

Appendix 23-B

*Socio-economic Assessment Report – First Nations Overview,
and Socio-economic Baseline Reports for the Simpcw First
Nation, Adams Lake Indian Band, Neskonlith Indian Band, and
Little Shuswap Indian Band*

HARPER CREEK PROJECT

**Application for an Environmental Assessment Certificate /
Environmental Impact Statement**

HARPER CREEK
COPPER | GOLD | SILVER MINE PROJECT

**Socio-Economic Assessment Report
– First Nations Overview**

Prepared for:
Yellowhead Mining Inc.

Prepared by:
Laurie McNeil & Associates

August 2012

TABLE OF CONTENTS

1	INTRODUCTION	2
1.1	SPATIAL BOUNDARIES	2
1.2	METHODOLOGY	2
2	HISTORY	3
2.1	PRE-EUROPEAN CONTACT	3
2.2	POST-EUROPEAN CONTACT	4
3	SHUSWAP NATION TRIBAL COUNCIL	5
4	LANGUAGE & CULTURE	6
5	EDUCATION	8
6	TRAINING & EMPLOYMENT	10
7	HEALTH	11
7.1	CHILDREN & FAMILIES	11
7.2	HEALTH CONDITIONS	11
7.2.1	HIV/Aids	12
7.2.2	Diabetes	13
7.2.3	Obesity	14
7.2.4	Life Expectancy	14
	APPENDIX A : ABORIGINAL EDUCATION AGREEMENT & PROGRAMS	15
	Appendix A.1 : Third Aboriginal Education Enhancement Agreement, Nov. 2010	15
	Appendix A.2 : School District No. 73 Aboriginal Education Initiatives	22
	APPENDIX B : REFERENCES	27

List of Tables

Table 7-1:	List of the 20 Determinants of Aboriginal Health	11
Table 7-2:	Ratio of Healthy Beginnings (Age 0-14) – Status Indian: Other Residents in the Interior Health Authority Region, 2007	12
Table 7-3:	Ratio of Disease & Injuries – Status Indian: Other Residents in the Interior Health Authority Region, 2007	13
Table 7-4:	Ratio of Health Services Utilization – Status Indian: Other Residents in the Interior Health Authority Region, 2007	14

1 INTRODUCTION

The Harper Creek Copper-Gold-Silver Mine Project (the Project) lies in the vicinity of the asserted territories of the Simpcw First Nation. Three other First Nations – Adams Lake Indian Band, Neskonlith Indian Band, Little Shuswap Indian Band – also assert interests in the Project area. All are members of the Secwepemc (*se-we-pem-x*) Nation.

This overview covers the shared history, language and culture as well as background information on two common themes: health conditions and education of the four First Nations. Information specific to each First Nation is covered in separate reports, to the extent information was available at the time of writing. Detailed assessment of key socio-economic indicators related to population & demographics, education & training, employment & economy, health & other services, and infrastructure for Simpcw First Nation is included in the *Harper Creek Copper-Gold-Silver Mine Project: Simpcw First Nations Socio-Economic Assessment Report* [Laurie McNeil & Associates, 2012]. Baseline-only reports were prepared for Adams Lake Indian Band, Neskonlith Indian Band, and Little Shuswap Indian Band.

1.1 SPATIAL BOUNDARIES

Selection of the boundary was based on communities and rural areas that could potentially provide the labour, goods, and services needed to construct and operate the mine.

1.2 METHODOLOGY

The First Nations' component of the socio-economic baseline study is based on secondary research and some consultation between the proponent, Yellowhead Mining Inc., and the First Nations. Secondary research was gathered from information from:

- Aboriginal Affairs and Northern Development Canada
- BC Stats
- Interior Health Authority
- School District No. 73 (Kamloops/Thompson)
- Statistics Canada
- the Internet sites for each of the four First Nations within the scope other First Nation websites including Shuswap Nation Tribal Council

Data from the 2001 and 2006 census, other sources, and personal communication has also been included as available and applicable; comprehensive census data were not available for all of the indicators for all of the years.

2 HISTORY

2.1 PRE-EUROPEAN CONTACT

The Secwepemc people have lived in South-Central British Columbia for thousands of years. They were a semi-nomadic people and their traditional territory covered approximately 180,000 square kilometers of diverse ecosystems; they lived within a great range of elevations, orientation, drainage capacities and weather [Morrison, 2006]. The Secwepemc developed a distinct culture based on traditional harvesting practices including hunting, fishing, gathering and cultivating plants, animals and fungi.

As food became available the Secwepemc people moved from place to place. In winter they lived in permanent pit-houses known as *s7istcen* (winter homes in the Secwepmectsin language), and in the summer months they lived in portable lodges that resembled teepees. Winter villages were located along side main waterways on the banks of the North Thompson and South Thompson Rivers, the Fraser River and the Columbia River.

Before the arrival of the Europeans, the Secwepemc lived as a self-governing nation, grouped into bands that regulated use of the land and resources and was a political alliance that protected their territories. The nations were united by language, culture, and beliefs and shared values based on resource gathering and the maintenance of communal ties.

Diseases, introduced by the non-Aboriginals, decimated the native population after contact. In 1862 a severe epidemic of smallpox devastated the native people of British Columbia, wiping out 32 villages of the Shuswap. Around the same time, the Hudson's Bay Company fur trade monopoly was ended and British Crown authority was established to maintain order and control settlement. Indian reserves were established during this colonial period.

The Secwepemc lived as a self-governing nation, with divisions responsible for stewardship over distinct territories within the nation. The divisions were united by language, culture, and beliefs and shared values based on resource gathering and the maintenance of communal ties. There was active trading and sometimes warfare with the Sekani and Cree people. The Secwepemc territory once included 30 bands; only 17 remain today (Simpw First Nation, 2011).

[Adapted from Secwepemc Cultural Education Society, 2007]

2.2 POST-EUROPEAN CONTACT

- Circa 1862: The Hudson's Bay Company fur trade monopoly ended and British Crown authority was established to maintain order and control settlement. Indian reserves were established. Diseases introduced by non-Aboriginals decimated the native population. A severe epidemic of smallpox struck down 32 villages of the Shuswap.
- 1871: British Columbia became a province of Canada and the federal Department of Indian Affairs took over responsibility for every aspect of the Secwepemc social, political, and economic livelihood.
- Circa 1890: The Catholic Church, in conjunction with the federal government, looked after the religious conversion of the Secwepemc people. Two large industrial schools were established in Secwepemc territory at Kamloops and near Williams Lake.
- 1910: The Secwepemc, along with other interior nations, signed and presented the Sir Wilfrid Laurier Memorial. The Memorial is an historical document written from the First Nations point of view outlining the Aboriginal lands and rights issues affecting the Secwepemc, Nlaka'pamux, and Okanagan tribes, many of which are still relevant today. The Memorial captures the beliefs and principles that guided the struggles of First Nations in 1910:
- ... They told us to have no fear; the Queen's laws would prevail in this country, and everything would be well for the Indians here.*
- They said a very large reservation would be staked off for us (southern interior tribes) and the tribal lands outside of this reservation the government would buy from us for white settlement. They let us think this would be done soon, and meanwhile until this reserve was set apart, and our lands settled for, they assured us we would have perfect freedom of travelling and camping and the same liberties as from time immemorial to hunt, fish, graze, and gather our food supplies where we desired; also that all trails, land, water, timber, etc. would be as free of access to us as formerly.*
- [Chiefs of the Shuswap, Okanagan and Couteau Tribes, 1910]
- Circa 1970's: The Indian Residential Schools closed. The schools have been the centre of much controversy in recent years and their legacy continues to impact the lives of Secwepemc people to the current day.
- Circa 1980's: Ten Secwepemc bands – Adams Lake, Bonaparte, Kamloops, Neskonlith, Simpcw First Nation (formerly North Thompson), Shuswap, Skeetchestn, Spallumcheen, and Whispering Pines/Clinton – formed a political alliance known as the Shuswap Nation Tribal Council (see Section 3 for further discussion of the Shuswap Nation Tribal Council).

[Adapted from Secwepemc Historical Timeline, n.d.]

3 SHUSWAP NATION TRIBAL COUNCIL

The Shuswap Nation Tribal Council mandate is to establish agreements with the provincial and federal governments and with the private sector that recognize and respect Secwepemc self-government and Aboriginal rights and title. The Council also works on matters of common concern to its members including:

- self-government
- settlement of aboriginal land title
- natural resources management
- economic development opportunities
- technical support to member communities in health, child welfare, employment and training
- research on traditional territories
- community development

Shuswap Nation Tribal Council affiliated organizations include:

- Forestry Department
- Interior Partners in Aboriginal Human Resources Development
- Qwemtsin Health Society
- Secwepemc Child and Family Services Agency
- Secwepemc Cultural Education Society
- Secwepemc Economic Development Corp.
- Secwepemc Fisheries Commission

[Adapted from Shuswap Nation Tribal Council, n.d.]

4 LANGUAGE & CULTURE

The traditional language of the Simpcw First Nation is *Secwepemctsin*, a Secwepemc language that is an Interior Salish language divided into western and eastern dialects. Secwepemc is an ancient name that reflects the intimate relationship between the people and the complex waterways.

Like all languages, *Secwepemctsin* contains the cultural, ecological, and historical knowledge that includes the values, beliefs, rituals, songs, stories, social and political structures and spirituality of its speakers. The Secwepemc view all aspects of their knowledge, including language, as vitally linked to the land. This knowledge, passed down to the next generations orally, contained the teachings necessary for maintenance of Secwepemc culture and identity [Kells, Wadsworth, & Behr, 2008].

All the member bands of the Shuswap Nation Tribal Council subscribe to the Shuswap Declaration, signed by the 17 Shuswap Bands on 20 August 1982 and reaffirmed at the Shuswap Gathering at Squilax on 14 August 2005. The Declaration requires all bands "... to work in unity to preserve and record and perpetuate and enhance our Shuswap Language, History and Culture by:

- i. Collecting and recording the memoirs of their Elders.
- ii. Recording and documenting the Shuswap Language to the fullest possible extent possible
- iii. Researching documents, records, books and notes on the use and management, in the pre-colonial eras, of land and resources.
- iv. Facilitating the collection and displaying of contemporary and historic artifacts and archival materials.
- v. Initiating and promoting projects directed towards the collection and preservation of contemporary documents resulting in and reflecting modern Shuswap developments.
- vi. Developing a curriculum project that imparts to, primarily, Shuswap students practical technological knowledge, Shuswap history, culture and language.
- vii. Establishing a working committee, answerable to the Bands represented here, to initiate and carry out the mandate outlined above and to secure appropriate funding."

The Secwepemc Cultural Education Society, a registered non-profit organization was established in 1983, is devoted to preserving and promoting the language, culture and history of the Secwepemc people. It is governed by a Board of Directors with representation from 13 Secwepemc bands plus a representative of the Secwepemc Elders Council.

Many initiatives have been developed and implemented with regard to preserving and increasing the number of Secwepemctsin speakers and a Secwepemc Language Advisory Group has been established within School District No. 73 (Kamloops/Thompson), to lead language programs. Overall the number of Secwepemctsin language speakers is increasing.

Chief Atahm School, located on the Adams Lake Indian Band reserve near Chase, is one of the few immersion schools in Canada (discussed further in the Education section below). In the 2007-08 school year, 304 students took Secwepemc language instruction with students

participating from three elementary schools and five secondary schools [School District No. 73 (Kamloops/Thompson), 2011].

[Adapted from Secwepemc Cultural Education Society, 2007]

5 EDUCATION

Public school education in the traditional territory of the Secwepemc people is governed by School District No. 73 (Kamloops/Thompson) (the School District). With over 2000 Aboriginal students of First Nations and Métis ancestry (14%), the School District is committed to improving school success for Aboriginal students from Kindergarten to Grade 12. Supporting this endeavour has been Aboriginal Education Enhancement Agreements between the School District, the First Nations Education Council with representation from seven Secwepemc Bands, two urban Aboriginal organizations, a representative from the Clearwater area, and two School Board Trustees.

In November 2010, a third Aboriginal Education Enhancement Agreement was signed between the School District, BC Ministry of Education, and the First Nations Education Council. The Agreement's objectives are to:

- implement strategies and ensure full effort by school staff to improve the achievement and school success of all Aboriginal students
- enhance all students' understanding of and respect for Aboriginal culture, history and language
- enhance Aboriginal students' sense of belonging within schools and enhance their personal belief that they can be successful in the public education system
- engage Aboriginal communities, parents, and Elders to participate in the attaining of the goals identified in this agreement

Goals of the agreement include:

- improving Primary Achievement results in Grades K-3 in reading, writing and math
- improving Intermediate Foundation Skills results in Grades 4-7 in reading, writing and math
- increasing elementary student enrolment in the Regular Academic Program
- maintaining student attendance at a minimum of 90%
- improving the graduation rate
- improving pass rates for provincial exams in English, math and social studies
- increasing student participation in Secwepemc language instruction
- expanding opportunities for participation in Aboriginal cultural education for all students
- increasing the number of Aboriginal Grade 12 graduates entering post-secondary programs
- increasing the level of Aboriginal parent engagement/involvement at the school level

One of the positive outcomes of the Agreement has been a steady increase in high school graduates and improved cultural learning for students of Aboriginal ancestry. A description of the many initiatives that are part of the Agreement is included in [Appendix A.1](#).

[Adapted from School District No. 73 (Kamloops/Thompson), 2011]

North Okanagan-Shuswap School District #83 – east of Chase –similarly signed an Aboriginal Education Enhancement Agreement in 2006. The vision and spirit of this Agreement is also to improve the educational performance of all Aboriginal learners within the School District’s jurisdiction, and officially recognizes the distinct and unique qualities of each Shuswap First Nation community within the District’s boundaries. The Agreement acknowledges and honours the special relationship that exists with the Aboriginal communities in whose traditional territories they operate, and the historical and critical importance original peoples place on preservation of their language and culture [North Okanagan-Shuswap School District No. 83, 2006]. This has now been superseded by a revised agreement in 2012.

6 TRAINING & EMPLOYMENT

There are several organizations in the area that provide employment and training services that specifically address Aboriginal training and employment needs in the Regional Study Area:

- Shuswap Training & Employment Program
- Aboriginal Skills Employment & Training Services in Kamloops
- Aboriginal Training Employment Centre in Kamloops
- Essential Skills Training Centre in Kamloops

The Shuswap Training & Employment Program administers training and employment programs for Shuswap Nation Tribal Council members, which includes the two First Nations included in this study. The program works closely with employers/sponsors from the onset of a training initiative through to completion and offers assistance with program information, proposal review, financial assistance and program/training evaluation. Other services to employers include job board advertising, screening and referral services, access to wage subsidies and client support [Shuswap Nation Tribal Council, 2009].

Aboriginal Skills Employment & Training Services is based in Kamloops and is a department of Shuswap Nation Tribal Council. The organization receives funding from Human Resources & Skills Development Canada to provide training and employment opportunities to Aboriginal people within the Central Interior. It actively negotiates and provides access to and distributes financial resources related to Aboriginal Human Resource Development, and advocates the enlargement and enrichment of Aboriginal employment through: increasing Aboriginal participation in the Canadian labour market; strengthening and facilitating flexible programming that meets the unique and varied needs of Aboriginal people and employers; and providing employers with skilled workers [Shuswap Nation Tribal Council, 2009].

The Aboriginal Training Employment Centre provides assistance for all Aboriginal clients conducting job search and career options. The Centre offers services which include access to job postings, computers, telephones, and a fax machine. Employment counselors are also available to assist with funding options for training. The Centre is also home to the Essential Skills Training Centre, which assists clients with career exploration and preparation in the areas of reading, document use, numeracy, writing and oral communication, working with others, thinking, computer use, and continuous learning [Shuswap Nation Tribal Council, 2009].

7 HEALTH

7.1 CHILDREN & FAMILIES

The Secwepemc Child and Family Services Agency develops and delivers a full complement of child protection services on behalf of the following Secwepemc First Nations: Adams Lake, Bonaparte, Tk'emlups, Neskonlith, Simpcw, Skeetchestn and Whispering Pines/Clinton. The Agency works in collaboration with these seven First Nations to protect children and prevent the abuse and neglect of all Secwepemc children [Secwepemc Child & Family Services, n.d.].

7.2 HEALTH CONDITIONS

The Regional Study area is wholly covered by the Interior Health Authority¹. It is responsible for ensuring publicly-funded health services are provided to the people within its region of which 23% are Aboriginal. Interior Health recognizes that Aboriginal health is influenced by historical and contemporary determinants of health that have resulted in disproportionate rates of disease and injury. In addition to commonly understood health determinants such as income, education and access to health services, Aboriginal health determinants include colonization, cultural continuity, and self-determination [Cheema, 2010].

Aboriginal people continue to live with longstanding inequalities in health when compared to other British Columbians. The Ministry of Aboriginal Relations and Reconciliation *Annual Report on Progress 2009-2010* states that since 2001 some progress has been made in improving both the determinants of Aboriginal health status and health outcomes. Nevertheless, significant gaps in health status continue to exist. [Table 7-1](#) highlights the 20 determinants of Aboriginal Health which are vital to an understanding of the health inequalities experienced by the Aboriginal population.

Table 7-1: List of the 20 Determinants of Aboriginal Health

Income & social status	Social environments	Biology & genetic endowment
Social support networks	Physical environments	Health services
Education & literacy	Personal health practices & coping skills	Gender
Employment / working conditions	Healthy child development	Culture
Colonization*	Cultural continuity*	Poverty*
Globalization*	Territory*	Self-determination*
Migration*	Access (remoteness)*	

Source: Public Health Agency of Canada, 2011; *Added by National Aboriginal Health Council, 2007

¹ One of five geographically-based health authorities in British Columbia

The following tables demonstrate some of the magnitude of health inequities experienced by Status Aboriginals within the Interior Health Authority region compared to the non-Aboriginal population, and characteristic of the four First Nations in the study area.

In comparing the health of Status Indian children age 0-14 in the Interior Health Authority region with other residents, the highest rates of disparity are in dental surgery followed by natal and infant mortality. Between 1996/1997 and 2006/2007, the rate of dental surgeries for Status Indian children under the age of 5 was 3 to 4 times higher than the rate for other children.

Table 7-2: Ratio of Healthy Beginnings (Age 0-14) – Status Indian: Other Residents in the Interior Health Authority Region, 2007

Health Indicator	Status Indians	Other Residents	Ratio
Dental Surgery Rate, 0-4 years (per 1000)	47.2	10.8	4.4 : 1
Dental Surgery Rate, 0-14 years (per 1000)	21.5	6.1	3.6 : 1
Dental Surgery Rate, 5-9 years (per 1000)	20.6	7.9	2.6 : 1
Post-Neonatal Mortality Rate (per 1000)	2.9	1.2	2.3 : 1
Infant Mortality Rate (per 1000)	8.6	4.1	2.1 : 1
Neo-natal Mortality Rate (per 1000)	5.7	2.9	2.0 : 1
Teen Pregnancy Rate (per 100)	3.7	1.8	2.0 : 1
Preterm Birth Rate (per 100)	9.4	7.4	1.3 : 1
Stillbirth Rate (per 1000)	9.0	6.8	1.3 : 1
Low Birth Weight Rate (per 100)	6.4	5.3	1.2 : 1

Source: Interior Health Authority, 2010

As shown in [Table 7-3](#), Status Indians have a much higher rate of HIV disease, cervical cancer and alcohol-related deaths compared to the rest of the resident population in the Interior Health Authority region.

7.2.1 HIV/Aids

There are approximately 55 to 70 new positive HIV tests (or new diagnoses of HIV) among Aboriginal people in BC per year. While Aboriginal people represent approximately 5% of the BC population, they account for 15%-17% of all new positive HIV tests each year. Aboriginal females make up 30%-40% of the cases among the total female population, and Aboriginal males 10% of the male population [BC Vital Statistics Agency, 2008].

The rate of deaths due to HIV disease for the Status Indian population in the Interior Health Authority region has more than doubled since 1993 (0.8 per 10,000 in 1993 to 1.9 per 10,000 in 2006), while the rate for other residents has decreased significantly in the same time period (0.8 per 10,000 in 1993 to 0.2 per 10,000 in 2006) (Office of the Provincial Health Officer, 2007). Illicit drug use among the Aboriginal population may be the reason for the increase in the prevalence of HIV and AIDS [BC Vital Statistics Agency, 2008]

Table 7-3: Ratio of Disease & Injuries – Status Indian: Other Residents in the Interior Health Authority Region, 2007

Health Indicator	Status Indians	Other Residents	Ratio
HIV Disease	0.6	0.1	5.3 : 1
Cervical Cancer	1.2	0.2	5.2 : 1
Alcohol Related Deaths	19.0	4.7	4.1 : 1
Digestive System Diseases	6.4	2.2	2.9 : 1
Unintentional Injuries	8.8	3.6	2.4 : 1
Motor Vehicle Accidents	3.6	1.6	2.3 : 1
Medically Treatable Diseases	0.9	0.4	2.2 : 1
External Causes	11.2	5.0	2.2 : 1
Colorectal Cancer	2.4	1.5	1.6 : 1
Pneumonia and Influenza	3.0	1.9	1.6 : 1
Respiratory Diseases	7.8	5.3	1.5 : 1
Accidental Poisoning	1.1	0.7	1.5 : 1
Cerebrovascular Diseases	5.2	3.7	1.4 : 1
Drug-Induced Deaths	1.4	1.0	1.4 : 1
Diabetes	2.4	1.9	1.3 : 1
Suicide	1.6	1.2	1.3 : 1
All Causes of Death	74.5	57.6	1.3 : 1
Endocrine / Nutritional / Metabolic	2.8	2.4	1.2 : 1
Circulatory System Diseases	18.6	17.5	1.1 : 1
Life Expectancy	75.2	79.8	0.9 : 1

Source: Interior Health Authority, 2010

7.2.2 Diabetes

Approximately 6% (5600) Interior Health region Status Indians have diabetes, compared to 4.5% among the BC general population. Hospitalization rate for diabetes is 12% higher among Aboriginal men and 150% higher for Aboriginal women [BC Vital Statistics Agency, 2008; Ministry of Healthy Living and Sport, 2009].

In 2006/2007, the age-standardized diabetes prevalence rate was 6.7% for the Status Indian population compared to 4.8% for other BC residents. The Status Indian population is also affected by diabetes at a younger age [BC Vital Statistics Agency, 2008; Ministry of Healthy Living and Sport, 2009].

7.2.3 Obesity

Over the last 25 years, rates of overweight and obesity have increased dramatically worldwide, including Canada and British Columbia. For the Aboriginal population, overweight and obesity has increased significantly. The impact of this epidemic, which affects both adults and children, is profound in terms of its potential health and social consequences [BC Vital Statistics Agency, 2008; Ministry of Healthy Living and Sport, 2009].

7.2.4 Life Expectancy

Life expectancy for Status Indians is improving but not at the same rates as other residents. Currently Status Indians born between 2001- 2005 can expect to live 75, compared to 82 for BC population [BC Vital Statistics Agency, 2008; Ministry of Healthy Living and Sport, 2009].

[Table 7-4](#) shows the difference between selected health service utilization. The biggest differences by a significant margin were homicide- and suicide-related hospitalization.

Table 7-4: Ratio of Health Services Utilization – Status Indian: Other Residents in the Interior Health Authority Region, 2007

Health Services Indicators	Status Indian	Other Residents	Ratio
Hospitalization Rates, Attempted Homicide / Homicide (per 100,000)	137.5	41.0	3.4 : 1
Hospitalizations Rates, Attempted Suicide / Suicide (per 100,000)	93.6	35.7	2.6 : 1
Prescriptions for Anti-Infectives (per 100)	36.9	34.2	1.1 : 1
Medical Services Plan Utilization (per 1000)	703.1	844.2	0.8 : 1
Prescriptions for Antipsychotics (per 1000)	18.1	23.4	0.8 : 1
Community Follow-up for Mental Health Clients	67.5	81.5	0.8 : 1
Prescriptions for Antidepressants (per 1000)	79.5	125.3	0.6 : 1
Prescriptions for Anxiolytics (per 100)	7.0	10.8	0.6 : 1
Prescriptions for Animate Agents (per 10,000)	12.3	29.5	0.4 : 1

Source: Interior Health Authority, 2010

Appendix A: ABORIGINAL EDUCATION AGREEMENT & PROGRAMS

Appendix A.1: THIRD ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT, NOV. 2010

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



SIGNING PARTNERS:

***School District No. 73 (Kamloops/Thompson)
The First Nations Education Council
British Columbia Ministry of Education***

***Agreement Signed This Day
November 26, 2010***

**School District No. 73 (Kamloops/Thompson)
In Partnership With The
First Nations Education Council**

**First Nations/Aboriginal Education Enhancement Agreement
Signed: November 26, 2010**

**"MAKING A DIFFERENCE BY WORKING TOGETHER"
Me7 n7ek re Su7ec-kt e Txwimimintmes**

PREAMBLE

The First Nations Education Council and School District No. 73 acknowledge and honour the history and culture of the Secwepemc First Nations in whose territory we reside.

The First Nations Education Council and School District No. 73 (in partnership) wish to implement their third *First Nations/Aboriginal Education Enhancement Agreement* based on the currently held values of mutual respect, consensus building, and maintaining a focus on the goals and strategies leading to academic and personal success for all Aboriginal learners in the District. This Agreement is the result of respectful, inclusive, and ongoing consultation and collaboration between the District and the First Nations communities and urban Aboriginal organizations and parents. The Agreement recognizes both our shared and specific areas of responsibility for First Nations/Aboriginal student success. Schools and classroom teachers have specific responsibility for the intellectual and social development of learners. Schools, teachers, parents, and communities have shared responsibility to support and enhance all of the areas of development related to positive student growth and school success. It is the pledge of all stakeholders to continue to work in partnership to develop and implement appropriate and strategic programs and initiatives for the benefit of all Aboriginal learners.

PURPOSE

The purposes of this *First Nations/Aboriginal Education Enhancement Agreement* are:

- To implement strategies and ensure full effort by school staff to improve the achievement and school success of all First Nations/Aboriginal students; and
- To enhance all students' understanding of and respect for First Nations/Aboriginal culture, history, and language; and
- To enhance First Nations/Aboriginal students' sense of belonging within schools and enhance their personal belief that they can be successful in the public education system; and
- To engage First Nations communities, parents, and elders to participate in the attaining of the goals identified in this Agreement.

p. 2 (Enhancement Agreement/S.D.73: 11-15)

PRINCIPLES

The improvement goals identified in this Agreement are those where there is assurance that the data can be:

- Tracked effectively and accurately measured;
- Tracked with integrity;
- Tracked over time; and
- Effectively used to implement programs and interventions.

The goals of this Agreement will be aligned with the District's Goal of "Improving school success for all Aboriginal students." The goals of this Agreement should be reflected in all School Growth Plans with specific strategies identified to achieve the goals.

p. 3 (Enhancement Agreement/S.D.73: 11-15)

PERFORMANCE GOALS AND PERFORMANCE INDICATORS

The data for assessing the performance goals will be reported in the District's *Annual Report on First Nations/Aboriginal Students*. In addition, a "Report on Goals" template indicating year to year data results will be created. The Annual Report and the Template will be submitted to the Ministry annually through the Aboriginal Education Enhancements Branch.

The aim will be to demonstrate continuous improvement in each goal area annually (except the Student Attendance Goal). A minimum improvement of 1-2 % annually (averaged over 5 years) is considered essential.

Goal No. 1

* Improve Primary Achievement Results in Grades K-3 Reading, Writing, and Math. (Note: Kindergarten Achievement has been added to this goal.)

Measurement: The district year-end Report Card data which are based on a variety of classroom evaluation and assessment instruments and the B.C. Performance Standards will be used to measure this goal. The percentage of students "Approaching or Meeting Expectations" and the percentage of students "Not Meeting Expectations" will be reported.

Goal No. 2

* Improve Intermediate Foundation Skills in Grades 4-7 Reading, Writing, and Math.

Measurement: The provincial Foundation Skills Assessment (FSA) and the year end, teacher-generated Report Card data which are based on a variety of classroom evaluation instruments will be used to measure this goal. The percentage of students receiving Grade C or higher on Report Card data in Reading, Writing, and Math will be reported and the percentage of students "Meeting or Exceeding Expectations" on the FSA will be reported.

Goal No. 3

* Increase the Percentage/Number of Elementary Students Enrolled in the Regular Academic Program.

Measurement: The percentage and number of elementary students in Modified IBP Programs will be reported.

p. 4 (Enhancement Agreement/S.D.73: 11-15)

Goal No. 4

* Maintain Student Attendance at a Minimum of 90%.

Measurement: The average attendance in elementary and secondary schools will be measured. Maintaining a student percentage rate of 90% will be considered as minimum attainment of this goal.

Goal No. 5

* Improve the Grade 8 Cohort Dogwood Completion/Graduation Rate.

Measurement: The percentage of Grade 8 students, as measured by the Ministry of Education, who receive a Dogwood Certificate within six (6) years will be reported.

Goal No. 6

* Improve Pass Rates for Provincial Exams in Grade 10 English and Math, and Grade 11 Social Studies; and maintain current Pass Rate for Grade 11 B.C. First Nations Studies.

Measurement: The student pass rates for Grade 10 English and Grade 10 Math Principles, Essentials, and Applications will be reported using Ministry data. The student pass rates for Grade 11 Social Studies and B.C. First Nations Studies will be reported using Ministry Data.

Goal No. 7

* Increase Student Participation in Secwepemc Language Instruction.

Measurement: The number of students and schools participating in Secwepemc Language instruction will be reported. The data will be provided with assistance from the School Principals and the Language Teachers.

Goal No. 8

* Expand opportunities for participation in Cultural Education for All Students.

Measurement: The number of students participating in cultural and cross-cultural education will be reported. Education activities could include classroom sessions and curriculum integration, school projects, school cultural events, field trips, drumming and craft teachings, visits from Elders, traditional games and a variety of other activities. The data for measuring this goal will be provided with assistance from First Nations Education Workers, Principals, and others who have coordinated cultural education activities.

p. 5 (Enhancement Agreement/S.D.73: 11-15)

Goal No. 9

* Increase the number of Aboriginal Grade 12 Graduates Entering Postsecondary Programs through Expanded Access to a Variety of Program Options.

Measurement: The number of students entering postsecondary programs directly after graduation will be reported including the numbers entering specific program areas eg. Academic, Trades/Apprenticeship, Technology, Certificate/Diploma Programs, and Upgrading Programs. The data will be provided by each secondary school in the District with assistance from the Band Education Coordinators, Regional Postsecondary Institutions, and Aboriginal Community Employment Agencies.

Goal No. 10

Increase the level of Aboriginal Parent Engagement/Involvement at the School Level.

Measurement: Data related to parent participation in the following types of activities and strategies will be used to measure this goal: Parent Engagement Workshops, Parent Survey Participation, Aboriginal Parent Groups/Committees, Parent Information and Discussion Sessions, Individual Parent Contact by School Staff, Parent Helpers in Schools. Data regarding the types of activities and strategies used and the numbers of parents participating will be provided by Principals, FNEW's, and the District Principal of Aboriginal Education.

** Indicates a performance goal that is continued or modified from the second Enhancement Agreement.*

TERM OF THE AGREEMENT

The Agreement will be in effect from the 2010-11 School Year through the 2014-15 School Year, a term of five (5) school years.

First Nations/Aboriginal Education Enhancement Agreement

Between

School District No. 73 (Kamloops/Thompson)

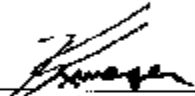
The First Nations Education Council

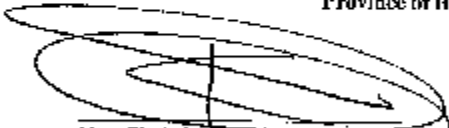
And

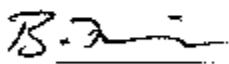
The British Columbia Ministry of Education

November 26, 2010

We, the undersigned, recognize and honour both our specific and shared responsibilities for the success of all First Nations/Aboriginal students in School District No. 73. Further, we agree that the terms of this Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all First Nations/Aboriginal learners in our District.


The Honourable Kevin Krueger,
Minister of Social Development
On Behalf of the Ministry of Education
Province of British Columbia


Ken Christian, Chairman
Board of Education
School District No. 73


Councillor Brian Finlay on Behalf of
The First Nations Education Council
School District No. 73

[Reproduced from School District No. 73 (Kamloops/Thompson), 2011]

Appendix A.2: SCHOOL DISTRICT NO. 73 ABORIGINAL EDUCATION INITIATIVES

First Nations Structure in School District No. 73

First Nations Education Council

The Council provides strong, organized leadership for First Nations education with a focus on accountability related to all First Nations programs and services in the District.

The Council membership is comprised of representatives from the seven Secwepemc Bands in the District, along with urban representation from the Friendship Centre, the Metis people, and the Clearwater area parents; two members of the Board of Trustees are also Council members.

Responsibilities of the Council include: identifying program priorities, setting the annual Targeted Funding budget, developing the strategic plan for Aboriginal Education in the District, initiating program reviews, and preparing an Annual Report on First Nations/Aboriginal Students.

Specific initiatives undertaken by the Council include the signing of the second Aboriginal Education Enhancement Agreement and the implementation of the Aboriginal Teacher Protocol.

First Nations Advisory Committee

The Committee is comprised of “frontline” education professionals including: principals, First Nations Education Workers (FNEW’s), District administrators, teachers, Band Education Coordinators and other community based professionals.

The Committee assists the Council by identifying program and service needs, doing research, serving on project sub-committees, and providing program and budget recommendations to the Council

First Nations Programs

First Nations Education Worker Program

Currently there are 37 FNEW positions serving 28 schools (all positions are filled by people of Aboriginal ancestry).

FNEW’s provide frontline academic, social, emotional, and cultural support to students. They also act as a liaison between and among parents, bands, teachers, principals, students, counsellors, and Ministry and community agencies.

The FNEW Program is one of the key District strategies in building capacity for change at the school level.

Four Directions Storefront School Program

The Program has been in operation since 1989, and is designed to provide educational opportunities to First Nations youth who are not able to be successful within a mainstream secondary school program.

The Program's philosophy is to provide a sense of belonging for students within a socially comfortable and culturally enhanced environment. Flexibility is provided within the curriculum content, structure, and teaching methods in the Program, with the goal of helping students attain a Dogwood Certificate.

The enrollment is currently 35 students and Program staff includes 2 academic teachers, 2 FNEW's, and counselling support positions.

First Nations Family Counsellor Program

The Family Counsellor Program was implemented in 1996 with a mandate to provide counselling and cultural support to Aboriginal students and families in order that students could increase their chances of school success and enjoyment. Many First Nations students face current and historical social issues that are barriers to achieving success in school.

The Program has 4 Counsellors who are all of Aboriginal ancestry and who have Bachelors or Masters Degrees in Social Work or related fields, as well as experience in working with First Nations children and families. The number of students served by the Program during the 2007-08 school year was 267.

District Principal of Aboriginal Education

This position was created in collaboration between the District and the First Nations Education Council. It is a leadership position within the District.

The District Principal provides leadership in monitoring the achievement of the goals in the Enhancement Agreement; provides support to schools and principals in areas of integrating First Nations content into the curriculum; provides guidance and support for the District FNEW's; assists in the implementation of Aboriginal language instruction in schools; and provides overall guidance and leadership in all areas that promote success for Aboriginal students.

School Improvement Projects

Funding is made available to schools to implement academic improvement programs, primarily for reading readiness and literacy skills improvement. The Oral Language Development Program (S.O.L.V.E.D.) is now being offered in 9 high First Nations population elementary schools, and is demonstrating success in improving the reading readiness of K-1 students.

These improvement initiatives are based on a results-based plan that is developed and implemented by the school.

The results of each project are reported to the First Nations Education Council on an annual basis.

This year 14 schools received additional funding to implement an improvement project.

Secwepemc Language Instruction Program

The Secwepemc Language Instruction Program is an important aspect of providing relevant cultural programs in our schools – it supports the belief that public schools can play a role in sustaining and enhancing First Nations languages.

The total number of students who took Secwepemc Language instruction in 2007-08 was 304 – with students participating from 3 elementary schools and 5 secondary schools.

Our intermediate elementary students are taking Secwepemc Language as their required language credit. At the secondary level, students can now take Secwepemc Language from Grade 8 – Grade 12.

One of District’s new goals in our second Enhancement Agreement is to increase the Secwepemc Language instruction in our schools, and develop any necessary additional curricula. A Secwepemc Language Advisory Group has been established and is providing leadership in Language initiatives.

The Secwepemc 8 Curriculum has been successfully implemented during the last 3 school years. The Grade 8 instruction provides a natural ladder into the upper level courses.

The Secwepemc Language 11-12 curriculum development has been completed and the Grade 11 Course will be offered in the fall of 09-10. This course will fulfill the university entrance requirement for second language credit.

Secwepemc Museum Education Program

The education and cultural services provided by the KIB Secwepemc Museum are important elements of cultural education in the District’s First Nations Education plan. These services are designed to provide an enhanced awareness and understanding of Secwepemc history, culture, and current issues.

The Museum provides cultural education to students in District schools through Museum and Heritage Park visits and tours. The Museum also utilizes educational resources and exhibits that can be used for classroom teaching. The Museum Cultural Educator and the Museum Coordinator also make classroom presentations and participate in school-wide cultural events.

Tutoring/Academic Support Programs

Resources are provided annually to support after school tutoring programs. These Programs are delivered at the First Nations community level and at the school level in both elementary and secondary schools.

These tutoring and homework club programs are meant to provide academic support to students based on their needs and based on the School Growth Plans of the participating schools.

In June all of the Programs will submit a report about the “impact” of their programs.

Other First Nations Projects

(Some are annual activities and some are one-time projects that meet a specific need.)

First Nations School Projects

These are student-centred cultural and education projects that are designed and implemented by schools. Each year about 25-30 schools carry out these projects. They may be school-wide cultural days, field trips to the Museum, storytelling units, arts and crafts activities, visits from Elders, or any variety of activity that focuses on student learning and participation related to First Nations people.

First Nations Resources

Funding is provided annually to continue to acquire First Nations resources for the District library collection housed at the Henry Grube Centre. The collection has grown from 631 items in 1996 to over 2,500 books, videos, DVD's, and resource kits.

Annual First Nations Graduation Ceremony

Each year the District and the First Nations Education Council honour the First Nations students who are completing Grade 12. Every year a huge crowd of family members, friends, principals, FNEW's and community members gather at a host school to honour the graduates and recognize their accomplishments. It is an inspirational event that focuses on individual, family, and cultural pride and accomplishment.

Elders Program

Elders are always welcome to visit schools and participate in activities and sessions. An Elders Program Protocol has been developed to provide guidance in the most respectful ways to invite elders to participate in and enrich school lessons.

Website Project

Through a cooperative effort between the District, the First Nations Education Council, and the Secwepemc Cultural Education Society, a District First Nations website was developed. The website shows the rich history and language of the Secwepemc people – both pre-contact and post contact. The website is an excellent resource for students, teachers, and community members and was designed to be easily integrated into school curricula. The site can be accessed through the School District website.

Grrr....Eight Beginning – Grade 7 Transition Project

The transition from Grade 7 to secondary school has been identified as one of the most challenging and important transitions for students. The Grrr...Eight Beginning initiative provides a day of information, social interaction, and confidence building for grade 7 First Nations/Aboriginal students with a goal of assisting them with a successful elementary to secondary school transition.

Bridging to Post Secondary

Another important transition for students is the challenge of successfully entering a postsecondary program following secondary school graduation. Under the leadership of the District Principal of Aboriginal Education, the District is working in partnership with Thompson Rivers University (TRU) to provide information, orientation, and confidence building for our Grade 11-12 Aboriginal students as they prepare to move to postsecondary degree, diploma, and trades and technology programs.

Cross-Cultural Education

There is no greater challenge in public schooling than that of enhancing shared understanding and respect between First Nations and non-First Nations people. The need for cross-cultural education in the District was identified as a goal in the District's second Aboriginal Education Enhancement Agreement. During the 07-08 school year, almost 6,000 students participated in some type of cross-cultural activity, field trip, or classroom session.

[Reproduced from School District No. 73, n.d.]

Appendix B: REFERENCES

- Aboriginal Affairs and Northern Development Canada (AANDC). (2011). *Web Site*. (Government of Canada) Retrieved May 2011, from <http://www.aadnc-aandc.gc.ca>
- Adams Lake Indian Band. (n.d.). *Web Site*. Retrieved 2011, from <http://www.adamslakeband.org/>
- BC Stats. (2011). *Web Site*. Retrieved 2011, from <http://www.bcstats.gov.bc.ca>
- British Columbia Aboriginal Mine Training Association. (2010). Retrieved July 2011, from BCAMTA: www.bcamta.ca
- British Columbia Aboriginal Mine Training Association. (2010). *About*. Retrieved July 2011, from British Columbia Aboriginal Mine Training Association web site: <http://www.bcamta.ca/about>
- British Columbia Environmental Assessment Office. (2011, September 11). Harper Creek Copper-Gold-Silver Project Section 11 Order. *Order Under Section 11*. Victoria, BC: Government of British Columbia. Retrieved July 2011, from http://a100.gov.bc.ca/appsdata/epic/documents/p333/1252697165115_281b563ea9de90470df34dcccbe9da914568cd771f2bea79ef309b10e245d590.pdf
- British Columbia Ministry of Aboriginal Relations and Reconciliation. (2010). *New Relationships with Aboriginal People and Communities in British Columbia: Annual Report on Progress 2009-2010*. Victoria, BC: Government of British Columbia. Retrieved July 2011, from http://www.google.ca/url?sa=t&rct=j&q=annual%20report%20on%20progress%2009-2010&source=web&cd=1&sqi=2&ved=0CE4QFjAA&url=http%3A%2F%2Fwww.newrelationship.gov.bc.ca%2Fshared%2Fdownloads%2Fannual_report_2009_10.pdf&ei=jx_iT_v_Gujl6QHzy_gG&usg=AFQjCNEgCD24a
- British Columbia Ministry of Aboriginal Relations and Reconciliation. (n.d.). (Government of British Columbia) Retrieved July 2011, from Ministry of Aboriginal Relations and Reconciliation: <http://www.gov.bc.ca/arr/>
- British Columbia Ministry of Health. (n.d.). *Provincial Health Officer's Reports*. (Government of British Columbia) Retrieved July 2011, from web site: <http://www.health.gov.bc.ca/pho/reports/>
- British Columbia Vital Statistic Agency. (n.d.). *Status Indian Report*. (Government of British Columbia) Retrieved July 2011, from British Columbia Vital Statistic Agency: <http://www.vs.gov.bc.ca/stats/indian/>
- British Columbia Vital Statistics Agency. (2004). *Regional Analysis of Health Statistics for Status Indians in British Columbia 1992-2002*. British Columbia Vital Statistics Agency and First Nations and Inuit Health Branch. Victoria, BC: British Columbia Ministry of Health Services and Health Canada. Retrieved July 2011, from http://www.vs.gov.bc.ca/stats/indian/indian2002/pdf/SIreport_92_02.pdf

- British Columbia Vital Statistics Agency. (n.d.). *Web Site*. (Government of British Columbia) Retrieved July 2011, from Vital Statistics Agency: <http://www.vs.gov.bc.ca/>
- Central Interior Trades & Apprenticeship Centre. (n.d.). Retrieved July 2011, from CITAC: www.citac.ca
- Cheema, G. (2010, Oct). *Aboriginal Health and Wellness Plan (2010-2014)*. Retrieved July 2011, from Interior Health Authority: <http://www.interiorhealth.ca/YourHealth/AboriginalHealth/Documents/AboriginalHealthStrategy2010-14.pdf>
- Chiefs of the Shuswap, Okanagan and Couteau Tribes. (1910, August 25). Memorial to Sir Wilfred Laurier. Kamloops, BC: Williams Lake Indian Band web site. Retrieved July 2011, from <http://www.williamslakeband.ca/History/MemorialtoSirWilfredLaurier1910.aspx>
- First Peoples' Heritage, Language and Culture Council. (2008). *First Peoples' Language Map of British Columbia*. Retrieved July 2011, from web site: <http://maps.fphlcc.ca/>
- First Peoples' Heritage, Language and Culture Council. (n.d.). *Secwepemctsin*. Retrieved July 2011, from First Peoples' Language Map of British Columbia web site: <http://maps.fphlcc.ca/secwepemctsin>
- Fraser Basin Council. (2011). *Bridge Between Nations: A History of First Nations in the Fraser River Basin*. Vancouver: Fraser Basin Council. Retrieved July 2011, from http://www.fraserbasin.bc.ca/publications/documents/Bridges_Between_Nations.pdf
- Interior Health Authority. (2010, Oct). *Aboriginal Health & Wellness Strategy: 2010-2014*. Kelowna: Government of British Columbia. Retrieved July 2011, from <http://www.interiorhealth.ca/YourHealth/AboriginalHealth/Documents/AboriginalHealthStrategy2010-14.pdf>
- Interior Health Authority. (2010). *Web Site*. Retrieved July 2011, from <http://www.interiorhealth.ca>
- Interior Health Authority. (2011). *Aboriginal Health*. Retrieved July 2011, from Interior Health Authority: <http://www.interiorhealth.ca/YourHealth/AboriginalHealth/Pages/default.aspx>
- Kells, S., Wadsworth, A., & Behr, T. (2008). *Secwepemctsin*. (D. I. Goddard, Editor, & First Peoples' Heritage, Language & Culture Council) Retrieved July 2011, from First Peoples' Language Map of British Columbia: <http://maps.fphlcc.ca/secwepemctsin>
- Little Shuswap Indian Band. (n.d.). *Web Site*. Retrieved 2011, from <http://www.lslib.com/>
- Morrison, D. R. (2006, Jan). *An Overview of the Effects of Privatization on Secwepemc Land, Culture, Spirituality & Future Generations*. Retrieved 2011, from The Forum on Privatization and the Public Domain: <http://www.forumonpublicdomain.ca/an-overview-of-the-effects-of-privatization-on-secwepemc-land-culture-spirituality-future-generation>

- Morrison, D. R. (2006, May). *Practice in the Commons and Privatization Policies in Secwepemcul'ecw*. Retrieved 2011, from The Forum on Privatization and the Public Domain: <http://www.forumonpublicdomain.ca/practice-in-the-commons-and-privatization-policies-in-secwepemcul%E2%80%99ecw>
- Secwepemculew Historical Timeline*. (n.d.). Retrieved July 2011, from Spirit Map: <http://spiritmap.ca/timelinegl.html>
- National Aboriginal Health Council. (2007, May). Broader Determinants of Health in an Aboriginal Context. Ottawa, Ontario. Retrieved July 2011, from National Aboriginal Health Council: <http://www.naho.ca/documents/naho/publications/determinants.pdf>
- National Aboriginal Health Organization. (2011). *Web Site*. (Health Canada) Retrieved July 2011, from National Aboriginal Health Organization: <http://www.naho.ca/>
- Neskonlith Indian Band. (2009). *Web Site*. Retrieved 2011, from <http://neskonlith.org/>
- North Okanagan School District No. 83. (n.d.). *Aboriginal Education*. (Government of British Columbia) Retrieved July 2011, from web site: <http://www.fnep.sd83.bc.ca/>
- North Okanagan-Shuswap School District No. 83. (2006). *Aboriginal Education Enhancement Agreement*. (Government of British Columbia) Retrieved July 2011, from web site: <http://rwd.sd83.bc.ca/Enhancement>
- North Okanagan-Shuswap School District No. 83. (n.d.). *Aboriginal Education*. Retrieved July 2011, from North Okanagan-Shuswap School District No. 83: <http://www.fnep.sd83.bc.ca/files/Aboriginal%20Education%20Enhancement%20Agreement.pdf>
- North Okanagan-Shuswap School District No. 83. (n.d.). Retrieved July 2011, from North Okanagan-Shuswap School District No. 83: <http://www.sd83.bc.ca/>
- Office of the Provincial Health Officer. (2007). *Pathways to Health and Healing: 2nd Report on the Health and Well-Being of Aboriginal People in British Columbia*. Ministry of Health. Victoria: Government of British Columbia. Retrieved July 2011, from <http://www.health.gov.bc.ca/pho/pdf/abohlth11-var7.pdf>
- Office of the Provincial Health Officer. (2007). *Pathways to Health and Healing: 2nd Report on the Health and Well-being of Aboriginal People in British Columbia, Provincial Health Officer's Annual Report 2007*. Victoria, BC: Ministry of Healthy Living and Sport. doi:<http://www.health.gov.bc.ca/pho/pdf/abohlth11-var7.pdf>
- Public Health Agency of Canada. (2011). *What Determines Health*. (Government of Canada) Retrieved July 2011, from Web Site: <http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php#determinants>
- School District #73 (Kamloops/Thompson). (2011). *Web Site*. Retrieved July 2011, from <http://www3.sd73.bc.ca/>
- School District No. 73 (Kamloops/Thompson). (2011). *Aboriginal Education*. (Government of British Columbia) Retrieved July 2011, from web site: <http://www3.sd73.bc.ca/education/content/aboriginal-education>
- Secwepemc Child and Family Services Agency. (n.d.). Retrieved July 2011, from web site: <http://www.secwepemcfamilies.org/home>

- Secwepemc Child and Family Services Agency. (n.d.). *About Us*. Retrieved July 2011, from Secwepemc Child and Family Services Agency web site:
<http://www.secwepemcfamilies.org/about-us>
- Secwepemc Cultural Education Society. (2007). Retrieved July 2011, from Web Site:
<http://www.secwepemc.org/>
- Secwepemc Cultural Education Society. (2007). *About Us*. Retrieved July 2011, from web site: <http://www.secwepemc.org/about>
- Secwepemc Cultural Education Society. (2007). *Our Story*. Retrieved July 2011, from Secwepemc Cultural Education Society web site:
<http://www.secwepemc.org/about/ourstory>
- Secwepemc Cultural Education Society. (2007). *Shuswap Declaration: to work in Unity on Shuswap Language, History and Culture*. Retrieved July 2011, from web site:
<http://www.secwepemc.org/node/61>
- Secwepemculew Timeline*. (n.d.). Retrieved July 2011, from Secwepemculew Spirit Map:
www.spiritmap.ca
- Shuswap Nation Tribal Council. (2009). *Aboriginal Skills Employment & Training Services*. Retrieved July 2011, from Shuswap Nation Tribal Council web site:
<http://www.shuswapnation.org/departments/skills-training.html>
- Shuswap Nation Tribal Council. (2009). *Web Site*. Retrieved July 2011, from
<http://www.shuswapnation.org/>
- Simpcw First Nation. (2011). *Web Site*. Retrieved 2011, from <http://www.simpcw.com/>
- Statistics Canada. (2011). *Web Site*. Retrieved 2011, from <http://www.statcan.gc.ca>

HARPER CREEK
COPPER-GOLD-SILVER MINE PROJECT

**Socio-Economic Assessment Report
– Simpcw First Nation**

Prepared for:
Yellowhead Mining Inc.

Prepared by:
Laurie McNeil & Associates

September 2012

TABLE OF CONTENTS

EXECUTIVE SUMMARY	VII
ACRONYMS & ABBREVIATIONS	XII
1 INTRODUCTION	13
1.2 PROJECT CHARACTERISTICS	13
2 METHODOLOGY	16
2.1 SCOPE	16
2.2 SPATIAL & TEMPORAL BOUNDARIES	16
2.2.1 Spatial Boundaries	16
2.2.1.1 Project Site Area (PSA)	16
2.2.1.2 Local Study Area (LSA)	17
2.2.1.3 Regional Study Area (RSA)	17
2.2.2 Temporal Parameters	17
2.2.3 Issues Scoping and Selection of Valued Components (VC)	17
2.3 BASELINE DATA	19
2.3.1 Statistical Reporting in this Document	19
2.4 EFFECTS ANALYSIS	20
2.5 ASSESSMENT OF POTENTIAL SIGNIFICANT ADVERSE EFFECTS	21
2.6 CUMULATIVE EFFECTS ASSESSMENT	23
3 SIMPCW FIRST NATION BACKGROUND	24
3.1 GOVERNANCE	24
3.1.1 Youth Council	25
3.1.2 Elders Council	25
3.2 RESERVES	25
4 SIMPCW SOCIO-ECONOMIC ASSESSMENT	27
4.1 POPULATION & DEMOGRAPHICS	27
4.1.1 Baseline	27
<i>Population</i>	27
<i>Age & Gender Distribution</i>	27
<i>Families</i>	29
4.1.2 Potential Project Effects	31
<i>Effect # 1</i>	31
<i>Effect # 2</i>	31
<i>Effect #3</i>	31
4.1.3 Mitigation & Enhancement	32
<i>Effect #1</i>	32
<i>Effect #3</i>	32
4.1.4 Assessment of Residual Effects	32

4.2	EDUCATION & TRAINING	33
4.2.1	Baseline	33
	<i>Kindergarten to Grade 12 Education</i>	33
	<i>Post-Secondary Education</i>	34
	<i>Training & Employment Services</i>	36
	<i>Education Demographics</i>	37
4.2.2	Potential Project Effects	39
	<i>Effect #1</i>	40
	<i>Effect #2</i>	40
4.2.3	Mitigation & Enhancement	40
	<i>Effect #2</i>	40
4.2.4	Assessment of Residual Effects	41
4.3	ECONOMY & EMPLOYMENT	41
4.3.1	Baseline	41
	<i>Labour Force & Employment</i>	41
	<i>Income</i>	44
	<i>Economy</i>	47
4.3.2	Potential Project Effects	48
	<i>Effect #1</i>	48
	<i>Effect #2</i>	48
	<i>Effect #3</i>	48
	<i>Effect #4</i>	48
	<i>Effect #5</i>	48
	<i>Effect #6</i>	48
4.3.3	Mitigation & Enhancement	48
4.3.4	Assessment of Residual Effects	49
4.4	HEALTH SERVICES	49
4.4.1	Baseline	49
	<i>Health Services</i>	49
4.4.2	Potential Project Effects	51
	<i>Effect #1</i>	51
4.4.3	Mitigation & Enhancement	51
	<i>Effect #1</i>	51
4.4.4	Assessment of Residual Effects	51
4.5	HEALTH CONDITIONS	51
4.5.1	Baseline	51
	<i>Health Issues</i>	52
4.5.2	Potential Project Effects	53
	<i>Effect #1</i>	53
4.5.3	Mitigation & Enhancement	53
	<i>Effect #1</i>	53
4.5.4	Assessment of Residual Effects	54

4.6	INFRASTRUCTURE	54
4.6.1	Baseline	54
	<i>Community Facilities</i>	54
	<i>Services</i>	54
	<i>Transportation</i>	54
4.6.2	Potential Project Effects	55
	<i>Effect #1</i>	55
4.6.3	Mitigation & Enhancement	55
	<i>Effect #1</i>	55
4.6.4	Assessment of Residual Effects	55
4.7	PROTECTION & EMERGENCY SERVICES	55
4.7.1	Baseline	55
	<i>Police</i>	55
	<i>Fire Protection</i>	55
	<i>Emergency Services</i>	56
4.7.2	Potential Project Effects	56
	<i>Effect #1</i>	56
	<i>Effect #2</i>	56
4.7.3	Mitigation & Enhancement	56
4.7.4	Assessment of Residual Effects	57
4.8	HOUSING	57
4.8.1	Baseline	57
	<i>Dwelling Averages</i>	57
	<i>Dwelling Tenure</i>	58
	<i>Dwelling Age</i>	59
	<i>Dwelling Conditions</i>	59
4.8.2	Potential Project Effects	60
	<i>Effect #1</i>	60
4.8.3	Mitigation & Enhancement	60
	<i>Effect #1</i>	60
4.8.4	Assessment of Residual Effects	61
4.9	RECREATION	61
4.9.1	Baseline	61
4.9.2	Potential Project Effects	61
	<i>Effect #1</i>	61
4.9.3	Mitigation & Enhancement	61
	<i>Effect #1</i>	61
4.9.4	Assessment of Residual Effects	62

4.10	LANGUAGE & CULTURE	62
4.10.1	Baseline	62
	<i>Language</i>	62
	<i>Cultural Programs</i>	64
	<i>Traditional Harvesting Activities</i>	65
4.10.2	Potential Project Effects	65
	<i>Effect #1</i>	65
	<i>Effect #2</i>	65
4.10.3	Mitigation & Enhancement	65
	<i>Effect #1</i>	65
	<i>Effect #2</i>	65
4.10.4	Assessment of Residual Effects	66
4.11	SUMMARY OF RESIDUAL SOCIO-ECONOMIC EFFECTS	66
	APPENDIX A: REFERENCES	69
	APPENDIX B: LIST OF INTERVIEWEES	72
	ATTACHMENTS:	
	ATTACHMENT 1: MAP OF PROJECT SITE AREA	
	ATTACHMENT 2: MAP OF LOCAL STUDY AREA	
	ATTACHMENT 3: MAP OF REGIONAL STUDY AREA	

LIST OF TABLES

Table 1-1:	YMI Policies Related to the Socio-Economic Assessment	15
Table 2-1:	Final Selection of Valued Components and Supporting Rationale	18
Table 2-2:	Ratings Scheme Used for the Characterization of Socio-Economic Effects	22
Table 2-3:	Impact Characteristics Resulting in a “Significant” Residual Effect	21
Table 3-1:	Simpcw First Nation Reserves	26
Table 4-1:	Trend in Population – Simpcw BC Aboriginal Population, 1996-2006	27
Table 4-2:	Population & Demographics Residual Effects Rating and Significance Determination	32
Table 4-3:	Top Three Fields of Post-Secondary Study – Comparison between Simpcw BC Aboriginal BC Populations, 2006	39
Table 4-4:	Education & Training Residual Effects Ratings and Significance Determination	41
Table 4-5:	Labour Force & Employment Age 15+ – Comparison between Simpcw BC Aboriginal BC Populations, 2006	42
Table 4-6:	Top Three Employment Industries by Workers Employed Age 15+ – Comparison between Simpcw BC Aboriginal BC Populations, 2006	42
Table 4-7:	Economy & Employment Residual Effects Ratings and Significance Determination	49
Table 4-8:	Health Services Residual Effects Ratios and Significance Determination	51
Table 4-9:	Simpcw Top 10 Health Issues and Perceived Health Issues, 2011	52
Table 4-10:	Simpcw Top 10 Family Health Conditions, 2011	52
Table 4-11:	Health Conditions Residual Effects Ratios and Significance Determination	54
Table 4-12:	Infrastructure Residual Effects Ratios and Significance Determination	55
Table 4-13:	Protection & Emergency Services Residual Effects Ratings and Significance Determination	57
Table 4-14:	Housing Residual Effects Ratios and Significance Determination	61
Table 4-15:	Recreation Residual Effects Ratios and Significance Determination	62
Table 4-16:	Language & Culture Residual Effects Ratings and Significance Determination	66
Table 4-17:	Summary of Residual Socio-Economic Effects	66

LIST OF FIGURES

Figure 4-1:	Median Population by Age – Simpcw Relative to the BC Aboriginal Population, 2006	28
Figure 4-2:	Median Population by Age – Simpcw Relative to the BC Population, 2006	28

Figure 4-3:	Simpcw Age & Gender Distribution, 2006	28
Figure 4-4:	Simpcw Family Distribution, 2006	29
Figure 4-5:	Family Distribution – Simpcw Relative to the BC Aboriginal Population, 2006	30
Figure 4-6:	Family Distribution – Simpcw Relative to the BC Population, 2006	30
Figure 4-7:	Household Size Differences – Simpcw Relative to the BC Aboriginal Population, 2006	31
Figure 4-8:	Household Size Differences – Simpcw Relative to the BC Population, 2006	31
Figure 4-9:	School Attendance Age 15-24 – Comparison of Simpcw BC Aboriginal BC Populations, 2006	37
Figure 4-10:	Trend in Post-Secondary Qualifications Age 25-64, 1996-2006 – Comparison between Simpcw BC Aboriginal BC Populations	37
Figure 4-11:	Post-Secondary Qualifications by Level of Education Age 25-64 – Simpcw Relative to the BC Aboriginal Population, 2006	38
Figure 4-12:	Post-Secondary Qualifications by Level of Education Age 25-64 – Simpcw Relative to the BC Population, 2006	38
Figure 4-13:	Labour Force Participation Rate Trend Age 25-64, 1996-2006	41
Figure 4-14:	Occupations Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2006	43
Figure 4-15:	Occupations Age 15+ – Simpcw Relative to the BC Population, 2006	43
Figure 4-16:	Median Income Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2005	44
Figure 4-17:	Median Income Age 15+ – Simpcw Relative to the BC Population, 2005	44
Figure 4-18:	Trend in Median Income Age 15+, 1996-2006	45
Figure 4-19:	Median Earnings Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2005	46
Figure 4-20:	Median Earnings Age 15+ – Simpcw Relative to the BC Population, 2005	46
Figure 4-21:	Simpcw Dwelling Averages	58
Figure 4-22:	Dwelling Tenure – Simpcw Relative to the BC Aboriginal Population, 2006	58
Figure 4-23:	Dwelling Tenure – Simpcw Relative to the BC Population, 2006	58
Figure 4-24:	Dwelling Age – Simpcw Relative to the BC Aboriginal Population, 2006	59
Figure 4-25:	Dwelling Age – Simpcw Relative to BC Population, 2006	59
Figure 4-26:	Dwelling Conditions – Simpcw Relative to BC Aboriginal Population, 2006	60
Figure 4-27:	Dwelling Conditions – Simpcw Relative to BC Population, 2006	60
Figure 4-28:	Simpcw Knowledge of Aboriginal Language, 2006	63
Figure 4-29:	Trend in Knowledge of Aboriginal Language, 1996-2006	64

EXECUTIVE SUMMARY

This socio-economic report was prepared for Yellowhead Mining Inc. (YMI) by the independent consulting firm of Laurie McNeil & Associates. The purpose of the report is to provide socio-economic information for the Simpcw First Nation as required by the harmonized British Columbia Environmental Assessment Office / Canadian Environmental Assessment Agency comprehensive review of the proposed Harper Creek Copper-Gold-Silver Mine Project (the Project).

This report is a companion document to the *Harper Creek Copper-Gold-Silver Mine Project: First Nations Overview* [Laurie McNeil & Associates, 2012]. The *Overview* covers the shared history, language and culture as well as background information on two common themes: health conditions and education of the four First Nations whose asserted territory lie in the vicinity of the Harper Creek Copper-Gold-Silver Mine Project. This report provides information specific to the Simpcw First Nation to the extent information was available at the time of writing. This report was provided to the Simpcw First Nation for review.

YMI proposes to develop a large-scale copper-gold-silver open pit mining and milling operation at its Harper Creek site located approximately 150 kilometres (km) by road north-east of the City of Kamloops and 10 km south of the community of Vavenby.

The construction phase of this Project is expected to last 24 months and has a peak workforce of 600 people. The operations phase is scheduled to continue for 23 years and when the mine is fully operational, direct employment will consist of approximately 430 hourly and staff personnel.

The proposed Project is located “in the vicinity of the asserted traditional territory of the Simpcw First Nation” [BCEAO, 2009]. Simpcw First Nation reserve lands are also within the regional study area.

The Simpcw First Nation has a membership of nearly 700 people. The First Nation values healthy, holistic lifestyles based upon respect, responsibility and continuous participation in growth and education. The Simpcw practice their traditions alongside learning and working in modern society.

The Simpcw First Nation is governed by a Band Council comprised of elected Chief and six Councillors, who oversee social, educational, and economic development of the Nation through active participation in boards, portfolios and committees. The Simpcw have active Youth and Elder councils. The Simpcw First Nations people that live in the community are located on 4 reserves. Chu Chua (IR #1) is the main village, located near the CN railroad station also named Chu Chua. It is the social, educational and economic centre for the Simpcw First Nation. In June 2011 approximately 250 members lived at Chu Chua. There are smaller reserves with homes located at Louis Creek, Chinook Cove and an uninhabited reserve at Little Fort.

The Project Application Information Requirement (Project AIR) includes a list of Valued Components (VC) for this socio-economic assessment. These VCs are aspects

of the environment considered important by First Nations, regulators and stakeholder groups involved in the assessment process.

Yellowhead Mining Inc. and its consultants in discussions with Simpcw First Nation representatives identified a number of social and economic VCs specific to Simpcw First Nation members. They include: population, education and training, economy and employment, health services, health conditions, infrastructure, protection and emergency services, housing, recreation and language and culture. These VCs focus on community well-being. Community well-being generally is the most highly valued aspect of community life, and because it might be either substantially enhanced by Project benefits or vulnerable to adverse project effects the VCs focus on wellness.

The Simpcw First Nation study is based on a combination of primary and secondary research. Several key representatives of the Simpcw First Nation met with YMI and provided valuable information about their community and input into the VCs. Representatives also provided information via email.

The proposed mine will create changes for the Simpcw First Nation. Changes can be expected in population, economic activity, employment and income and housing. There is also the potential for changes to occur in areas directly related to quality of life or community and family well-being, among them health and social conditions and educational opportunities.

The primary socio-economic concerns of the Simpcw First Nation deal with improvements to their quality of life through the creation of business opportunities, long term employment, training and educational opportunities, and improved community well-being. However, these improvements must come with no loss to the land and resources that have sustained the Simpcw over time [G. Matthew, pers. com. 2011].

Key steps in the effects analysis were the identification and analysis of potential project effects, formulation of mitigation and enhancement measures (for negative and positive effects, respectively), and characterization of residual effects.

Identification of potential project effects was undertaken using findings from the issues scoping exercise, experience with socio-economic assessments conducted for similar projects, and professional judgement. Attention was given to establishing causal linkages (also referred to as effects pathways) and clearly and succinctly describing each potential effect.

The methodology used to assess whether any of the adverse or positive residual effects are significant is based on a combination of objective and subjective considerations, namely the characterization of each potential effect according to three key criteria -- magnitude, geographic extent and duration -- and the probability of the effect occurring. The latter involves a determination of the level of confidence which the Consultants have in the forecasted residual effect as well as the degree of certainty that the effect will actually occur.

Section 4 of the report provides baseline information and the assessment for each Valued Component. The following table summarizes the residual socio-economic effects after mitigation and enhancement measures have been applied.

Summary of Residual Socio-Economic Effects

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
Population	Increase in on-reserve population through in-migration	C, O	Prepare a local hiring and training policy along with YMI's labour requirements at least 18-months prior to commencement of construction	Possibly significant
	Changed population characteristics	C, O	YMI will work with Simpcw on identification of programs and/or services to facilitate successful integration of non-Simpcw members into the community	Not significant
	Decreased on-reserve population and changed composition as a result of out-migration	D	Participate with YMI and other parties such as government in preparing for potential population change as a result of mine closure	Not significant
Education & Training	Increased number of Simpcw students completing high school	Pre-C C, O	YMI is working closely with Simpcw providing awareness of mine and mine-related employment; job skills requirements, and apprenticeship opportunities	Significant
	Increased numbers of Simpcw members who have technical skills and are capable of meeting the Project's technical training requirements	Pre-C C, O	YMI is working with Simpcw and other organizations, and government regarding apprenticeship opportunities and training opportunities	Significant
Economy & Employment	Increase in Simpcw First Nation business opportunities	C, O	YMI will work with Simpcw on developing business opportunities associated with the development and operations of the Harper Creek Project	Significant
	Increased employment for Simpcw First Nation members	C, O	YMI will work with Simpcw on developing employment and training opportunities associated with the development and operations of the Harper Creek Project	Significant
	Increased labour income	C, O	YMI will work with Simpcw on training, apprenticeships and business opportunities associated with the development and operations of the Harper Creek Project	Significant

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
	Increased disparities in wealth	C, O	Income differentials may cause community tensions; Simpcw may consider expanding community support programs	Significant
	Reduced dependence on government transfer payments	C, O	None	Significant
	Decrease in employment and labour income	D	none	Unknown
Health Services	Increased demand on existing services due to increase in population; and increased incomes which may lead to an increase alcohol and illicit drug use	C, O	Simpcw may want to expand health services and availability of abuse counsellors by Simpcw First Nation	Possibly significant
Health Conditions	May worsen individual, family and community well-being related to rotational shift work and those who are affected by the negative health and social consequences of alcohol, gambling and illicit drug use	C, O	Employee counselling by YMI as well as expanded health services and availability of abuse counsellors provided by Simpcw First Nation	Possibly significant
Infrastructure	Increased pressure upon FN government to improve community infrastructure	C, O	Revenue sharing agreement with government could provide revenue to support community infrastructure	Not significant
Protection & Emergency Services	Increased demand for a variety of public safety and protection services	C, O	Simpcw First Nation and government work to provide appropriate services	Not significant
	Increased population in Chu Chua may provide for new volunteers to assist the Fire Department	C, O	None	Not significant
Housing	Increase in demand for housing by incoming Project workers and their families, this may cause crowding and result in some social issues	C, O	Revenue sharing agreement with the province and Project-related employment income could provide revenue to support building new homes	Significant
		C, O	Some Simpcw First Nation members may choose to rent or purchase homes in either Clearwater or Barriere	Not significant

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
Recreation	Increased need for more facilities and services	C, O	Revenue sharing agreement with the province could provide revenue to support additional facilities and services	Not significant
Language & Culture	Loss of Secwepemctsin language	C, O	Revenue sharing agreement with the province could provide revenue to support the teaching of the Secwepemctsin language	Not Significant
	Interruption of traditional harvesting activities	C, O	YMI will work with Simpcw on strategies and options to minimize impacts on traditional harvesting activities	Not significant

Note:

PC = Pre construction

C = Construction

O = Operations

D = Decommissioning

ACRONYMS & ABBREVIATIONS

BC	British Columbia
BCEAO	British Columbia Environmental Assessment Office
LSA	Local Study Area
pers. com.	Personal Communication
Project	Harper Creek Copper-Gold-Silver Mine Project
Project AIR	Project Application Information Requirements
PSA	Project Study Area
RSA	Regional Study Area
Simpcw	Simpcw First Nation
VC	Valued Component
YMI	Yellowhead Mining Inc.

1 INTRODUCTION

This socio-economic report was prepared for Yellowhead Mining Inc. (YMI) by the independent consulting firm of Laurie McNeil & Associates. The purpose of the report is to provide socio-economic information for the Simpcw First Nation as required by the harmonized British Columbia Environmental Assessment Office / Canadian Environmental Assessment Agency comprehensive review of the proposed Harper Creek Copper-Gold-Silver Mine Project (the Project).

This report is a companion document to the *Harper Creek Copper-Gold-Silver Mine Project: First Nations Overview* [Laurie McNeil & Associates, 2012]. The *Overview* covers the shared history, language and culture as well as background information on two common themes: health conditions and education of the four First Nations whose asserted territory lie in the vicinity of the Harper Creek Copper-Gold-Silver Mine Project. This report provides information specific to the Simpcw First Nation to the extent information was available at the time of writing. This report was provided to the Simpcw First Nation for review.

This socio-economic study should also be read in conjunction with the *Harper Creek Copper-Gold-Silver Mine Project: Socio-Economic Assessment Report* [Laurie McNeil & Associates, 2012] and other sections of the Application such as First Nations Consultation, Traditional Knowledge, Archaeology and Heritage Resources and Human Health as well as components of the biophysical environment.

1.2 PROJECT CHARACTERISTICS

YMI proposes to develop a large-scale copper-gold-silver open pit mining and milling operation at its Harper Creek site located approximately 150 kilometres by road north-east of the City of Kamloops and 10 kilometres south of the community of Vavenby. Exploration of the deposit has been undertaken off and on since 1966 and YMI is currently pursuing a \$25 million exploration and development program that includes drilling and preparation of a feasibility study and environmental studies [Dillon Consulting, 2011]. The *Technical Report & Feasibility Study on the Harper Creek Project* was released in March 2012 [Merit Consultants International Inc., 2012].

Concentrate would be trucked from the mine site to a storage and rail load-out facility in Vavenby, loaded onto rail cars and transported 450 kilometres to the Port of Vancouver for shipping to Asia-based customers.

Planned mine infrastructure includes upgrading an existing logging road, erecting a 14 kilometres 138-kilovolt overhead transmission line from the Vavenby Substation, refurbishing an existing rail siding and building maintenance and storage buildings, an assay lab and an administration office. YMI has indicated it will establish a leased 600-person capacity camp for the construction phase at the mine site. During operations, the mine work force will be accommodated in nearby communities.

YMI announced in November 2011 its purchase of the abandoned Weyerhaeuser mill property in Vavenby for use as concentrate storage, rail access and staging grounds for the construction phase. Upgrades will be required to the rail siding and to the existing electrical power supply. Key transportation infrastructure that the Project will utilize includes the Yellowhead Highway #5 and the Canadian National Railway mainline.

During the anticipated 24-month construction period, the Project is expected to employ a peak work force of 600. The likely rotation for this workforce will be three weeks in and one week out, with 11-hour shifts. Approximately 80 percent of these workers will be in possession of technical/trades qualification such as that held by a ticketed electrician.

The operations phase is scheduled to last for a total of 28 years and will be comprised of 23 years of open pit operation followed by 5 years processing low grade stockpile. Mine manpower requirements will increase steadily to a peak level in year 17 and decline thereafter. When the mine is fully operational, direct employment will consist of approximately 430 hourly and staff personnel. The rotation of hourly personnel will be four days in and four days out, with 12-hour shifts. Between 15 and 20 percent of operations-phase workers are expected to hold a technical/trades qualification.

Operations will be followed by a five-year period of processing low grade stockpiles and decommissioning. Mine manpower during that period will be less half the number active just before the completion of open pit operations. During that period, based on industry experience, it is expected that during each phase of the Project additional indirect and induced employment will be created in the surrounding communities.

Capital construction costs for the Project are estimated to be \$840 million, with an additional \$249 million allocated for sustaining capital. Estimated annual average operating costs are \$176 million.

Total anticipated payments to the BC Government, including BC Mineral Tax and Provincial Corporate Income Tax, during the life of the mine amount to \$619 million. Over the same period, payments to the Government of Canada, comprising Corporate Income Tax and other federal taxes, fees and duties are expected to total \$297 million.

The proposed Project is “in the vicinity of the asserted traditional territory of the Simpcw First Nation” [British Columbia Environmental Assessment Office, 2009].

YMI has company policies which are relevant to Simpcw First Nation and will contribute to community and sustainable development. [Table 1-1](#) lists YMI policies related to socio-economic, dealing with key issues such as recruitment, training, procurement, health and safety, and communications.

Table 1-1: YMI Policies Related to the Socio-Economic Assessment

Subject Area	Policy Statement
Hiring	YMI will actively seek to recruit qualified employees from communities within the North Thompson Valley. Construction contractors will be encouraged to hire regional (i.e., RSA) residents to the extent practical. YMI will strive to ensure that this hiring policy is publicized among members of area First Nations, and that job opportunities are open to both male and female applicants.
Training	In support of the company's regional hiring policy, YMI will actively support mine job awareness presentations in RSA communities and make both apprenticeships and scholarships available to regional residents.
Employee Orientation	YMI will require its employees to attend a comprehensive employee orientation program. The program will include company organization and mandate, occupational health and safety and first aid, emergency response plan, company policies and procedures, cross cultural awareness and sensitivity.
Procurement	YMI will use British Columbia suppliers when these suppliers can provide products and services at a competitive price. To the extent possible, YMI will be attentive to competitive bids submitted by regional (i.e., RSA) suppliers.
Alcohol and Drugs	YMI will ban the possession or use of alcohol or illegal drugs by its employees and contractors while on YMI property or engaged in YMI work. Possession or use of these products will be grounds for immediate dismissal. Mandatory drug and alcohol testing will be a condition of employment.
Transportation	As part of its overall commitment to safety, YMI will require that its employees and contractors observe company safety standards for operating vehicles which will equate or be more stringent than those required by law. Private vehicles will not be permitted to use the mine access road; YMI will provide shuttle transportation to the mine site from the Vavenby staging area.
Hunting, Fishing and Firearms	YMI will not permit any of its employees or contractors to carry unauthorized firearms while at work for the company. Hunting and fishing will not be permitted while working on the Harper Creek Project property.
Communications and Dialogue	YMI commits to maintaining open communications and dialogue with representatives of the Thompson Nicola Regional District and area First Nations and local governments. The company will acknowledge and respond to all communications it receives from members of the public.

2 METHODOLOGY

2.1 SCOPE

The scope of the socio-economic assessment was determined by the participants who developed the *Harper Creek Copper-Gold-Silver Project Application Information Requirements (Project AIR)*, published by the BCEAO in October 2011. The development of the *Project AIR* included consultation with representatives of Simpcw First Nation. The *Project AIR* includes a preliminary list of economic, social and health Valued Components as well as specific analytical requirements that address concerns identified by the Simpcw First Nation. The *Project AIR* sections relevant to this socio-economic assessment are included in the Project AIR Concordance Table in *Harper Creek Copper-Gold-Silver Mine Project: Socio-Economic Assessment Report – Appendix A* [Laurie McNeil & Associates, 2012].

2.2 SPATIAL & TEMPORAL BOUNDARIES

2.2.1 Spatial Boundaries

The socio-economic regional study area selected for this socio-economic assessment consists of communities and rural areas that are most likely to provide the labour, goods, and services needed to construct and operate the mine and/or that will be directly or indirectly affected by mine construction or operation.

Simpcw First Nation reserve lands and their asserted traditional territory are within the regional study area. The closest reserve lands are of the Simpcw First Nation at Boulder Creek 5. That reserve is located approximately 15 kilometres west of the most western edge of the Yellowhead Claim Group [Dillion Consulting Limited, 2011]. Chu Chua, Simpcw First Nation's main community is located within the Local Study Area. Within this broad geographic area, the following three geographic study areas have been defined for the socio-economic assessment.

2.2.1.1 Project Site Area (PSA)

The Project Site Area (Attachment A) is the geographic area which is expected to receive the highest concentration of direct activity during each Project phase. As the staging area for construction, for transporting goods and workers up to the mine site and for receiving and dispatching the ore, it is of primary importance to the Project and to the assessment. The Project Site Area includes the Project footprint area and Project-related infrastructure that will be located in and adjacent to Vavenby.

2.2.1.2 Local Study Area (LSA)

The Local Study Area (Attachment B) is the geographic area which could reasonably be expected to experience direct effects from Project components or activities. The Local Study Area extends along the North Thompson and Barriere River Valleys from Barriere to Vavenby and includes the community of Chu Chua.

2.2.1.3 Regional Study Area (RSA)

The Regional Study Area (Attachment C) is the geographic area which could reasonably be expected to experience indirect impacts from Project components or activities. Baseline information relevant to the LSA and the effects assessment is drawn from this area.

2.2.2 Temporal Parameters

The temporal focus of the baseline study is the current period prior to Project construction. As is usual practice, the current period description will rely heavily on the most recent statistical sources such as the latest population census.

Temporal boundaries to be used for the environmental assessment include three primary phases: construction, operations, and closure/decommissioning. According to the current YMI Updated Project Description, it is expected that once all necessary permits are in place, the mine will be constructed over a period of 24 months. The anticipated active life-span of the Project is approximately 28 years. At closure, the final timing of reclamation activities will depend on the approved detailed reclamation plan but have been estimated to take up to five years. Actual details of the timing of these phases will depend on the timing of completion of various technical investigations by YMI as well as the environmental assessment review process.

2.2.3 Issues Scoping and Selection of Valued Components (VC)

The Project AIR includes a list of Valued Components for this socio-economic assessment. These Valued Components are aspects of the environment considered important by First Nations, regulators and key stakeholder groups involved in the assessment process; many of them are recurring themes in socio-economic assessment exercises conducted for mining projects in British Columbia and all of them related directly or indirectly to individual, family and community well-being.

Simpcw First Nation representatives, in discussions with YMI and its consultants, identified a number of social and economic Valued Components specific to Simpcw First Nation members, listed in [Table 2-1](#).

Table 2-1: Final Selection of Valued Components and Supporting Rationale

Valued Component	Issue or Potential Effect Identified by Simpcw First Nation	Rationale for Inclusion in the Socio-Economic Assessment
Population	Simpcw First Nation members may return to Chu Chua from other areas as a result of training and employment opportunities offered by the Project; population characteristics may change if this occurs	Identified as important by Simpcw First Nation as this is related to available housing, changes in community demographics, and other services in the community; listed as VC in the Project AIR; important in similar socio-economic
Education and Training	Increase in education and training for Simpcw First Nation members; adequacy of Neqweyqwelsten School	Identified as important to Simpcw First Nation and viewed as closely related to social well-being and capacity building; listed as VC in the Project AIR; important in similar socio-economic assessments
Economy and Employment	Increase in economic benefits through revenue sharing agreement with the Province and contracting opportunities with YMI; increased numbers of Simpcw First Nation members employed either directly with YMI or indirectly through contracting, increased labour income	Identified as important to Simpcw First Nation and viewed as closely related to social well-being; listed as VC in the Project AIR; important in similar socio-economic assessments
Health Services	Adequacy of health services in the face of possible increased demand from people moving back to Chu Chua	Identified as important to Simpcw First Nation; listed in the Project AIR; important in similar socio-economic assessments
Health Conditions	Positive and negative effects on individual, family and community well-being depending upon issues that may arise from increased levels of Project-related income	Identified as important by Simpcw First Nation; listed in the Project AIR; important in similar socio-economic assessments
Infrastructure	Adequacy of community infrastructure such as community facilities, services, and transportation	Important to Simpcw First Nation, related to Population and Housing; listed in Project AIR; important in similar socio-economic assessments
Protection and Emergency Services	Increased demand for a variety of public safety and protection services	Identified as important by Simpcw First Nation, important in similar socio-economic assessments
Housing	Adequacy of housing supply for Simpcw First Nation members, particularly if members currently living in other communities move to Chu Chua to take advantage of Project-related training and employment	Important to Simpcw First Nation; related to population and infrastructure; important in similar socio-economic assessments
Recreation	Adequacy of recreation services and facilities in the community	Identified as important by Simpcw First Nation; related to infrastructure
Language and Culture	Preservation of language and culture	Identified as important by Simpcw First Nation; listed as VC in the Project AIR

2.3 BASELINE DATA

The Simpcw First Nation study is based on a combination of primary and secondary research. Several key representatives of the Simpcw First Nation met with YMI and provided valuable information about their community and input into the indicators used for the socio-economic baseline. Representatives also provided information via email.

Four primary guidance documents used in the preparation of this report were:

- Application Information Requirements Template
- Project Application Information Requirements (2011)
- YMI. Harper Creek Copper-Gold-Silver Updated Project Description (2011)
- Simpcw First Nation Consultation and Accommodation Guidelines (2006)

Secondary research was gathered from information from:

- Aboriginal Affairs and Northern Development Canada
- BC Stats
- Interior Health
- School District No. 73 (Kamloops/Thompson)
- Simpcw First Nation Internet site
- Statistics Canada

Data from the 2001 and 2006 census, other sources, and personal communication has also been included as available and applicable.

2.3.1 Statistical Reporting in this Document

Statistical data interpretations in this document are based on the Statistics Canada – Aboriginal Community Data Initiative, Simpcw First Nation Profile (2009) unless otherwise noted. The numbers in the Aboriginal Community Data Initiative are taken from the 2006 Canada Census and are based on participation in the census.

It is noted by Statistics Canada that in order to prevent association of statistical data with any identifiable individual, a confidentiality procedure known as random rounding is applied to the tabulation of census data for small census divisions, e.g., a First Nations community. In this method, all counts are rounded either up or down to an amount ending in either “0” or “5”. For even smaller counts, the possible variation introduced by random rounding can be larger and percentages based on rounded data can cause variations of up to 5%. Furthermore, not every question is answered by the same number of people within a census division, and therefore the total number of respondents can vary by subject, e.g, housing.

Simply to facilitate ease of reading, ‘Simpw First Nation’ is at times referred to in abbreviated form as ‘Simpw’. For the purposes of statistical reporting, ‘Simpw’ means the Simpcw First Nation on-reserve population in North Thompson Reserve #1, Nekalliston Reserve #2, and Louis Creek Reserve #4, as reported in the census (some may not be a Registered Indian).

‘British Columbia’ is abbreviated to ‘BC’. The ‘BC’ population refers to the total population living in British Columbia –Aboriginal and non-Aboriginal – as reported in the census.

The ‘BC Aboriginal’ population refers to the total population living on all reserves in British Columbia as reported in the census (some may not be registered Aboriginal).

2.4 EFFECTS ANALYSIS

The proposed mine will create changes for the Simpcw First Nation. Changes can be expected in population, economic activity, employment and income and housing. There is also the potential for changes to occur in areas related to quality of life or community and family well-being, among them health and social conditions and educational opportunities.

The primary socio-economic concerns of the Simpcw First Nation deal with improvements to their quality of life through the creation of business opportunities, long term employment, training and educational opportunities, and improved community well-being. However, these improvements must come with no loss to the land and resources that have sustained the Simpcw over time [G. Matthew, pers. com. 2011].

Key steps in the effects analysis were the identification and analysis of potential Project effects, formulation of mitigation and enhancement measures (for negative and positive effects, respectively), and characterization of residual effects.

Identification of potential Project effects was undertaken using findings from the issues scoping exercise, experience with socio-economic assessments conducted for similar projects, and professional judgement. Attention was given to establishing causal linkages (also referred to as effects pathways) and clearly and succinctly describing each potential effect. Further detail on effects assessment can be found in *Harper Creek Copper-Gold-Silver Mine Project: Socio-Economic Assessment Report* [Laurie McNeil & Associates, 2012].

Wherever possible, analysis of a potential Project effect was undertaken by means of comparing expected changes in baseline conditions in a without-Project scenario and forecasted changes in a scenario that included the Harper Creek development. The identification of mitigation and enhancement measures includes measures which were considered in the design of the Project as well as those which were identified during the socio-economic assessment. The latter were formulated on the basis of standard mining industry practices, and accumulated knowledge of the efficiency and effectiveness of measures employed in similar projects.

The Simpcw First Nation has clearly expressed that it wishes to receive economic benefits from the Harper Creek Project. YMI is negotiating a Benefit Agreement with Simpcw First Nation that will cover many social and economic matters. It is YMI's intention to minimize potential adverse impacts from the proposed Project while providing opportunities for Simpcw First Nation. Specific sections of the Benefit Agreement will address: education and training, employment, business opportunities, environment, sustainability, social and cultural issues. The Simpcw First Nation is responsible for informing its members about the content of the Benefit Agreement. The content of the agreement is confidential.

[Table 2-3](#) describes the rating scheme used for assessing Project effects on all socio-economic Valued Components. The rating scheme is applied to Project or cumulative effects after the application of mitigation and enhancement measures, i.e. the residual effects.

2.5 ASSESSMENT OF POTENTIAL SIGNIFICANT ADVERSE EFFECTS

The methodology used to assess whether any of the adverse or positive residual effects is significant is based on a combination of objective and subjective considerations, namely the characterization of each potential effect according to three key criteria -- magnitude, geographic extent and duration -- and the probability of the effect occurring. The latter involves a determination of the level of confidence which the Consultants have in the forecasted residual effect as well as the degree of certainty that the effect will actually occur.

Based on previous experience with socio-economic assessments, only certain combinations of ratings on the three key criteria have the potential to be considered significant. For the purpose of this study the residual effect on the Simpcw First Nation is assessed. Thus combinations that are short- or long-term, of any magnitude at a local scale with a high probability of occurrence are considered significant as are combinations that are of high magnitude, short- or long-term that are of high probability of occurrence at a provincial scale ([Table 2-2](#)).

Table 2-2: Impact Characteristics Resulting in a “Significant” Residual Effect

Magnitude	Geographic Extent	Duration	Probability	Significance
High or Medium	Local	Short- or Long-term	High	Significant
High	Local	Long-term	Low	Not significant
High	Regional or greater	Short- or Long-term	High	Significant
High	Regional or greater	Long-term	Low	Not significant
Medium or High	Provincial	Long-term	High	Significant
Medium or High	Provincial	Long-term	Low	Not significant

Table 2-3: Ratings Scheme Used for the Characterization of Socio-Economic Effects

Criterion	Description
Magnitude <i>magnitude or severity of the effect</i>	Low – Low level effect, individuals are affected Medium – Effect is clearly distinguishable and affects most of the local population High – Effect on socio-economic components is measurable and sustained
Geographic Extent <i>change over a specified geographic area</i>	Local – Effect extends within the identified PSA or LSA Regional – Effect extends within the defined RSA Provincial – Effect extends across British Columbia or beyond
Duration <i>length of time the effect lasts</i>	Short-term – Effect is limited to the construction period or any other period of less than two years Long-term – Effect occurs throughout the operations phase or beyond
Direction <i>whether the effect is viewed positively or negatively</i>	Negative – Effect is worsening the component or is not viewed as desirable Neutral – Effect, on a net basis, is neither worsening or improving the component Positive – Effect is improving the component or is viewed as desirable
Frequency <i>how often the effects occurs</i>	Once – Impact occurs on one occasion Intermittent – Impact occurs several times Continuous – Impact occurs continuously
Reversibility <i>degree to which the effect is reversible</i>	Reversible – Effect is reversible after the Project activity ceases Irreversible – Effect is not reversible after the Project activity ceases
Context <i>ability of the component to accept change</i>	Vulnerable – Component tends to be vulnerable or sensitive to external shocks or stresses Resilient – Component typically exhibits resilience in the face of external shocks or stresses
Probability <i>likelihood that the effect will occur</i>	Low – Effect on the VC is well understood and there is a low probability that the effect on the VC will materialize as predicted High - Effect on the VC is well understood and there is a high probability that the effect on the VC will materialize as predicted Unknown - Effect on the VC is not well understood and, based on potential risk to the VC, monitoring and adaptive management measures will be taken as appropriate

Special caution has to be exercised with respect to assessing socio-economic effects which have been identified during the closure and decommissioning phase. In particular, it may only be possible to estimate the potential magnitude of socio-economic effects at mine closure since social and economic conditions can be very dynamic. Given the widespread awareness and understanding of potential socio-economic effects at closure, and the amount of time available to formulate strategies for managing these effects, these effects are rated as having a low probability of occurrence and therefore assessable as not significant.

2.6 CUMULATIVE EFFECTS ASSESSMENT

In addition to identifying and assessing potential Project effects, this socio-economic study considers the potential for cumulative effects on the Valued Components of other economic development projects in the region which have been undertaken, are proposed or are reasonably foreseeable. Cumulative effects are those which may arise from these other developments in combination with the potential effects of the Harper Creek Mine Project.

Assessment of cumulative effects and determination of significance follows a similar process as described for Project effects. [This section will be completed at a later date.]

3 SIMPCW FIRST NATION BACKGROUND

The Simpcw First Nation has a membership of nearly 700 people. The First Nation values healthy, holistic lifestyles based upon respect, responsibility and continuous participation in growth and education. The Simpcw practice their traditions alongside learning and working in modern society.

Living in the “*Simpcwul’ecw* – homeland of the Simpcw (*simp-soo*) – the Simpcw First Nation is a division of the Secwepemc (*se-we-pem-x*), also known as the Shuswap. Chu Chua, (IR #1), is the social, educational and economic centre for the Simpcw First Nation.

The *Harper Creek Copper-Gold-Silver Mine Project: Socio-Economic Assessment Report – First Nations Overview* [Laurie McNeil & Associates, 2012] provides an overview of Secwepemc (*se-we-pem-x*) history, language and culture as well as background information on two common themes: health conditions and education. The paragraphs which follow provide specific information relating to the Simpcw First Nation.

3.1 GOVERNANCE

The Simpcw First Nation is governed by a Band Council comprised of elected Chief and six Councillors¹, who oversee social, educational, and economic development of the Nation through active participation in boards and committees such as:

Community Planning	Indian Reserve Lands
Infrastructure/Capital	Language/Culture
Social Development	Finance Committee
Secwepemc Child & Family Services	Shuswap Training Employment Program
Joint Occupational Health & Safety	Secwepemc Fisheries Committee
Health	Housing

The Simpcw also work with other local governments. Simpcw and Thompson-Nicola Regional District worked together to lobby other levels of government on areas of mutual concern related to the North Thompson valley such as electrical power, expanding broadband internet and cell phone service, major improvements to Yellowhead Highway #5, and the extension of a natural gas distribution system [Thompson-Nicola Regional District, 2011]. Simpcw First Nation is a member of the Shuswap Nation Tribal Council.

¹ In April 2012 Rita Matthew was elected as Chief. Councillors either elected or acclaimed include: Tina Donald, Tom Eustache, Darrell Eustache, Dan Saul, Shelly Loring and Joan Miller [Brown, pers com, 2012].

3.1.1 Youth Council

The Simpcw have an active Youth Council and program involving most of the community youth between the ages of eight and 18. The mandate of the Simpcw Youth is to participate in community events, and share information with and receive direction from the Simpcw Elders. A Youth Worker assists with planning activities, trips, fundraising, recreation/cultural opportunities and setting long-term goals. At the time of writing there was no official recreation coordinator but community members organize Taekwondo, kickboxing, and other activities for youth (pers. com, 2011). Youth Group accomplishments include:

- sending teams or individual players to the North American Indigenous Games
- participating in the BC First Nation Junior Basketball Provincials
- fundraising for trips or equipment
- afterschool homework program
- actively participating in cultural and language activities
- participating in Youth Summer Employment program
- attending the annual “Gathering of Voices” Aboriginal Youth Conference

(Simpcw First Nation, 2011)

3.1.2 Elders Council

The Simpcw Elder’s Council provides guidance on issues and supports community groups and youth. The Elder’s Council meets on Wednesdays twice a month. The Elders Council attended the BC Elder’s Gathering in Abbotsford from July 11-14, 2011 [Simpcw First Nation, 2011].

3.2 RESERVES

Simpcw First Nation reserve lands are located north of Kamloops and near Barriere. North Thompson Reserve #1 is the main reserve and site of the Chu Chua community.

Table 3-1: Simpcw First Nation Reserves

Name	Location	Hectares
North Thompson Reserve #1	Kamloops District on the left bank of the North Thompson River about 20 kilometres from Barriere and 45 miles north of Kamloops <i>Notable Features</i> <ul style="list-style-type: none"> ▪ Community of Chu Chua <i>Infrastructure</i> <ul style="list-style-type: none"> ▪ Offices for Band administration, Lands Department, and Sustainable Resources Department ▪ Neqweyqwelsten School ▪ health centre ▪ recreation facility ▪ baseball diamond ▪ event hall (spiritual centre, community centre, etc.) ▪ former sawmill site (currently rented) ▪ combination piped water and private wells ▪ garbage pickup & recycling ▪ high-speed Internet & satellite TV; no cell phone service or cable 	1236.1
Nekalliston Reserve #2	Kamloops District near Little Fort and opposite Nekalliston Creek 50 miles north of Kamloops	1
Barriere River Reserve #3A	Kamloops District on the left bank of the Barriere River about 2 miles from the mouth of the North Thompson River	1.6
Louis Creek Reserve #4	Kamloops District on the left bank of Louis Creek about ¼ mile from its confluence with the North Thompson River, about 34 miles north of Kamloops	3
Boulder Creek Reserve #5	Kamloops District, Lots 4088, north of Dunn Lake	259

Source: Aboriginal Canada Portal, 2011

4 SIMPCW SOCIO-ECONOMIC ASSESSMENT

4.1 POPULATION & DEMOGRAPHICS

4.1.1 Baseline

Population

In June 2011, Simpcw reported 652 members – 403 living off-reserve (~62%) and 249 on-reserve (~38%); from a gender perspective, there were slightly more females than males – 339 females, 313 males [pers. com. 2011]. In the decade 1996-2006, Simpcw on-reserve population grew by 7%, considerably less than the 20% population growth experienced by the BC Aboriginal on-reserve population ([Table 4-1](#)).

Table 4-1: Trend in Population – Simpcw | BC Aboriginal Population, 1996-2006

	1996	2001	2006	1996-2001 % Change	2001-2006 % Change	1996-2006 % Change
Simpcw On-Reserve Population	225	245	240	9%	-2%	7%
British Columbia On-Reserve Population	42,455	46,380	51,060	9%	10%	20%

Source: Statistics Canada, 2009

Age & Gender Distribution

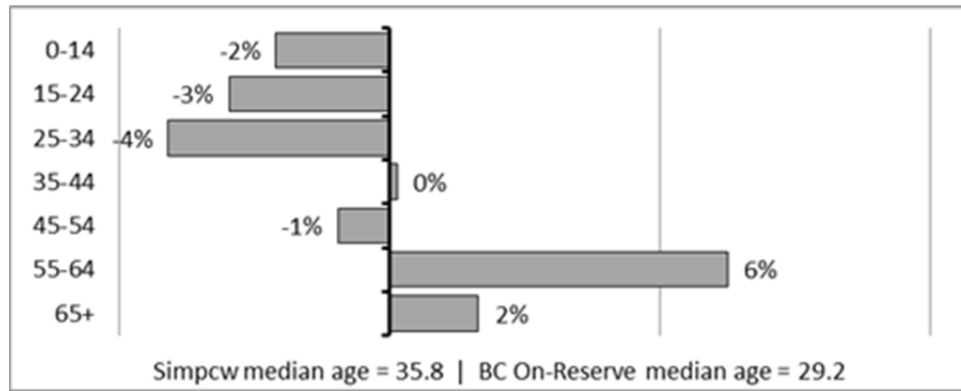
The median age² of the Simpcw First Nation on-reserve population was 36 years in 2006, closer to the BC population-at-large median of 40.5 years than the total BC Aboriginal on-reserve median of 29.2 years.

[Figure 4-1](#) compares the Simpcw First Nation on-reserve population with the BC Aboriginal population. The Simpcw First Nation had a proportionately larger 55-64 age population and a smaller 34 years and under population.

[Figure 4-2](#) compares the Simpcw First Nation on-reserve population with the overall BC population. Simpcw had significantly more children under the age of 14 and markedly less people over the age of 65.

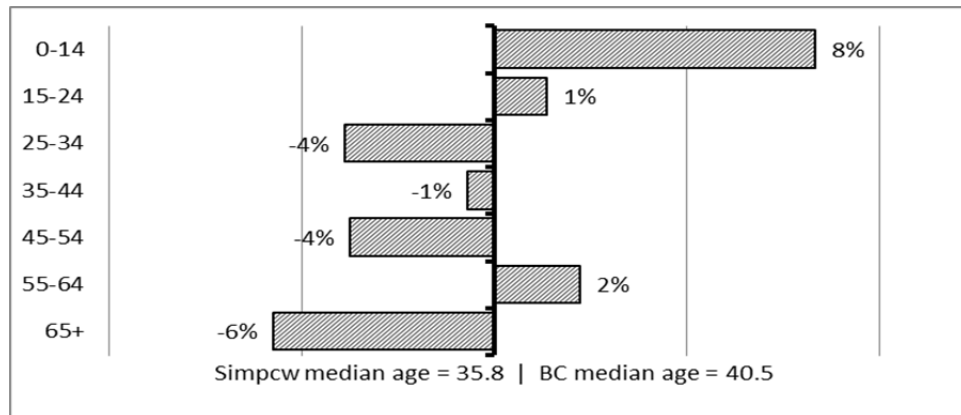
² Median age is the age at which half the population is younger and half the population is older.

Figure 4-1: Median Population by Age – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

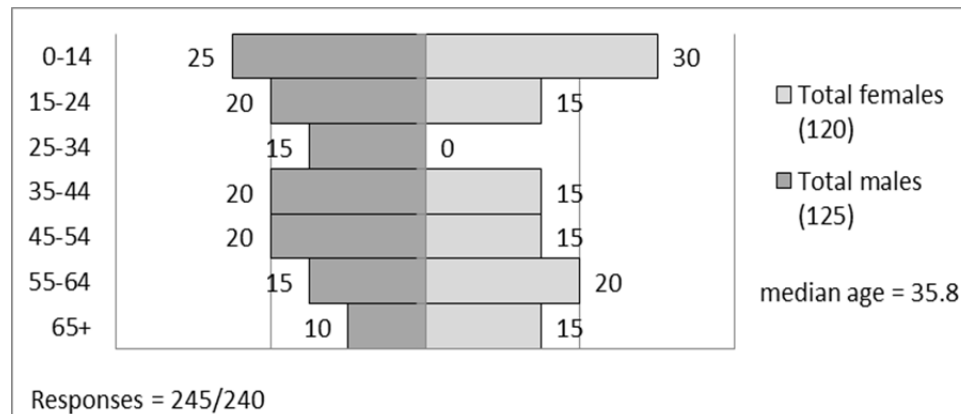
Figure 4-2: Median Population by Age – Simpcw Relative to the BC Population, 2006



Source: Statistics Canada, 2009

Figure 4-3 shows the Simpcw gender distribution in 2006. While the gender distribution is fairly equitable amongst most Simpcw age groups, the most striking difference is the 25-34 age group with no females that age on the reserve reported in 2006.

Figure 4-3: Simpcw Age & Gender Distribution, 2006

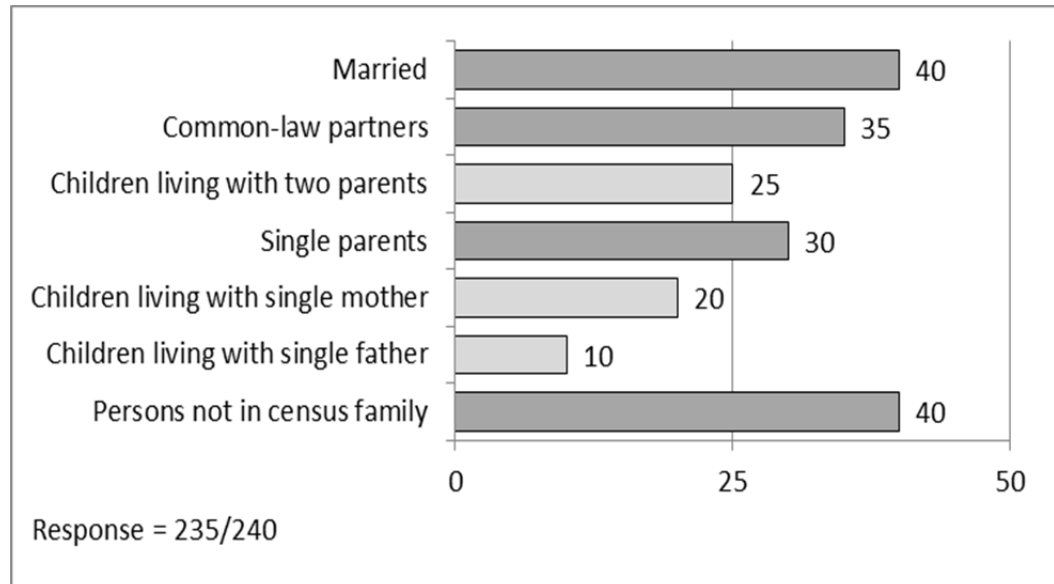


Source: Statistics Canada, 2009

Families

As shown in [Figure 4-4](#), the Simpcw First Nation on-reserve distribution between couples, single-parents and single persons was 75 | 30 |40 respectively. Slightly more children lived with one parent than with two parents, but no children were living without a parent. The ratio of children living with a single mother versus a single father was 2:1.

Figure 4-4: Simpcw Family Distribution, 2006



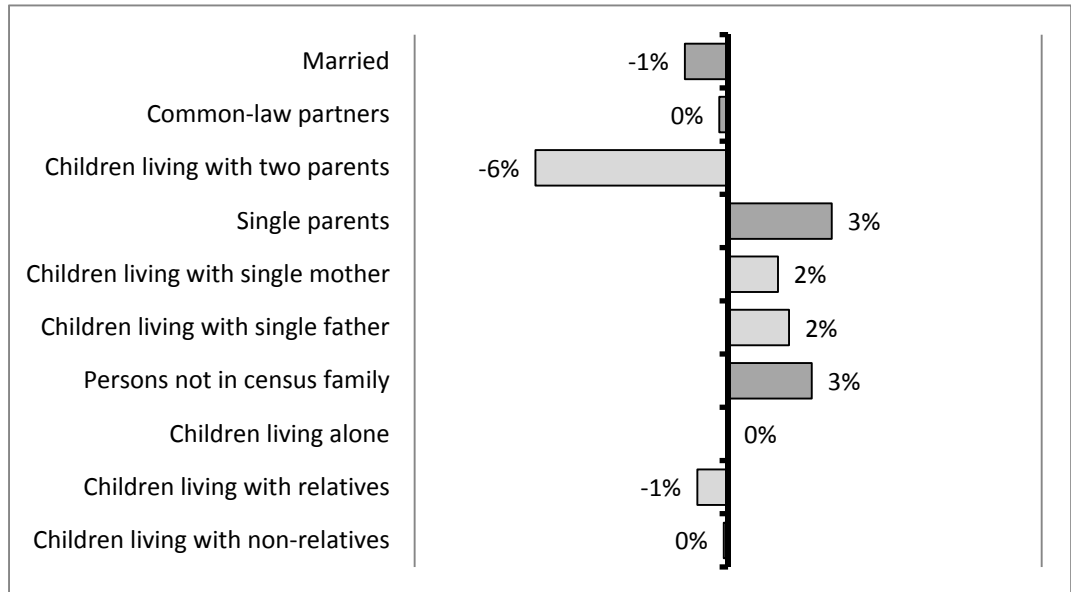
Source: Statistics Canada, 2009

[Figure 4-5](#) shows that the family distribution characteristics of the Simpcw First Nation were comparable to the BC Aboriginal population, with the exception of slightly fewer children living with two parents (Simpw – 11% versus BC Aboriginal – 17%).

[Figure 4-6](#) compares the Simpcw First Nation family distribution with the overall BC population. The most striking difference is the much greater propensity by the general population to marry compared to Simpcw and the BC Aboriginal population in general. Simpcw also had more single parents on average than the population-at-large, and therefore by extension, more children living with single parents.

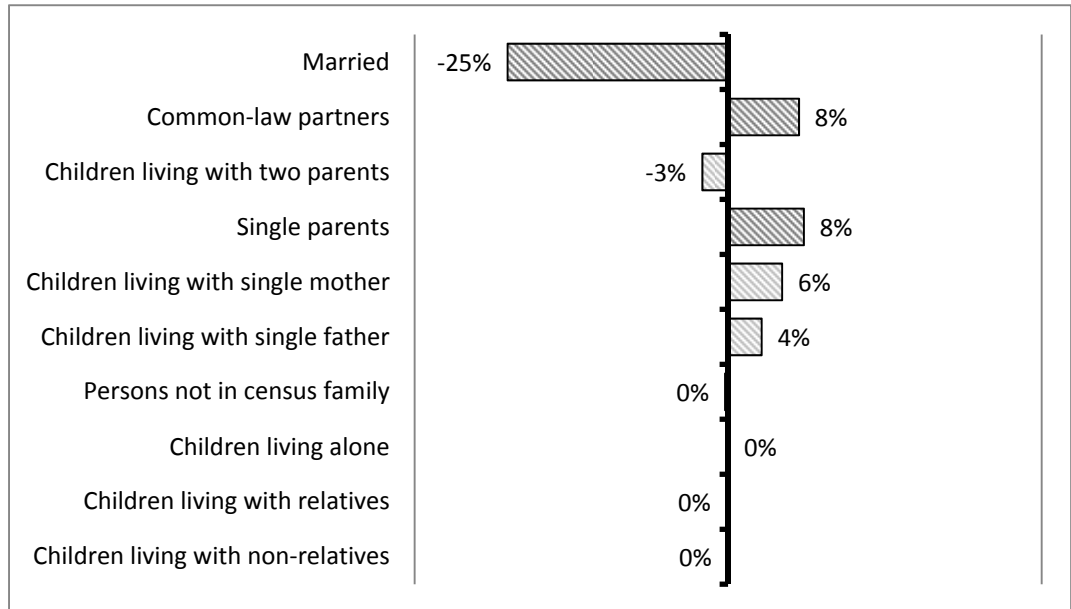
In 2006, no Simpcw on-reserve persons reported living in multiple family households. Accordingly, a larger percent of the Simpcw population lived in a one family household compared to the overall BC Aboriginal population ([Figure 4 7](#)). A similar pattern was reflected when comparing Simpcw with the BC general population ([Figure 4 8](#)). In June 2011 however, key interviewees reported that some families were living in multiple family households [pers. com., 2011].

Figure 4-5: Family Distribution – Simpcw Relative to the BC Aboriginal Population, 2006



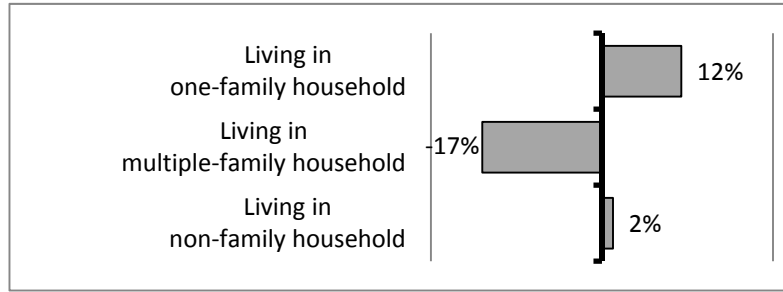
Source: Statistics Canada, 2009

Figure 4-6: Family Distribution – Simpcw Relative to the BC Population, 2006



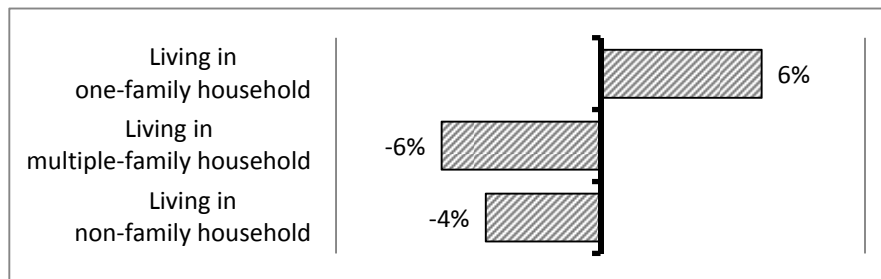
Source: Statistics Canada, 2009

Figure 4-7: Household Size Differences – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-8: Household Size Differences – Simpcw Relative to the BC Population, 2006



Source: Statistics Canada, 2009

4.1.2 Potential Project Effects

Effect # 1

Increase in on-reserve population through in-migration of individuals and families especially during construction and operations who may be seeking training or employment or both. This effect may be negative or positive depending on availability of housing and services.

Effect # 2

Change in population characteristics as a result of families with children moving onto the reserve lands, especially during operations.

Effect #3

Decreased on-reserve population and changed composition as a result of out-migration as mine closure approaches and during decommissioning. This is expected to be viewed as negative but not significant.

4.1.3 Mitigation & Enhancement

YMI has built into the Project design the provision of camp accommodation for workers during the construction phase only. The decision not to accommodate operations staff at the Project site is designed to encourage workers to reside within daily commuting distance from the Project site and to contribute to local economic and community development. YMI has also announced publicly its intention to put into action a local hiring policy. Specific actions to mitigate these effects include the following:

Effect #1

Prepare and publicize a local hiring and training policy -- along with YMI's labour requirements, broken out by trade/competency, and minimum educational qualifications -- at least 18-months prior to commencement of construction. This may reduce the number of persons moving to the reserve.

Effect #3

Commit as part of an ongoing stakeholder consultation program to engage with the Simpcw First Nation and other interested parties to develop a strategy which would minimize the economic and social dislocation consequent upon mine closure.

In addition to the above measures, YMI is negotiating a Benefit Agreement with Simpcw First Nation which will provide benefits to the Simpcw.

4.1.4 Assessment of Residual Effects

Each of the effects was assessed following implementation of specified mitigation/enhancement measures and related management strategies utilizing the methodology discussed in [Section 2.4](#).

Table 4-2: Population & Demographics Residual Effects Rating and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency Reversibility Context	Probability	Significance Analysis
Increase in on-reserve population through in-migration	Medium	Local	Long-term	Unknown	Intermittent Reversible Resilient	High	Possibly significant
Changed population characteristics	Medium	Local	Long Term	Neutral	Intermittent Reversible Resilient	Unknown	Not Significant
Decreased on-reserve population and changed composition as a result of out-migration	Medium	Local	Short Term	Negative	Once Reversible Resilient	Unknown	Not significant

4.2 EDUCATION & TRAINING

4.2.1 Baseline

Simpcw First Nation Education Vision:

Simpcw is a self-governing, inclusive community of confident, culturally-skilled lifelong learners. Quality learning, in excellent education environments, will be guided by accomplished educators and supported by family and community to ensure that all learners possess strong communication and numeracy skills and are able to identify clear life paths.

[Simpcw First Nation, 2011]

The Simpcw's Education Department oversees all levels of education from elementary, secondary, post-secondary and training for employment, and employs a full-time Education Program Manager responsible for its administration. Among the services provided by the Education Department are monitoring of the *Local Education Agreement* with School District No. 73 (Kamloops/Thompson); running an after-school homework program; parental support; and administering post-secondary applications.

School District No. 73 is within the traditional territory of the Secwepemc people and is committed to improving school success for Aboriginal students from Kindergarten to Grade 12, with over 2000 Aboriginal students of First Nations and Métis ancestry (14%) in the School District.

The Simpcw are members of a First Nations Education Council with representation from seven Secwepemc bands, two urban Aboriginal organizations, District of Clearwater, and two School Board Trustees.

Kindergarten to Grade 12 Education

In November 2010, an Aboriginal Education Enhancement Agreement was signed with the BC Ministry of Education, Kamloops/Thompson School District No. 73, the First Nations Education Council, and several other Secwepemc Nations. It was the third Aboriginal Education Enhancement Agreement signed by the parties. The Agreement's objectives are to:

- implement strategies and ensure full effort by school staff to improve the achievement and school success of all Aboriginal students
- enhance all students' understanding of and respect for Aboriginal culture, history and language
- enhance Aboriginal students' sense of belonging within schools and enhance their personal belief that they can be successful in the public education system
- engage Aboriginal communities, parents, and Elders to participate in the attaining of the goals identified in this agreement

Goals of the agreement include:

- improving Primary Achievement results in Grades K-3 in reading, writing and math
- improving Intermediate Foundation Skills results in Grades 4-7 in reading, writing and math
- increasing elementary student enrolment in the Regular Academic Program
- maintaining student attendance at a minimum of 90%
- improving the graduation rate
- improving pass rates for provincial exams in English, math and social studies
- increasing student participation in Secwepemc language instruction
- expanding opportunities for participation in Aboriginal cultural education for all students
- increasing the number of Aboriginal Grade 12 graduates entering post-secondary programs
- increasing the level of Aboriginal parent engagement/involvement at the school level

One of the positive outcomes of the Agreement has been a steady increase in Simpcw high school graduates and improved cultural learning for students of Aboriginal ancestry. The complete Aboriginal Education Enhancement Agreement is included in the *Harper Creek Copper-Gold-Silver Mine Project: Socio-Economic Assessment Report – First Nations Overview, Appendix B* [Laurie McNeil & Associates, 2012].

In 1982 the parent-run Neqweyqwelsten School was opened in Chu Chua, with the school motto “*Me7 Xexé7 es Ctswentém re Ckulten-kt*” (“*Culturally Strong Learning*”). At first the school only offered a morning preschool and kindergarten program, and occupied a corner of the community gym. Today the school offers full-day kindergarten through to Grade 7, educating students in the standard curriculum and in the Secwepemctsin language (BC Hydro web site). There are 10 staff – five full-time, five part-time – supervising 22 children and youth attending the school. Cultural experiences are integrated into the curriculum. Among the cultural activities learned are songs (singing), stick games (Slek’méw’es), drumming, dancing, prayer songs and, on Culture Day in June, a celebration of being Simpcw [pers. com, 2011].

Grade 8 to 12 students are bussed to Barriere High School. There were 26 high school students in 2011. Since 2006, 31 Simpcw First Nation members graduated from high school [pers. com., 2011].

Post-Secondary Education

Simpcw First Nation members have several post-secondary institutions within a reasonable traveling distance to choose from:

- Thompson Rivers University satellite campus located in Barriere
- Thompson Rivers University in Kamloops
- Okanagan College in Salmon Arm
- University of British Columbia satellite campus in Kelowna
- Nicola Valley Institute of Technology in Merritt
- University of Northern British Columbia in Prince George

The Thompson Rivers University satellite campus has operated in Barriere since 1994, located within the same building as Barriere Employment Services and works closely with that service. The University provides training and education to the Lower North Thompson Valley (McLure to Little Fort), offering a wide variety of credit and non-credit courses, general interest, arts and recreational programs dependent upon the needs and interest of the communities [Thompson Rivers University Regional Centre, 2011].

Courses may be customized specifically to meet the requirements of any group, as for example, the 6-month Health Care Workers program (started in late 2011), First Aid courses, and Food Safe courses [pers. com., 2011].

Thompson Rivers University in Kamloops offers a unique combination of traditional degree programs, many allowing diploma and certificate program graduates access to degrees, along with flexible degree completion through distance education. In September 2011 Thompson Rivers University opened its Faculty of Law, Canada's newest law school in more than 33 years [Thompson Rivers University, 2011]. The new Faculty welcomed 75 new students to an academic program that pays particular attention to legal issues related to the energy, natural resources, and the socio-economic challenges confronting Canada's First Nation and Aboriginal communities.

Okanagan College offers career, continuing education, degree, developmental, trades and technologies, university transfer, and vocational programs.

The University of British Columbia satellite campus in Kelowna offers post-graduate programs, degree transfer programs, a University of British Columbia degree, and global linkages through the use of technology.

The Nicola Valley Institute of Technology is a unique institution where students are taught in a setting that promotes traditional ways and fosters student success. The Institute's programs, courses and services are reflective of Aboriginal perspectives, values and beliefs, offering a wide range of Aboriginal-oriented courses and programs such as College Readiness, Aboriginal Early Childhood Education Certificate, Aboriginal Early Childhood Education Diploma, Law Enforcement Preparation, Environmental Studies, Business, Health Care Assistant, Criminology, First Nation Studies, General Arts and a Bachelor of Social Work. The Institute is also well-known for its Environmental Resource Technology program.

The University of Northern British Columbia, with regional campuses in Quesnel, Fort St. John, and Terrace, has more than 60 academic programs leading to certificates,

diplomas, and degrees in arts and sciences with an emphasis on northern needs [University of Northern British Columbia, 2011].

Training & Employment Services

There are several organizations nearby that provide employment and training services to Simpcw First Nation members. These include:

- Barriere Employment Services
- Shuswap Training & Employment Program
- Aboriginal Skills Employment & Training Services in Kamloops
- Aboriginal Training Employment Centre in Kamloops
- Essential Skills Training Centre in Kamloops

Barriere Employment Services offers job-readiness, technical training, and educational upgrading, some in-classroom, others taught on-line. Courses include H²S³ Alive, Workplace Hazardous Material Information Systems, Occupational First Aid, and Transportation Endorsement.

The Shuswap Training & Employment Program administers training and employment programs for Shuswap Nation Tribal Council members, which includes the Simpcw First Nation. The program works closely with employers/sponsors from the onset of a training initiative through to completion and offers assistance with program information, proposal review, financial assistance and program/training evaluation. Other services to employers include job board advertising, screening and referral services, access to wage subsidies and client support [Shuswap Nation Tribal Council, 2011].

Aboriginal Skills Employment & Training Services is based in Kamloops is a department of Shuswap Nation Tribal Council. The organization receives funds provided by Human Resources & Skills Development Canada to provide training and employment opportunities to Aboriginal people within the Central Interior. It actively negotiates and provides access to and distributes financial resources related to Aboriginal Human Resource Development, and advocates the enlargement and enrichment of Aboriginal employment.

The Aboriginal Training Employment Centre provides assistance for all Aboriginal clients providing job search and career options that include access to job postings, computers, telephones, and a fax machine. Employment counselors are available to assist with recommending funding options for training.

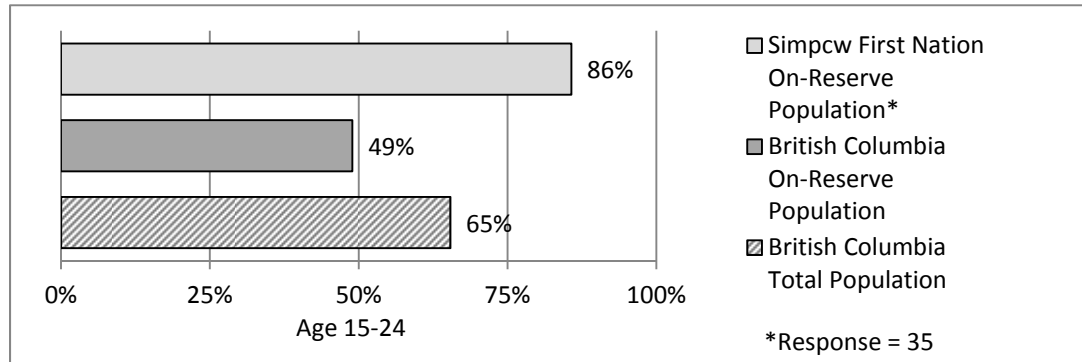
The Essential Skills Training Centre, located at the Aboriginal Training Employment Centre office, assists clients with career exploration and preparation in the areas of reading, document use, numeracy, writing and oral communication, working with others, thinking, computer use, and continuous learning.

³ Hydrogen sulfide

*Education
Demographics*

Of the 35 Simpcw persons aged 15 to 24, 86% attended school in 2006, more than the BC Aboriginal population by approximately 1.7:1 and the BC population by approximately 1.3:1 (Figure 4-9).

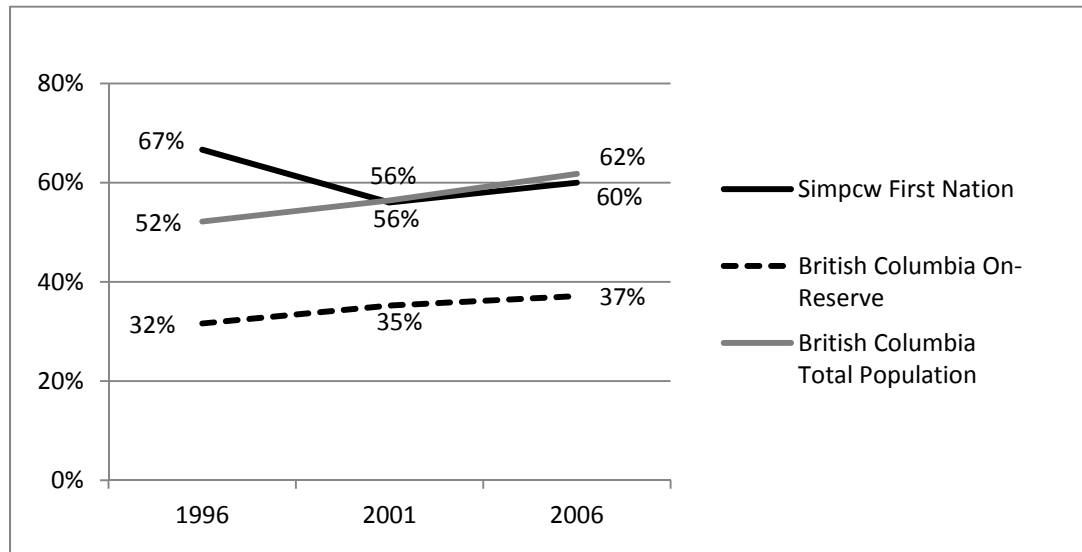
**Figure 4-9: School Attendance Age 15-24
– Comparison of Simpcw | BC Aboriginal | BC Populations, 2006**



Source: Statistics Canada, 2009

While the overall trend for post-secondary qualifications is increasing amongst all populations age 25-64, an anomaly of note was an 11% drop for Simpcw between 1996 and 2001. Nevertheless, the percentage of Simpcw members with post-secondary qualifications is more comparable to the BC population than the BC Aboriginal population (Figure 4-10).

**Figure 4-10: Trend in Post-Secondary Qualifications Age 25-64, 1996-2006
– Comparison between Simpcw | BC Aboriginal | BC Populations**



Source: Statistics Canada, 2009

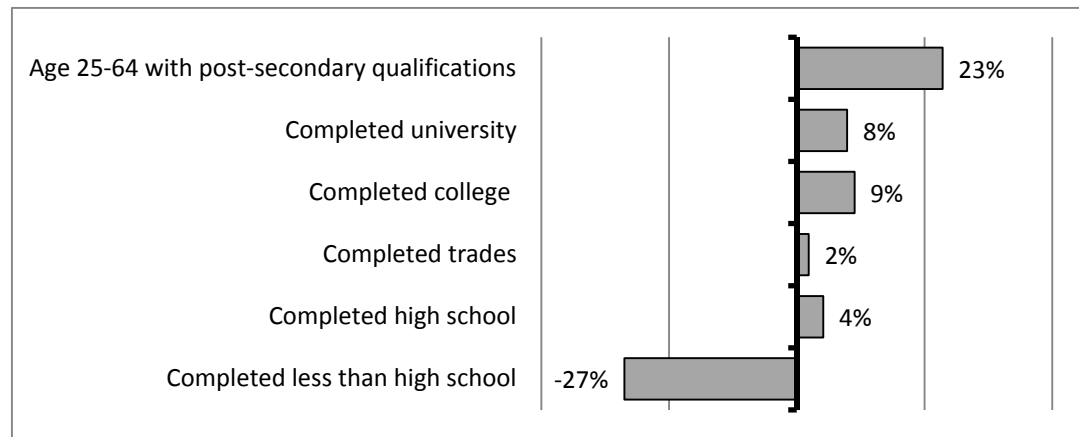
⁴ In the eight months prior to the census.

Of the 125 Simpcw age 25 to 64 in 2006, 88% had a high school certificate and/or equivalent and/or postsecondary education, compared to 43% of the BC Aboriginal population [Statistics Canada, 2009].

With 23% more of the Simpcw population having post-secondary qualifications, 27% less high school dropouts, and proportionately more professional studies compared to the BC Aboriginal population, Simpcw has clearly been successful in advancing its educational goals. As of 2006, Simpcw post-secondary patterns closely paralleled the BC population with the exception of university graduates (14% less than the general population) (Figure 4-11 and Figure 4-12).

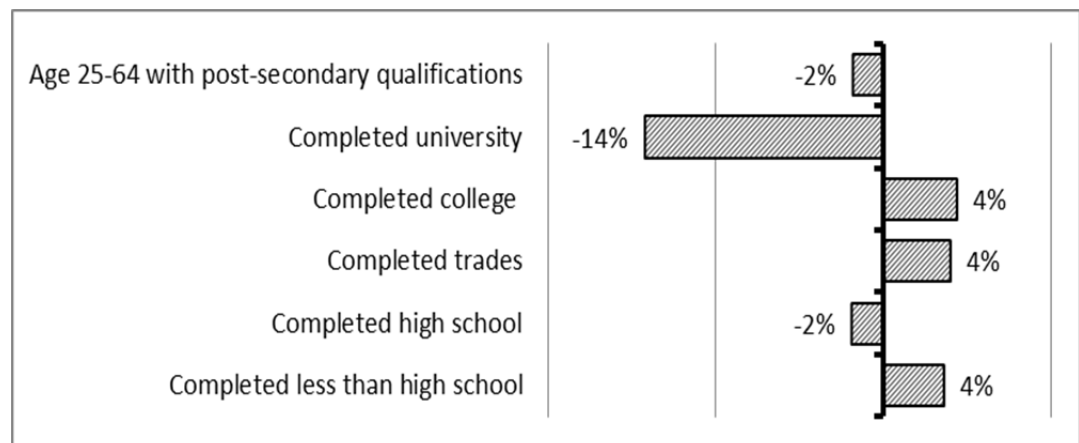
Table 4-3 shows the top three post-secondary areas of study by the Simpcw First Nation on-reserve population age 25-64, and how these areas of study compare to the BC Aboriginal population and BC general population. The most noticeable characteristic about the Simpcw First Nation is the diverse range of study areas.

Figure 4-11: Post-Secondary Qualifications by Level of Education Age 25-64 – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-12: Post-Secondary Qualifications by Level of Education Age 25-64 – Simpcw Relative to the BC Population, 2006



Source: Statistics Canada, 2009

Table 4-3: Top Three Fields of Post-Secondary Study – Comparison between Simpcw | BC Aboriginal | BC Populations, 2006

Rank	Simpcw First Nation			British Columbia On-Reserve Population		British Columbia General Population	
	Field of Study	#	%	Field of Study	%	Field of Study	%
1	Other fields*	25	21%	Sciences, mathematics, engineering and related fields**	25%	Sciences, mathematics, engineering and related fields**	29%
2	Education	15	13%	Architecture, engineering, and related technologies	22%	Architecture, engineering, and related technologies	22%
	Arts, humanities and social sciences	15	13%	Business, management and public administration	22%		
	Sciences, mathematics, engineering and related fields**	15	13%				
3	Business, management and public administration	10	9%	Other fields*	20%	Business, management and public administration	21%
	Health, parks, recreation and fitness	10	9%				

Notes:

Due to rounding numbers and percentages do not always equal 100

* 'Other fields' include: agriculture, natural resources and conservation; personal, protective and transportation services & other fields of study

** Includes architecture, engineering, and related technologies

Source: Statistics Canada, 2009

4.2.2 Potential Project Effects

Overall, the Harper Creek Project will have a positive impact on the education of Simpcw First Nation members through preparation programs, on-the-job training, apprenticeship programs and opportunities for career advancement. Training and apprenticeships leading to trade credentials are an investment in the future, contributing over the long term to develop education and expand the range of goods and services that Simpcw First Nation can provide.

For those First Nation members who work directly for YMI, the company will develop and deliver a comprehensive employee orientation program that will be mandatory for all employees. The program will include information on:

- Company organization and mandate
- Occupational Health and Safety and First Aid

- Emergency Response
- Company policies and procedures
- Cross cultural awareness and sensitivity for non-Aboriginal and Aboriginal employees; also required by contractors
- Employee education to discourage gender discrimination in the workplace

Effect #1

There will be an increased number of Simpcw First Nation students completing high school.

Effect #2

There will be an increased number of Simpcw First Nation members who have technical skills and are capable of meeting the Project's technical training requirements.

4.2.3 Mitigation & Enhancement

Effect #2

YMI has announced publicly its intention to put into action a local hiring policy and it has taken steps to support mine job awareness presentations in the region. The following are enhancement measures which it is anticipated will support technical training opportunities available to the Simpcw First Nation.

YMI will cooperate with, technical training institutions targeting Regional Study Area residents including school-leavers, First Nations members and women.

YMI has already participated and will continue to participate with educational and technical training institutions in awareness raising in regional high schools regarding mine employment opportunities and the types of technical training which are available.

In collaboration with the provincial authorities, YMI will support on the job training of apprenticeships following the start of Project construction. Within the Regional Study Area, apprenticeships are a valued mechanism for enabling local youth to work towards qualifications in specific trades while transitioning into mine employment.

YMI will provide scholarships for local Grade 11 and 12 high school students interested in pursuing advanced education or technical training in fields related to mining. This measure would serve to complement the mine employment awareness sessions with a tangible show of support for individuals who could become role models for other students.

4.2.4 Assessment of Residual Effects

Table 4-4: Education & Training Residual Effects Ratings and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency Reversibility Context	Probability	Significance Analysis
Increased number of Simpcw students completing high school	Low	Local	Long-term	Positive	Continuous Reversible Resilient	High	Significant
Increased numbers of Simpcw members who have technical skills and are capable of meeting the Project’s technical training requirements	Low	Local	Long-term	Positive	Continuous Reversible Resilient	High	Significant

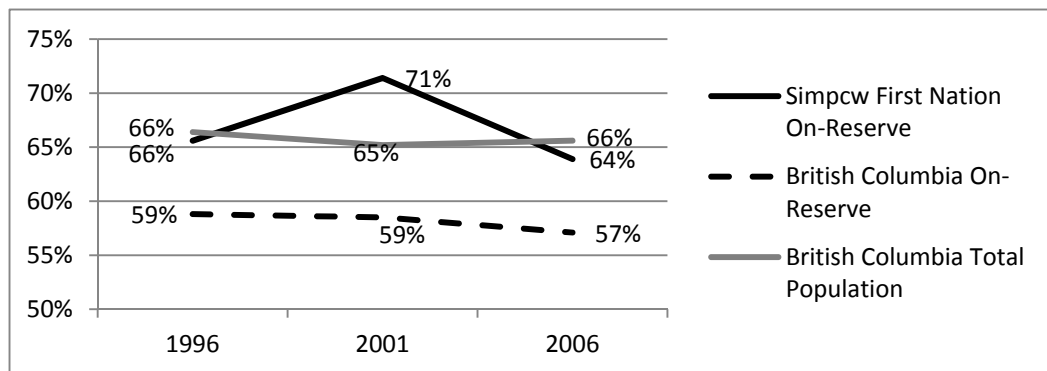
4.3 ECONOMY & EMPLOYMENT

4.3.1 Baseline

Labour Force & Employment

As shown in [Figure 4-13](#), the Simpcw First Nation labour participation rate was 64%⁵ in 2006. Although the Simpcw labour participation rate was comparable to the BC population-at-large in 1996 and 2006 and better than the BC Aboriginal population for the decade, of note is a 5% spike in labour force participation in 2001.

Figure 4-13: Labour Force Participation Rate Trend Age 25-64, 1996-2006



Source: Statistics Canada, 2009

⁵ Continuously employed from 01 January 2005 to the week before the census; if not employed a week before the census, reference would be to the job of longest duration since 01 January 2005.

In 2006, 64% of the Simpcw First Nation 15+ population was in the labour force, with a 26% unemployment rate, comparable to the BC Aboriginal population unemployment rate but 20% more than the BC rate (Table 4-5). However, approximately only one in four Simpcw persons were employed full-time, whereas one in two in the BC population was employed full time. The Simpcw population also fared comparatively worse than their BC Aboriginal counterparts from a full-time employment perspective. In June 2011 Simpcw reported that many members still rely on seasonal work [pers. com., 2011].

**Table 4-5: Labour Force & Employment Age 15+
– Comparison between Simpcw | BC Aboriginal | BC Populations, 2006**

	Simpcw First Nation		BC On-Reserve	BC Total
	Population	%	%	%
Population 15+	180 / 240	75%	73%	83%
Not in the labour force	70 / 180	39%	43%	34%
Labour force	115 / 180	64%	57%	66%
Labour force - unemployed	30 / 115	26%	25%	6%
Labour force - employed	90 / 115	78%	75%	94%
Employed full-time, full-year in 2005 ⁶	35 / 130	27%	35%	49%
Employed part-time or part year in 2005	95 / 130	73%	65%	51%

Source: Statistics Canada, 2009

Table 4-6 shows the Simpcw First Nation working population were employed in similar industries than the BC Aboriginal and the BC working populations.

**Table 4-6: Top Three Employment Industries by Workers Employed Age 15+
– Comparison between Simpcw | BC Aboriginal | BC Populations, 2006**

Rank	Simpcw First Nation			BC Aboriginal Population		BC Total Population	
	Industry	#	%	Industry	%	Industry	%
1	Services producing sector*	30	63%	Services producing sector*	70%	Services producing sector*	80%
2	Goods producing sector**	50	37%	Goods producing sector**	30%	Goods producing sector**	21%
3	Public administration	30	22%	Public administration	30%	Public administration	5%

Notes:

Numbers and percentages may not equal 100 due to rounding.

*Services producing sector includes: wholesale and retail trade, finance and insurance, health care and educational services, professional, management, scientific, and other services such as accommodation and food services.

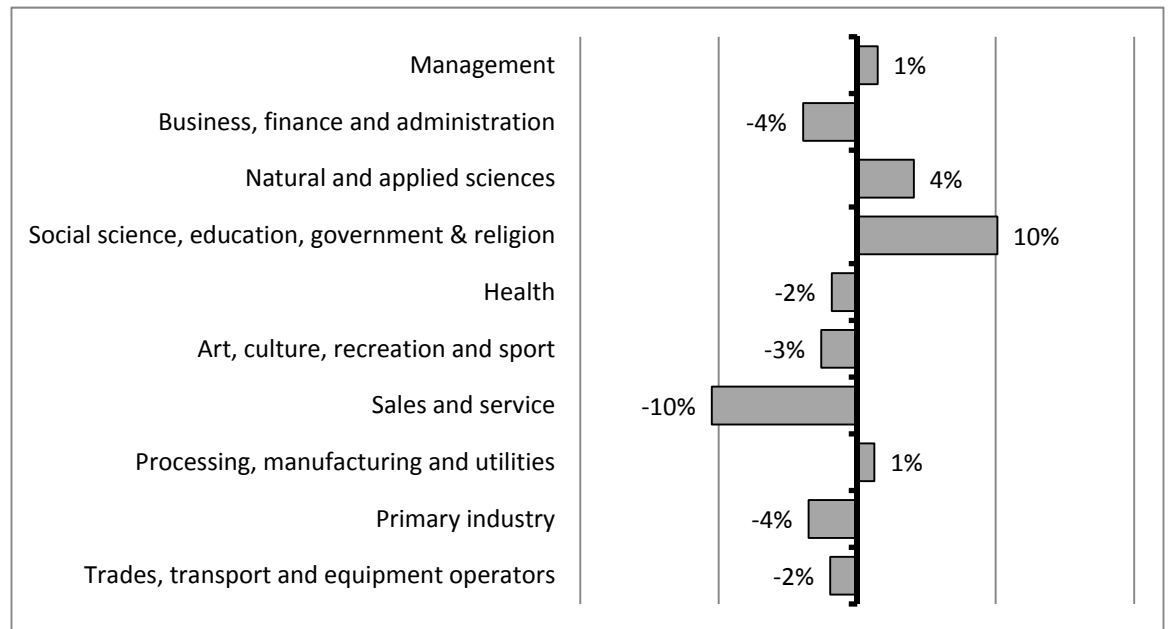
** Goods producing sector includes: resource-based industries, construction and manufacturing

Source: Statistics Canada, 2009

⁶ Persons who worked both full time and part time.

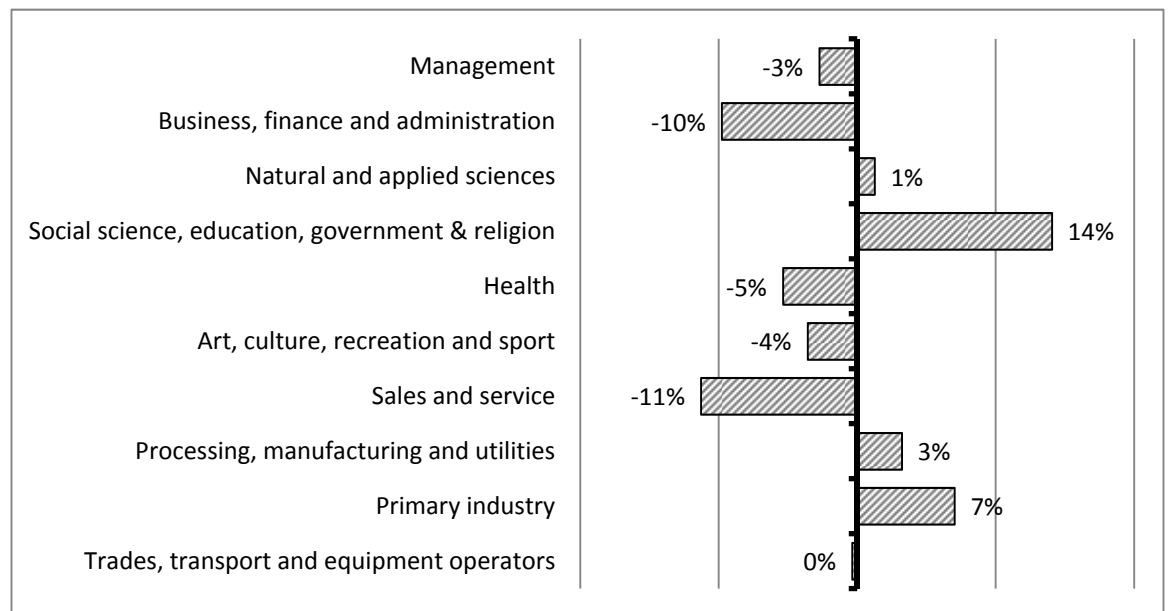
For Simpcw First Nation the services sector was dominated by health, education and business services whereas there was a fairly broad representation in all the service producing sectors for both BC Aboriginals and BC as a whole. In the goods producing sector manufacturing and resource-based industries dominated for Simpcw. (Figure 4-14 and Figure 4-15).

Figure 4-14: Occupations Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-15: Occupations Age 15+ – Simpcw Relative to the BC Population, 2006

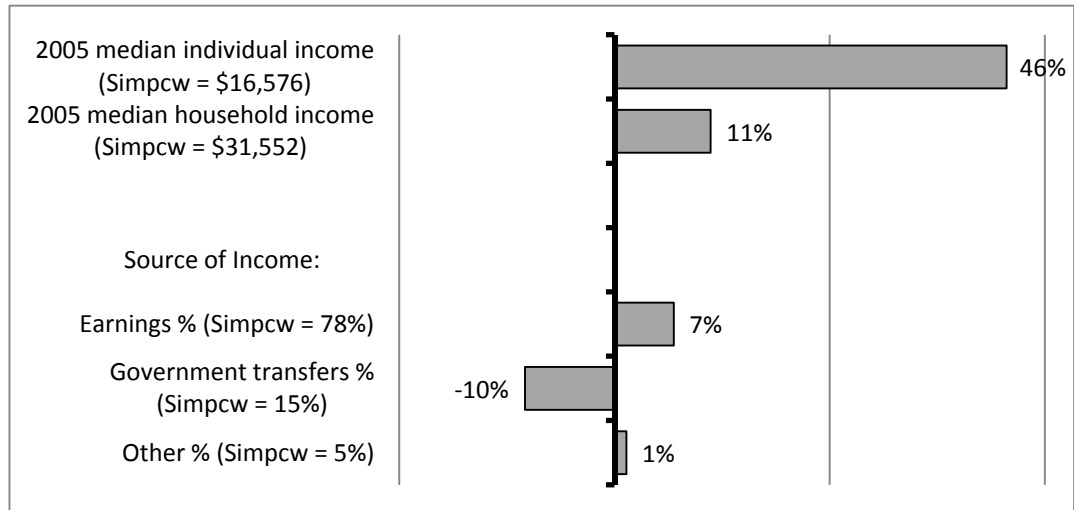


Source: Statistics Canada, 2009

Income

The median individual income (earnings, government sources, and other combined) of \$16,576 for the Simpcw population age 15+, was almost double that of the BC Aboriginal population in 2005, with earnings making up a comparatively greater portion of income and less reliance on government transfers. Simpcw median income by household –\$31,552 – also exceeded the BC Aboriginal median by 11% (Figure 4-16).

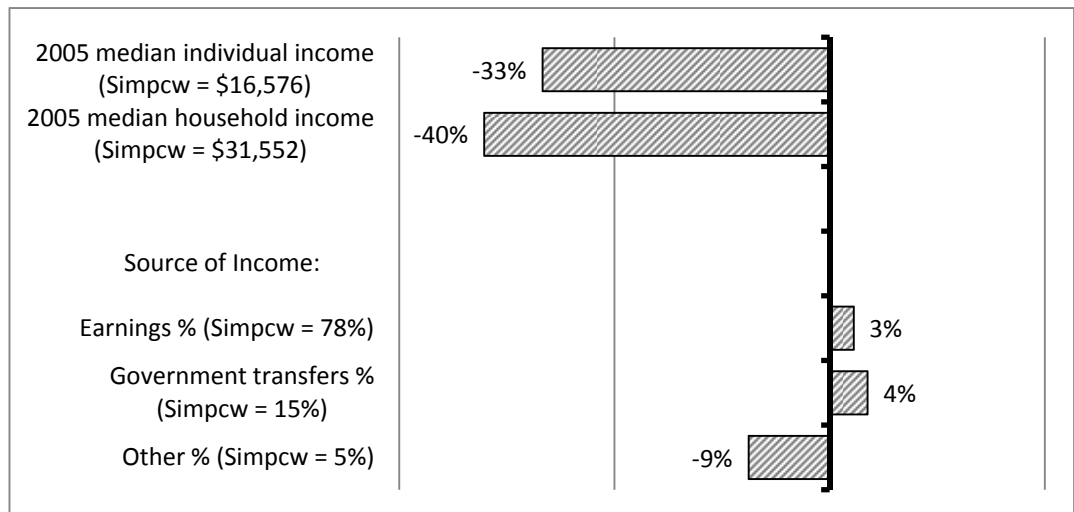
Figure 4-16: Median Income Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2005



Source: Statistics Canada, 2009

However, when comparing median incomes to the BC population, both Simpcw individual and household median incomes trailed by 33% and 40% respectively. Simpcw’s proportion of earnings and government transfers as sources of income were relatively comparable, but 9% less likely to have income from other sources, i.e., business, investments (Figure 4-17).

Figure 4-17: Median Income Age 15+ – Simpcw Relative to the BC Population, 2005

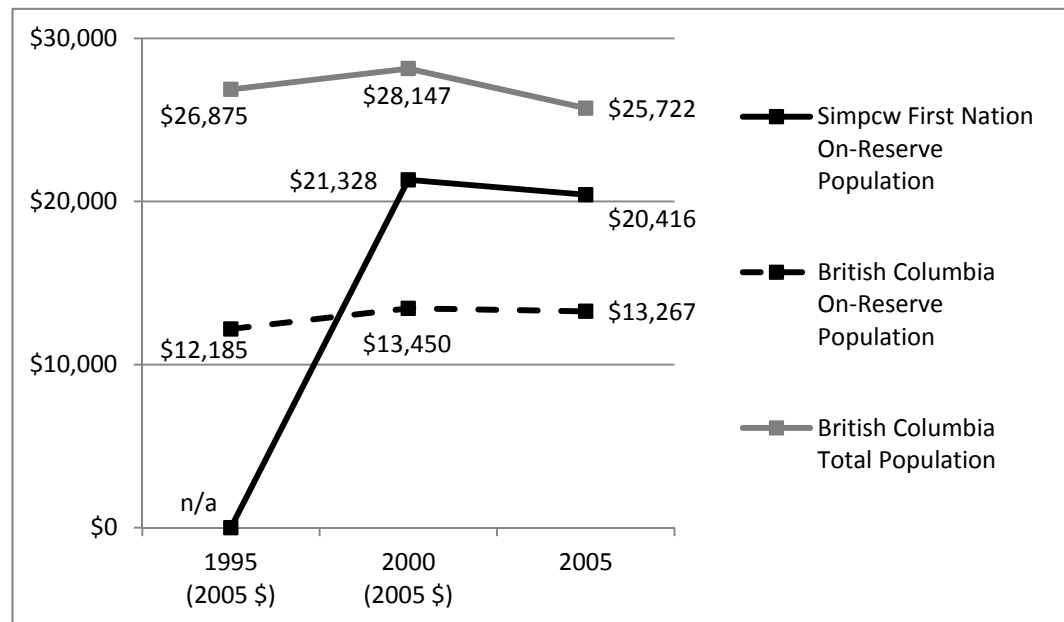


Source: Statistics Canada, 2009

Although Simpcw 1995 median income is not available, by proxy the disparities in median income described above reflect a decade long trend (1995-2005), with Simpcw earning about 55% more on average than the BC Aboriginal population, but approximately 25% less than the BC population. Notably, all median incomes dropped in 2005 compared to 2000 – Simpcw down by 4%, BC Aboriginal down by 1% and the BC total population down by 9% (Figure 4-18).

In 2005, Simpcw women earned 23% less on average than men, although up 11% from 2001 when women earned on average 60% less than men [Aboriginal Affairs and Northern Development, 2011].

Figure 4-18: Trend in Median Income Age 15+, 1996-2006

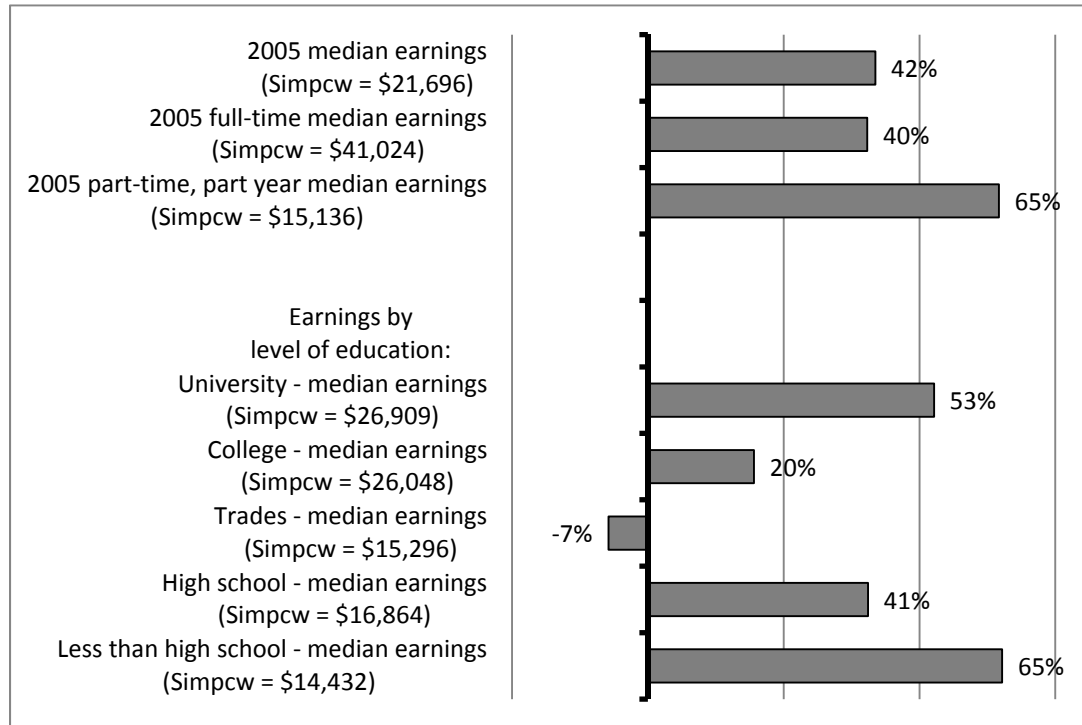


Source: Statistics Canada, 2009

The Simpcw working population made on average substantially more than their BC Aboriginal counterparts regardless of whether full-time, part-time or level of education, with the exception of trades earning which was on average 7% less (Figure 4-19).

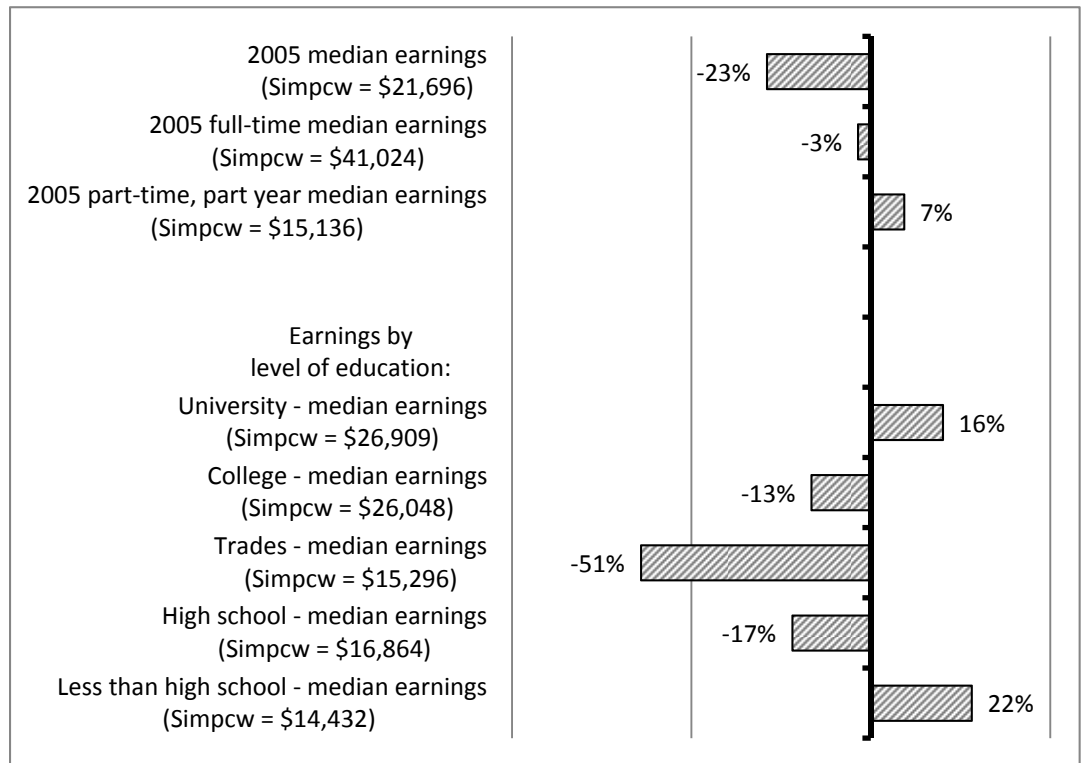
The comparison of Simpcw median earnings with the BC population is more irregular; while part-time and full-time earnings were somewhat comparable, Simpcw’s overall median earnings were 23% less. By level of education, Simpcw’s median earnings at the opposite ends of the spectrum were quite a bit more than the BC average: 16% more for university graduates and 22% more for those with less than high school. Simpcw trades workers fared the most poorly, with median earnings almost half of their BC counterparts. Simpcw college and high school graduates fared better than their trades colleagues but still earned less than BC graduates from those institutions: 13% and 17% less respectively (Figure 4-20).

Figure 4-19: Median Earnings Age 15+ – Simpcw Relative to the BC Aboriginal Population, 2005



Source: Statistics Canada, 2009

Figure 4-20: Median Earnings Age 15+ – Simpcw Relative to the BC Population, 2005



Source: Statistics Canada, 2009

Economy

In addition to their traditional economy of fishing, hunting, and gathering, the Simpcw First Nation is involved in a wide range of business ventures and projects including partnerships related to forestry, mineral exploration and mining, hydro, forest fire fighting, tourism developments, and construction.

Two Simpcw First Nation departments are primarily responsible for Simpcw's economic development plans: the Lands Department and the Sustainable Resource Department.

The Lands Department administers on-reserve land transactions such as leases, permits, and registration of land transfers. It also provides information support services for crown land referrals, archaeology, sustainable resource management, community planning and overall administration.

The Sustainable Resource Department protects, conserves, and sustainably manages the *Simpcwulucw* in a holistic manner. It is responsible for:

- Resource permitting and environmental monitoring
- Wildlife surveys, monitoring, and research
- Contract negotiation, supervision, and management
- Joint ventures with industry in forestry, mining, tourism, and utilities
- Title & Rights research and coordination
- Archaeological Overview Assessments
- Long-term planning for community infrastructure with community consultation
- Acquisition and negotiation of all resource based opportunities within *Simpcwulucw*, including developing partnerships with industry
- Geographical Information System (GIS) mapping

[Simpcw First Nation, 2011]

The Sustainable Resource Department manages the Dunn Lake Hatchery, in partnership with Fisheries and Oceans Canada. While the main focus is conservation and management of fish stocks, it also manages fisheries programs such as: a Chinook enumeration program on Raft River, Finn, Lemiux and Louis creeks; catch monitoring throughout *Simpcwulucw*; stewardship and habitat restoration projects for the Upper Fraser River and North Thompson River watersheds; and summer youth programs. The department also plays an active role in Neqweyqwelsten School's cultural program. The hatchery employs 1 to 2 people full-time year-round [pers. com., 2011].

Simpcw First Nation partnered with Albreda Lodge and Mike Wiegele Helicopter Skiing in the development of Albreda Lodge, a high end lodge near Blue River servicing primarily the heli-skiing tourism industry [Wiegele, 2011; McNeill, 2011].

Simpcw First Nation also has a joint venture with TransAlta Corporation on the Bone Creek run-of-the-river hydroelectric project near Blue River [McNeill, 2011].

Simpcw First Nation members worked approximately 195 person days on the collection of baseline information for the Harper Creek Project between July 2011 and March 2012. Additional work for Simpcw members included core and line cutting, and provision of First Aid Services on site.

4.3.2 Potential Project Effects

The construction and operation of the Harper Creek Project represents an opportunity for the Simpcw First Nation to acquire contracts to provide goods and services to the Project. Opportunities exist in areas such as pre-construction preparation, road and bridge upgrading, camp catering, expediting and in the supply of materials. The probability of providing availability of contracts and business opportunities to the Simpcw First Nation is certain and will be continuous during both construction and operation of the Project. The magnitude of the action will be medium. The contracts would be available year-round.

Effect #1

Increase in Simpcw First Nation business opportunities.

Effect #2

Increased employment for Simpcw First Nation members.

Effect #3

Increased labour income.

Effect #4

Increased disparities in wealth among Simpcw First Nation members.

Effect #5

Reduced dependence on government transfer payments.

Effect #6

During the Decommissioning Phase there could be a decrease in employment and in labour income.

4.3.3 Mitigation & Enhancement

YMI is negotiating a Benefits Agreement with the Simpcw First Nation will include sections dealing with employment and business opportunities.

4.3.4 Assessment of Residual Effects

Table 4-7: Economy & Employment Residual Effects Ratings and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increase in Simpcw business opportunities	Medium	Local	Long term	Positive	Continuous Reversible Resilient	High	Significant
Increased employment for Simpcw members	Medium	Local	Long term	Positive	Continuous Reversible Resilient	High	Significant
Increased labour income	Medium	Local	Long term	Positive	Continuous Reversible Resilient	High	Significant
Increased disparities in wealth	Medium	Local	Unknown	Negative	Continuous Reversible Resilient	High	Significant
Reduced dependence on government transfer payments	Medium	Local	Long term	Positive	Continuous Reversible Resilient	High	Significant
Decrease in employment and labour income	Medium	Local	Short Term	Negative	Once Reversible Vulnerable	Unknown	Unknown

4.4 HEALTH SERVICES

4.4.1 Baseline

Health Services

In 1999 the Simpcw Health Board officially began administering programs previously delivered by the federal First Nations & Inuit Health Branch. The work of the Health Board is guided by its Health and Wellness Mission Statement:

Simpcw Health Board embraces and is committed to supporting the Simpcw in creating wellness in all aspects of life. Our holistic philosophy guides us to be healthy individuals that create healthy communities that are balanced in all phases of spiritual, physical, emotional and mental well-being.

[Simpcw First Nation, 2008]

The Simpcw Health Board is presided over by nine volunteer Board members from among community members. It oversees the Health Department, which has one full-time health manager, a community health nurse, a community health worker, and a wellness coordinator. Programs provided by the Health Department include:

- patient transportation
- drinking water safety
- Aboriginal Diabetes
- Aboriginal, Home and Community Care
- Youth and Integrated Case Management
- Head Start program

[Simpcw First Nation, 2011]

Youth and Integrated Case Management is a collaborative approach to intake, planning, assessment, and advocacy to meet individual's overall health needs [Simpcw First Nation, 2011].

The Head Start program is a holistic, community-based early intervention program to enhance early childhood development, school readiness, and overall family health and wellness for First Nations pre-school children (birth to six years old) on reserve. The program, funded by Health Canada, supports locally controlled and designed strategies to develop within First Nations children a positive sense of themselves, a desire for learning, and successes to build upon, while at the same time integrating culture as a fundamental part of a child's development [BC First Nations Head Start, 2011].

In May 2011 the Little Moccasins Head Start Program in Chu Chua hosted a Traditional Celebration of the Arts. The program included a traditional singer, drummer and storyteller, a First Nations puppeteer and five dancers from various communities. A traditional feast was prepared by the Chu Chua Women's Basketball Team and the event ended with a performance by the Aboriginal People's Choice Awards Nominee, Ed Peekeekoot [Lampreau, 2011]. Three staff oversees the 12 children in the preschool [pers. com., 2011].

Residents from Chu Chua also access health services in Barriere which include a medical clinic, three doctors, a public health nurse and ambulance service. Specialized services are available in Kamloops and at the Royal Inland Hospital. Several members of Simpcw living in the community are First Responders, providing first aid before the ambulance arrives.

4.4.2 Potential Project Effects

Effect #1

There will be an increase in demand on existing services due to the increase in population. Increased income may lead to an increase in alcohol and illicit drug use.

4.4.3 Mitigation & Enhancement

Effect #1

YMI will provide counselling to its employees as required. Additional staff may be required to be hired by the Simpcw Health Board.

4.4.4 Assessment of Residual Effects

Table 4-8: Health Services Residual Effects Ratios and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increased demand on existing services due to increase in population; and increased income which may lead to an increased alcohol and illicit drug use	Medium	Local	Long-term	Unknown	Continuous Reversible Resilient	High	Possibly significant

4.5 HEALTH CONDITIONS

4.5.1 Baseline

The Interior Health Authority⁷, who provide health services to Simpcw First Nation members, recognizes that Aboriginal health is influenced by historical and contemporary determinants of health that have resulted in disproportionate rates of disease and injury. In addition to commonly understood health determinants such as income, education, and access to health services, Aboriginal health determinants include colonization, cultural continuity, and self-determination [Interior Health Authority, 2010].

⁷ One of five geographically-based health authorities in British Columbia; further information on the Interior Health Authority is covered in the First Nations Overview.

Health Issues

In spring 2011, the Simpcw Health Board undertook a Community Health Needs Assessment. [Table 4-9](#) shows the 10 top health issues and perceived health issues; only the last two issues differed, with adult obesity and child abuse perceived to be more serious issues than financial planning and chronic illness due to old age.

Table 4-9: Simpcw Top 10 Health Issues and Perceived Health Issues, 2011

Top Health Issues	Perceived Health Issues
Loss of traditional language, culture & traditions	Loss of traditional language, culture & traditions
Drug/alcohol abuse	Drug/alcohol abuse
Unemployment	Unemployment
Residential school issues	Residential school issues
Water quality	Water quality
Sexual abuse	Sexual abuse
Elder abuse	Elder abuse
Emotional sickness	Emotional sickness
Financial planning	Adult Obesity
Chronic illness due to old age	Child abuse

Source: Simpcw First Nation News, 2011

The needs assessment also asked about family health conditions. [Table 4-10](#) lists the top 10 family health conditions, with eye care, allergies and skin conditions heading the list.

Table 4-10: Simpcw Top 10 Family Health Conditions, 2011

Family Health Conditions	# of Respondents
Glasses or contacts	68
Allergies	48
Skin conditions	44
Osteoporosis/Arthritis	37
Back/Spine Problems	32
Diabetes	32
Heart Problems	31
Asthma	27
Stomach Problems	25
Strokes	25

Source: Simpcw First Nation News, 2011

The Health Manager reported that their department is working hard with community members on healthy eating and nutrition as it is a concern directly related to health conditions [pers. com., 2011].

4.5.2 Potential Project Effects

The health of a community is based on many factors. It is related to the mental and physical well-being of the individuals that make up the community as well as educational and economic opportunities. Simpcw community leaders have told YMI that new jobs for youth and others in their community are desirable. The availability of these jobs adds to the people's self-worth and can reduce the potential for unhealthy behaviours such as using alcohol and drugs. New money in the community can provide families with the ability to purchase things and opportunities such as a more reliable vehicle, a family vacation or an education fund. New money can also increase the consumption of alcohol.

Effect #1

May worsen individual, family and community well-being related to rotational shift work and those who are affected by the negative health and social consequences of alcohol, gambling and illicit drug use.

Financial stress can increase in families when income is spent on alcohol and drugs instead of basic family needs. On the other hand, individuals, most often men, who are unsuccessful in securing wage employment, tend to experience despair, anger, loss of self-esteem and the likelihood of more alcohol abuse.

During the consultations held with the community, community leaders and others recognized that potential employment at the mine could stress some families and could result in an increased number of family breakups and cases of physical abuse. The community leaders argued, however, that the income produced by working was important to the families, as was the pride in having a job. On balance it was thought that it was better to have the choice of working at the mine than not having a job. Employment opportunities were also considered to be important to the overall well-being of the community.

The consultants believe that there is a high probability of impacts to community health as a result of this Project. The impacts will be infrequent, of low magnitude and can happen year-round. The impacts can be reversed with support from the community and the company.

4.5.3 Mitigation & Enhancement

Effect #1

YMI will provide counselling to its employees as required. Additional health and counselling staff may be required to be hired by the Simpcw Health Board.

4.5.4 Assessment of Residual Effects

Table 4-11: Health Conditions Residual Effects Ratios and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
May worsen individual, family and community well-being related to rotational shift work and those who are affected by the negative health and social consequences of alcohol, gambling and illicit drug use	Low	Local	Long-term	Negative	Continuous Reversible Resilient	High	Possibly significant

4.6 INFRASTRUCTURE

4.6.1 Baseline

Community Facilities

As noted in [Table 3-1](#), Chu Chua in Reserve #1 is the main Simpcw community. It is the site of a central building which houses Band Administration offices, meeting rooms, and a Youth building which houses drug and alcohol counseling services and a Head Start program. Other nearby buildings accommodates the lands and resources department, a school, a health centre and a recreation facility. An old church is used as a spiritual centre and for community purposes and events. Most of the buildings in Chu Chua are heated with propane [pers. com., 2011].

Services

Simpcw Public Works Department maintains several water systems on the reserves. A new system serves the main Chu Chua area while upper Chu Chua is on private wells. Two other systems serve 40 homes and five homes respectively.

The Public Works Department also does garbage pickup, which is transferred to the Thompson-Nicola Regional District solid waste transfer station located approximately 3 kilometres south, and from there trucked to the Barriere landfill site approximately 19 kilometres away. Simpcw also introduced a recycling program that has reduced the amount of garbage by half [pers. com., 2011].

Transportation

Simpcw has a bus for community purposes and a bus for transporting school children. The community also has 10 trucks, snow plows, and road sanders [pers. com., 2011].

4.6.2 Potential Project Effects

Effect #1

An increase in population may lead to increased pressure upon the Simpcw First Nation to improve community infrastructure, especially provision of utilities such as sewerage, and community buildings. It is anticipated to extend through construction and into the operations phase.

4.6.3 Mitigation & Enhancement

Effect #1

No specific mitigation or enhancement measure is proposed by YMI with respect to infrastructure.

A revenue sharing agreement to be negotiated between the Simpcw First Nation and the provincial government could provide revenue to support community infrastructure.

4.6.4 Assessment of Residual Effects

Table 4-12: Infrastructure Residual Effects Ratios and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increased pressure upon Simpcw government to improve community infrastructure	Low	Local	Long term	Unknown	Continuous Reversible Resilient	Low	Not significant

4.7 PROTECTION & EMERGENCY SERVICES

4.7.1 Baseline

Police

Policing services for Simpcw is provided by the RCMP in Barriere.

Fire

Protection

Fire protection is provided by the Chu Chua Volunteer Fire Department. The Department currently has a Fire Chief and five qualified First Responders, all certified with basic fire training and who also volunteer as first aiders, responding to emergencies ahead of the BC Ambulance Service. The Volunteer Fire Department has an active

outreach program that teaches basic fire-fighting and fire-extinguisher training to the students at Neqweyqwelsten School.

Equipment for the fire department includes:

- 150-gallon truck with an emergency jump kit and oxygen tank (2003 Ford)
- 1500-gallon tanker with on-board hose reel and fire pump (2008 Freightliner)
- 1500-gallon tanker (1974 International)
- other water tanks

There is a mutual aid agreement between Chu Chua Volunteer Fire Department and the Barriere Volunteer Fire Department. The Barriere Fire Department services the Louis Creek Reserve.

[Simpw First Nation, 2011]

Emergency Services

The BC Ambulance Unit in Barriere provides ambulance service to the residents of Chu Chua.

4.7.2 Potential Project Effects

Effect #1

A population increase will bring an increased demand for public safety and protection services.

Effect #2

An increase in the population of Chu Chua may provide for new volunteers to assist the Fire Department.

4.7.3 Mitigation & Enhancement

The Simpcw First Nation and the federal and provincial governments will assess any increased demand and respond appropriately.

4.7.4 Assessment of Residual Effects

Table 4-13: Protection & Emergency Services Residual Effects Ratings and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increased demand for a variety of public safety and protection services	Low	Local	Long-term	Unknown	Continuous Reversible Resilient	Low	Not significant
Increased reserve population may provide for new volunteers to assist the Fire department	Low	Local	Long-term	Positive	Continuous Reversible Resilient	Moderate	Not significant

4.8 HOUSING

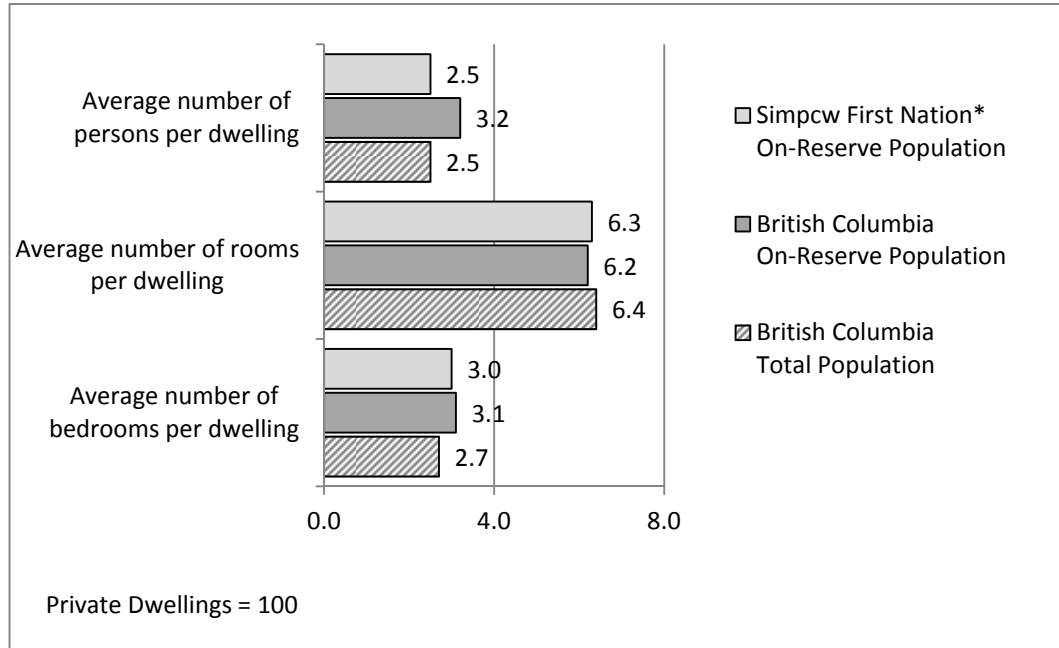
4.8.1 Baseline

Dwelling Averages

In the 2006 census, it was reported that there were 100 dwellings on Simpcw First Nation reserves (North Thompson Reserve #1, Nekalliston Reserve #2, and Louis Creek Reserve #4), with homes grouped into three subdivisions. Housing on Simpcw reserves was almost exclusively single-family homes with only 10 respondents reporting living in some other type of structure (row housing). There is a six-unit Elders complex on North Thompson Reserve #1 (Chu Chua) providing an independent living option for some Elders, and there is some discussion about upgrading this facility [pers. com., 2011].

Simpcw dwellings tended to be comparable in size to Aboriginal on-reserve dwellings and BC dwellings in general, measured by average number of rooms and bedrooms, and an average of 2.5 persons per dwelling, the same as the BC provincial average and better than the Aboriginal average of 3.2 [Figure 4-21].

Figure 4-21: Simpcw Dwelling Averages

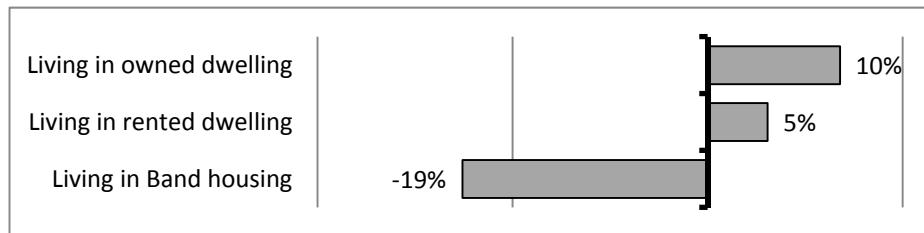


Source: Statistics Canada, 2009

Dwelling Tenure

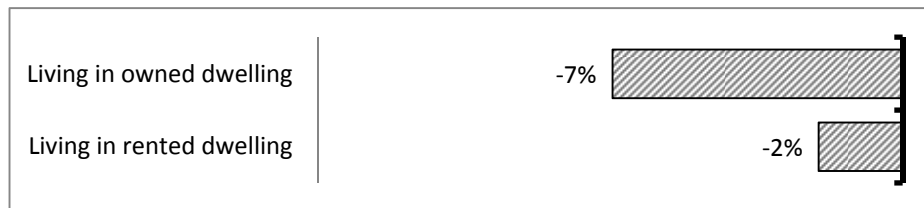
About 67% (~160 persons) of the Simpcw population lived in owned dwellings, 6% (~15 persons) live in Band housing, and 23% (~55 persons) in rental housing. More Simpcw on-reserve persons live in owned and rental housing compared to the BC Aboriginal population but occupancy in Band housing is markedly less, about 19% ([Figure 4-22](#) and [Figure 4-23](#)).

Figure 4-22: Dwelling Tenure – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-23: Dwelling Tenure – Simpcw Relative to the BC Population, 2006

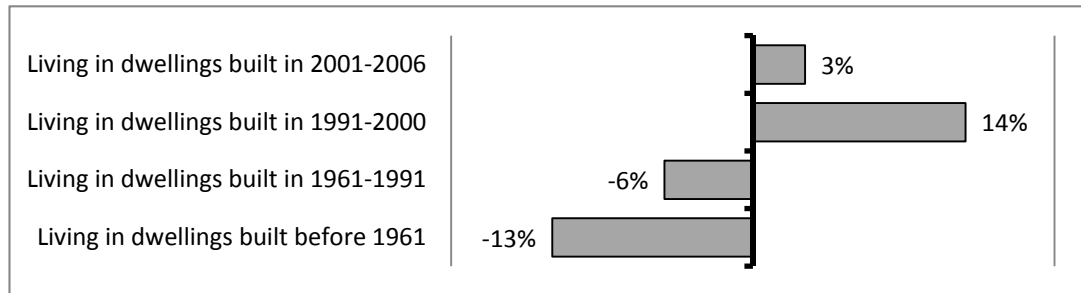


Source: Statistics Canada, 2009

Dwelling Age

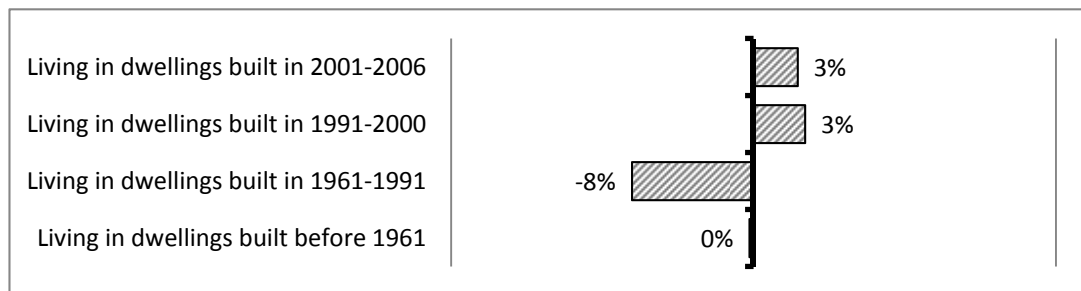
There was roughly a 50/50 split between the 100 Simpcw dwellings built before 1991 and after, with 4% (~10 dwellings) built before 1961. Overall, the housing stock on Simpcw reserve lands was newer on average than housing on other reserves and the BC housing stock overall ([Figure 4-24](#) and [Figure 4-25](#)).

Figure 4-24: Dwelling Age – Simpcw Relative to the BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-25: Dwelling Age – Simpcw Relative to BC Population, 2006



Source: Statistics Canada, 2009

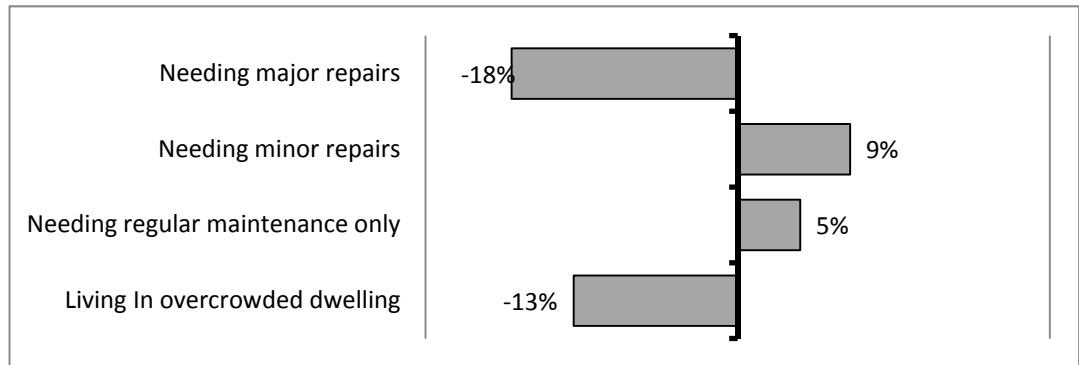
Dwelling Conditions

In the 2006 census, no one from Simpcw reported living in overcrowded⁸ conditions. However, this situation had changed somewhat by June 2011. Simpcw reported that there were now approximately 109 houses in Chu Chua (compared to 100 reported in 2006), with overcrowding emerging as people move back to the community, often because of the high cost of off-reserve housing. Typically returnees move in with relatives, with some dwellings having up to three families living together at a time. In June 2011 there were about 12 families on the housing waiting list [pers. com., 2011].

At the time of the census, the dwellings appeared to be in relatively good shape, with 18% less dwellings per capita needing major repairs compared to BC Aboriginal dwellings. However, the situation was reverse when compared to the BC population with 13% more Simpcw dwellings per capita needed major repairs ([Figure 4-26](#) and [Figure 4-27](#)).

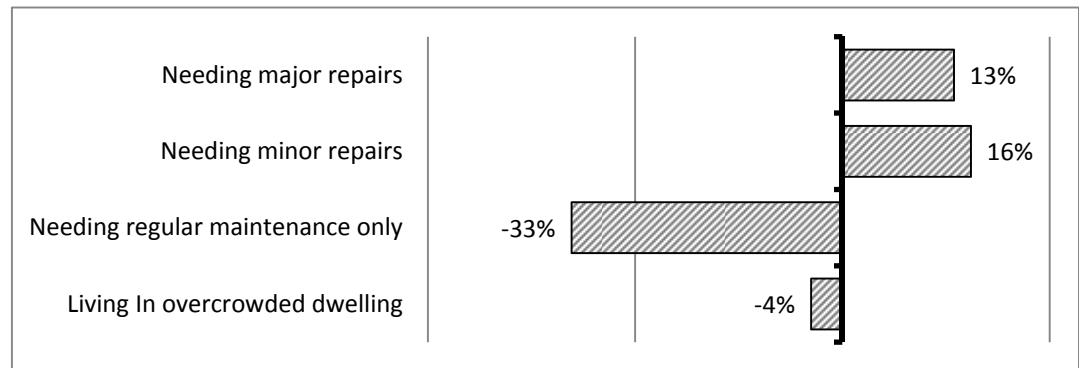
⁸ Overcrowding refers to individuals living in a dwelling where there is more than one person per room.

Figure 4-26: Dwelling Conditions – Simpcw Relative to BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

Figure 4-27: Dwelling Conditions – Simpcw Relative to BC Population, 2006



Source: Statistics Canada, 2009

4.8.2 Potential Project Effects

Effect #1

During the construction and operations phases of the Project band members may return to Chu Chua seeking employment. This may result in overcrowding and the demand for additional housing units.

4.8.3 Mitigation & Enhancement

Effect #1

The revenue sharing agreement with the province and Project-related employment income to could provide revenue to support building new homes. Some Simpcw First Nation members may choose to rent or purchase homes in either Clearwater or Barriere.

4.8.4 Assessment of Residual Effects

Table 4-14: Housing Residual Effects Ratios and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increase in demand for housing by incoming Project workers and their families, this may cause crowding and result in some social issues	Moderate	Local	Long term	Negative	Continuous Reversible Resilient	High	Significant

4.9 RECREATION

4.9.1 Baseline

The Simpcw are active in team sports, participating in softball, fastball and basketball. Chu Chua is the home of the *Chu Chua Chiefs* men's fastball team, the *Chu Chua Coyotes Women's* Basketball team, and several other sports teams.

4.9.2 Potential Project Effects

Effect #1

The increase in population would lead to the need for more facilities and services.

4.9.3 Mitigation & Enhancement

Effect #1

The revenue sharing agreement with the province and Project-related employment income to could provide revenue to support new recreational facilities.

4.9.4 Assessment of Residual Effects

Table 4-15: Recreation Residual Effects Ratios and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Increased need for more facilities and services	Low	Local	Long term	Positive	Continuous Reversible Resilient	Low	Not Significant

4.10 LANGUAGE & CULTURE

4.10.1 Baseline

Language

The traditional language of the Simpcw First Nation is *Secwepemctsin*, a Secwepemc language that is an Interior Salish language divided into western and eastern dialects. Secwepemc is an ancient name that reflects the intimate relationship between the people and the complex waterways.

Like all languages, *Secwepemctsin* contains the cultural, ecological, and historical knowledge that includes the values, beliefs, rituals, songs, stories, social and political structures and spirituality of its speakers. The Secwepemc view all aspects of their knowledge, including language, as vitally linked to the land. This knowledge, passed down to the next generations orally, contained the teachings necessary for maintenance of Secwepemc culture and identity [First Peoples' Language Map of British Columbia, 2011].

As noted in the Education section, Secwepemctsin is taught in Kindergarten to Grade 7 at Neqweyqwelsten School, and Secwepemctsin language instruction is offered in the elementary and high school in Barriere. A Secwepemc Language Advisory Group has been established within School District No. 73 (Kamloops/Thompson), to lead language initiatives. Overall the number of Secwepemctsin language speakers is increasing. As a member of the Shuswap Nation Tribal council, Simpcw can also take advantage of the other language initiatives and programs offered by the Secwepemc Cultural Education Society, a non-profit organization devoted to preserving and promoting the language, culture and history of the Secwepemc people.

The Simpcw's Tseptekwll and Research Society is a charity organization that worked primarily with youth and elders to preserve the Simpcw language, history and culture. Although currently inactive the society has the potential to continue with its former work in:

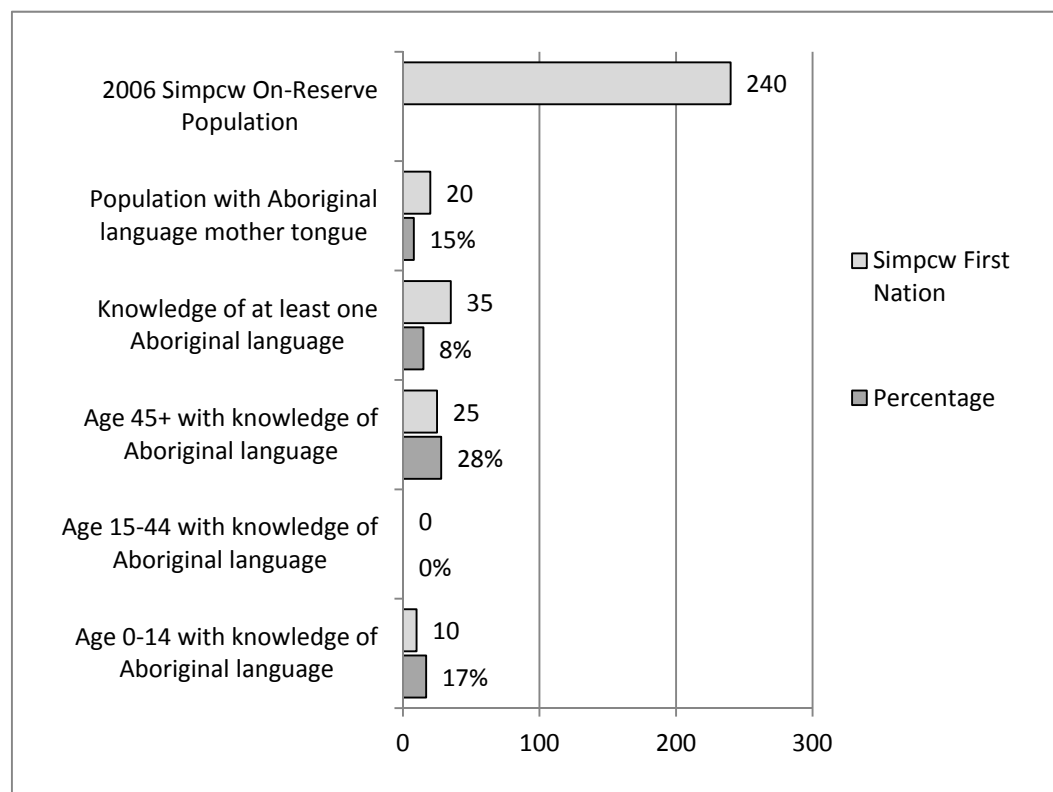
- developing effective strategies for teaching First Nations Languages
- documenting and preserving the Simpcw language

- developing and implementing an effective archiving system
- encouraging the development of First Nations community members as culture carriers
- working with and supporting First Nations groups in the effort to ensure the continuance of First Nations culture and language
- developing models for research of First Nations culture, language and history
- developing language and cultural curriculum

[Simpw First Nation, 2011]

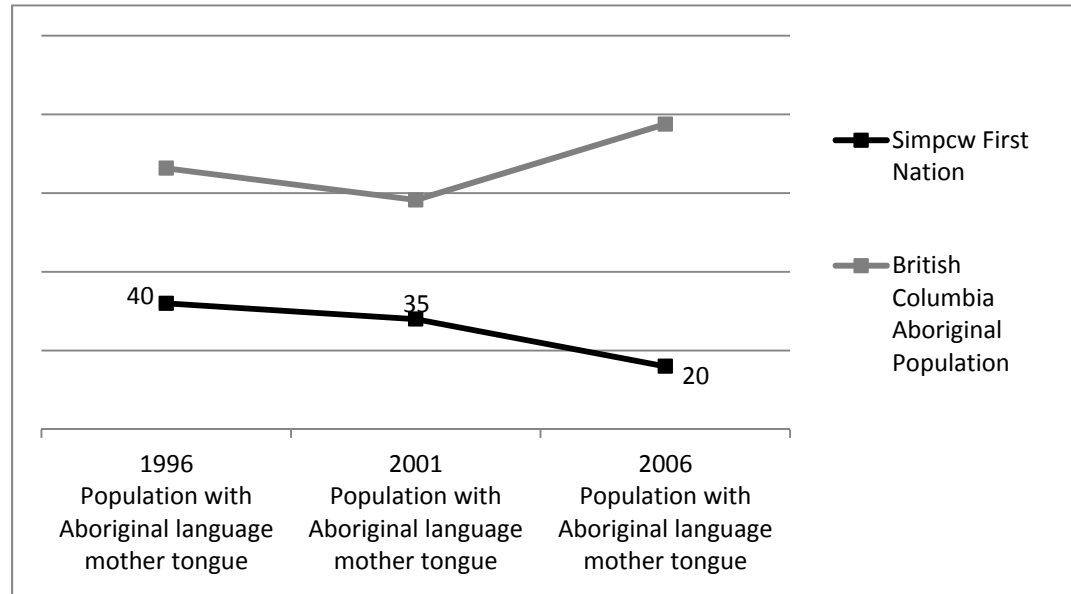
In the 2006 census, approximately 20 Simpcw persons (15%) reported having an Aboriginal language as a mother tongue, with Salish the only Aboriginal language identified. By age group, about 28% of the Simpcw 45+ population had knowledge of an Aboriginal language and 17% of the 0-14 age group. Notably, no Simpcw persons age 15-44 reported knowing an Aboriginal language ([Figure 4-28](#)).

Figure 4-28: Simpcw Knowledge of Aboriginal Language, 2006



Source: Statistics Canada, 2009

In the decade between 1996 and 2006, knowledge of an Aboriginal language among the Simpcw people declined. By 2006 only 20 persons (a drop of 50%) knew an Aboriginal language. In comparison, while the BC Aboriginal population also experienced a decline in knowledge of an Aboriginal language between 1996 and 2001, there was resurgence between 2001 and 2006, with a net increase of 17% from the start of the decade to the end ([Figure 4-29](#)).

Figure 4-29: Trend in Knowledge of Aboriginal Language, 1996-2006

Source: Statistics Canada, 2009

Cultural Programs

Traditional cultural activities and programs are part of life in Chu Chua. Activities regularly enjoyed include traditional drumming, dancing, songs, and stick games (*Sleek'méw'es*), and celebrations such as the Solstice Celebrations, the First Fish Ceremony and Aboriginal Day that celebrates being Simpcw, and a Cultural Camp Week held south of McBride [Simpcw First Nation, 2011].

Simpcw First Nation has partnered with other organizations to initiate three significant cultural programs:

- The Raft River Viewing Platform (located five kilometres north of Clearwater) – allows visitors to view salmon as they return to their home waters to spawn, and Simpcw traditional fishing methods such as gaffing (a giant fish hook attached to a spear) and seine netting
- The Raft River Interpretative School Program – teaches students from Barriere Elementary, Neqweyqwelsten, Raft River, Vavenby and Blue River Elementary schools about returning salmon, Simpcw culture, and other topics related to environmental stewardship; 644 students participated in the 6th annual school program in 2010
- The First Fish Ceremony (held at the Raft River Viewing Platform) – held every August to celebrate the return of the salmon

[Simpcw First Nation, 2011]

Other important cultural activities include:

- an annual community hunt
- annual berry picking

- visiting traditional winter homes on the traditional territory
- visiting the hunting cabin on Powder Lake
- a community drum group
- sweats within the health program and for the community

(pers. com., 2011)

Traditional Harvesting Activities

Although the Simpcw First Nation economy is dominated by employment in government, services and industry its members also sustain a significant and important traditional economy. A traditional use study has been completed and will be included in the Application document. It is however important to include here as traditional resource harvesting embodies immense cultural significance and the sustainability of traditional harvesting activities is particularly important to the Simpcw First Nation.

4.10.2 Potential Project Effects

Effect #1

Individuals working at the mine site might lose their ability or desire to speak Secwepemctsin. The preservation of culture and language is a stated priority of the Simpcw First Nation, and is integral to the individual and community health and well-being of the Simpcw First Nation.

Effect #2

Project activities might interrupt traditional harvesting activities. However, the Project could also have a positive impact on traditional harvesting by providing income needed to purchase the equipment such as reliable transportation and good camping gear. With adequate equipment and regular time off (e.g., four-days on and four days off work schedule), residents may hunt and fish more, which in turn would contribute to healthier individuals, healthier families and healthier communities. The Project site itself will have little impact on the traditional fishing activities of the local people as the mine only occupies a small portion of their territory.

4.10.3 Mitigation & Enhancement

Effect #1

The revenue sharing agreement with the province could provide revenue to support the teaching of the *Secwepemctsin language*.

Effect #2

YMI will endeavour to minimize its impacts on traditional sustenance activities.

4.10.4 Assessment of Residual Effects

Table 4-16: Language & Culture Residual Effects Ratings and Significance Determination

Effect	Magnitude	Geographic Extent	Duration	Direction	Frequency	Effect	Magnitude
Loss of Secwepemctsin Language	Low	Local	Long term	Negative	Continuous Reversible Resilient	Low	Not Significant
Interruption of traditional harvesting activities	Low	Local	Long term	Negative	Continuous Reversible Resilient	Low	Not Significant

4.11 SUMMARY OF RESIDUAL SOCIO-ECONOMIC EFFECTS

Table 4-17: Summary of Residual Socio-Economic Effects

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
Population	Increase in on-reserve population through in-migration	C, O	Prepare a local hiring and training policy along with YMI's labour requirements at least 18-months prior to commencement of construction	Possibly significant
	Changed population characteristics	C, O	YMI will work with Simpcw on identification of programs and/or services to facilitate successful integration of non-Simpcw members into the community	Not significant
	Decreased on-reserve population and changed composition as a result of out-migration	D	Participate with YMI and other parties such as government in preparing for potential population change as a result of mine closure	Not significant
Education & Training	Increased number of Simpcw students completing high school	Pre-C C, O	YMI is working closely with Simpcw providing awareness of mine and mine-related employment; job skills requirements, and apprenticeship opportunities	Significant

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
	Increased numbers of Simpcw members who have technical skills and are capable of meeting the Project's technical training requirements	Pre-C C, O	YMI is working with Simpcw and other organizations, and government regarding apprenticeship opportunities and training opportunities	Significant
Economy & Employment	Increase in Simpcw First Nation business opportunities	C, O	YMI will work with Simpcw on developing business opportunities associated with the development and operations of the Harper Creek Project	Significant
	Increased employment for Simpcw First Nation members	C, O	YMI will work with Simpcw on developing employment and training opportunities associated with the development and operations of the Harper Creek Project	Significant
	Increased labour income	C, O	YMI will work with Simpcw on training, apprenticeships and business opportunities associated with the development and operations of the Harper Creek Project	Significant
	Increased disparities in wealth	C, O	Income differentials may cause community tensions; Simpcw may consider expanding community support programs	Significant
	Reduced dependence on government transfer payments	C, O	None	Significant
	Decrease in employment and labour income	D	none	Unknown
Health Services	Increased demand on existing services due to increase in population; and increased incomes which may lead to an increase alcohol and illicit drug use	C, O	Simpcw may want to expand health services and availability of abuse counsellors by Simpcw First Nation	Possibly significant
Health Conditions	May worsen individual, family and community well-being related to rotational shift work and those who are affected by the negative health and social consequences of alcohol, gambling and illicit drug use	C, O	Employee counselling by YMI as well as expanded health services and availability of abuse counsellors provided by Simpcw First Nation	Possibly significant

Valued Component	Potential Effects	Project Phase C,O,D	Key Mitigation and Enhancement Measures	Significance Analysis
Infrastructure	Increased pressure upon FN government to improve community infrastructure	C, O	Revenue sharing agreement with government could provide revenue to support community infrastructure	Not significant
Protection & Emergency Services	Increased demand for a variety of public safety and protection services	C, O	Simpcw First Nation and government work to provide appropriate services	Not significant
	Increased population in Chu Chua may provide for new volunteers to assist the Fire Department	C, O	None	Not significant
Housing	Increase in demand for housing by incoming Project workers and their families, this may cause crowding and result in some social issues	C, O	Revenue sharing agreement with the province and Project-related employment income could provide revenue to support building new homes	Significant
		C, O	Some Simpcw First Nation members may choose to rent or purchase homes in either Clearwater or Barriere	Not significant
Recreation	Increased need for more facilities and services	C, O	Revenue sharing agreement with the province could provide revenue to support additional facilities and services	Not significant
Language & Culture	Loss of Secwepemctsin language	C, O	Revenue sharing agreement with the province could provide revenue to support the teaching of the Secwepemctsin language	Not Significant
	Interruption of traditional harvesting activities	C, O	YMI will work with Simpcw on strategies and options to minimize impacts on traditional harvesting activities	Not significant

Note:

PC = Pre construction

C = Construction

O = Operations

D = Decommissioning

Appendix A: REFERENCES

- Aboriginal Affairs and Northern Development Canada (AANDC). (2011). *Web Site*. (Government of Canada) Retrieved May 2011, from <http://www.aandc-aandc.gc.ca>
- Aboriginal Canada Portal, 2011. *Web Site*. (Government of Canada). *Web Site*. Retrieved June 2011, from <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/index.html>
- Aboriginal Head Start Association of British Columbia. *Web Site*. Retrieved August 2011, from <http://www.ahsabc.net>
- BC Stats. (2011). *Web Site*. Retrieved July 2011, from <http://www.bcstats.gov.bc.ca>
- British Columbia Environmental Assessment Office. (2011, September). *Harper Creek Copper-Gold-Silver Project Section 11 Order. Order under Section 11*. Victoria, BC: Government of British Columbia. Retrieved September 2011, from http://a100.gov.bc.ca/appsdata/epic/documents/p333/1252697165115_281b563ea9de90470df34dcccbe914568cd771f2bea79ef309b10e245d590.pdf
- British Columbia Environmental Assessment Office. (2011, October). *Harper Creek Copper-Gold-Silver Project Application Information Requirements*. Victoria, BC: Government of British Columbia. Retrieved October 2011, from http://a100.gov.bc.ca/appsdata/epic/html/deploy/epic_document_333_33786.html
- British Columbia Hydro. 2011. *Simpcw First Nation Creating a Better Learning Environment Through Better Lighting*. Retrieved August 2011, from http://www.bchydro.com/etc/medialib/internet/documents/psbusiness/pdf/success_story_simpcw.Par.0001.File.success_story_simpcw_first_nation.pdf
- British Columbia Ministry of Aboriginal Relations and Reconciliation. *Web Site*. (n.d.). (Government of British Columbia) Retrieved July 2011, from <http://www.gov.bc.ca/arr/>
- British Columbia Ministry of Aboriginal Relations and Reconciliation. (2010). *New Relationships with Aboriginal People and Communities in British Columbia: Annual Report on Progress 2009-2010*. Victoria, BC: Government of British Columbia. Retrieved July 2011, from http://www.google.ca/url?sa=t&rct=j&q=annual%20report%20on%20progress%202009-2010&source=web&cd=1&sqi=2&ved=0CE4QFjAA&url=http%3A%2F%2Fwww.newrelationship.gov.bc.ca%2Fshared%2Fdownloads%2Fannual_report_2009_10.pdf&ei=jx_iT_v_Gujl6QHzy_gG&usq=AFQjCNEgCD24a

- British Columbia Ministry of Health. (n.d.). *Provincial Health Officer's Reports*. (Government of British Columbia) Retrieved July 2011, from <http://www.health.gov.bc.ca/pho/reports/>
- Brown, R. (2012). *Email regarding Chief and Councillors*. Received July 3, 2012.
- Celesta, L. Email regarding Population Information. Received June 8, 2011.
- Dillon Consulting, 2011. *YMI. Harper Creek Copper-Gold-Silver Project Updated Project Description*. Vancouver, BC: Dillon Consulting Limited. Retrieved June 2011, from <http://www.yellowheadmining.com/s/Reports.asp>
- First Peoples' Heritage, Language and Culture Council. (n.d.). *Secwepemctsin*. Retrieved July 2011, from First Peoples' Language Map of British Columbia web site: <http://maps.fphlcc.ca/secwepemctsin>
- Interior Health Authority. (2011). *Aboriginal Health*. Retrieved July 2011, from <http://www.interiorhealth.ca/YourHealth/AboriginalHealth/Pages/default.aspx>
- Interior Health Authority. (2010, October). *Aboriginal Health & Wellness Strategy: 2010-2014*. Kelowna: Government of British Columbia. Retrieved July 2011, from <http://www.interiorhealth.ca/YourHealth/AboriginalHealth/Documents/AboriginalHealthStrategy2010-14.pdf>
- Lampreau, Shelly. 2011. *Barriere Star Journal*. "Traditional Arts Celebrated in Chu Chua". May 9, 2011.
- Laurie McNeil & Associates. (2012). *Harper Creek Copper-Gold-Silver Mine Project Socio-Economic Assessment Report – First Nations Overview – Draft (June 2012)*.
- Laurie McNeil & Associates. (2012). *Harper Creek Copper-Gold-Silver Mine Project Socio-Economic Assessment Report - Draft (June 2012)*.
- McNeill, K. (2011). *Clearwater Times*. "Official opening held for Bone Creek hydro project". Published: June 11, 2011.
- McNeill, K. (2011). *Clearwater Times*. "Wiegele promotes Yellowhead Corridor concept" Published: July 25, 2011.
- Matthew, M. (2011). *Email regarding education, language and culture*. Received June 17, 2011.
- Merit Consultants International Inc. 2012. *Technical Report & Feasibility Study for the Harper Creek Copper Project Near Vavenby, BC*. March 29, 2012, 431 pp. plus appendices. Retrieved 2011, from <http://www.yellowheadmining.com/s/Reports.asp>

- School District No. 73 (Kamloops/Thompson). (2011). *Aboriginal Education*. (Government of British Columbia) Retrieved July 2011, from <http://www3.sd73.bc.ca/education/content/aboriginal-education>
- Shuswap Nation Tribal Council. (2009). *Aboriginal Skills Employment & Training Services*. Retrieved July 2011, from <http://www.shuswapnation.org/departments/skills-training.html>
- Shuswap Nation Tribal Council. (2009). *Web Site*. Retrieved July 2011, from <http://www.shuswapnation.org/>
- Simpcw First Nation. (2011). *Web Site*. Retrieved 2011, from <http://www.simpcw.com/>
- Simpcw First Nation. (2011). *Consultation and Accommodation Guidelines (2006)*. Retrieved August 2011, from <http://www.simpcw.com/attachments/article/23/Consultation.Accommodation.Guidelines.pdf>
- Simpcw First Nation. (2011). *Simpcw First Nation News, Volume 11, Number 8, August 1, 2011*. Retrieved September 2011 from <http://www.simpcw.com/>
- Statistics Canada. (2009). *2006 Aboriginal Community Data Initiative Simpcw First Nation (Statistics Canada – Western Region and Northern Territories)*. Retrieved 2011, from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/AboriginalPeoples/AboriginalReports.aspx>
- Statistics Canada. (2011). *Web Site*. Retrieved 2011, from <http://www.statcan.gc.ca>
- Thompson Nicola Regional District, 2011. *Corporate Annual Report 2010*. Retrieved 2011, from <http://www.tnrd.bc.ca>
- University of Northern British Columbia, (2011). *Web Site*. Retrieved August 2011, from <http://www.unbc.ca/>

Appendix B: LIST OF INTERVIEWEES

Date (2011)	Place	Name and Affiliation
June 2	Chu Chua	Anfinn Siwallace, Social Manager
June 2	Chu Chua	Arnold Baptise, Housing Officer
June 2	Chu Chua	Geri Matthew, Health Manager
June 2	Chu Chua	Louisa Celesta, Membership Clerk
June 2	Chu Chua	Tom Eustache, Manager Public Works and Housing

HARPER CREEK
COPPER-GOLD-SILVER MINE PROJECT

**Adams Lake Indian Band
Socio-Economic Baseline Report**

November 2011

TABLE OF CONTENTS

Introduction.....	3
Governance	3
Population & Demographics.....	6
Population & Residency	6
Age Distribution.....	7
Marital Status	7
Education & Training	8
Sahhaltkum Day Care	8
Kindergarten-Grade 12 Education.....	8
Post-Secondary Education.....	9
Adult Education	9
Economy & Employment.....	10
Income Characteristics	10
Employment	10
Economy.....	12
Health Services	13
Health Conditions	14
Infrastructure	14
Protection & Emergency Services	15
Housing.....	15
Housing Demographics.....	15
Recreation	16
Language & Culture	16

List of Tables and Figures

Table 1: Adams Lake Indian Band Reserves	4
Figure 1: Adams Lake On-Reserve Population, 2001-2011	7
Figure 2: Adams Lake Members' Residency, June 2011	7
Figure 3: Adams Lake Age Distribution, 2001	7
Figure 4: Adams Lake Marital Status, 2001	8
Table 2: Adams Lake Income Characteristics, 2001	10
Figure 5: Adams Lake Employment, 2001	10
Figure 6: Adams Lake Employment by Sector, 2001	11
Figure 7: Adams Lake Employment by Occupation, 2001	12
Figure 8: Adams Lake Household Characteristics, 2001	16
Figure 9: Adams Lake Dwelling Characteristics, 20016	16

INTRODUCTION

The Adams Lake Indian Band has approximately 740 members.¹ The Band has 7 reserves located near Shuswap Lake. The Adams Lake Indian Band is part of the Lakes (“Sexqeltkeme”) Division which is made up of three Secwepemc bands in the Shuswap Lakes area: Adams Lake Indian Band; Neskonlith Indian Band; and the Little Shuswap Indian Band.

Note on Statistical Reporting and Abbreviated References in this Document

Statistical data interpretations in this document are based primarily on the 2001 Canada Census and are based on participation in the census.

Simply to facilitate ease of reading, ‘Adams Lake Indian Band’ is at times referred to in abbreviated form as ‘Adams Lake’. For the purposes of statistical reporting, ‘Adams Lake’ means the Adams Lake Indian Band on-reserve population.

‘British Columbia’ is abbreviated to ‘BC’. The ‘BC’ population refers to the total population living in British Columbia –Aboriginal and non-Aboriginal – as reported in the census.

The ‘BC Aboriginal’ population refers to the total population living on all reserves in British Columbia as reported in the census (some may not be registered Aboriginal).

No other abbreviations are used.

GOVERNANCE

Adams Lake Indian Band is governed by a Band Council which consists of an elected Chief and five Councillors². The Adams Lake Indian Band is also a member of the Shuswap Nation Tribal Council, and Chief Leon also represents the community on the following organizations:³

- First Nations Energy and Mining Council
- Secwepemc Fisheries Commission
- BC Assembly of First Nations Board of Directors
- Interior Tribes Fisheries Treaty
- All Nations Trust

The Adams Lake Indian Band’s seven reserve lands are located near Chase and Salmon Arm, British Columbia. Sahhaltkum Reserve #4 is the main reserve (Table 1).

¹ Aboriginal Affairs and Northern Development Canada

² Currently Chief Nelson Leon and Councilor’s Charlie Andrew, Cliff Arnouse, Karen Everard, Gina Johnny, Diane Jules. The last election was in 2009; the next election is in February 2012. In 1996, the Adams Lake Indian Band membership voted in favour of the Adams Lake Secwepemc Election Rules to replace the *Indian Act* sections that controlled the election of Chief and Council.

³ Adams Lake Indian Band website, July 2011

Table 1: Adams Lake Indian Band Reserves

Name	Location	Hectares
HUSTALEN Reserve #1	Kamloops District in Sections 7,8,9,15,16,17,18,21 &22, TP.23,R.12 west 6 metres, at south end of Adams Lake at outlet into Adams River <i>Notable Features</i> <ul style="list-style-type: none"> • accessed by ferry • one Band member family lives on this reserve • reserve used by Band members for various traditional food and medicines <i>Services & Utilities</i> <ul style="list-style-type: none"> • individual wells and septic tanks 	881.40
SQUAAM Reserve #2	Kamloops District, on north shore of Squam Bay, west side of Adams Lake <i>Services & Utilities</i> <ul style="list-style-type: none"> • none 	32.40
TOOPS Reserve #3	Kamloops District, on west shore of Adams Lake, at outlet into the Adams River <i>Services & Utilities</i> <ul style="list-style-type: none"> • none 	10.10
SAHHALKUM Reserve #4	Kamloops District in Sections 4-11,15,20-22,26-29,32-35,TP21,R13, west 6 metres on right bank for South Thompson River southwest of Little Shuswap Lake <i>Notable Features</i> <ul style="list-style-type: none"> • near Chase • largest reserve • majority of on-reserve Band members live on this reserve (95 homes) <i>Services & Utilities</i> <ul style="list-style-type: none"> • Band Administration Office • Health Centre • Chief Atahm School and Sahhalkum Day Care • Adams Lake Recreation & Conference Centre, including fitness and cultural centre • fire hall • community hall • garage • clubhouse • church • workshop • piped water system • sewer hookup to Chase 	1432.60

<u>STEQUMWHULPA</u> Reserve #5	Kamloops District, along southeast shore of Little Shuswap Lake <i>Services & Utilities</i> <ul style="list-style-type: none"> • none 	91.90
<u>SWITSEMALPH</u> Reserve #6	Kamloops District, on west shore of Salmon Arm of Shuswap Lake <i>Notable Features</i> <ul style="list-style-type: none"> • Nexe7yé1st/Pierre Moyese Centre – administrative, health and social services <i>Services & Utilities</i> <ul style="list-style-type: none"> • piped water from the City of Salmon Arm • septic tanks 	310.10
<u>SWITSEMALPH</u> Reserve #7	Kamloops District, at mouth of the Salmon River, south shore of Salmon Arm of Shuswap Lake <i>Services & Utilities</i> <ul style="list-style-type: none"> • none 	127.10

Source: Aboriginal Canada Portal, July 2011

In 2008, the Adams Lake Indian Band developed a *Comprehensive Community Plan* that will provide the foundation for a safe, healthy and prosperous community.⁴ The *Community Plan's* 20-year goals are to:

- be self-sufficient
- create employment opportunities
- preserve culture and heritage
- provide adequate housing
- preserve the environment
- increase Band pride
- maintain fiscal responsibility

Priorities are:

- addressing current youth issues and planning for their future and their children's future
- potable water – need a water treatment facility and trained personnel
- garbage and sewage facilities
- new housing, renovations, and related housing infrastructure
- longer term financial plans and budgeting practices
- governance and leadership best-practices and skills to develop the best possible future scenarios for Adams Lake Indian Band

⁴ First Peoples' Language Map of British Columbia, July 2011; Adams Lake Indian Band website, July 2011

- an integrated planned approach to growth
- analysis of proposed “bridge” projects, how many needed and when, prioritize
- review of tourism development opportunities including recreation leasing practices and terms

Adams Lake Lands Department manages the seven Adams Lake reserves by assisting band members on all land matters; administering the Band’s leased lands; and advising Chief and Council on land issues⁵. Adams Lake is also undertaking the following mapping projects.⁶

- Predictive Model of Ethno-Botanicals (Traditional-Use Plant Database)
- Harper Lake Watershed Logging – First Nations Rights and Titles
- Forestry Operational mapping
- *Species-At-Risk Act* species mapping

POPULATION & DEMOGRAPHICS

Population & Residency

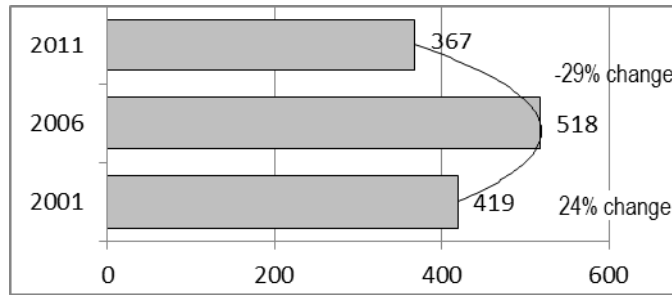
The on-reserve population of Adams Lake Indian Band decreased by 12 % in the decade between 2001 and 2011, although the Band experienced an increase of 24% in the first five years and a decrease of 29% in the latter five years (see Figure 1).

Of the 739 registered Band members in 2011, there is a fairly even split between those living on reserve and those living off reserve, with a slightly higher trend for females to live off reserve, possibly a reflection of the slightly higher female population (see Figure 2).

⁵ Adams Lake Indian Band website, July 2011

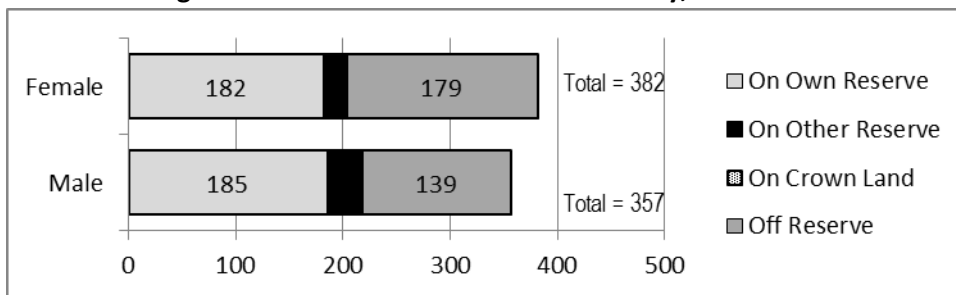
⁶ Ibid.

Figure 1: Adams Lake On-Reserve Population, 2001–2011



Source: Census Canada, 2006; Aboriginal Affairs and Northern Development Canada, 2011

Figure 2: Adams Lake Members’ Residency, June 2011

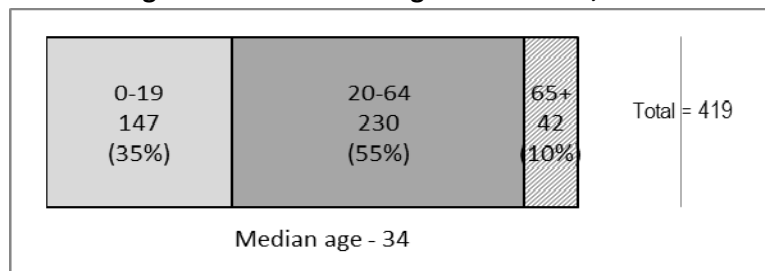


Source: Aboriginal Affairs and Northern Development Canada, 2011

Age Distribution

In 2001 the Adams Lake Indian Band was a relatively young community with an on-reserve median age of 34 years. Significantly, only 10% of the population was over 65.

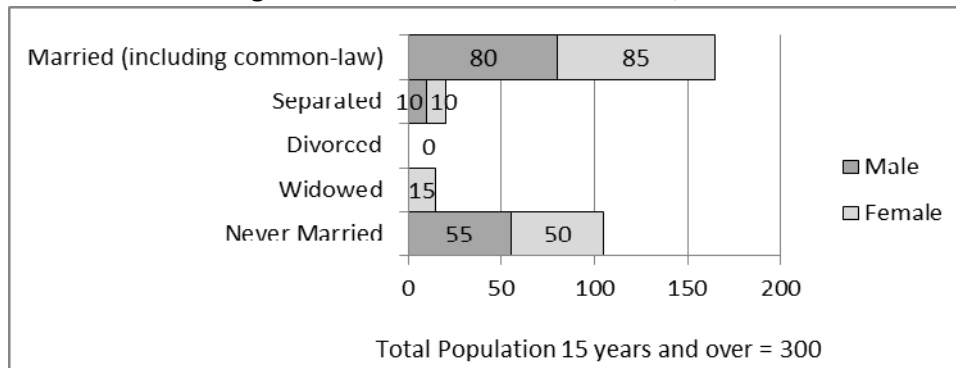
Figure 3: Adams Lake Age Distribution, 2001



Source: Aboriginal Affairs and Northern Development Canada, 2011

Marital Status

Band members 15 years and older in 2001 were either typically married (including common law) (55%) or single (35%).

Figure 4: Adams Lake Marital Status, 2001

Source: Aboriginal Affairs and Northern Development Canada, 2011

EDUCATION & TRAINING

Sahhalkum Day Care⁷

The Sahhalkum Day Care is a provincially licensed child care facility providing services to the Adams Lake Indian Band, the Chase community and the surrounding First Nations. Special Needs children are also accepted.

The daycare programs include:

- Infant Toddler Program: for children ages 3 months to 36 months
- Group Childcare Program: for children 3 to 5 years old
- Out of School Care Program: for children ages 6 to 12 years old

Kindergarten-Grade 12 Education

In 1987 members of the community concerned about the loss of the Secwepemc language started a language nest, borrowing a model from the Maori “Te Kohanga Reo” early childhood immersion program. Building on this work, the Band established the Chief Atahm School⁸ on the Sahhalkum Reserve #4 in 1991. The school features a full Secwepemctsin immersion program, one of the few language immersion schools in Canada and the only organization in the region producing an educational language curriculum.

Chief Atahm School’s overall goal is to increase the number of individual fluent speakers within the community. The full immersion program enhances the existing measures being taken to revive and maintain the Secwepemc language to ensure a base of fluent speakers for the future and also taught about balance in the natural world through the practice of sustainability principles.

⁷ Adams Lake Indian Band website, July 2011

⁸ Chief Atahm School website, July 2011

Staff, parents and Elders work together to offer the best program possible that adheres to the school's vision and philosophy. The school's immersion program includes:

- a language nest – an immersion-based approach to language revitalization by inter-generational language transference, accomplished by having older speakers of the language take part in early childhood education (originated as a part of the Māori language revival)
- a nursery/kindergarten Secwepemc language program
- a primary Secwepemc language program from Grades 1 to 3
- partial programming in the Secwepemc language with the remainder in English for Grades 4 to 9

The Chief Atahm School provides resource materials to other bands, organizations and language instructors, and hosts an annual language conference for other indigenous nations interested in aboriginal language immersion. The school also offers high school and adult evening classes.

The Adams Lake Indian Band Kindergarten-Grade 12 Education Program manages tuition, allowances, school fees and supplies. Guidance and counseling is also provided by the Education Coordinator, the Kindergarten-Grade 12 Education Worker, the Youth Worker, and tutor.

A First Nations Steering Committee from the Kamloops / Thompson School District #73 and the North Okanagan School District #83 provide funding to assist with tutoring to improve education at the local level. One tutor is hired 10 hours a week to tutor in Salmon Arm and Chase for Kindergarten-Grade 12 Adams Lake Indian Bands students.⁹

Post-Secondary Education

The Adams Lake Indian Band Post-Secondary Program manages funds from the Department of Aboriginal Affairs and Northern Development Canada (AANDC) to provide financial support to Adams Lake members for college and university level programs/courses. Financial support for Adams Lake students includes tuition fees, cost of books and, when applicable, a travel and living allowance. Post secondary education and training institutions are described in the Introduction section.

Adult Education

In 1998 the Switsemalph Learning Centre was established in Salmon Arm to provide opportunities for adults to upgrade literacy and CORE courses accredited through North Okanagan-Shuswap School District #83.¹⁰

⁹ Adams Lake Indian Band website, July 2011

¹⁰ Ibid.

ECONOMY & EMPLOYMENT

Income Characteristics

Income data is only available for 2001. The Table 2 below shows that of the 275 Band members with income, the average income was \$17,031, with males earning \$19,983 and females earning \$14,357, a gap of about 42%.

The sources of income were; 66% earnings; 27% government transfer payments; 8% from other sources. (Earnings are defined as total wages and salaries earned by persons 15 years Aboriginal Affairs and Northern Development Canada, 2011).

Table 2: Adams Lake Income Characteristics, 2001

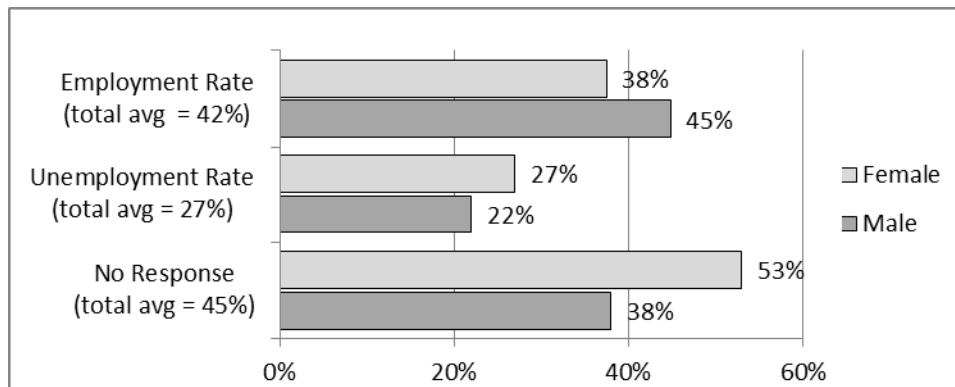
	Total	Male	Female
Persons 15 years+ with income	275	135	145
Avg. total income of all persons with income	\$17,031	\$19,983	\$14,357
All persons with earnings	170	90	75
Avg. total earnings of all persons with earnings	\$18,339	\$20,502	\$15,720
Earnings - % of income	66%	73%	59%
Government transfer - % of income	27%	18%	35%
Other money - % of income	8%	9%	6%

Source: Aboriginal Affairs and Northern Development Canada, 2011

Employment

In 2001, 55% of the Adams Lake population participated in the workforce, with an employment rate was 42% versus unemployment at 27%. Women had a higher unemployment rate: 27% versus 22%.

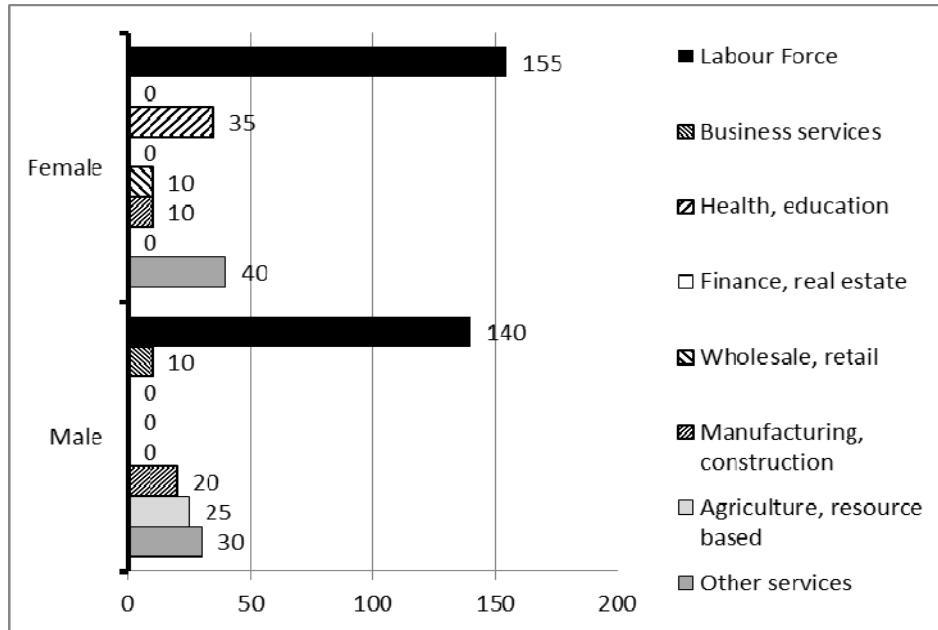
Figure 5: Adams Lake Employment, 2001



Source: Aboriginal Affairs and Northern Development Canada, 2011

In 2001 almost half of Adams Lake population did not report what sector they worked in. Of the women who reported, the top three employment sectors were: 1 – Other¹¹; 2 – Health /Education, and 3 – tied between Wholesale/Retail and Manufacturing/Construction. Of the men that reported, the top three employment sectors were: 1 – Other; 2 – Manufacturing/Construction; and 3 – Agriculture/Resource-based.

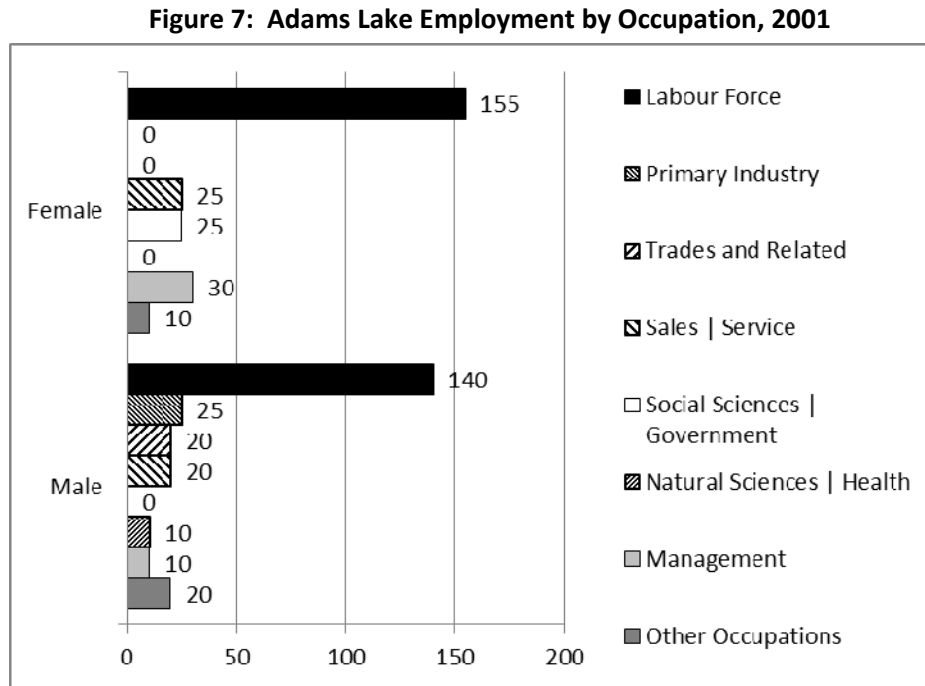
Figure 6: Adams Lake Employment by Sector, 2001



Source: Aboriginal Affairs and Northern Development Canada, 2011

Again, most Adams Lake respondents did not identify an occupation. The top three occupations for women were: 1 – Management; 2 – tied between Sales & Service and Social Sciences/Government; and 3 – Other Occupations. The top three occupations for men were: 1 – Primary Industry; 2 – tied between Sales & Service and Trades-related; and 3 – tied between Management and Natural Sciences/Health.

¹¹ “Other” is service-related work not in public administration.



Source: Aboriginal Affairs and Northern Development Canada, 2011

Economy

The Adams Lake Indian Band is involved in a wide variety of business and industry ventures. In 1998, the Adams Lake Indian Band incorporated the Adams Lake Development Corporation, which currently has two subsidiaries: Adams Lake Development Corporation Homes and Adams Lake Development Corporation Woods. Adams Lake Development Corporation Homes is developing West Harbour Village, an adult-oriented, maintenance free residential development in Salmon Arm on prime lakefront land on Shuswap Lake. Adams Lake Development Corporation Woods operates a 10,000 square foot covered mill, developed to meet the Adams Lake Indian Band’s objective of becoming more self-sufficient with forest resources and product management.¹²

The Adams Lake Indian Band is in the preliminary stages of developing a shopping and gaming centre in Salmon Arm. The shopping centre is planned for the Band’s Lot 7 that lies between the Trans-Canada Highway and the back of the Mall at Piccadilly. The gaming centre is proposed for the former site of the General Motors dealership bordered by 10th Avenue SW and the highway. A 49-year lease has been secured for the land through the Department of Aboriginal Affairs and Northern Development Canada.¹³

The Adams Lake Indian Band Forestry Department manages Woodlot 315, which issues and monitors contracts for silviculture prescriptions, silviculture surveys, road building, construction,

¹² Adams Lake Indian Band website, July 2011

¹³ Martha Wickett - Salmon Arm Observer, 07 June 2011

block logging, organizes contracts for renewal of a Forest Development Plan, and sells wood to Adams Lake Indian Band members.¹⁴

The Adams Lake Indian Band communal fishery utilizes a commercial style aluminum gill net boat equipped with 600' x 40' gill nets of 5 ¼" and 8" mesh. In the past few years the Band's communal fisheries has strived to become a conservation minded near-terminal fishery. The communal fishery also supports other Secwepemc First Nations when their access to salmon is limited.¹⁵

All of the Adams Lake Indian Band reserves have leased land from which the Band receives rental and tax revenues, Switsemalph Reserve # 7 in particular which is situated in Salmon Arm. Other Band economic activities include commercial leasing, a health club, a campsite, and a laundromat.¹⁶

HEALTH SERVICES¹⁷

The Sexqeltqin Health Centre located on the Sahhaltkum Reserve. The Centre strives to develop programs that improve the quality of health for Adams Lake Indian Band members by providing services and information to help individuals and families make their own decisions about lifestyles. The programs and services available at Sexqeltqin Health Centre include:

Aboriginal Head Start – an early readiness program to help on-reserve children ages 3 to 5 prepare to enter school. Head Start teachings include Aboriginal culture and language, parental involvement, health promotion, nutrition, and social support.

Prenatal/Postnatal Care Program – prenatal classes, monthly Baby Circles, and infant first aid. The Community Health nurse visits the community in Switsemalph each week, doing home visits and providing advice and information on such things as nutrition, infant care, and post-natal counseling. Often Elders are included to share traditional values and ideas to both the parents and the young ones.

Children's Oral Health Initiative – a dental program for children in Head Start, Daycare, Chief Atahm School, and Language Nest. A dental hygienist and Children's Oral Health Initiative Aide are in the community at least twice a month, visiting children 0 to 7 years for dental health and administering fluoride treatments, and making referrals to a dentist if required.

Healthy Lifestyle – a health program for Elders promoting a "healthy lifestyle" by facilitating and encouraging:

- traditional and cultural activities
- nutritional workshops
- heart and stress tests
- chronic disease programs

¹⁴ Adams Lake Indian Band website, July 2011

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

- programs for the disabled
- in-home care programs
- fall prevention resources

The Elders Coordinator arranges for certified personal care aides to visit home-bound Elders and assist with transportation, ensuring the assistance is provided in a traditionally respectful way.

Youth Programs – the following are available for the youth in the community:

- HIV/Aids and sexually transmitted diseases information
- alcohol and drug programs
- intervention/prevention
- youth projects
- Youth Summer Camp
- Planned Parenthood
- personal growth

Social Development Programs – administered and overseen by a Social Development Worker.

Programs include:

- persons with disabilities
- persons with persistent multiple barriers
- guardian financial assistance
- homemaker service program

Health Conditions

Health conditions are covered in the First Nations Overview.

INFRASTRUCTURE

The Adams Lake Indian Band occupies seven reserves. Table 1 above lists the reserves and summarizes the notable features and services and utilities of each. Electricity, high-speed Internet and satellite service is available to all households. A public works department provides and maintains administrative buildings, water pump houses, sewage lift stations, community fire hydrants, road construction and maintenance and other public work functions. Off-site services include garbage collection and policing.

PROTECTION & EMERGENCY SERVICES

There is fire hall on-site and served by volunteer fire fighters. Police service and BC Ambulance services are off-site. The Adams Lake Indian Band takes part in injury surveillance, which helps the community take action on injuries by helping to identify and understand injuries impacting their community. This knowledge and understanding can then be used to guide injury prevention activities.¹⁸

HOUSING

In 2001 there were 145 on-reserve housing units¹⁹, increasing to 226 units in 2006.²⁰

A Housing Committee, comprised of seven elected Band members, oversees and directs the safe and effective delivery and operation of all on-reserve housing. The Housing Department oversees the day-to-day management of 75+ units, which includes operations, maintenance, repairs, and leasing. The Housing Department provides and maintains modest housing through Canada Mortgage and Housing (CMHC) and other funding sources for all eligible band members. It manages the housing program within the Adams Lake Indian Band guidelines.

There are several programs that Adams Lake Indian Band can access for renovations and new construction through Canada Mortgage and Housing Corporation, Aboriginal Affairs and Northern Development Canada, and the Band's On-Reserve Housing Loan program through an approved financial institution.²¹

Housing Demographics

There were 145 houses on the main Adam Lake Band Reserve #4. Of those, 66% were occupied by one-family households²² and 24 % non-family households. There were 15 female single-parent households and no male single-parent households.²³

¹⁸ Aboriginal Canada Portal, July 2011

¹⁹ 2006 Census

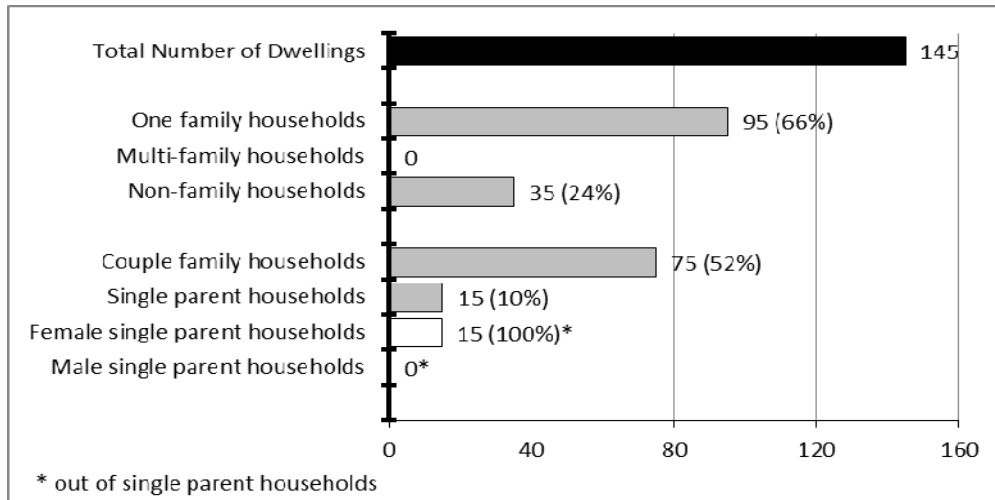
²⁰ Aboriginal Affairs and Northern Development Canada

²¹ Adams Lake Indian Band website, July 2011

²² One-family refers to a single census family (with or without other persons) that occupies a private dwelling. Multiple-family household refers to a household in which two or more census families (with or without additional persons) occupy the same private dwelling. Non-family household refers to either one person living alone in a private dwelling or to a group of two or more people who share a private dwelling but who do not constitute a census family.

²³ For the 2001 Census, a change in the concept of census family resulted in higher number of single-parent families compared to the 1996 Census, which in the case of Adams Lake represents an approximately 10% increase in single parent families in 2001 attributed solely to this change in concept.

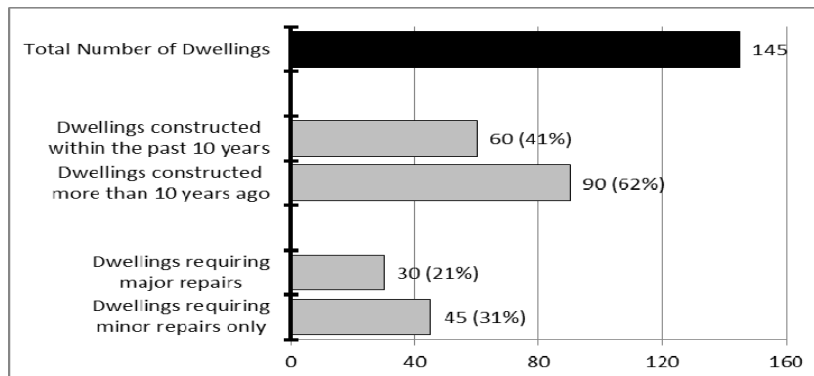
Figure 8: Adams Lake Household Characteristics, 2001



Source: Aboriginal Affairs and Northern Development Canada, 2011

In 2001 the majority of houses on the Adams Lake Reserve # 4 were more than 10 years old and 60 homes were built within the 10 previous years to 2001. Dwellings requiring minor repairs numbered 45 and dwellings requiring major repairs numbered 30.

Figure 9: Adams Lake Dwelling Characteristics, 2001



Source: Aboriginal Affairs and Northern Development Canada, 2011

RECREATION

The Adams Lake Recreation & Conference Centre is situated on the Sahhalkum Indian Reserve # 4, next to the Chief Atahm School. The Centre includes a 7500 square foot gymnasium, fitness centre, two meeting rooms, an Elders room, a youth council room, and a commercial kitchen.²⁴

LANGUAGE & CULTURE

Language and culture is covered in the First Nations Overview.

²⁴ Adams Lake Recreation and Conference Centre website, July 2011

HARPER CREEK
COPPER-GOLD-SILVER MINE PROJECT

**Neskonlith Indian Band
Socio-Economic Baseline Report
[UPDATE]**

December 2, 2013

TABLE OF CONTENTS

Introduction.....	3
Governance	5
Comprehensive Community Plan	6
Land and Resources Department	11
Population & Demographics.....	14
Population	14
Age Distribution.....	15
Household Characteristics.....	16
Education & Training	18
Neskonlith Education Centre.....	18
Secwepemc Stsememelts Yecwmintns Day Care	18
Elementary School.....	18
Secondary School	18
Post-Secondary Education.....	19
Adult Education	19
Economy & Employment.....	20
Income.....	20
Employment	20
Economy	22
Health Services	23
Infrastructure	24
Protection & Emergency Services	24
Housing.....	24
Recreation	25
Language & Culture	25

List of Tables and Figures

Table 1: Neskonlith Indian Band Reserves and Infrastructure	5
Figure 1: Neskonlith Registered Population, 2011	6
Figure 2: Neskonlith Population On-Reserve, 2011-2006	6
Figure 3: Neskonlith On-Reserve Age Distribution, 2001-2006	7
Figure 4: Age Distribution – Neskonlith BC Population	7
Figure 5: Neskonlith On-Reserve Household Characteristics, 2001-2006	8
Figure 6: High School Education Comparison – Neskonlith BC Aboriginal Population, 2006	10
Figure 7: Post-Secondary Qualifications Comparison – Neskonlith BC Aboriginal Population BC Population, 1996-2006	10
Figure 8: Income – Neskonlith BC Population, 2006	11
Figure 9: Labour Force – Neskonlith BC Aboriginal Population, 2006	12
Figure 10: Employment by Sector – Neskonlith BC Aboriginal Population, 2006	12
Figure 11: Employment by Occupation – Neskonlith BC Aboriginal Population, 2006	13
Figure 12: Neskonlith On-Reserve Housing, 2006	15
Figure 13: Aboriginal Language – Neskonlith BC Aboriginal Population 2006	16

INTRODUCTION

The Neskonlith Indian Band has approximately 619 members.¹ The Band is named after Chief Neskonlith. The Neskonlith are part of the Lakes (“Sexqeltkemoc”) Division which is made up of three Secwepemc bands in the Shuswap Lakes area: Neskonlith Indian Band; Adams Lake Indian Band and the Little Shuswap Indian Band.

Appendix A in the First Nations Overview presents a historic timeline for the Secwepemc. Key dates related to the Neskonlith Indian Band include:

1812-1850s:	Fur and Food Trade
1820s:	Deer nearly extirpated due to overhunting for market economy trade
1830s:	Cattle introduced
1840's:	Christian Missionaries present in south-central Secwepemc territory
1862:	original Neskonlith Douglas Reserve allotted by Governor James Douglas
1862	Over 30% of Secwepemc population dies from Smallpox epidemic
1860	Canyon War – Inter-tribal Alliance to halt exploitation of the interior of BC by American goldseekers
1860s:	Elk extirpated in area due to overhunting for market economy trade
1860s:	Salmon runs partially or wholly destroyed due to dredging for gold
1876:	Indian Act established
1876:	Indian Reserve Commission established
1866:	Canadian Pacific Railway penetrated the heart of the Secwepemc Territory
1875-1877:	Shuswap and Okanagan Nations form Alliance, create Declaration of the Confederated Traditional Okanagan-Shuswap Nation
1877:	IRC allot Neskonlith Indian Reserves #1, 2 and 3 to Chief Neskonlith
1892:	Indian Reserve at Salmon Arm divided between 3 Bands
1893:	Kamloops Industrial/Residential School opened
1908:	Adams Lake Logging constructed Splash Dam at south end of Adams Lake, allowing logs to be moved downriver, destroying much of the salmon spawning habitat in the lower Adams River
1900s:	First irrigation ditch from Neskonlith Lake constructed
1910:	Secwepemc sovereignty outlined in Memorial to Sir Wilfrid Laurier

¹ Aboriginal Affairs and Northern Development Canada, 2011

1912:	McKenna-McBride Commission recommends cutoffs and reductions of Indian Reserves along the Railway Belt
1914:	Hell's Gate slide caused by construction of second CPR track through the Fraser Canyon, wiping out 3 years of salmon runs
1914-18:	Many Neskonlith men sent to Europe to fight in WWI and do not return
1930s:	Provincial policy of fire suppression negatively impacts Secwepemc cultural management and harvesting practices
1940:	By this point, intensive ranching established through all suitable rangelands, significantly reducing populations of endemic ungulate species
1941-45:	Many Neskonlith men are sent to Europe to fight in WWII and do not return
1942:	Veteran's Land Act is created, further marginalizing use and occupancy of Secwepemc people from valley bottom lands
1949/1950:	Neskonlith Band Hall at Chase (IR#2) built
1950s:	Forestry becomes major industrial activity within Neskonlith caretaker area of Secwepemcúlecw
1960:	Status Indians gain right to vote
1964:	Status Indians gain right to purchase alcohol at liquor stores; community is overcome with alcoholism and violence
1970:	Grand Chief George Manuel leads political strategy to defeat Prime Minister Trudeau's White Paper on Indian assimilation
circa 1970:	introduction of Neskonlith Sundance
1970s:	Introduction of Indian Social Assistance program
1975:	Secwepemc take over and close DIA District office in Kamloops
1978:	Kamloops Indian Residential Schools in closed
1982:	Grand Chief George Manuel leads Constitution Express to Ottawa and England, resulting in Aboriginal Rights being entrenched in the 1982 Canadian Constitution Act.
circa 1996	Blockage of Adams Lake Bridge to protest unauthorized use and development of Secwepemc lands by third parties
circa 1998:	Neskonlith refuses to be a part of the BC Treaty Commission
1985:	Passage of Bill C-31, brings Indian Act in line with the Canadian Charter on Rights and Freedoms
1999:	Neskonlith, Adams Lake and Okanagan Indian Bands assert Secwepemc and Okanagan jurisdiction to log without a permit from Ministry of Forests, i.e. Harper Lake Logging Court Case
1999:	Neskonlith blocks CPR Railway in support of Burnt Church, Indigenous lobster fisherman
2001:	Chief Atahm School created to preserve and expand the Secwepemc language

2003:	modern irrigation system burned in Neskonlith wildfire
circa 2007-2009:	Social Wellness Building built on Indian Reserve #2
circa 2007-2009:	Melamen Centre built on Indian Reserve #3
circa 2007-2009:	water treatment plant built
circa 2007-2009:	established farm co-op
2010:	established Eco-Homes
2010:	land designation referendum for Commerce Park on Indian Reserve #2

Note on Statistical Reporting and Abbreviated References in this Document

Statistical data interpretations in this document are based primarily on the 2006 Canada Census and are based on participation in the census.

Simply to facilitate ease of reading, 'Neskonlith Indian Band' is at times referred to in abbreviated form as 'Neskonlith'. For the purposes of statistical reporting, 'Neskonlith' means the Neskonlith Indian Band on-reserve population.

'British Columbia' is abbreviated to 'BC'. The 'BC' population refers to the total population living in British Columbia –Aboriginal and non-Aboriginal – as reported in the census.

The 'BC Aboriginal' population refers to the total population living on all reserves in British Columbia as reported in the census (some may not be registered Aboriginal).

No other abbreviations are used.

DISCLAIMER

The information provided in this report has been drawn from a number of internal and external sources, some of which are not up to date. Neskonlith Indian Band is not responsible for the content of information obtained from external sources and cannot confirm its accuracy.

CONTEXT

Neskonlith's position and policy on mining development within the Sexqétkemc te Secwepemc Caretaker area of Responsibility in Secwepemc Territory is evolving within a broader Strategic Framework, outlined below. Any policy that emerges will be firmly rooted in Secwepemc law, protocol and traditional practice.

For the mineral exploration and development sector, in the absence of a Secwepemc Land Use Plan or a government to government agreement on resources management, we are left with the situation that each mine application must be evaluated and monitored on a case-specific basis by our Tmicw Governance technical Team, in conjunction with a community-based Working Group of

land users. The Aboriginal Title and Rights Working Group will assist the Chief and Council in developing and applying a set of conditions and criteria from which to evaluate mining proposals.

A widely-held view within the Secwepemc Nation, endorsed by the Neskonlith Indian Band, is that Secwepemc Aboriginal Title and Rights over-ride any claim by the provincial government of jurisdiction and right to enact laws permitting the development of lands and resources within Secwepemcúlcw. Therefore, the provincial government cannot unilaterally grants rights to a company to develop mineral tenures within Secwepemc territory that may have an impact on our Aboriginal Title or Rights without our Prior and Informed consent.

Our firm position is and will remain that all plans, studies and objectives of any mining company, including Yellowhead Mining Inc., must be subject to rigorous review and approval by the proper Aboriginal Title holder to the lands proposed for development. If mining proposals are to be approved, the full impacts/benefits to Aboriginal Title and Rights will need to be understood and comprehensively addressed.

GOVERNANCE

Neskonlith Indian Band is governed by a Band Council which consists of an elected Chief and six Councilors.² The Neskonlith Lake Indian Band is also a member of the Shuswap Nation Tribal Council and the Sexqeltkemoc te Secwepemc (Lakes Division of the Secwepemc Nation).

A chart outlining the current governance structure of the Band is presented on the following page.

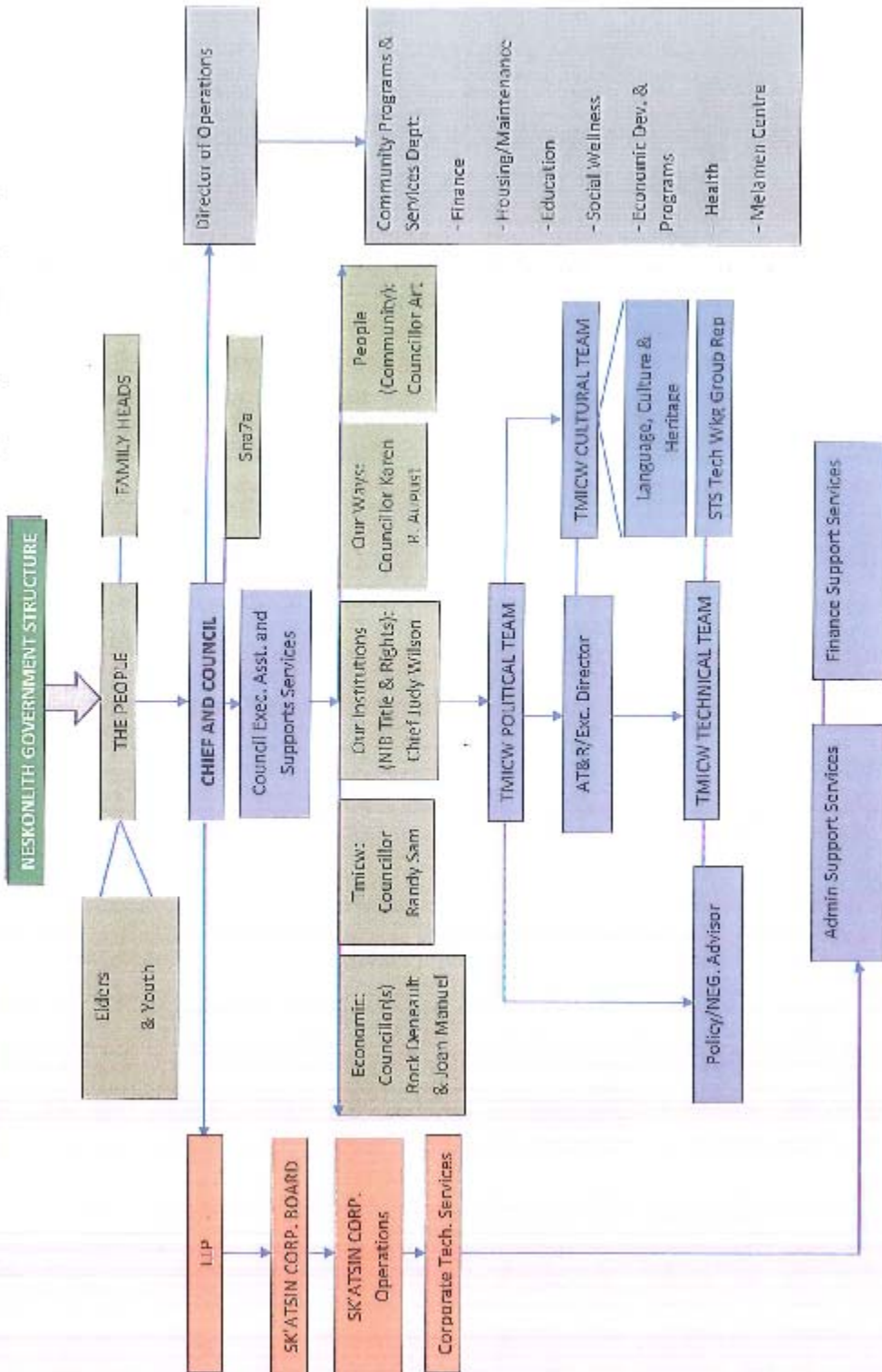
Sk'atsin/Cel7wet/Switzmalph Strategic Framework (July, 2013)

In 2013, the Chief and Council and membership were engaged in a multi-faceted planning process to bring the results of a wide array of planning processes over the previous decade into a comprehensive and up to date framework for community action.

A number of key components from this exercise are applicable to this report and are reproduced here. It should be stressed that, like many planning initiatives, this exercise is evolving and results will be subject to review and modification as community circumstances evolve.

² Chief Judy Wilson, Councilors Frank (Rock) Deneault, Art Anthony, Randy Sam and Karen R. August (a sixth 'Councillor seat is currently vacant); Chief Wilson has served on Council for ten years and was first elected Chief in 2007. She is an advocate of language, culture, history, and aboriginal rights and title for Secwepemc communities.

NESKONLITH INDIAN BAND TMICW GOVERNANCE STRUCTURE – FINAL DRAFT for Approval (October 29th, 2013)



Our Vision

Neskonlith is a vibrant, healthy community that is prosperous, spiritual, self-reliant and self-governing committed to exercising inherent rights to lands and resources in Secwepemcúlecw as Yucminte (caretakers of the land).

Our Core Values

Kweseltnews – we are all family and value respect in our relationships.

Knucwetsuts – We value personal care through individual strength and responsibility

Etsxe – It is through our personal connection to the spiritual world that we recognize the value of our gifts.

Meuelc – We value the process of renewal by living a balanced and healthy lifestyle.

Our Core Principles

1. Uphold Secwepemc protocols and laws by considering the consequences for the next 7 generations of our actions/decisions.
2. Strive to reunite our kinship ties with the Secwepemc Nation.
3. Build our Secwepemc government system through strengthening our heads of family system.
4. Care for land by integrating traditional ecological values and knowledge of our people while restoring ecosystems.
5. Invite investment that is in alignment with social, economic, cultural and environment goals.

Our Mission

In pursuit of our Vision, and consistent with our Values and Principles, the Neskonlith will:

Familiarize ourselves with what is occurring in the internal and external environment, advocating for our members on all fronts.

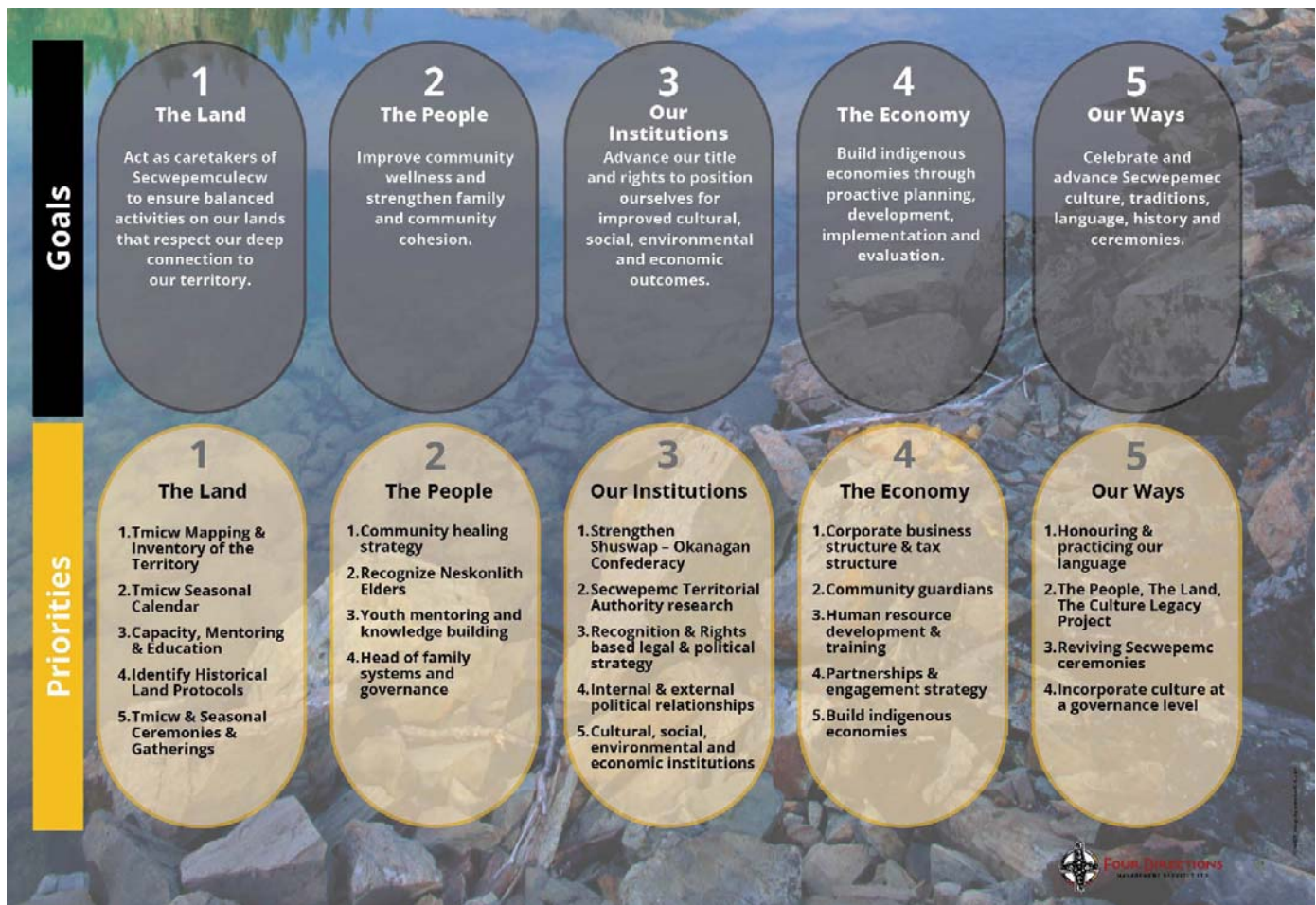
Organize and Design our programs, services and interventions to ensure they reflect our reality and worldview.

Coordinate our activities with a view to integrating and aligning our efforts.

Utilize the unique gifts and abilities of our members and staff to advance our efforts.

Steward our human, financial and cultural resources.

Strategic Goals and Objectives



DRAFT RESOURCE INTERESTS (September, 2013)

Stewardship, Monitoring & Protected Areas

- Based on the traditional values of the Neskonlith people, **lands and resources are to be maintained with a view to sustainability** to ensure traditional practices are available to future generations.
- Those engaging in activities on our traditional lands are responsible to **ensure that impacts to lands and resources are minimized.**

Co-management & Consultation Processes

- The Neskonlith have a vested interest in the **responsible management of territorial lands and resources** and must be recognized as a government-to-government partner in land

management decisions that may impact our economies and traditional way of life now and in the future.

- A meaningful consultation process with the Neskonlith should **consider early engagement, transparency, balanced decision-making authority**, and recognition and respect for the Neskonlith knowledge of and relationship to the land.

Revenue Sharing

- Harvesting of resources or development on Neskonlith traditional territories must provide for the **sharing of revenues** to compensate for impacts to our traditional economy and to recognize their inherent rights in and to the land and resources thereon.

Community Development & Sustainability

- The Neskonlith are desirous of **ongoing planning processes** that are inclusive and will assist in reaching community driven goals on an individual, family, community and Nation level.
- The Neskonlith have a view toward **increased labour market participation** for our membership including small business development.
- The Neskonlith people envision a sustainable future for our community being one that includes the **revitalization of our language, culture and traditions**.
- The Neskonlith are cognizant of the distinct needs of our people from children and youth to our Elders.
- Programming must be put in place that will allow for activities that **support individual, family and community wellness** from a holistic perspective.
- Financial resources must be secured for **human, capital and infrastructure costs** to assist in the construction, staffing and operation of the facilities and services identified as priorities to the Neskonlith.

Governance Policies

Currently, the Band has enacted the following policies:

- Neskonlith Personnel Policy
- Neskonlith Harassment Policy (outdated)
- Custom Election Code
- Chief and Council Code of Ethics
- Animal Control Policy
- Neskonlith Chief and Council Governance Policy

- Neskonlith Governance Policy
- Neskonlith Housing Policy
- Band Administrator Policy
- Finance Policy
- PC Use Policy
- Special Travel Policy
- Post-Secondary Policy

Comprehensive Community Plan³

Neskonlith Indian has developed a comprehensive community plan that identifies a long term vision, values, principles, criteria, indicators, and benchmarks. The current Strategic Framework is consistent with the CCP.

A primary objective of the plan is to avoid overlapping efforts in various programs, projects and initiatives while at the same time provide an avenue and framework for ongoing development. Accordingly, any planning and development (including strategic, capital, sectoral, Sexqéltkemoc, agricultural, and economic development) by any Band department, community group, society or corporation will be aligned with the comprehensive community plan.

Tmicw Governance Sector

In keeping with the community plan's vision, Tmicw Development Sector exercises jurisdiction over Neskonlith traditional territory to promote self-sustainability.

Purpose:

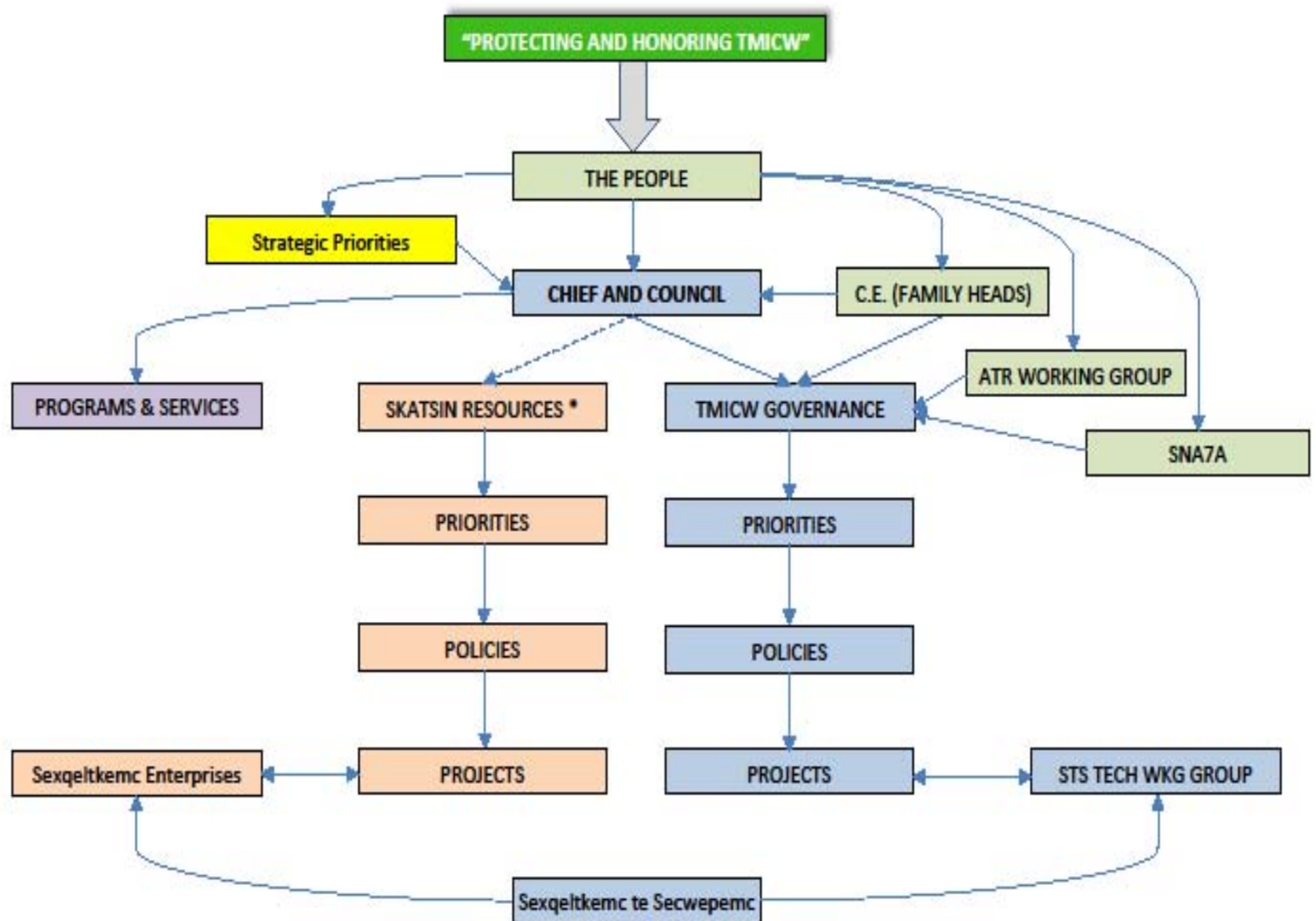
1. Through the Secwepemc Protocol for the 17 Nation Bands and the Sexqéltkemoc te Secwepemc Protocol, Neskonlith Indian Band is operationalizing for regional and Nation-based Title and Rights and encroachments on lands and resources by non-Secwepemc government and industry.
2. Since 2009, Neskonlith Indian Band identified three main operating areas which include:
 - a. Council Governance;
 - b. Skat'sin Corporation; and
 - c. Band Programs and Services.
3. Each has specific areas of governance and Council has sector areas of assignment. Each month these sectors report to full Council for resolutions, decisions, mandate, motions etc. Membership provides input and direction through annual strategic planning, comprehensive planning, quarterly General Band meetings and surveys, etc.

³ Neskonlith Indian Band website, July 2011

Areas of responsibility include:

- Rights of Way/Transportation
- Cultural, Spiritual and Archaeological Heritage
- Mineral Exploration and Mining
- Forests and Range
- Energy
- Water
- Fish and Wildlife
- Consultation

Organization Chart



Neskonlith Economic Development Services

The Neskonlith Indian Band operates a Department that is focused on providing a number of services to its members living on and off reserve. Its objective is:

To promote socially responsible economic self-reliance, through the generation of sustainable, environmentally-friendly businesses that are either Band-owned and operated, individual/family-owned and operated and/or mixed ownership Band and individual/family-owned.

The Neskonlith Indian Band Economic Development Department is actively working on upgrading community infrastructure which will create a climate that potential investors will view favourably and will lead to business investment that is in line with our mandate, principles and objectives as a community. It is also within the mandate of the department to actively support and create business awareness and an atmosphere for the positive socio-economic growth of community owned and small businesses of the Neskonlith community.

Land Base

The Neskonlith Indian Band has three reserves which are located near Chase and Salmon Arm, British Columbia. Reserve #2 is the main reserve in terms of land area and population.

Table 1: Neskonlith Indian Band Reserves and Infrastructure

Name	Location	Hectares
NESKONLITH Reserve #1	<p>Kamloops District, all sections west 6 metres, on north bank of South Thompson River, 4 miles west of Little Shuswap Lake</p> <p><i>Notable Features</i></p> <ul style="list-style-type: none"> • agriculture production • co-op and demonstration farm • silviculture program • Neskonlith Lake Rustic Resort and Cabins (in planning stage) <p><i>Services & Utilities</i></p> <ul style="list-style-type: none"> • irrigation system • water treatment plant 	1280.4
NESKONLITH Reserve #2	<p>Kamloops District, all sections west 6 metres, on south bank of the South Thompson River, 1 mile south of Shuswap Canadian Pacific Station</p> <p><i>Notable Features</i></p> <ul style="list-style-type: none"> • main administrative office • social wellness Building • education and training Centre • community hall and church 	989.3

	<ul style="list-style-type: none"> • gas station and store • powwow arbor • commerce park and highway development (in progress) <p><i>Services & Utilities</i></p> <ul style="list-style-type: none"> • main office complex accessible by newly paved road (2013) • safety upgrade at Trans-Canada Highway-Chief Neskonlith Drive intersection (2013) • fibre optic hub, 30 metre wireless tower and associated infrastructure established at Band office (2012) • piped water supply • septic tanks 	
SWITSEMALPH Reserve #3	<p>Kamloops District, on west shore of Salmon Arm of Shuswap Lake</p> <p><i>Notable Features</i></p> <ul style="list-style-type: none"> • Melamen Centre • Switzmalph Cultural Centre <p><i>Services & Utilities</i></p> <ul style="list-style-type: none"> • commercial grade water and sewage infrastructure (in progress) 	517.0

Source: Aboriginal Canada Portal, July 2011; Neskonlith Indian Band

The Neskonlith Indian Band is currently involved in a transition to a Land Code under the *First Nations Land Management Act*. Once completed (approximately Spring, 2015) the Land Code will bring into direct control by Neskonlith approximately 30% of the provisions under the *Indian Act* currently under federal control. The *First Nations Land Management Act* is a federal law enacted in 1999. It provides signatory First Nations the authority to make laws in relation to reserve lands, resources and the environment.

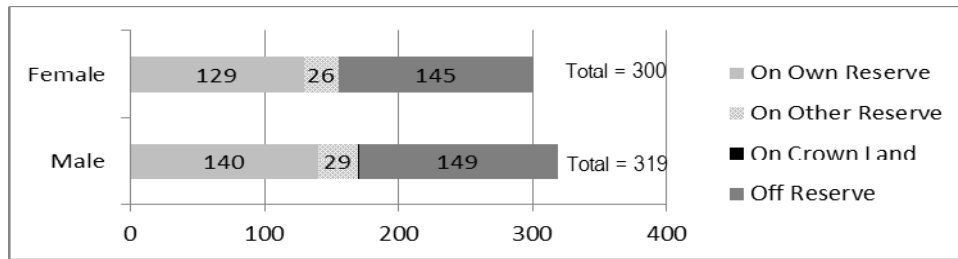
POPULATION & DEMOGRAPHICS

Population

Of the 619 registered Band members (2011), there is a fairly even split between those living on reserve and those living off reserve, with a slightly higher trend for males to live on-reserve, possibly a reflection of the slightly higher male population.

The relatively high number of people living off reserve is a reflection of the difficult living conditions on reserve, with significant restrictions on housing, access to adequate health care, and employment, to name a few.

Figure 1: Neskonlith Registered Population, 2011



Source: Aboriginal Affairs and Northern Development Canada, July 2011

The Neskonlith Indian Band reserves population increased by 29% (60 persons) in the 5-year period 2001 to 2006, with a marginally larger increase in the male population versus female population. By comparison, overall provincial population growth during the same period was 5%.

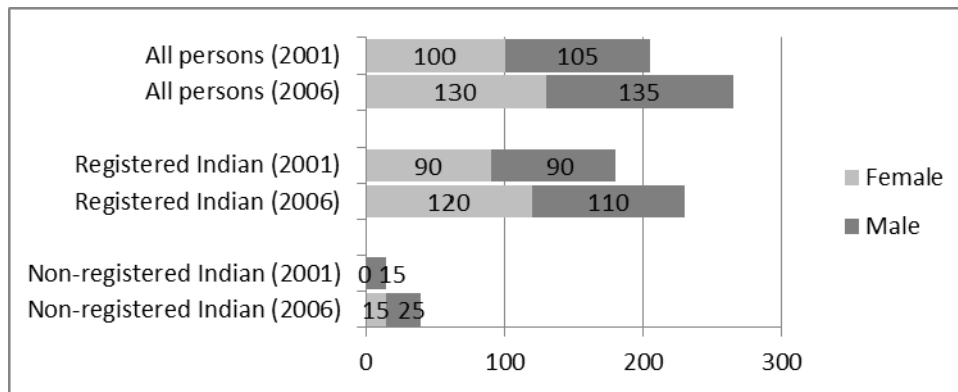


Figure 2: Neskonlith Population On-Reserve, 2001 – 2006

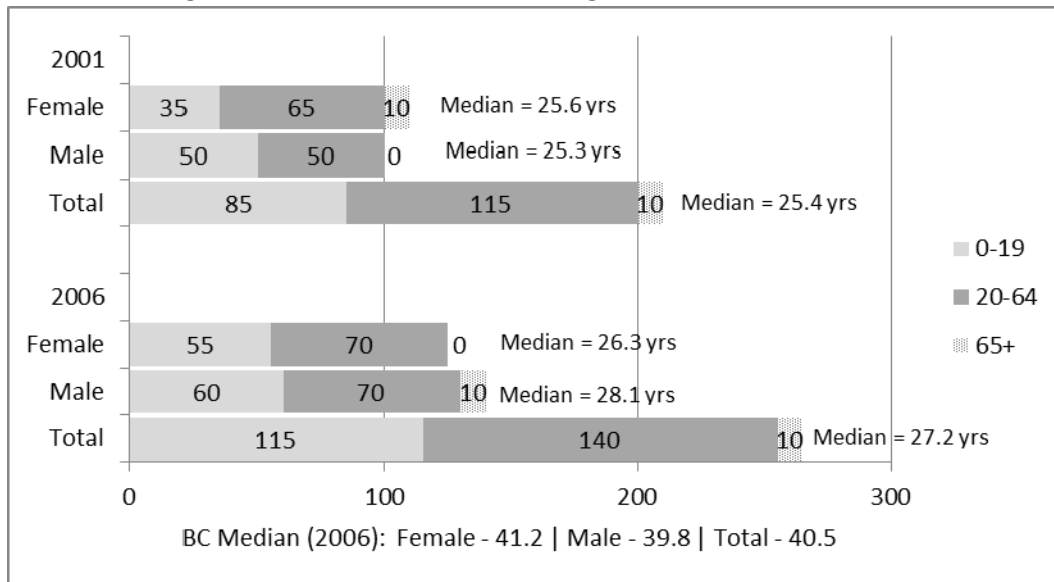
Source: Aboriginal Affairs and Northern Development, 2011

Age Distribution

The Neskonlith Indian Band was a young community in 2006 with an on-reserve median age of 25.4 years, especially compared to the general population average 40.5 in British Columbia. Significantly, approximately only 6% of the population was over 65.

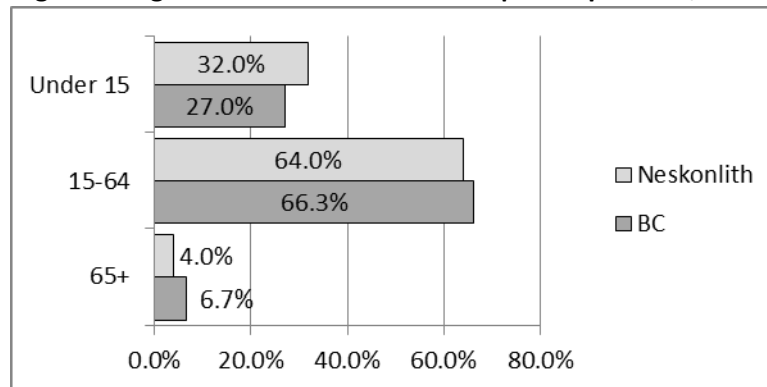
This demographic, being significantly different than in the general population, represents a major opportunity for regional development, as the non-aboriginal population is aging and increasingly non-contributory in terms of employment and business creation.

Figure 3: Neskonlith On-Reserve Age Distribution, 2001-2006



Source: Aboriginal Affairs and Northern Development Canada, 2011

Figure 4: Age Distribution – Neskonlith | BC Population, 2006



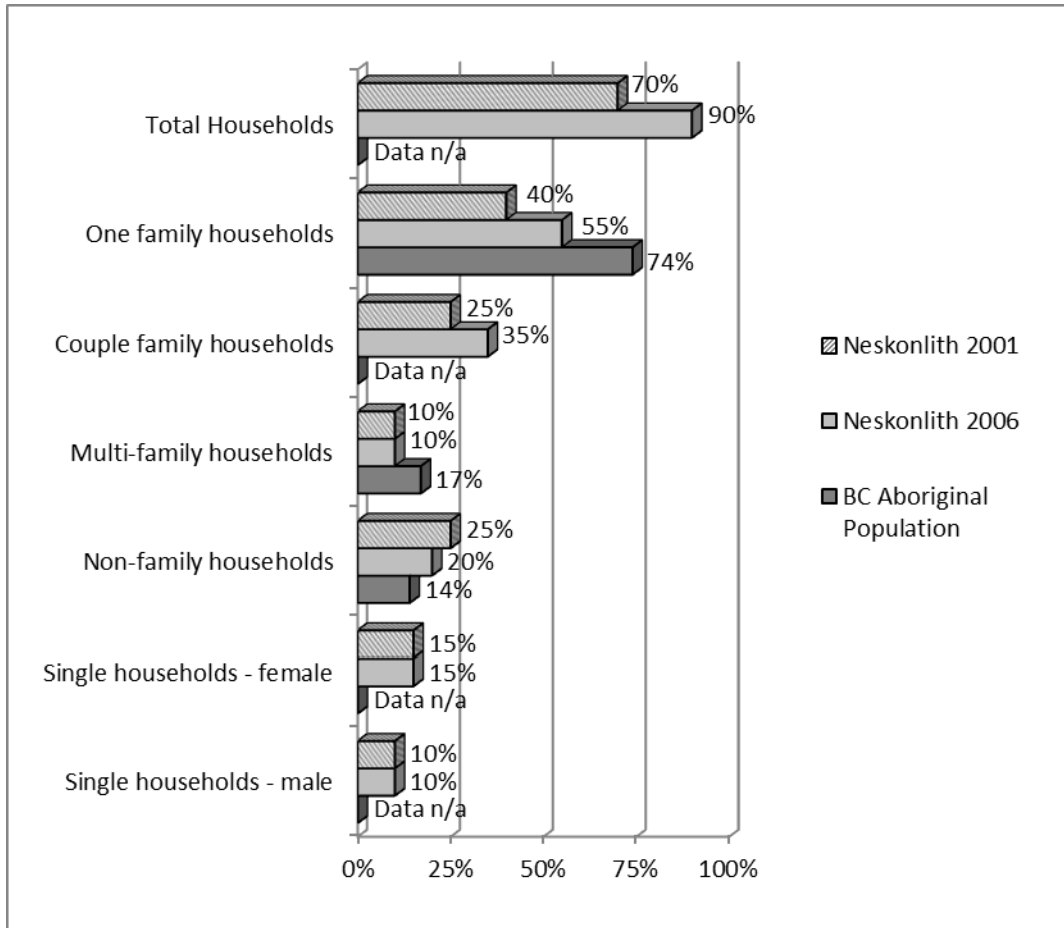
Source: Aboriginal Affairs and Northern Development Canada, 2011

Household Characteristics⁴

⁴ One-family refers to a single census family (with or without other persons) that occupies a private dwelling. Multiple-family household refers to a household in which two or more census families (with or without additional persons) occupy the same private dwelling. Non-family household refers to either one person living alone in a private dwelling or to a group of two or more people who share a private dwelling but who do not constitute a census family. Single households refer to a single parent family.

In 2006, 57% of the dwellings were occupied by one-family households, down 4% from 2001, with a corresponding 4% increase in multi-family dwellings. There were 25 and 20 non-family households respectively for 2001 and 2006. There were 15 female single households and 10 male single households in both 2001 and in 2006.⁵

Figure 5: Neskonlith On-Reserve Household Characteristics, 2001-2006



Source: Aboriginal Affairs and Northern Development Canada, 2011

⁵ For the 2001 Census, a change in the concept of census family resulted in higher number of single parent families compared to the 1996 Census, which in the case of Adams Lake represents an approximately 10% increase in single parent families in 2001 attributed solely to this change in concept.

EDUCATION & TRAINING⁶

The Band's Education Department is designed as a supporting agency to aid in advancing the education of the Neskonlith people. They perform, supply, and facilitate services that help students and learners improve their chances of success through academic advancement or employment.

Neskonlith Education Centre

The Neskonlith Education Center supports the educational needs of the surrounding community from birth to adulthood. The Education Centre has built and improved relationships with the Thompson Rivers University, South Central Interior Distance Education School, Nicola Valley Institute of Technology, First Nation School Association, First Nations Education Steering Committee, Institute of Higher Learning, Local School Districts #73 (Kamloops-Thompson) and #83 (North Okanagan-Shuswap), as well as with the Province of BC.

Secwepemc Stsememelts Yecwmintns Day Care

The Secwepemc Stsememelts Yecwmintns Daycare is a fully licensed daycare, with support from the Neskonlith Education Centre.

Elementary School

Neskonlith children attend the Chief Atahm School on the Adams Lake Indian Band reserve. The school features a full Secwepemctsin immersion program, one of the few Aboriginal language immersion schools in Canada and the only organization in the region with an Aboriginal educational language curriculum.

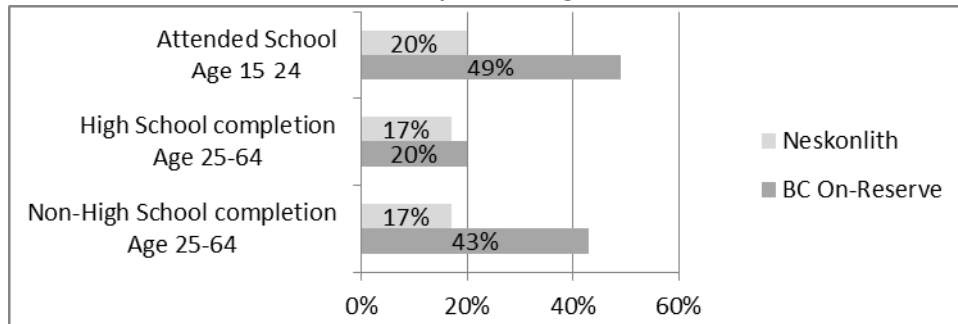
Secondary School

The Neskonlith Education Center partners with the Distance Education Program in order to offer students a wide variety of courses from grades 8 to 12 in both print and on-line format. Courses can be started anytime throughout the year and students have one year from the start date to complete the course (Neskonlith, 2011).

Figure 6 shows that in 2006, 20% of the Aboriginal population on Neskonlith Indian Band lands aged 15 to 24 attended school in the eight months prior to the Census compared to 49% of the Aboriginal population aged 15 to 24 on reserves in British Columbia.

⁶ Neskonlith Indian Band website, July 2011

Figure 6: High School Education Comparison – Neskonlith | BC Aboriginal, 2006*



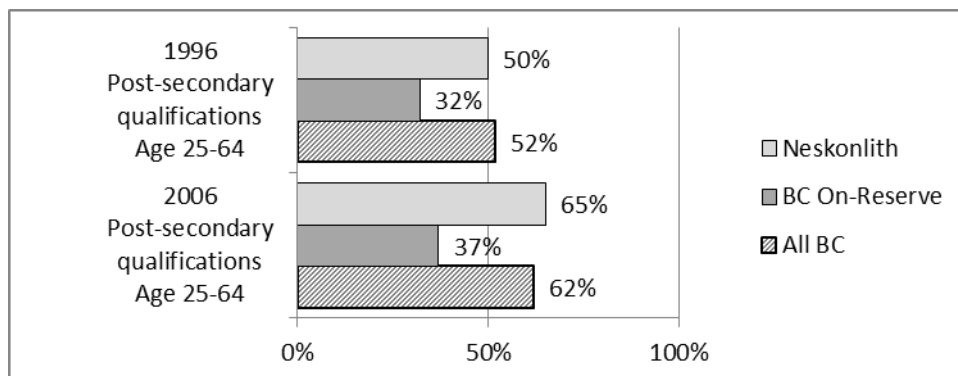
*in the eight months prior to the census

Source: Census Canada 2006 – Aboriginal Community Data Initiative

Post-Secondary Education

At 65% of the adult on-reserve population having some post-secondary qualification, Neskonlith Indian Band has a significantly higher participation rate compared to the overall British Columbia on-reserve population at 37% with some post-secondary qualifications. Post secondary education and training institutions are described in the Introduction section.

Figure 7: Post-Secondary Qualifications Comparison – Neskonlith | BC Aboriginal Population | BC Population, 1996-2006*



*Completion of some form of post-secondary education

Source: Statistics Canada, 2009 - Aboriginal Community Data Initiative

Adult Education

Adult education services provided by the Neskonlith Education Centre include:

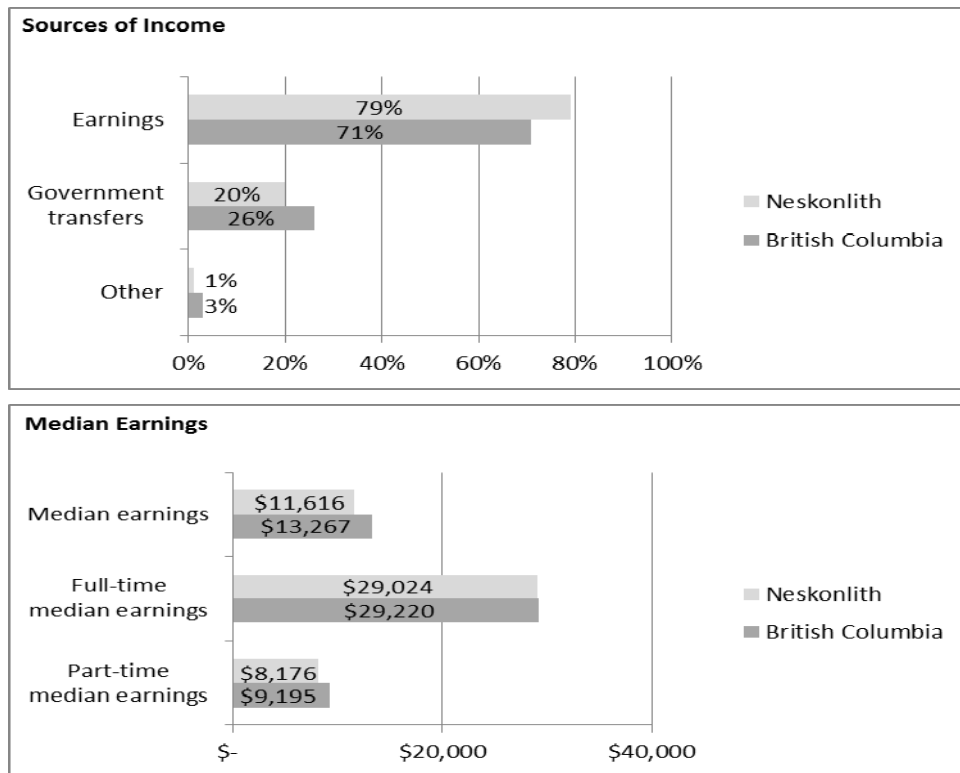
- adult basic education and upgrading
- tutoring services
- introduction to trades and special employability programs

ECONOMY & EMPLOYMENT

Income

Median household income (earnings, government sources, and other combined) for Neskonlith on-reserve in 2005 was \$27,345, a 31.7% increase from 2000. Individually, median earnings for Neskonlith on-reserve members' age 15+ were about \$11,600, comparable to the British Columbia 15+ on-reserve population at \$13,267. As a source of income, earnings were a slightly higher percentage for Neskonlith on-reserve members compared to the British Columbia on-reserve population.

Figure 8: Income – Neskonlith | BC Population, 2006*



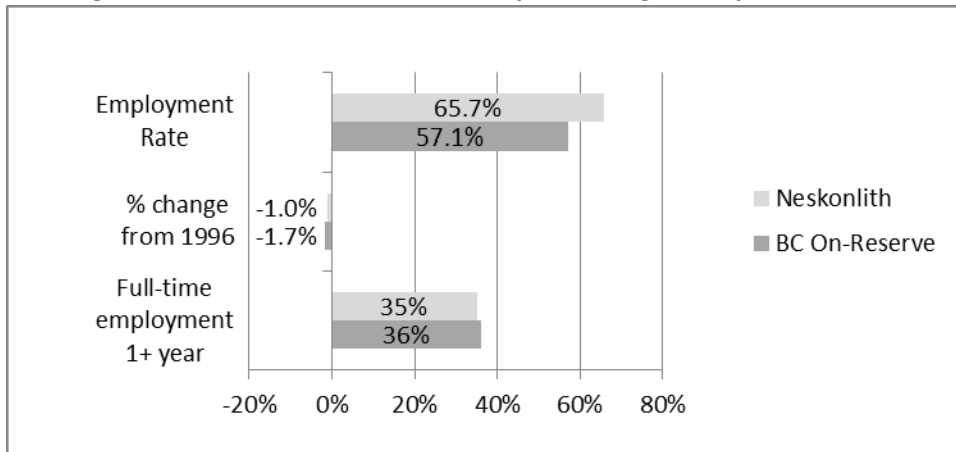
*Age 15+ since 01 January 2005
Source:

Statistics Canada, 2009

Employment

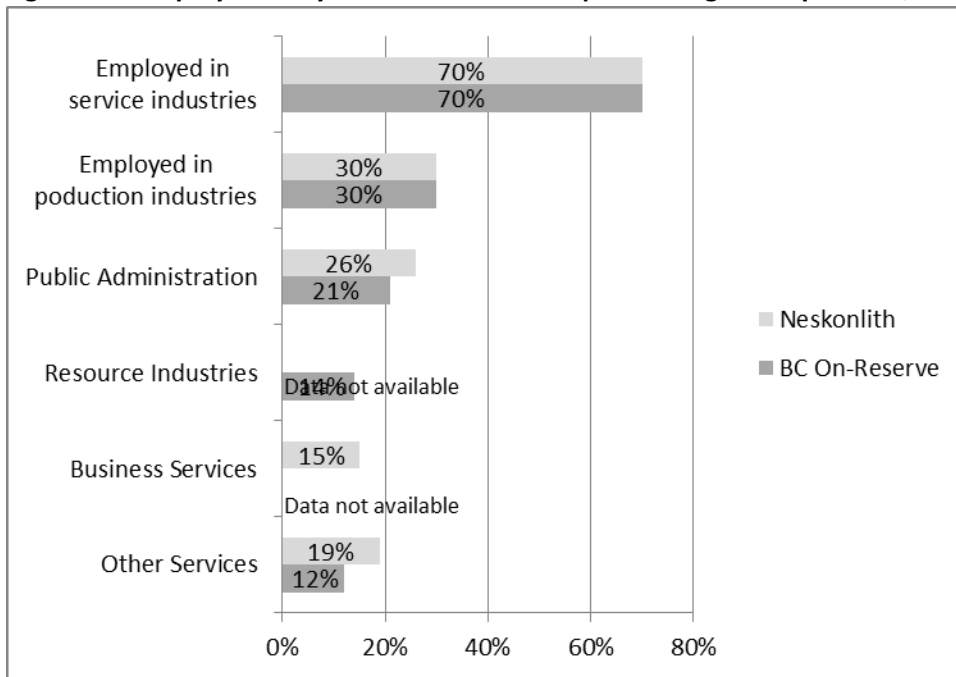
The labour participation rate of on-reserve Neskonlith members age 15+ compared to the British Columbia in 2006 on-reserve population was about the same. Neskonlith employment tends to be more business oriented as compared to overall British Columbia on-reserve employment which has a higher percentage involved in resource industries.

Figure 9: Labour Force – Neskonlith | BC Aboriginal Population, 2006*

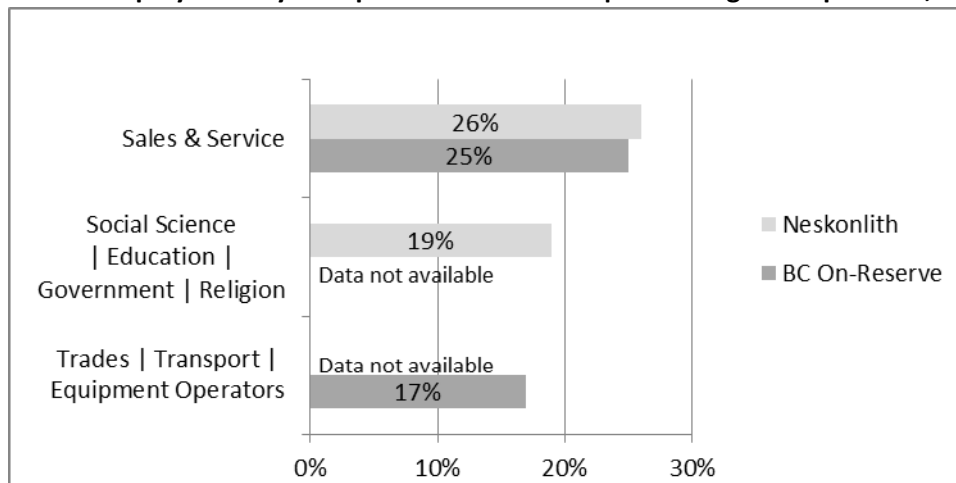


*Age 15+ employed since 01 January 2005
 Source: Statistics Canada, 2009

Figure 10: Employment by Sector – Neskonlith | BC Aboriginal Population, 2006*



*Age 15+ employed since 01 January 2005
 Source: Statistics Canada, 2009

Figure 11: Employment by Occupation – Neskonlith | BC Aboriginal Population, 2006*

*Age 15+ employed since 01 January 2005

Source: Statistics Canada, 2009

Economy

The Sk'atsin Resources Corp. creates a business awareness and atmosphere that promotes socially responsible economic self-reliance through the active support of sustainable environmentally-friendly businesses that are Band owned and operated, individual/family owned and operated, and/or mixed ownership Band and individual/family owned. The Department's guiding principles are to:

- avoid infringements of Aboriginal Rights and Title
- ensure the protection of lands and areas of significant cultural value (i.e. archaeological, traditional use, burial, spiritual ceremonial, medicinal, plant harvesting, hunting, sites)
- ensure the protection and continued practices in Secwepemc traditional territory
- ensure community and individual prosperity especially for future generations
- ensure promotion of private business development
- promote individual training and skills enhancement (capacity building)
- facilitate meaningful employment opportunities while placing emphasis on financial viability of Band-owned businesses
- enhance socio-economic self-reliance, a diversified economy not dependent on any one sector and community sustainability

Sk'atsin Resources Corp. assists members who wish to establish private ventures. The Corporation also negotiates employment opportunities with government and industry looking to establish new ventures or expand existing operations within the Neskonlith caretaker area.⁷

Neskonlith Eco-Homes – A subsidiary of Neskonlith Indian Band, founded in the fall of 2008, is building homes with innovative structural insulated panels that are eco-friendly, mould-free, and energy efficient while remaining attractive and affordable.⁸

Resort Development – Neskonlith Indian Band is exploring the possibility of a rustic type of resort development at Neskonlith Lake.⁹

Infrastructure Upgrades – Sk'atsin Resources Corp. is actively upgrading community infrastructure to encourage potential investors. A new irrigation system will re-establish agriculture production in Indian Reserve #1. On Indian Reserve #2, new highway development is being explored with the Ministry of Highways as well as establishing a commerce park, which has the support of the Village of Chase. On Indian Reserve #2, a tripartite water project and future sewage project is being completed to enable development on the bench lands above the village.¹⁰

The Neskonlith Indian Band also operates a 40-acre demonstration farm and silviculture program. A number of Band members operate small hay and/or cattle farms, a gas station, and a store.¹¹

HEALTH SERVICES

Health services for Neskonlith members are provided by the Neskonlith Band Health Centre and the Q'wemtsin Health Society¹². Neskonlith Band Health Centre is located in Salmon Arm and employs a social worker, health nurse, and social development worker.¹³ The Homemaker Service Program is geared towards persons with disabilities, persons with persistent multiple barriers, and guardian financial assistance. Health conditions are covered in the First Nations Overview.

⁷ Neskonlith Eco-Homes website, July 2011

⁸ Ibid.

⁹ Neskonlith Indian Band website, July 2011

¹⁰ Ibid.

¹¹ Aboriginal Employment Services website, July 2011

¹² Q'wemtsin Health Society is covered in the First Nations Overview

¹³ Neskonlith Indian Band website, July 2011

INFRASTRUCTURE

Neskonlith Indian Band's Housing Department provides maintenance and public works to on-reserve residents.¹⁴

PROTECTION & EMERGENCY SERVICES¹⁵

Policing services for the Neskonlith Indian Band are provided by the RCMP detachments at Chase and Salmon Arm. There is no fire hall on Band land but the community is served by the Chase Volunteer Fire Department.

HOUSING

In 2001 there were 70 on-reserve housing units, increasing by 29% to 90 units in 2006.¹⁶ Currently there are 130 units, managed by Neskonlith Indian Band's Housing Department. The Neskonlith Indian Band Housing Authority is implementing a construction, renovations, and capital maintenance program to meet the housing needs of its membership.¹⁷

In 2006, 4% of the Aboriginal population on Neskonlith Indian Band lands lived in overcrowded dwellings, compared to 13% of the Aboriginal population on reserves in the rest of British Columbia.¹⁸ The majority of the Aboriginal population on Neskonlith Indian Band lands lived in single-detached houses (92%), followed by row houses (8%).

In 2006, 27% of the Aboriginal population on Neskonlith Indian Band lands lived in dwellings that required major repairs. In comparison, of the Aboriginal population on reserves in British Columbia, 39% lived in dwellings that required major repairs.

Of the Aboriginal population on Neskonlith Indian Band lands, 35% lived in dwellings built before 1991, compared to 58% of the Aboriginal population on reserves in British Columbia.

¹⁴ Ibid.

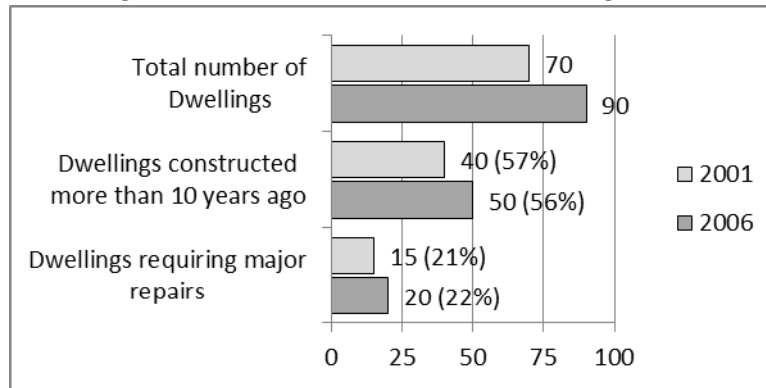
¹⁵ Aboriginal Employment Services, July 2011

¹⁶ Indian and Northern Affairs Canada – Aboriginal Peoples and Communities website, July 2011

¹⁷ Neskonlith Indian Band website, July 2011

¹⁸ Overcrowding refers to individuals living in a dwelling where there is more than one person per room.

Figure 12: Neskonlith On-Reserve Housing, 2006



Source: Statistics Canada 2009 – 2006 Aboriginal Community Data Initiative

RECREATION

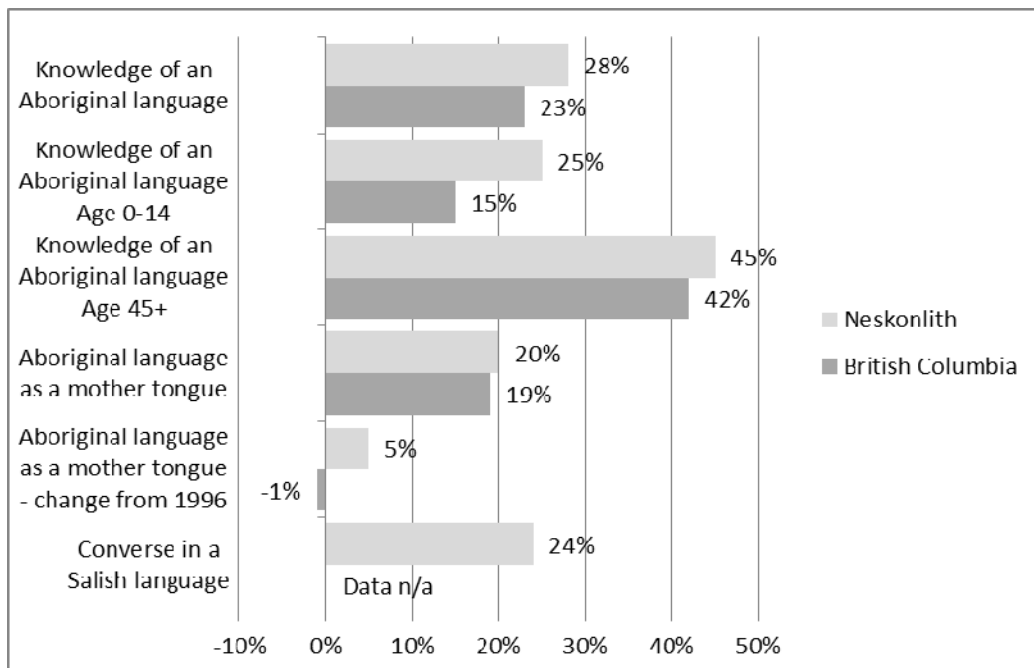
Summer Youth Sports Camps are held yearly at Thompson Rivers University.

LANGUAGE & CULTURE

The Neskonlith, as part of the Secwepemc, have a distinct language and culture. Detailed information about Secwepemctsin language and culture can be found in the First Nations Overview.

About a quarter of Neskonlith Indian Band members have knowledge of an Aboriginal language, with close to half of the 45+ population knowing an Aboriginal language and a quarter of the 0-14 age group. Notably, there was a 5% increase in an Aboriginal language as a mother tongue between 1996 and 2006.

Figure 13: Aboriginal Language – Neskonlith | BC Aboriginal Population, 2006



Source: Statistics Canada, 2009

“Tseqwememek” or “Tsqwememek” (meaning ‘Pregnant Woman Mountain’) was a significant area where puberty training for young men took place, and a salmon look out. Other areas were important for harvesting roots (spring beauties & avalanche lilies), berries, medicinal plants, as well as fishing and spiritual cleansing; the area between Neskonlith Lake and McGillivray Lake was an important fishing, hunting and camping, and Adams Lake (“Cst7en”) provided abundant fishing, hunting, and berries.¹⁹

¹⁹ Secwepemculew Spirit Map, July 2011 Website <http://spiritmap.ca/sliving.html>

HARPER CREEK
COPPER-GOLD-SILVER MINE PROJECT

**Socio-Economic Baseline Report
– Little Shuswap Indian Band**

[DRAFT]

Prepared for:

Yellowhead Mining Inc.

Prepared by:

Laurie McNeil & Associates

August 2012

TABLE OF CONTENTS

1	INTRODUCTION	3
1.1	STATISTICAL REPORTING	3
2	GOVERNANCE	4
3	POPULATION & DEMOGRAPHICS	5
3.1	POPULATION	5
3.2	AGE DISTRIBUTION	5
3.3	HOUSEHOLD CHARACTERISTICS	6
4	EDUCATION & TRAINING	7
5	ECONOMY & EMPLOYMENT	9
5.1	LABOUR FORCE & EMPLOYMENT	9
5.2	INCOME	10
5.3	ECONOMY	12
5.4	QUAAOUT LODGE & TALKING ROCK GOLF COURSE	12
5.5	FORESTRY-RELATED INDUSTRY	13
6	HEALTH SERVICES	13
7	INFRASTRUCTURE	13
8	PROTECTION & EMERGENCY SERVICES	14
9	HOUSING	14
10	RECREATION	16
11	LANGUAGE & CULTURE	16
	APPENDIX A: REFERENCES	18

LIST OF TABLES AND FIGURES

Table 2-1:	Little Shuswap Reserves and Infrastructure	4
Table 3-1:	Little Shuswap Population, 2001-2011	5
Table 4-1:	Little Shuswap Top Three Fields of Post-Secondary Study, 2006	9
Table 5-1:	Little Shuswap Labour Force Participation, 2006	10
Figure 3-1:	Little Shuswap Age Distribution, 2006	5
Figure 3-2:	Little Shuswap Households by Type, 2006	6
Figure 3-3:	Little Shuswap Households by Family Type, 2006	7
Figure 4-1:	Little Shuswap Post-Secondary Education, 2006	8
Figure 5-1:	Median Income Comparison – Little Shuswap BC Aboriginal Population BC Population, 2006	10
Figure 5-2:	Median Earnings Comparison – Little Shuswap BC Aboriginal Population BC Population, 2006*	11
Figure 5-3:	Median Earnings by Level of Education Comparison – Little Shuswap BC Aboriginal Population BC Population, 2006*	12
Figure 9-1:	Little Shuswap Dwelling Averages, 2006	14
Figure 9-2:	Little Shuswap Dwelling Ownership, 2006	15
Figure 9-3:	Little Shuswap Dwelling Age, 2006	15
Figure 9-4:	Little Shuswap Dwelling Conditions, 2006	16
Figure 11-1:	Little Shuswap Knowledge of Aboriginal Language	17
Figure 11-2:	Little Shuswap Change in Knowledge of Aboriginal Language, 1996-2006	17

1 INTRODUCTION

The Little Shuswap Indian Band has approximately 324 members [Aboriginal Affairs and Northern Development Canada, 2011]. In their traditional language Secwepemctsin, they are known as “Skwlax” (“black bear”) but since original settlers had difficulty with the pronunciation, they are also known as “Squilax”. Little Shuswap is located near Chase, approximately 30 kilometres northwest of Salmon Arm [First Peoples Language Map of British Columbia, 2011]. Little Shuswap Indian Band is not a member of the Shuswap Nation Tribal Council and represents their own interests.

This report is a companion document to the *Harper Creek Copper-Gold-Silver Mine Project: First Nations Overview* [Laurie McNeil & Associates, 2012]. The *Overview* covers the shared history, language and culture as well as background information on two common themes: health conditions and education of the four First Nations whose asserted territory lie in the vicinity of the Harper Creek Copper-Gold-Silver Mine Project. This report provides information specific to the Little Shuswap Indian Band to the extent information was available at the time of writing.

1.1 STATISTICAL REPORTING

Statistical data interpretations in this document are based primarily on the 2006 Canada Census and are based on participation in the census. Simply to facilitate ease of reading, ‘Little Shuswap Indian Band’ is at times referred to in abbreviated form as ‘Little Shuswap’. For the purposes of statistical reporting, ‘Little Shuswap’ means the Little Shuswap Indian Band on-reserve population.

It is noted by Statistics Canada that in order to prevent association of statistical data with any identifiable individual, a confidentiality procedure known as random rounding is applied to the tabulation of census data for small census divisions, e.g., a First Nations community. In this method, all counts are rounded either up or down to an amount ending in either “0” or “5”. For even smaller counts, the possible variation introduced by random rounding can be larger and percentages based on rounded data can cause variations of up to 5%. Furthermore, not every question is answered by the same number of people within a census division, and therefore the total number of respondents can vary by subject, e.g, housing.

‘British Columbia’ is abbreviated to ‘BC’. The ‘BC’ population refers to the total population living in British Columbia – Aboriginal and non-Aboriginal – as reported in the census. The ‘BC Aboriginal’ population refers to the total population living on all reserves in British Columbia as reported in the census (some may not be registered Aboriginal). No other abbreviations are used.

2 GOVERNANCE

Little Shuswap Indian Band has been governed by Chief Felix Arnouse for the past 35 years and is assisted by two councillors. The Little Shuswap Lake Indian Band is participating in independent discussions with the Government of British Columbia outside of the treaty process and is not affiliated with any tribal council or treaty group [Adamson, 2012].

The Little Shuswap Indian Band's five reserve lands are located near Chase, British Columbia, totalling 3112.7 hectares, with Quaaout Reserve #1 being the main reserve. Schools and the police detachment are off site [First Peoples' Language Map of British Columbia, 2011].

Table 2-1: Little Shuswap Reserves and Infrastructure

Name	Location	Hectares
QUAAOUT Reserve #1	Kamloops District, all sections west 6 miles, between Shuswap and Little Shuswap Lakes, on right bank of the South Thompson River <i>Notable Features</i> <ul style="list-style-type: none"> • 126 residents <i>Infrastructure</i> <ul style="list-style-type: none"> • Band administration office • recreation centre • health centre • fire hall • water (some piped from reservoir, some community wells) • heat/hydro utilities • sewage (septic) and garbage facility 	1726
CHUM CREEK Reserve #2	Kamloops District, Sections 9 & 15, TP.22, Range 12, west 6 miles, left bank of the South Thompson River at north end of Little Shuswap Lake <i>Notable Features</i> <ul style="list-style-type: none"> • 24 residents 	195.7
MEADOW CREEK Reserve #3	Kamloops District in Section 25, TP.21, Range 12, west 6 miles, 1 mile east of Chum Lake, 1 mile north of Phillips Lake <i>Notable Features</i> <ul style="list-style-type: none"> • no residents 	24.3
SCOTCH CREEK Reserve #4	Kamloops District in Sections 28, 29, 31-33, TP.22, Range 11, Sections 3-5, TP.23, Range 11, west 6 miles on north shore of Shuswap Lake, north of Scotch Creek <i>Notable Features</i> <ul style="list-style-type: none"> • no residents 	851.9
NORTH BAY Reserve #5	Kamloops District in Sections 9, 10, 15, 16, TP>21, Range 10, west 6 miles on north shore of Salmon Arm of Shuswap Lake. Tappen Canadian Pacific station on the reserve <i>Notable Features</i> <ul style="list-style-type: none"> • 36 residents 	314.8

Source: Aboriginal Canada Portal, 2011 & Adamson, S. 2012

3 POPULATION & DEMOGRAPHICS

3.1 POPULATION

In the 2006 census, there were 365 registered members of the Little Shuswap Indian Band, a 7% decline from 2001, with approximately 50% of members living on reserves.

Table 3-1: Little Shuswap Population, 2001-2011

	2011	2006	2001
Registered Population	324	365	393
On-Reserve Population	191	245	n/a
On-Reserve Registered Indian population	191	240	205

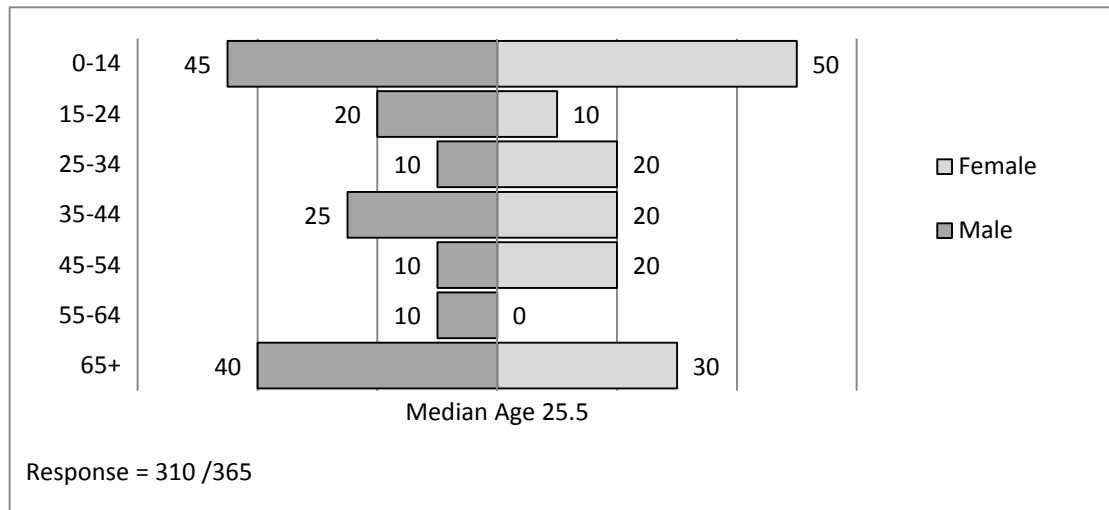
Source: Statistics Canada, 2009; Aboriginal Affairs and Northern Development Canada, 2011

3.2 AGE DISTRIBUTION

In 2006 the Little Shuswap Indian Band median age was 25.5. While comparable to the registered Indian population median of 29.2, this was significantly younger than the overall British Columbia population median of 40.5. The difference was largely attributed to Little Shuswap Indian Band’s much larger 0-14 age cohort (10% higher than the registered Indian population and 21% higher than the overall British Columbia population) and lower 65+ age cohort (7% and 14% less respectively).

In 2006, the difference between gender in the Little Shuswap Indian Band was nominal but within age groups, gender differences by age varied considerably especially between the ages of 15 and 64.

Figure 3-1: Little Shuswap Age Distribution, 2006



Source: Statistics Canada, 2009

3.3 HOUSEHOLD CHARACTERISTICS

While the majority of Little Shuswap Indian Band on-reserve population lived in one-family households in 2006, about 8% more lived in multiple-family households compared to the general British Columbia population (73% compared to 79% and 14% compared 6% respectively).

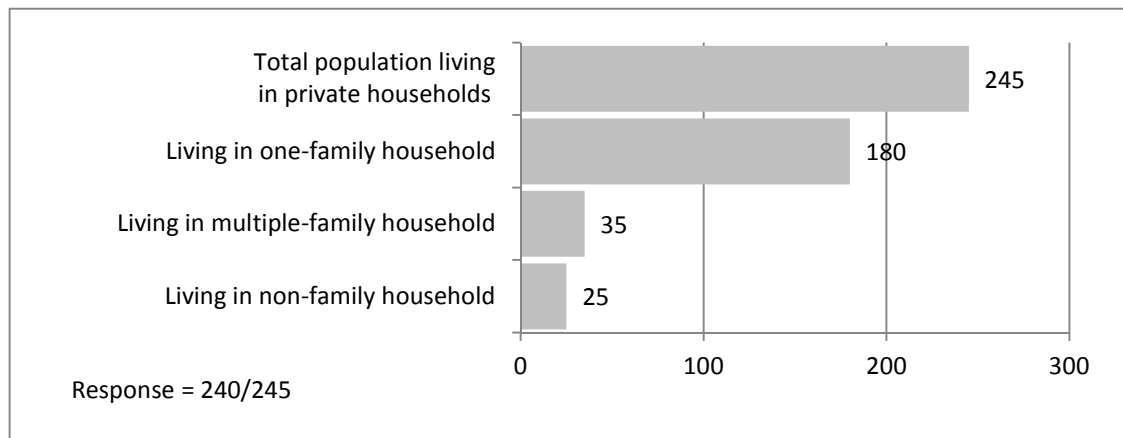


Figure 3-2: Little Shuswap Households by Type, 2006

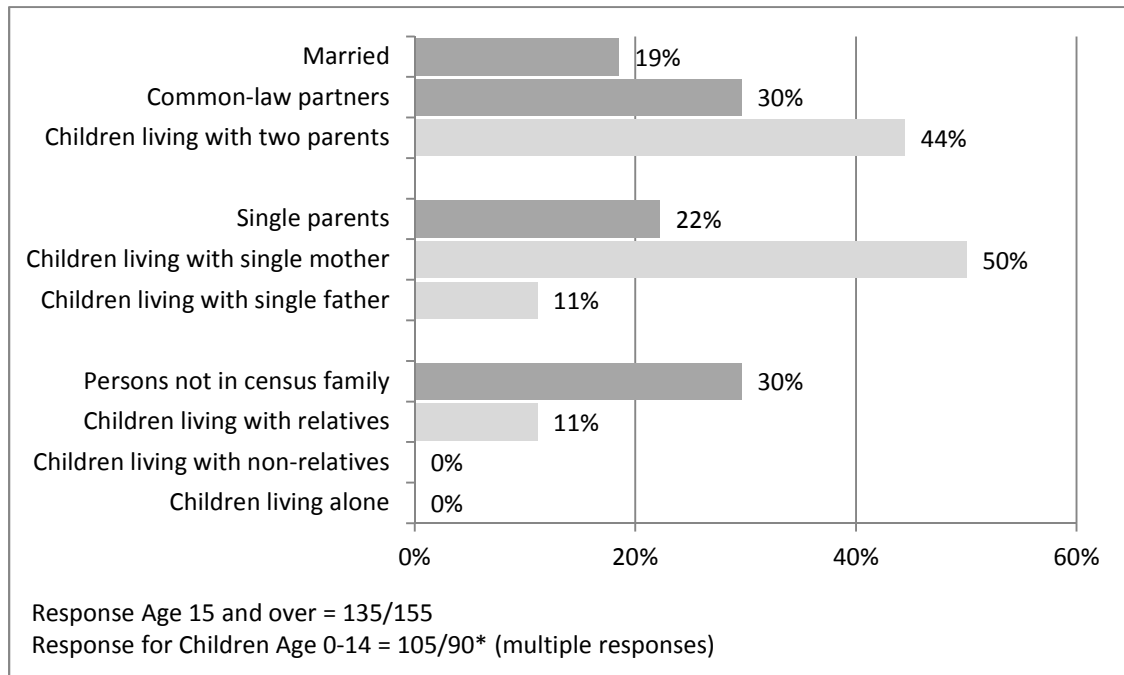
Source: Statistics Canada, 2009

About 50% of the Little Shuswap Indian Band age 15+ on-reserve population had partners in 2006 with a greater percentage living common law. Of the 50%, about 19% were married, 8% less than the British Columbia on-reserve population and 31% less than the general population of British Columbia. Living common-law was 9% more frequent in the Little Shuswap Indian Band on-reserve population than the general population of British Columbia, although comparable to the overall British Columbia on-reserve population.

About 44% of the 90 Little Shuswap Indian Band on-reserve children age 0-14 lived with two parents. This was 17% less than the British Columbia on-reserve population of the same age, and 36% less than the British Columbia population.

The percentage of single parents was comparable to the British Columbia on-reserve population but about 8% higher than the general population of British Columbia. About 45 children representing about half of the Little Shuswap Indian Band on-reserve children lived with single mothers, more than 24% and 35% of the British Columbia on-reserve and general population respectively. Similarly, more children lived with single fathers (although proportionately smaller - 10 children or 11% of the population) compared to the British Columbia on-reserve and general population (3% and 8% respectively).

In the 2006 census, it was reported that 10 children lived with relatives. While the number was small, it was 7% and 10% more than the British Columbia on-reserve and the general population respectively.

Figure 3-3: Little Shuswap Households by Family Type, 2006

Source: Statistics Canada, 2009

4 EDUCATION & TRAINING

Of the 30 persons aged 15 to 24 in the Little Shuswap Indian Band on-reserve population, two-thirds attended school in 2006. This is comparable to the provincial average and 18% more than the same age group in the British Columbia on-reserve population.

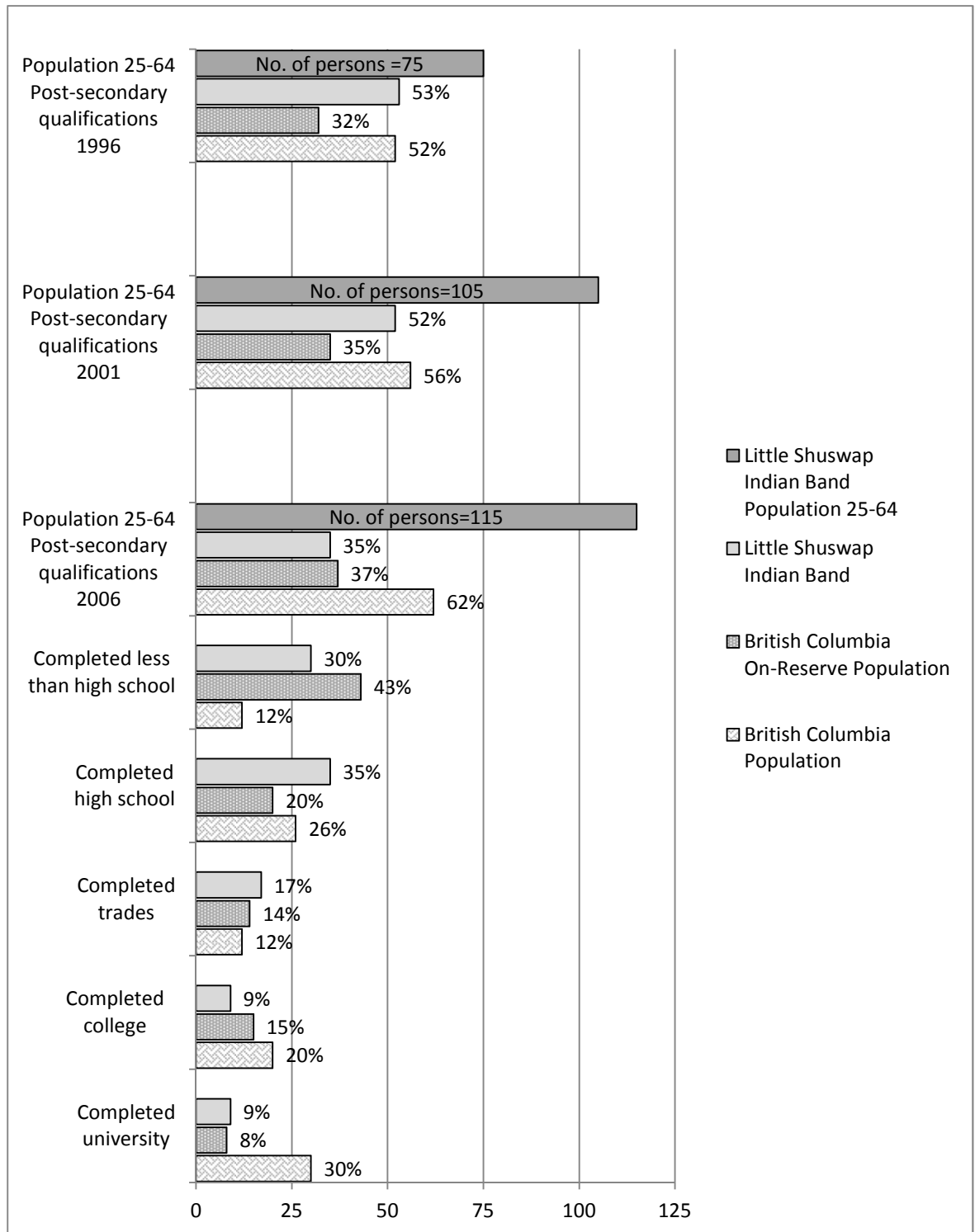
In 1996 and 2001, about half of the Little Shuswap on-reserve population between the ages of 25 and 64 had some post-secondary qualifications, comparable to the provincial population of the same age, and considerably better than the on-reserve population as a whole. In 2006, the Little Shuswap percentage dropped to about a third, comparable to the overall on-reserve population but about half compared to the provincial population age 25 to 64.

Of the on-reserve Little Shuswap 25 to 64 year old population, 35% reported completing high school, higher by 15% and 10% than the British Columbia on-reserve population and general British Columbia population respectively. However, 30% also reported not completing high school, which is quite a bit higher than the provincial population but lower than the BC on-reserve population.

Among 25 to 64 year olds in 2006, about 25% of Little Shuswap population completed post-secondary training, compared to 37% for the BC on-reserve population and 62% for the overall BC population. The Little Shuswap population largely focused on trades training whereas the focus for the BC on-reserve population as a whole was split predominantly between trades training and college. Close to 10% of both the Little Shuswap and overall on-

reserve populations completed university, compared with a less than the 30% completion rate among the general BC population (Figure 4-1)

Figure 4-1: Little Shuswap Post-Secondary Education, 2006



Source: Statistics Canada, 2009

[Table 4-1](#) shows the top three post-secondary areas of study by the Little Shuswap Indian Band on-reserve population age 25-64, and is compared to the BC on-reserve population as well as the BC general population.

Table 4-1: Little Shuswap Top Three Fields of Post-Secondary Study, 2006

Rank	Little Shuswap Indian Band		British Columbia On-Reserve Population		British Columbia General Population	
	Field of Study	%	Field of Study	%	Field of Study	%*
1	Sciences, mathematics, engineering and related fields	44%	Sciences, mathematics, engineering and related fields	25%	Sciences, mathematics, engineering and related fields	29%
2	Education	22%	Business, management and public administration	22%	Business, management and public administration	21%
3	Business, management and public administration	22%	Other fields	20%	Arts, humanities and social science	20%
	Other Fields	12%				

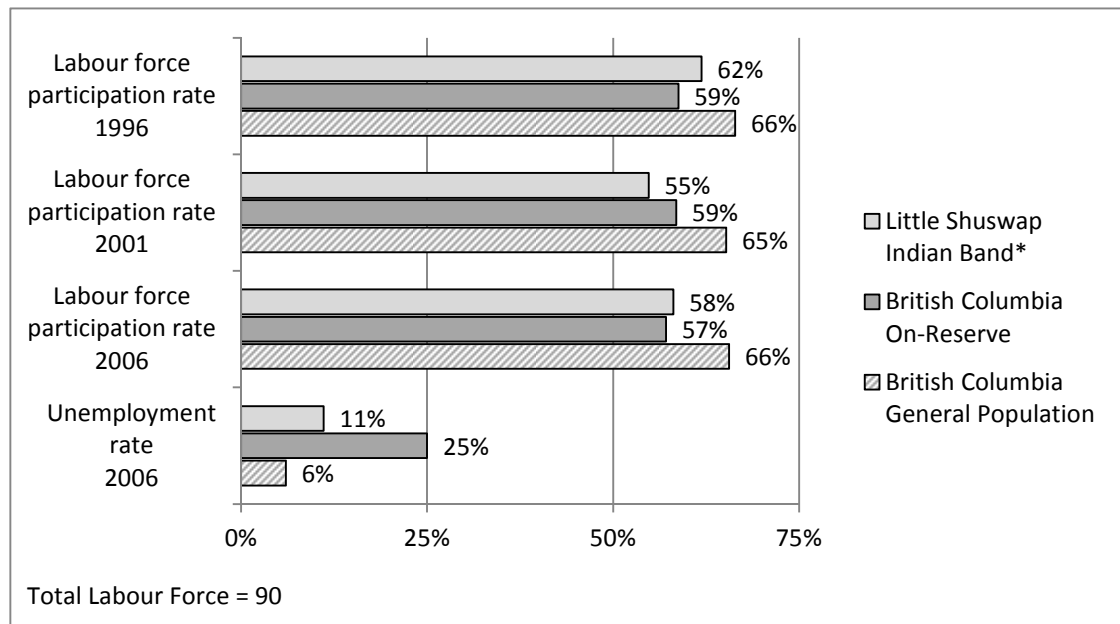
Source: Statistics Canada, 2009

5 ECONOMY & EMPLOYMENT

5.1 LABOUR FORCE & EMPLOYMENT

The on-reserve Little Shuswap Indian Band labour force was 58% (90 persons) of the age 15+ population, comparable to overall on-reserve population but 8% less than the BC population in 2006. While Little Shuswap's unemployment rate at 11% of those in the labour force was better than the overall BC on-reserve population (25%), it was still 5% higher than the BC unemployment rate.

Table 5-1: Little Shuswap Labour Force Participation, 2006

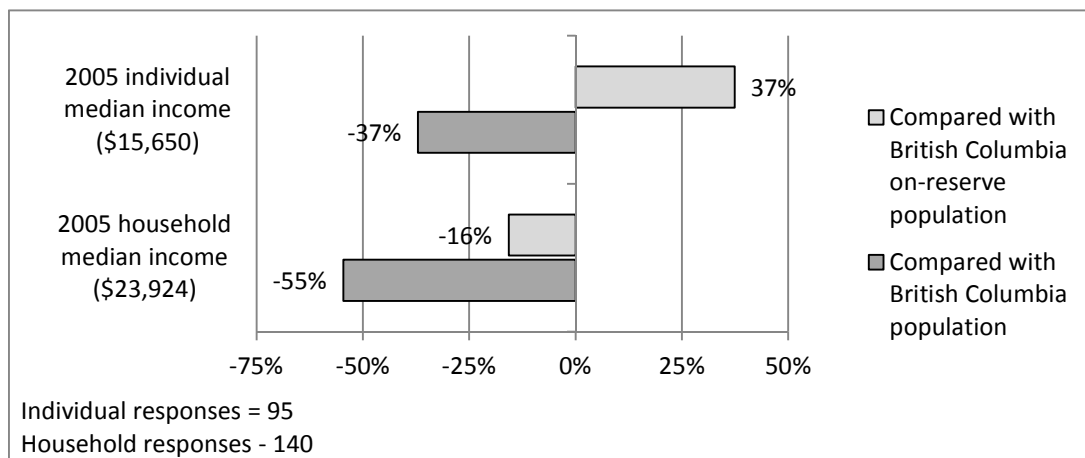


Source: Statistics Canada, 2009

5.2 INCOME

In 2005, median individual income (earnings, government sources, and other combined) for the Little Shuswap Indian Band on-reserve population age 15+ was \$15,650, about a third more than the overall BC on-reserve population but still trailing the BC general population by 37%. Median household income trailed both BC on-reserve and general populations: \$23,924 compared to \$28,380 and \$52,709 respectively.

Figure 5-1: Median Income Comparison – Little Shuswap | BC Aboriginal Population | BC Population, 2006

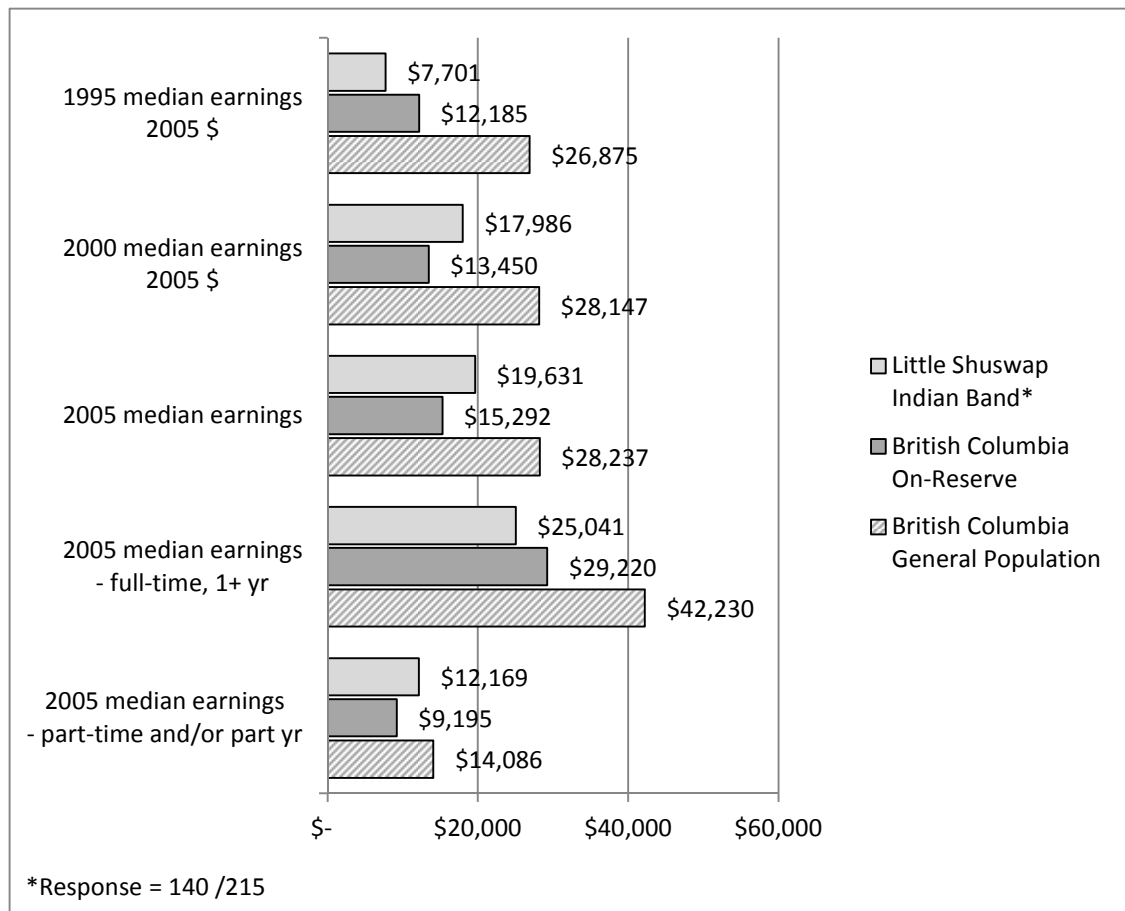


*Age 15+ as of 01 January 2005

Source: Statistics Canada, 2009

Median earnings for the Little Shuswap Indian Band on-reserve population in 2005 dollars rose 155% from 1995 to 2005, compared to the more modest median earnings increase during the same period for the BC on-reserve population (25%) and the BC general population (5%). However Little Shuswap median earnings of \$7,701 in 1995 were considerably less than the BC on-reserve median of \$12,185 and the provincial median of \$26,875 at the time. Despite the increase however, median earnings are about 30% less than overall BC median earnings, with an even bigger gap when comparing full-time earnings.

Figure 5-2: Median Earnings Comparison
 – Little Shuswap | BC Aboriginal Population | BC Population, 2006*

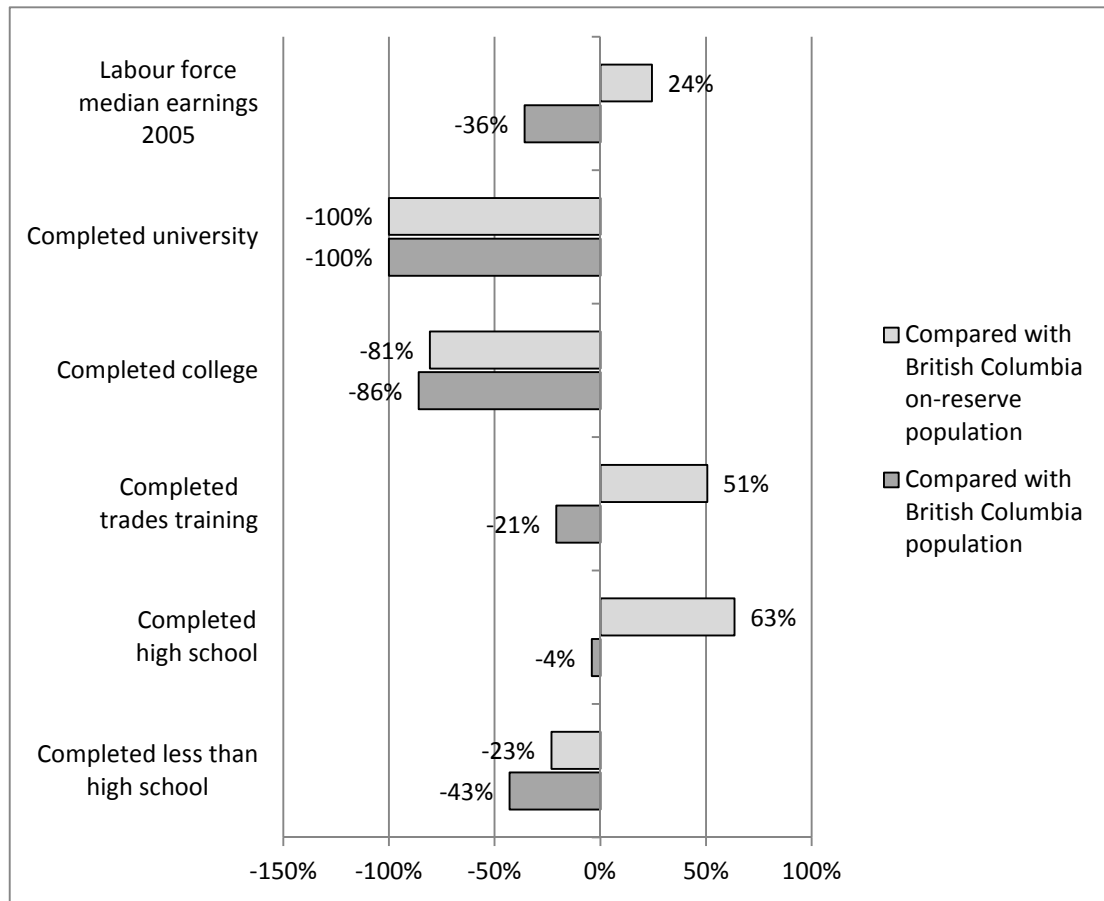


*Age 15+ as of 01 January 2005

Source: Statistics Canada, 2009

When comparing median earnings relative to level of education completed, the Little Shuswap labour force median earnings are about 25% higher than the BC on-reserve population, largely attributable to higher earnings for those who completed high school and trades training. The same is not the case when comparing Little Shuswap median earnings to the BC general population – the Little Shuswap labour force consistently under earn regardless of education level completed.

**Figure 5-3: Median Earnings by Level of Education Comparison
– Little Shuswap | BC Aboriginal Population | BC Population, 2006***



*Age 15+ as of 01 January 2005
Source: Statistics Canada, 2009

5.3 ECONOMY

The Little Shuswap Lake Indian Band has been on the forefront of economic development for years and their initiatives have created employment for all types of industry. In 2007 the Little Shuswap Lake Indian Band received Business/Community Economic Developer of the year award from the Council for the Advancement of Native Development Officers [Council for the Advancement of Native Development Officers website, 2011].

5.4 QUAABOUT LODGE & TALKING ROCK GOLF COURSE

A major Little Shuswap Indian Band achievement is the Quaaout Lodge & Talking Rock Golf Course. The resort is located on the north shore of Little Shuswap Lake near the Trans-Canada Highway #1 and has recently undergone a renovation, including re-designing all hotel guest rooms, the restaurant and the hotel exterior. Amenities at the resort include:

- conference centre for meetings, seminars and banquets, featuring authentic Native gourmet meals
- Native interpretive areas and activities including a “kekuli”(the remains of an underground house), traditional sweat lodge, drum-making, bannock making, native art, and basket weaving
- 18-hole championship Talking Rock Golf Course
- indoor swimming pool, whirlpool, and exercise room
- swimming, boating, and fishing on Little Shuswap Lake including 1800 feet of sandy beach
- nearby hiking, white-water rafting, ATV’ing, and cross-country skiing
- Jack Sam’s Restaurant
- Le7Ke Day Spa
- Little Bear Gift Shop

[Quaaout Lodge, 2011]

5.5 FORESTRY-RELATED INDUSTRY

In 2004, the Little Shuswap Indian Band signed a \$731,800 forest and range agreement with the Province of BC providing access to more than 79,000 cubic metres of timber over five years. The agreement included funding for: one, support First Nations participation on the Province’s Mountain Pine Beetle Response Team; and two, assist First Nations to find ways to sustain their traditions and customs that would be disrupted by the infestation. In 2006 there was a further three-year agreement for the Little Shuswap Lake Indian Band to harvest additional mountain-pine beetle infested timber in the Kamloops Timber Supply Area [Turtle Island Native Networks, 2011].

6 HEALTH SERVICES

While the majority of health care is provided by services in Kamloops, the Little Shuswap Indian Band has a health centre with four health workers who provide services in addictions, social development and health education [Community Health Associates of BC., 2011]. Health conditions are covered in the First Nations Overview.

7 INFRASTRUCTURE

In 2008, the Little Shuswap Lake Indian Band received a \$2.4 million investment for its Domestic Water System Improvement Project. The project included upgrades to the water

source and water system infrastructure to ensure a safe and adequate supply of drinking water [Aboriginal Affairs and Northern Development Canada].

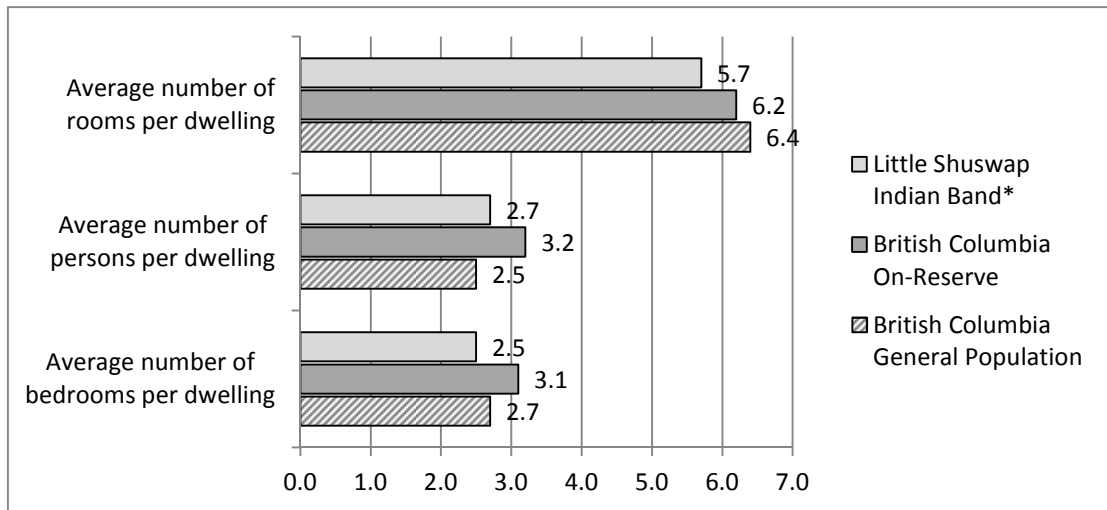
8 PROTECTION & EMERGENCY SERVICES

Policing services for the Little Shuswap Indian Band is provided by the RCMP detachments in Chase and Salmon Arm. Ambulance service is provided by BC Ambulance, stationed in Chase. There is a fire hall on Reserve #1, staffed by on-reserve volunteer fire-fighters and supported by other volunteer departments in Chase, Pritchard, Scotch Creek/Lee Creek, Celista, and Anglemont.

9 HOUSING

In 2006 census, it was reported that there were 95 dwellings on the Little Shuswap Indian Band reserves. Housing on Little Shuswap is almost exclusively single-family homes with only 10 respondents reporting living in some other type of structure (movable dwelling). Little Shuswap dwellings tend to be slightly on the smaller side – fewer average number of rooms and bedrooms per dwelling compared to the BC on-reserve dwellings and BC dwellings in general. On the other hand, there is also fewer average number of persons per dwelling compared the overall on-reserve population, and about the same compared to BC.

Figure 9-1: Little Shuswap Dwelling Averages, 2006

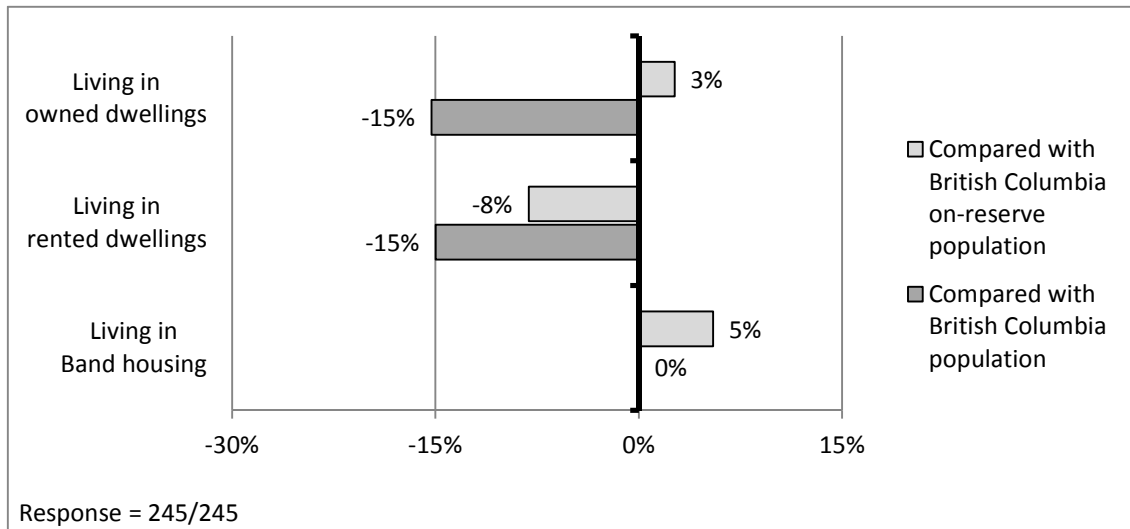


Source: Statistics Canada, 2009

About 60% (~145 persons) of the Little Shuswap Indian Band on-reserve population lives in owned dwellings, 30% (~75 persons) live in Band housing, and 10% (~25 persons) in rental housing. More Little Shuswap on-reserve persons live in owned housing compared to the BC on-reserve population but not as many as the BC population at large. Conversely, Little

Shuswap has the lowest per capita living in rented dwellings compared to the overall on-reserve population and the BC population at large.

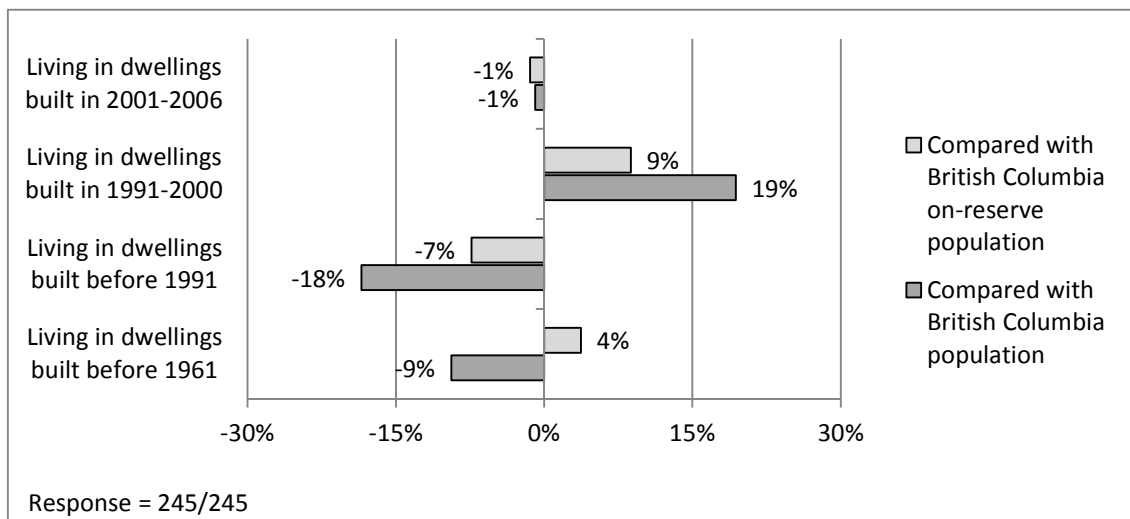
Figure 9-2: Little Shuswap Dwelling Ownership, 2006



Source: Statistics Canada, 2009

There is roughly a 60/40 split between the Little Shuswap Indian Band dwellings built before 1991 (~82 dwellings) and after (~55 dwellings), with 8% (~11 dwellings) built before 1961. Overall, the housing stock on Little Shuswap reserve lands is newer on average than housing on other reserves and the BC housing stock overall.

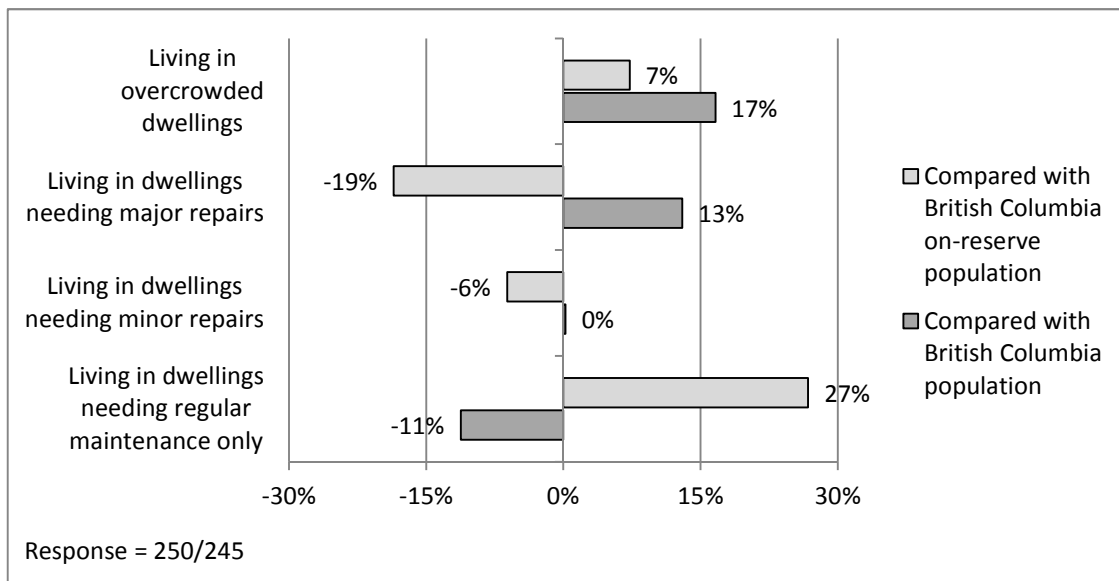
Figure 9-3: Little Shuswap Dwelling Age, 2006



Source: Statistics Canada, 2009

Little Shuswap Indian Band experiences more overcrowding (~27 dwellings) than the overall on-reserve population but has less dwellings requiring major repairs. From a provincial perspective, the BC population at large experiences less overcrowding and less major repairs than the Little Shuswap Indian Band population on a per capita basis.

Figure 9-4: Little Shuswap Dwelling Conditions, 2006



Source: Statistics Canada, 2009

10 RECREATION

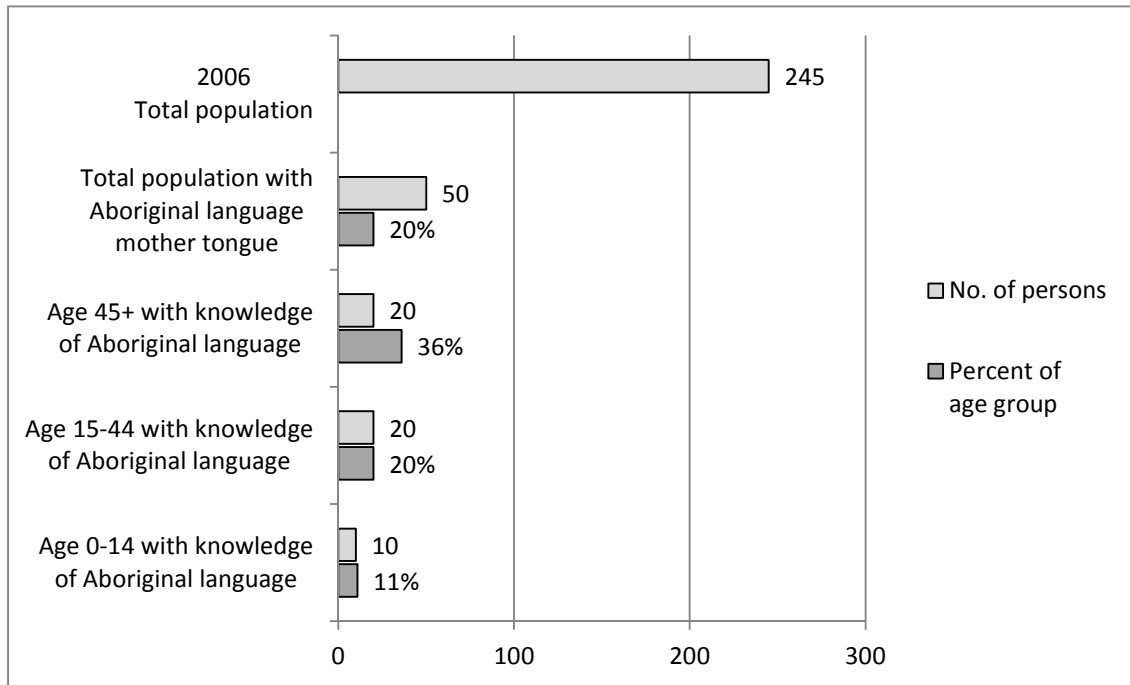
Little Shuswap Indian Band members are committed to increasing physical activity levels, which the Band administration supports through such programs as “Try Something New”, a series of free, instructor-led fitness classes in yoga, tai chi, country dancing, aerobics, and self-defence at the Band’s recreation centre hall. The Band was recognized by the BC Recreation and Parks Association as an “Active Community” in 2006 and for its participation in the “Every Step Counts” walking program in 2005 [BC Recreation and Parks, 2011].

The Little Shuswap Lake Band is part of the First Nations Snowboard Team, using winter sport as a vehicle for social change. The First Nations Snowboard Team is the only snowboard body that is entirely operated by Aboriginal snowboarders, and was incorporated as a society by the Aboriginal Snowboard Association in August 2007 [First Nations Snowboard Initiative, 2011].

11 LANGUAGE & CULTURE

Approximately 20% (~50 persons) of the Little Shuswap Indian Band on-reserve population has an Aboriginal language as a mother tongue. Salish is the predominant language but 4% (~10 persons) speaks Athapaskan. By age group, about 36% of the Little Shuswap 45+ population has knowledge of an Aboriginal language; 20% of the 15-44 age group; and 11% of the 0-14 age group.

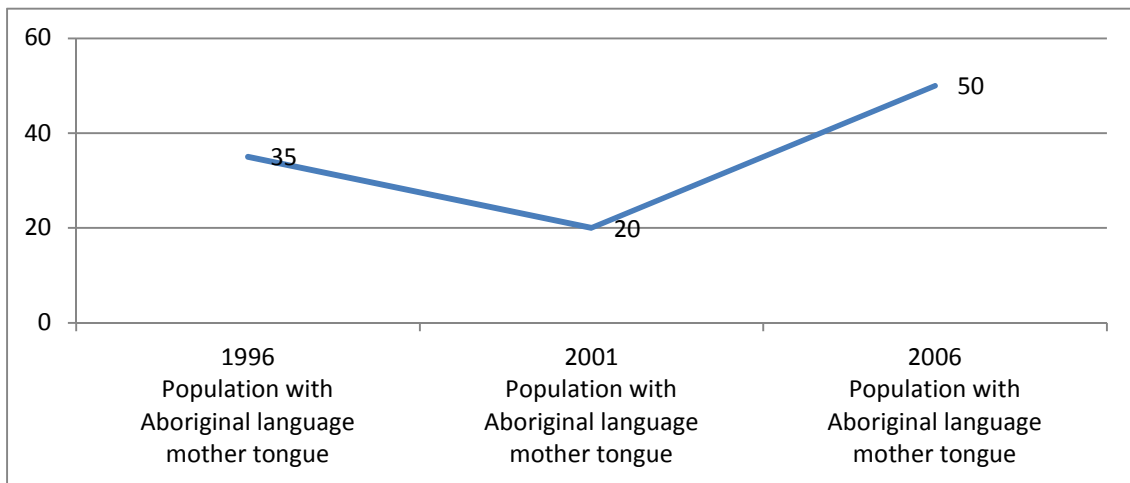
Figure 11-1: Little Shuswap Knowledge of Aboriginal Language



Source: Statistics Canada, 2009

In the decade between 1996 and 2006, knowledge of an Aboriginal language among the Little Shuswap people declined in 2001 but by 2006 the number of Aboriginal-speaking persons not only increased but exceeded 1996.

Figure 11-2: Little Shuswap Change in Knowledge of Aboriginal Language, 1996-2006



Source: Statistics Canada, 2009

Appendix A: REFERENCES

- Aboriginal Affairs and Northern Development Canada). (2011). *Web Site*. (Government of Canada) Retrieved May 2011, from <http://www.aadnc-aandc.gc.ca>
- Aboriginal Canada Portal. (2011). *Web Site*. (Government of Canada) Retrieved June 2011 from: <http://www.aboriginalcanada.gc.ca/acp/sitensf/eng/index.html>
- Adamson, S. *Email regarding band information*, July 16, 2012.
- British Columbia Recreation and Parks Association (2011). *Web Site*. Retrieved July 2011 from http://www.bcrpa.bc.ca/recreation_parks/active_communities/documents/SuccessStories/Okanagan/CommunitiesInActionWinter09_LittleShuswapIndianBand.pdf
- Community Health Associates of BC. (n.d). *Web Site*. Retrieved July 2011 from <http://www.cha-bc.org/index.php/Resource-Directly-Interior/Bands/Little-Shuswap-Indian-Band.html>
- Council for the Advancement of Native Development Officers. (2011). *Web Site*: Retrieved July 2011 from: <http://www.edo.ca/downloads/ed-2007-little-shuswap.pdf>
- First Peoples' Heritage, Language and Culture Council. (2008). First Peoples' Language Map of British Columbia. Retrieved July 2011, from <http://maps.fphlcc.ca/>
- First Peoples' Heritage, Language and Culture Council. (n.d.). *Secwepemctsin*. Retrieved July 2011, from First Peoples' Language Map of British Columbia web site: <http://maps.fphlcc.ca/secwepemctsin>
- First Nations Snowboard Initiative (2011). *Web Site*. Retrieved July 2011 from <http://fnriders.com/about.php>
- Quaaout Lodge. (2011) *Web Site*. Retrieved July 2011, from <http://quaaoutlodge.ca/>
- Statistics Canada. 2007. "Little Shuswap Lake, British Columbia (Code630247) Aboriginal Population Profile", *2006 Census*. Statistics Canada Catalogue no. 92-594-XWE. Ottawa. Released January 15, 2008. Retrieved July 2012 from <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-594/index.cfm?Lang=E>
- Statistics Canada, (2009). *2006 Aboriginal Community Data Initiative Little Shuswap Indian Band*. Retrieved 2011 from <http://www.bestats.gov.bc.ca/StatisticsBySubject/AboriginalPeoples/AboriginalReports.aspx>
- Turtle Island Native Networks. (2011). *Web Site*. Retrieved July 2011, from <http://www.turtleisland.org>