Handicap Housing.
- l) Develop a public transit system available for on-reserve residents.

Actions:

1. Assess the feasibility of public transit for on-reserve residents. Apply for funding to offset this cost.
2. When implemented, transit should include (2) handy-darts, to provide transportation for those with mobility issues.

## **1.4. Education**

- a) Identify and utilize the skilled and educated people in our community whenever possible.

Actions:

1. Work with Education and Social Development Departments when hiring for specific projects and with identifying prospective employees in the community.
2. Policies and practices to include specific preference for TteS members to be hired when job or contract opportunities are available with the Band.
3. Develop a TteS community database that includes information about education, skills and training backgrounds.
4. Build an employable workforce of TteS membership.
5. Provide specific programs to TteS membership to better prepare for job applications and interviews.
6. Partner with community owned businesses to assist in the development of additional employment opportunities within the community.

b) Continue to increase funding and educational opportunities for TteS members.

Actions:

1. Develop prioritization model based on achievements (i.e. students performance in school allows for greater funding and sponsorship).
2. Develop Co-op programs for band members that are in school allowing students to be paid to learn while working.
3. Offer Adult Basic Education programs on-reserve.
4. Utilize career education programs and work with secondary school students (i.e. School District No. 73 programs, Aboriginal TRU Start).
5. Offer post-secondary educational programs for on-reserve members (i.e. BCIT Human Resource Program).
6. Develop a partnership/relationship with TRU for reserved student seats with the Development Standard Term Certificate. Work toward having more of our membership certified in this area.

c) Utilize community and local elders with traditional knowledge and encourage them to educate our membership and youth.

Actions:

1. Develop a Stk'emlupsemc te Secwépemc grandparents group and language authority.
2. Develop a terms of reference for the grandparents group.
3. Continue to offer cultural education camps that promote intergenerational, cultural learning opportunities.

d) Encourage members to pursue post-secondary education, trades and training initiatives.

Actions:

1. Hire summer students through the STEP program to provide insight into work experience such as engineering.
2. Combine Mentoring programs with contracts.
3. Host annual career fairs.
4. Provide Post-Secondary tours for secondary school students.
5. Offer Adult Basic Education program and post-secondary educational programs for on-reserve band members.

- e) Provide early exposure and empowerment to youth in post-secondary education and in career training.

Actions:

1. High school students to have access to heavy equipment hands-on training as part of their exposure to career opportunities;
2. Work closely with School District No. 73 to have more TteS secondary school students apply for programs like Aboriginal TRU Start.

- f) Build partnerships with potential Universities to enhance educational opportunities for membership.

Actions:

1. Develop Co-op programs available for post-secondary students.
2. Offer adult education program on-reserve.
3. Offer various post-secondary programs via distance learning for on-reserve membership.
4. Work toward offering a wage-subsidy for post-secondary students
5. Work toward implementing a master apprenticeship program.

## **1.5. Community Safety**

- a) Enforce zero tolerance for Verbal Abuse, Racism and Prejudice at the TteS Administration office.

Actions:

1. Review and update TteS Administration Policy and Procedure Manual to reflect zero tolerance of verbal abuse, racism and prejudice for visitors, employees, etc.
2. Develop a Health and Safety Policy in the workplace policy within TteS Administration Policy and Procedure Manual.
3. Put up “Zero Tolerance for Verbal Abuse signs” at every major entrance and within each department.
4. Partner with departments to provide ongoing education, training and counselling on how to manage situations.

- b) Report all activity related to gangs and drug dealers to relevant offices and agencies.

Actions:

1. Invite RCMP to all community events and seek their involvement with educating employees and membership about what current drug issues are, what they look like and how to safely report drug use.

2. Seek funding assistance to host an annual Gang Awareness Forum locally.
  3. Develop mentorship and coaching programs in recreation, education, sobriety, business, etc., to create trusting relationships and to reduce the risk of drug use and involvement in gangs.
- c) Participation in prevention and awareness programs for youth and parents to eliminate such activities.
- Actions:
1. Revive Kamloopa Block Watch to ensure health and safety of the community.
  2. Information sharing between departments to support parents and youth.
  3. Encourage traditional parenting and provide sessions about traditional parenting.
  4. Provide prevention and awareness programs throughout the year and in conjunction with spring and summer break.
- d) Develop enforcement bylaws for community safety.
- Actions:
1. Ensure bylaw that includes “Local Resident Traffic Only” for on-reserve traffic.
  2. Ensure that bylaw officer enforces safety bylaws.
  3. Work with community for input into bylaws.
  4. Implement speed control bylaw in conjunction with RCMP to enforce speed limits.
- e) Development of an emergency response team that is trained and has access to necessary equipment.
- Actions:
1. Develop a Community Safety Committee.
  2. Develop an Emergency Response Policy.
  3. Acquire funding necessary to implement an Emergency Response Team.
  4. Implement the Emergency Response Team and ensure the team is fully equipped with necessary equipment (i.e. truck, safety equipment, etc.).
  5. Train and emergency response team lead.

- f) Encourage TteS “local resident traffic only” on-reserve.

Actions:

1. Put up “local residents only” signs on the reserve to discourage highway and traffic by-passers.
2. Use bylaw officer to enforce local traffic only.
3. Put up “No trespassing signs” the river, by Schiedam Flats, Strawberry Hill, Mount Paul and Mount Peter.

## **1.6. Housing**

- a) Increase housing capacity on-reserve by initiating and implementing multiyear plans.

Actions:

1. Lobby AANDC for flexibility to create a phased subdivision expansion plan.
2. Develop and implement (5) year housing plan in consultation with financial institution.

- b) Ensure quality construction of houses by utilizing certified and reputable contractors and ensure building codes and standards specific to this region are met.

Actions:

1. Update and implement a contractor policy that ensures quality of construction within homes.
2. Follow BC Building Code Guidelines.
3. Ensure necessary prerequisites are met, permits are followed and certifications are current.
4. Ensure that AANDC and CMHC inspections are met.

- c) Communicate and provide access to all sources of funding, guidelines and information related to housing programs.

Actions:

1. Work toward providing more detailed information about housing on the TteS website.
2. Host regular housing committee meetings and provide information sessions to membership.
3. Provide information packages on relevant housing programs (make these available via website).
4. Continue to provide consistent 1-to-1 communications with on-reserve members.

- d) Mandatory upkeep of houses built for membership through the enforcement and documentation of rental agreements, and bylaws.

Actions:

1. Follow Housing Policy and provide annual inspections of rental units.
2. Provide occupancy reports annually.
3. Work toward developing and implementing a Housing bylaw.

- e) Increase low cost housing by the implementation of loan programs that offer low interest rates and garner support for these programs.

Actions:

1. Research various financial institutions and banks for low interest rates.
2. Create and implement a multiyear plan that addresses low interest rates.
3. Work with contractors to ensure fairest costs for work.

## **1.7. Elders**

- a) Ensure the needs of all elders are respected and considered, include adequate health care and housing.

Actions:

1. Assess the need and feasibility of an Elder's Centre.
2. Utilize a multiyear Housing plan that provides elders residence (as per 1.6.a).
3. Issue a Kamloops wide survey to Elders and host small forums to find out what is working for them, what they want, what their needs are and what motivates and interests them.
4. Issue a survey at the Elder lunch to assess elder needs, adequate health care and housing.
5. Utilize survey data to create relevant programs and services offered to Elders.
6. Utilize survey data to develop and implement an Elders policy that addresses health care and adequate housing.
7. Assess feasibility of full-time position to support elders.
8. Assess various meeting spaces, as requested by Elders (i.e. arrange partnerships with neighbouring Aboriginal Organizations such as SNTC and SCFS, to utilize their meeting spaces for hosting Elder luncheons).

- b) Enhance and encourage elder participation in community events and connection to the community as a whole.

Actions:

1. Provide regular tours of the reserve for Elders, especially during community events.
2. Issue a survey to Elders inquiring what community events they would like to be hosted and participate in.
3. Continue to offer pick up and drop off of Elders and make them aware of community events in advance.

- c) Allow elders with traditional knowledge to participate in political or social decisions by the formulation of an Elder's council.

Actions:

1. Confirm with Elders if they indeed want an Elder's Council.
2. Issue a survey to inquire about the direction of "Elders participation."

## **1.8. Youth**

- a) Promote zero tolerance for gangs, illegal drug and alcohol activity.

Actions:

1. Create and enforce bylaw to restrict and prohibit gangs, illegal drug trafficking and activity.
2. Seek funding and partnerships to build a recreation centre to offer, promote and encourage recreational activities to youth.
3. Work with RCMP to host workshops and information sessions about drug awareness and gang activity.
4. Develop a partnership with RCMP and develop an agreement to ensure elimination of such activities.
5. Research possibility of having a TteS RCMP officer strictly assigned to on-reserve activities.

- b) Offer mentoring partnerships for youth in the areas of life skills and culture.

Actions:

1. Utilize a Life Skills contractor to assist in youth programming.
2. Create an Elder Mentoring program for youth.
3. Continue current youth and recreational programming (i.e. youth centre, recreational funding).
4. Research youth input on potential programming and feedback on current programs.



5. Participate in the establishment and ongoing support to a Band mentoring program; work with local businesses to provide opportunities for job shadowing, mentorship and alternative employment programs.
6. Provide career counselling, employment preparation services and access to employment opportunities for youth entering the labour market.
7. Research and provide information regarding sponsored programs for youth in the community

c) Continue to support our students in achieving employment.

Actions:

1. Continue to offer STEP employment during the summer.
2. Research programs available for sponsored seasonal employment programs and provide access to information for students at the secondary and college/university levels.
3. Research, provide information and support for alternative employment programs, including co-op education programs and flexible employment during the school year; provide career, employment counselling and ongoing support to students in seeking co-op, summer, part time and full time employment.
4. Conduct a gap analysis to determine educational level of students and identify educational and career pathways for both professional and trade skills opportunities; complete skills inventory of current student population and update educational achievements through completion of their education.

d) Provide a safe place for youth to play and be together.

Actions:

1. Seek funding and partnerships to build a recreation centre to offer, promote and encourage recreational activities to youth.
2. Seek funding for infrastructure developments, such as sidewalks and pathways, streetlights and speed bumps to increase road safety while playing outside.

## **1.9. Membership**

a) TteS to have total control over membership status and potential membership applications, and not outside agencies (i.e. AANDC).

Actions:

1. Create membership code policy for TteS membership.

2. Approve of the code by referendum vote.

# Chapter Two: Knucwentsút

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IN THIS SECTION:

**2.1 Community Economic Development**

**2.2 Business Development**

**2.3 Employment**

# Chapter Two: Knucwentsút

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## ECONOMY GOALS

### 2.1 Community Economic Development

- a) Continue to provide more entrepreneurial opportunities and training for band members and document the results.

Actions:

1. Create a database with the skills and experience of band members.
2. Notify band members of upcoming opportunities that fall within their skills and experience and work with them to establish a training plan for future opportunities.
3. Establish training seminars in conjunction with industry and government partners to educate band members on becoming an entrepreneur.
4. Create a system to follow-up with band members to ensure success.

- b) Increase members' business skills through training on starting a business and financial management.

Actions:

1. Create a list of industry and government partners that will cooperate with the band to deliver business and financial management training.
2. Create a training matrix for the appropriate business and management skills required to start or be successful in business.
3. Establish a band point of contact for band members to be have open access to for continuous training and questions.
4. Create a system to follow-up with band members to ensure success.

- c) Achieve a prosperous and sustainable economy through effective natural resource management, partnerships, joint ventures and agreements.

Actions:

1. Develop an investment policy.
2. Prioritize goals toward profitable ventures and agreements.

- d) Formulate a decision making process based on the aspirations of the community and allocate resources towards viable priorities.

Actions:

1. Educate band membership through forums about what community planning is and the effects of both long and short term on revenues, social effects and cost/benefit analysis. This will promote well-informed decisions.
2. Determine community economic development aspirations.
3. Create a policy on community economic development. Seek membership participation.
4. Contract a Community Economic Development Specialist to see where the largest economic leakages are to off-reserve businesses are, and provide solutions to solve them. Specialist to write a Community Economic Development policy.
5. Educate the community on these leakages and proposed problem solving.
6. Have referendum votes on potential community economic development decisions.

- e) Develop more viable and profitable band-owned and run businesses on-reserve that will employ band members, efficiently utilize resources and capitalize on opportunity.

Actions:

1. Educate band membership on business possibilities that would best assist with community economic development. Educate membership with the potential ways they can assist with addressing the shortfalls to community economic development.
2. Create incentives for youth to seek education in the field of business and provide funding to pursue these areas.
3. Partner with First Nation Community Futures and host small business seminars and courses to membership; utilize them for on-going coaching for on-reserve business owners.
4. Develop and utilize database of skilled TteS membership.
5. Prioritize skilled membership when considering contract opportunities.
6. Develop a preferential hiring system for skilled TteS members when making industry partners and signing contracts.

- f) Continue to improve process for leasing land.

Actions:

1. Provide leasing workshops, sessions and open houses for those involved in the leasing process.
2. Continue to work toward effective communications and educating stakeholders about leasing processes (i.e. leasing workshops, open houses, interdepartmental collaborations).
3. Update website to include leasing processes and flowcharts.

## **2.2 Business Development**

- a) Create a consistent approach to branding and promotion.

Actions:

1. Promote business development opportunities via current technology and social media.
2. Develop a user friendly website that promotes KIBDC.
3. Develop consistent branding material and deploy for use across TteS Departments.

- b) Strive to increase and develop strong business partnerships.

Actions:

1. Create a business development policy that is incentive-based and action-oriented.
2. Develop a leaseholders section on TteS website to update current tenants and lease holders of any/all necessary information.
3. Streamline processes for leasing land.

- c) Utilize and promote our culture and resources to invigorate cultural tourism and create employment and training opportunities.

Actions:

1. Develop tourism options and market them (i.e. guided tours of salmon fishing).
2. Promote the Secwépemc Museum and Powwow arbour.

- d) Develop a grocery store on-reserve.

Actions:

1. Assess feasibility of on-reserve grocery store.
2. Acquire funds to offset costs.
3. Select location as per revised Land Use Plan.

## 2.3 Employment

- a) Practice fair hiring practices in all available positions (best person for the job regardless of band and family ties).

Actions:

1. Develop and regularly review policies and practices to ensure the best candidate for the position is hired. When there are two candidates with equal skills and qualifications, the Band member will be provided with the employment opportunity.
2. Source opportunities for Band members to have access to training for future opportunities with business partners in and outside the community.
3. Maintain an up to date database of educated and experienced Band members to facilitate recruitment for both TteS employment and external employer opportunities.

- b) Develop an organizational employment strategy and workforce plan.

Actions:

1. Review and recommend revisions to TteS policies to enhance business effectiveness (continuous quality improvement).
2. Develop plans to move TteS forward by providing performance standards, metrics and review mechanisms to enhance quality and, where applicable, quantity, of service deliverables.
3. Develop, in partnership with internal departments, retention and succession plans.

- c) Offer more training opportunities to facilitate membership in seeking employment opportunities based on an employment strategy and workforce plan.

Actions:

1. Build on the initial database by marketing the services of the existing Work Search Centre; regularly updating of information; advertising employment opportunities to Band and community members and businesses; partnering with Band, community and other external employers to provide short and long term employment opportunities.
2. Develop educational pathways for employment opportunities within TteS to share with Band and community members seeking to develop their work experience, skilled labour qualifications and other educational endeavours to qualify them for opportunities with TteS and external employers.

3. Based on the development of a retention strategy and succession plans, work with the Education and Social Development departments, to provide support to Band and community members seeking further education and training for opportunities.

d) Develop an incentive-based system that rewards employees.

Actions:

1. Develop a total rewards statement for all TteS employees including: salary based compensation; benefits provided, including employer matched pension; holidays, special leaves and vacation; and all other monetary and non-monetary forms of compensation provided by TteS.
2. Conduct biannual compensation surveys with First Nations and BC based businesses; conduct annual benefit review and TteS employee satisfaction surveys. Provide recommendations to Executive and Chief and Council.

e) Develop a safe workplace policy.

Actions:

1. Regularly review our Occupational Health and Safety policies and procedures and update as required.
2. Continue to provide education and training for TteS staff, using a variety of mediums (i.e. in class training, external programs, online education and written material) to ensure we continue to provide a safe working environment and are up to date with provincial requirements.
3. Provide safety program certification, utilizing in-house expertise and external providers to TteS staff, as required, for their current and future opportunities (i.e. linked to retention and succession planning); and to Band members in preparation for employment opportunities with TteS and external employers.

f) Continue to improve internal communication through departmental integration and collaboration by utilizing and improving existing communication methods.

Actions:

1. Work collaboratively with internal departments to provide up to date communications to existing staff utilizing a variety of mediums (i.e. website, push notifications to smartphones, Facebook, email, posted material and Band mailings).



2. Share departmental business plans, updates and revisions to plans and encourage ongoing dialogue with Managers and Supervisors for opportunities to share services, secure external funding and review current and future employment opportunities, retention strategies and succession plans to maximize the use of internal talent. Review qualifications of Band talent (as individual education, certifications and experiences are enhanced).

g) Continue to provide membership with employment opportunities.

Actions:

1. Partner with local business to review their current and future needs; provide them with access to current qualified candidates and provide membership with notifications of employment opportunities, with TteS and externally.
2. As new businesses come to the area provide them with information concerning the services we offer and notify membership of new business with new opportunities (i.e. each new contract signed; business space or lands leased from TteS, etc.).
3. Ensure we have an accurate and up to date database of Band membership including their up to date credentials to partner Band members with prospective employment opportunities.

h) Identify and share the employability barriers to individual TteS members when they are unsuccessful with obtaining a position with TteS.

Actions:

1. Provide constructive feedback to Band members should they be unsuccessful in securing employment with TteS; partner with external employers, where we have marketed our members and where the employers have marketed their opportunities, to provide our membership with constructive feedback.
2. Provide professional employment counselling services to members to enhance their resumes, interview preparation and build on the constructive feedback they have obtained to enhance future employability.
3. If we are unable to provide services, provide resources to external services to enhance future employability and work with other departments to secure funding to remove financial barriers to enhancing employability.

- i) To develop more band owned and run businesses on-reserve to increase band member employment.

Actions:

1. Develop contractors through mentoring.
2. Highlight opportunities and provide information for contracts that are available to band members.

# Chapter Three: Étsxem

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IN THIS SECTION:

**3.1 TteS Government**

**3.2 Leadership**

**3.3 Intergovernmental**

**3.4 Aboriginal Title & Rights**

**3.5 Taxation**

# Chapter Three: Étsxem

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## GOVERNANCE GOALS

### 3.1 TteS Government

- a) Be proactive, take measures and adhere to and consistently practice professional and fair hiring practices.

Actions:

1. Create clear job descriptions with emphasis on education and relevant experience.
2. Focus on education, qualification, and previous track record with TteS.
3. Review job descriptions to ensure accuracy of responsibilities, education and relevant experience required, as opportunities become available.
4. Focus on education, qualification, and previous track record with TteS, this would include proper employment file maintenance, flagging of files (i.e. do not rehire for terminated employees).

- b) Formalize communication procedures to facilitate informed decisions.

Actions:

1. Research communication shortfalls via survey.
2. Utilize survey data to address shortfalls.
3. Develop a community communication strategy plan.

- c) Become a cost saving enterprise.

Actions:

1. Analysis of expenditures that highlight over expenditures.
2. Develop procurement policy to include limits of authority.
3. Develop an orientation package for management.
4. Identify and implement efficient cost saving measures.

- d) Clarify and develop new bylaws.

Actions:

1. Acquire funding to have a contractor research past and current bylaws and enter all bylaws into a database.
2. Maintain a timeline for bylaw review (i.e. water and sewer rates revised annually).

- e) Increase law enforcement and bylaws on-reserve by developing enforcement mechanisms.

Actions:

1. Research law enforcement and bylaws on other reserves; assess whether or not similar law enforcement and bylaws could be applicable on-reserve.

- f) Continue to build and establish respectful relationships and communications with the non-members who reside on-reserve.

Actions:

1. Working toward being more inclusive of non-members who reside on-reserve by creating an inclusive policy.
2. Develop a communication strategy that is inclusive of non-members (i.e. Host information sessions to share on-reserve bylaws and policies that impact all on-reserve residents, such as Tax-Payer Representation Law).
3. Make all on-reserve bylaws and policies that impact all on-reserve residents readily and easily available by listing them via TteS website.

- g) To provide community members with information and regular updates regarding community economic development activities and opportunities.

Actions:

- Develop KIBDC website to update membership of potential opportunities.
- Create a list of funding resources and publish on KIBDC website.

- h) TteS will initiate, support and create awareness of recycling programs.

Actions:

1. Initiate curb-side recycling for band housing and Sun Rivers.
2. Evaluate the feasibility of a recycling centre.

## **3.2 Leadership**

- a) Write a Governance Bylaw that includes total TteS participation and suggestions.

Actions:

1. Provide several opportunities that include both on-reserve and off-reserve membership.

2. Community involvement should include innovative methods of communication as listed in 1.1.c).
  3. Bylaw to include a specific policy around Chief and Council being complete role models for the community (i.e. practice our traditional culture, speak our language, refrain from drugs and excessive use of alcohol).
  4. Bylaw to be approved only by referendum vote.
- b) Develop and maintain a living document of all past and current General Band Meeting Motions as to be reminded of and to keep abreast with the needs of membership.

Actions:

1. Acquire funding to have a contractor research past and current motions and enter all motions into a database.
  2. Categorize motions based on departments and prioritize those with specific due dates, deliverables, cultural importance, etc.
  3. Database should be easily accessible and shared with membership.
  4. Include these motions in the next CCP document.
  5. Create a “banishment list” of those people who are not permitted on-reserve via General Band or Chief and Council Meeting, and provide the list to relevant agencies to enforce banishment.
- c) Members will be given the opportunity to openly and honestly participate in meetings and have their opinions heard without fear of reprisals.

Actions:

1. Continue to chair meetings in accordance with Robert’s Rules of Order.
  2. Remind meeting attendees beforehand of specific Robert’s Rules of Order to be mindful of.
  3. Develop a “Harassment Policy,” indicating guidelines on how to conduct oneself at a meeting. Have this policy signed and endorsed by Chief and Council.
- d) Be accountable for “action items” given by membership. Report on progress of duties by next General Band Meeting.

Actions:

1. Utilize database, as per 3.2.b Leadership goal to list all past and current motions.

2. At General Band Meetings, Chief and Council provide a status update report on the motions with specific deliverables and anticipated completion dates.

e) Separation of administrative and political processes.

Actions:

1. Develop a Financial Advisory Board that excludes Chief and Council and various Politicians.
2. The board shall be solely made up of sound business people with vast work experience in the business arena (minimum of fifteen years experience), training and education in the field of business (graduate business degree), and proven ability successfully managing various business entities.
3. Have the Financial Advisory Board work toward capacity building, investment attraction, and business and partnership development.
4. Have the CEO report directly to the Financial Advisory Board.

f) Continue to be transparent on how revenues are spent.

Actions:

1. Share financial information with membership, including specific details about how revenues are generated, what the amounts are of revenues and how revenues are budgeted.
2. Provide opportunities to teach band membership how to read financial statements (i.e. include simplified statements).
3. Provide information sessions to band membership regarding the First Nations Financial Transparency Act regulations. Educate membership how TteS follows this act.

g) Increase our self-sufficiency and sources of revenues through economic development opportunities that build our capacity and respect the environment.

Actions:

1. Utilize in-house resources to construct infrastructure while hiring additional staff to create on the job training and experience.
2. Develop a tool to evaluate and support business opportunities.
3. Refer to the Secwépemc Land Use Plan to ensure capacity building parallels cultural values and respects the environment.

### **3.3 Intergovernmental**

- a) Improve intergovernmental communications.

Actions:

1. Chief and Council Leadership to attend intergovernmental functions.
2. Encourage positive verbal communication to nurture and maintain relationships.

- b) Improve relationship and communication with CN Rail and Highways.

Actions:

1. Develop a network plan with Ministry of Highways.
2. Work with CN Rail for pedestrian walkways.
3. Develop a planning strategy for common infrastructure with the City of Kamloops.

### **3.4 Aboriginal Title & Rights**

- a) Continue to work towards reclamation of Secwépemc territory and protection of Secwépemc rights and title through research, negotiation, documentation, legal processes, and land usage.

Actions:

1. Develop important protocol agreements for Stk'emlupsemc Title and Rights.
2. Continue to negotiate Douglas Reserve Initiative claims.
3. Develop and implement an "RFA" agreement.

### **3.5 Taxation**

- a) Identify all avenues of tax collection that could financially benefit TteS.

Actions:

1. Avenues should not include taxing membership and First Nation people.
2. Develop and collect property tax and mining and resource tax.
3. Develop First Nation Goods and Services and Fuel, Alcohol and Tobacco tax.
4. Develop and collect property transfer taxation.



# Chapter Four: Mélélc

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IN THIS SECTION:

- 4.1 Land Management**
- 4.2 Planning & Development**
- 4.3 Sustainability & Environment**
- 4.4 Community Infrastructure**
- 4.5 Traditional Territory & Natural Resources**
- 4.6 Land Use Designation**
- 4.7 Parks & Recreation**

# Chapter Four: M llelc

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## LAND GOALS

### 4.1 Land Management

- a) Enhance stewardship and improve the visual aspects of the environment within the community.

Actions:

1. Landscaping contract for youth to complete annually.
2. Develop and implement environmental management plan with all leasees.
3. Develop and implement an environmental plan to include improving visual aspects of the environment.
4. Work toward a landscaping project for TteS residential members.

- b) Increase housing capacity and facilitate land acquisition for band membership on-reserve.

Actions:

1. Develop a land use plan to identify residential areas.
2. Implement land use plan to expand on-reserve housing/subdivision (include all identified and potential subdivisions on page 38 in current land use plan).

- c) Maintain, protect and manage our natural resources and range by educating and informing all stakeholders of ethical and traditional range practices, and resource management methods.

Actions:

1. Develop a Secw pemc Land Use Plan.
2. Make the Secw pemc Land Use Plan available to all stakeholders.

- d) Produce and facilitate planning initiatives to better utilize existing valuable resources such as our Ranch, the KXA and Powwow arbour.

Actions:

1. Create Plans to maintain productive facilities.

### 4.2 Planning & Development

- a) Develop a zoning bylaw.

Actions:

1. Create a Zoning bylaw that will ultimately improve the land value of CP holders and band lands by providing certainty to developers interested in investing at TteS.
2. Educate all band members as to the benefits of zoning land as to: increasing land value and attracting desirable developers/investors.

b) Develop a land use plan.

Actions:

1. Update and revise current land use plan.
2. Ensure that revised land use plan will benefit all stakeholders by increasing land value and attraction of desirable developers and investors.

c) Improve the utilization and preservation of our resources through the implementation of a Yecminme7 Resource plan.

Actions:

1. Develop a Yecminme7 Resource plan, which inventories all of TteS assets and resources, within the Land Use and Secwepemc Land Use Plan.
2. Include a prioritization model as to what requires implementation based on necessity.
3. Develop a Resource Plan for reserve lands. The plan should utilize a priority model with high priority areas for each development.

d) Band members to provide their own master plans when developing their property according to processes already in place.

Actions:

1. Develop and implement property development process.

### **4.3 Sustainability & Environment**

a) Provide environmental awareness and education to our community and surrounding areas.

Actions:

1. Continue to facilitate community clean up events.
2. Continue to offer information sessions about potential environmental and health threats in the community (i.e. AJAX tail pond).
3. Continue various environmental and educational programs (i.e. green house, trapping, tree planting, silviculture, etc.)

- b) Develop policies and bylaws to address unsightly premises, littering etc.

Actions:

1. Develop policy to address environmental concerns.
2. Policy based on community input and involvement.
3. Policy to include the encouragement and assistance with unsightly premises.

- c) We will protect our land from litter and garbage through collaboration with all stakeholders through awareness and stewardship activity.

Actions:

1. Develop a long-term landfill plan.
2. Continue to participate in and facilitate community clean ups.

- d) Maintain protect and manage our natural resources and range.

Actions:

1. Implement range programs.
2. Develop a Secwépemc Land Use Plan. The plan should include specific policies around protecting and managing natural resources.
3. Develop and run restoration programs.

- e) Use, explore, manage and document alternative forms of energy.

Actions:

1. Develop a community education process for alternative forms of energy.

#### **4.4 Community Infrastructure**

- a) Develop a professional building for TteS administration.

Actions:

1. Assess feasibility of new building.
2. Research various infrastructure grants and sources.

- b) Expand infrastructure into commercially viable zones (land use).

Actions:

1. Develop and utilize a Cost Charge Law.
2. Reference water system and water expansion reports.
3. Utilize public works to create on the job training and experience.

- c) Increase lighting and safe walkways on the reserve.

Actions:

1. Develop a Lighting Plan with BC Hydro Leases.
2. Develop a Road Network Plan with BC Ministry of Highways and CN Railway to include safe walkways.

- d) Increase the number of safety signs on the reserve to ensure compliance with laws and bylaws.

1. Develop a Traffic Control bylaw regarding speed and parking.
2. Work with RCMP on safety signage (i.e. take down irrelevant signs, add missing signs).

## **4.5 Traditional Territory & Natural Resources**

- a) Ensure that we maintain, protect and manage our natural resources and range by utilizing, educating and informing our membership of ethical, moral and traditional range practices and resource management methods.

Actions:

1. Develop and implement a range use plan specifically for the Paul Creek Stockholders Association and the Ranch.
2. Develop and implement an Integrated Resource Plan for the reserve. Identify critical areas for protection and/or reclamation.

- b) Development of an agriculture board or committee dedicated to restoring the agricultural components of TteS.

Actions:

1. Rename and revive the Paul Creek Stockholders Association for the specific purpose of an Agriculture Board.

- c) Protect Secwépemcúlecw through territorial land-use planning and partnerships with neighbouring jurisdictions and other collaborators while achieving optimum benefits for our people.

Actions:

1. Development of a land use plan for the territory that is implemented in natural resource management.

- d) Consider the legacy we leave behind for future generations and the health of the land when making important decisions.

Actions:

1. Develop and implement a Secwépemc Land Use Plan (include in the mission statement: consider the legacy we leave behind for future generations and the health of the land when making important decisions).

- e) Foster and encourage the use and preservation of traditional knowledge of the land.

Actions:

1. Tkek Yeel Stem cultural camp in the summer for band members and their families.
2. Work toward implementing Mount Lolo Cultural site as per current land use plan.
3. Provide a “lands” tour of the reserve to foster educational and traditional knowledge of the land.
4. Utilize interdepartmental collaboration to offer traditional, cultural activities to on-reserve elementary and secondary students during non-instructional school days within the school district.

## **4.6 Parks & Recreation**

- a) Identify, develop and create recreational walking and biking areas.

Actions:

1. Develop a Recreational Plan with BC Ministry of Highways and CN Railway to include recreational and biking areas.

- b) Development of a community recreation centre.

Actions:

1. Reference Wellness Survey for needs of community and look at long-term community land use to seek location.
2. Assess feasibility to build the centre and seek capital funds to offset the costs.
3. Renovate Moccasin Square Gardens until a community recreation centre is identified and funded.

## IV. Implementation Plan

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IN THIS SECTION:

- A. **Overview**
- B. **Community Ownership**
- C. **Necessary Steps for Implementation**
  - *Step 1*
  - *Step 2*
  - *Step 3*
  - *Step 4*
  - *Step 5*
  - *Step 6*
  - *Step 7*
  - *Step 8*

## **A. Overview**

This chapter elaborates on how to begin implementing the plan – moving the process from ideas into action. The TteS administration, including managers and staff, will be involved in coordinating the implementation of the goals. Chief and Council, with support from the membership, may oversee the implementation but delegate the day-to-day tasks to relevant departmental managers. Having the CCP goals overseen by a project manager is one of the most successful ways to get a project started and see it through to fruition.

A project manager can be a councillor, community or staff member, or anyone who has a passion for a project and the skills (or is prepared to acquire them) to make sure it succeeds.

There may be an expectation that there will be immediate benefits for the community or that positive projects will start right away. TteS acknowledges that it is very important to manage expectations in the early stages of implementation. TteS will work to immediately identify some quick-start projects which can be implemented while developing longer term projects.

## **B. Community Ownership**

TteS understands that fostering a continued community ownership of the plan is necessary. The project manager will work with the community planning team, community members, staff and council to ensure that they stay engaged throughout the implementation of the plan through good communications, advisory committees and focus groups.

## **C. Implementation Steps**

### ***Step 1: Prioritize Actions (policies, programs and projects)***

- TteS shall identify and consider what goals are reasonable to achieve with existing resources and relevant staff.
- Typical criteria for choosing priorities might be: impact, urgency, capacity, cost, risk and/or political support from community and Chief and Council.



### ***Step 2: Identify Project Management Team***

- TteS will identify and recruit a planning project manager and project management team. This ensures a widespread support for the project and facilitates the early involvement of community members and staff. It can also enable Chief and Council, departmental staff and administration to delegate some responsibilities for the projects.
- TteS will ensure there is sufficient capacity in the team to implement the project. In addition to the project manager and project management team, TteS may need to include consultants and/or grant writers. If the necessary capacity does not exist within the community, TteS may need to consider getting training or external support.

### ***Step 3: Obtain Approvals & Establish Communications & Reporting Plans***

- TteS will obtain all necessary approvals for the CCP project. TteS will work toward establishing good communications and reporting plans as well.
- TteS will start by getting a good understanding of the scope of the project and TteS acknowledges that starting this work early in the project provides a foundation for reports to community, administration and council. It also clarifies resources required, identifies gaps and can form the basis of funding proposals.
- Through this step, TteS will continue to communicate with membership about the plan and progress on implementation. TteS shall have a public space in the administration building where project progress can be displayed.

### ***Step 4: Identify Potential Partners to Support the Project***

- TteS shall identify and work with partners on projects as to share costs, leverage further funding, build capacity, strengthen results and balance the work load while sharing the benefits.
- TteS shall utilize interdepartmental collaboration to assist with the project and consider pooling resources.
- TteS shall consider external partnerships to see if neighbouring nations or bands may be interested in collaborating on projects. Governments, academic institutions, and/or non-profit organizations will also be sought out for relevant goals.

### ***Step 5: Identify Funding and Other Resources***

- TteS will do a complete analysis of all existing and necessary resources to complete the project, including financial and human resources.
- TteS shall research and seek external funding from outside agencies to offset financial costs for relevant projects.

### ***Step 6: Create Work Plans, Budgets, Feasibility Studies & Business Plans***

- shall conduct feasibility studies demonstrating that the project is going to work.
- TteS shall complete business plans demonstrating the project's financial viability.
- TteS shall utilize departmental managers to work with relevant staff to write work plans giving concrete details and time frames for activities right up to completion.
- TteS shall utilize budgets showing both project capital and operational costs.

### ***Step 7: Project Management***

- TteS acknowledges that large capital projects and multi-year programs will often need specialist project managers and consultants, as professional day-to-day management and monitoring of the project becomes crucial at this stage.
- TteS shall have regular progress meetings with the project management team, consultants and partners.
- The project manager and project management team shall focus on:
  - Cost control: keeping the project on budget and ensure that there is sufficient cash flow to pay bills promptly.
  - Timetable: ensuring relevant staff keep to the time frames that they have agreed to.
  - Project amendments: managing challenges (i.e. bad weather), delays (i.e. supply shortage) and unexpected costs.
  - Quality control: constantly monitoring the quality of the work.
  - Reporting: Creating up-to-date progress reports for the band (internal) and for partners and funders (external).

***Step 8: Maximize Community Training, Mentorship, Capacity Building & Employment***

- TteS shall see the CCP project as as an opportunity to build capacity, provide training and mentorship, and bring resources into the community, including employment.
- TteS shall partner with schools, colleges and universities to support individual members to achieve training and certification in the fields that would support its community to reach its goals.
- If external consultants or contractors are necessary, TteS shall mandate that they train, build capacity and offer employment opportunities for TteS membership in their work.
- When negotiating partnerships with companies, TteS shall request training, employment and contract opportunities.

