



Mamalilikulla First Nation Mission Statement: Working together to build a strong, proud, healthy, informed, and respectful Mamalilikulla community to meet the needs of our people together

# MAMALILIKULLA FIRST NATION

In order to create a strong, self-sufficient and independent Mamalilikulla Nation, we seek opportunities to bring our community together and build capacity amongst members through joint interest of our land, language, and culture



## THIS ISSUE:

*Mamalilikulla Art Purchase*

*GWP Job Posting - 2 positions*

*Ending long-term Drinking Water Advisories*

*Jordans Principal*  
• *Form Included*

*Identify Careers that are Tailored to your Interests*

*Blueprint Builder*

## Mamalilikulla Art Purchase



Mamalilikulla Administration purchased smaller-scale artwork to showcase in our new office boardroom.

Here are some of the pieces we purchased:

- Bakwas by Herman Bruce Jr
- Kwakwaka'wakw Loon - Herman Bruce Jr
- Boardroom door by Ernie Puglas
- Tzunakwa by Ernie Puglas
- Painting by Andrew Puglas

### Bakwas

by Herman Bruce JR

íkamx'id  
[kámx] ('id)  
carving





## Boardroom Door

by Ernie Puglas

The Mamalilikulla Administration purchased small-scale artwork. Here are the pictures to show. We have also purchased prints from Lime Soda Photography - by Carla Duffey, and they will be showcased once we get the collage prints done.

Thank you for the submissions from these talented artists. We appreciate your art and are happy to fill our walls.



## Loon - Titled "Unity"

by Herman Bruce JR



## Painting

by Andrew Puglas



## Bakwas

by Herman Bruce JR

**galsa**  
[gā] (sa)  
paint, to





# Mamalilikulla First Nation

168-1436 Island Hwy., Campbell River BC V9W 2E4  
(ph) 250-287-2955 (fax) 250-287-4655 toll free 1-888-287-2955  
[admin@mamalilikulla.ca](mailto:admin@mamalilikulla.ca)

## **GUARDIAN WATCHMAN – 2 POSITIONS** **REPORTS TO: GUARDIAN WATCHMAN MANAGER**

### **RESPONSIBILITIES INCLUDE:**

#### **Maintain Mamalilikulla First Nation (MFN) Presence throughout the Territory**

- Conduct patrols throughout our territory
- Act as an ambassador to visitors to the territory by providing information about the Mamalilikulla First Nation and territory, advising on safety issues, and informing visitors of relevant policies and regulations
- Regular engagement with visitors and users of the territory to sport fishers, tourists and other commercial tourism operators
- Respond to emergencies such as oil spills, fires, etc. that require immediate attention.

#### **Monitor and Report Resource Violations**

- Be familiar with relevant community policies and provincial and federal government regulations (i.e. sport fishery, commercial fishery, forest development, pollution, hunting, etc.)
- While on patrol, monitor for violations to policies and regulations
- Respond professionally to violations in an appropriate manner by approaching resource users and providing relevant information and/or notifying appropriate enforcement agency (Band office, RCMP, DFO, MOE, Coast Guard, etc.)
- Respond to community reports regarding illegal or suspicious activities in the Mamalilikulla territory.

#### **Monitor Health of Priority Ecological and Cultural Values**

- Gather data related to the health of priority ecological and cultural values and the impacts of resource use on these values (i.e. human use, tourism impacts, wildlife observations, checking on cultural sites, etc.)
- Observe, record and report sport fishing activities
- Record tourism and recreational activity throughout territory
- Enter monitoring data into relevant database and spreadsheets
- Conduct bull kelp and archeological surveys
- Conduct water sampling
- Eelgrass



- Bear monitoring
- Post/Pre Post Harvest Surveys

### **Build Relationships with Provincial and Federal Enforcement Agencies**

- Develop relationships with relevant provincial and federal enforcement agencies
- Conduct joint patrols with relevant enforcement agencies when they are patrolling Mamalilikulla First Nation territory (DFO, Coast Guard, BC Parks, NRO, CO)

### **Conduct Community Outreach and Education**

- Work with membership to raise awareness about Guardian Watchmen program
- Provide students and community members with opportunities that will help build their sense of connection with the territory – i.e. joint patrols with community members
- Teach community members how to report violations to Guardian Watchmen by providing detailed and accurate information about suspicious or illegal activities

### **Support the Implementation and Further Development of Land and Marine Use Plans**

- Conduct joint patrols with MOE, BC Park Rangers in the Nation's territory
- Monitor priority issues related to implementation of coastal land use agreements and Ecosystem Based Management (EBM)
- Participate in relevant planning processes related to marine and land use planning

### **Other Related Duties**

- Work collaboratively with neighboring First Nations by responding to issues of common concerns and impacts. Nations participate in seminars, workshops, and training programs to upgrade skills and knowledge relevant to the position.
- Participate in Guardian gatherings with other Nations.

## **QUALIFICATIONS**

### **Education & Training**

- Grade 10 or equivalent preferred
- Swift Water Rescue preferred
- Firearms Acquisition License (PAL) preferred
- Valid BC Driver's Licence preferred
- Radio Operators Certificate (ROC) preferred
- Small Vessel Operator Proficiency (SVOP) preferred
- First Aid preferred

## Personal Suitability

- Good communication skills
- Must be dependable and have demonstrated a strong work ethic in other jobs
- Must be organized, motivated, show initiative and be a team player
- Must demonstrate a strong commitment to protecting the health of the Mamalilikulla territory and culture
- Must be physically fit, in good health and confident out in the outdoors
- Some cooking skills

## TERMS & CONDITIONS

- Seasonal Full-time employment, approximately 35-40 hours a week (May to October 31<sup>st</sup>)
- Hours of work will vary and will include extended travel and work at remote locations.
- Place of work: Mamalilikulla First Nation Territory.
- Must abide by MFN Band Personnel Policy
- Camp show: 10 and 4 shifts.

Please mail, email or fax the following documents: a cover letter, current resume, all education and training certificates, degrees, diplomas, and references to:

Andy Puglas  
Guardian Watchman Manager  
Mamalilikulla First Nation  
168-1436 Island Highway  
Campbell River, BC V9W 8C9  
andypuglas@mamalilikulla.ca  
Fax: 250.287.4655

*Only those qualified applicants chosen for an interview will be contacted. All qualifications being equal, preference will be given to qualified Mamalilikulla First Nation Band members. Application deadline: January 27, 2023.*

# Ending long-term drinking water advisories

<https://www.sac-isc.gc.ca/eng/1506514143353/1533317130660>

Updated January 5, 2023

## Long-term drinking water advisories on public systems on reserves



# 137

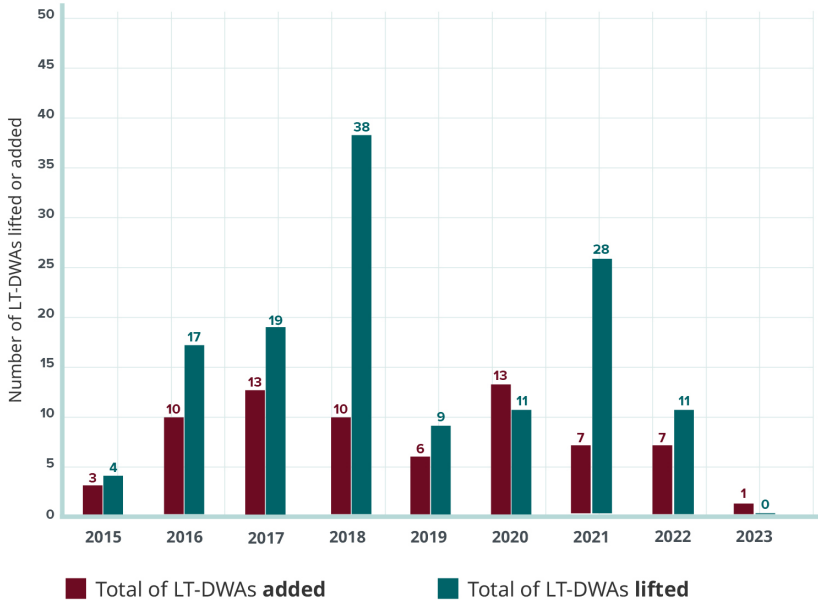
long-term drinking water advisories lifted since November 2015

# 33

 long-term drinking water advisories

in effect in

# 29

 communities


## Ensuring sustainable access to safe drinking water

Ending a long-term drinking water advisory is a complex process and requires collaboration between First Nations communities and the Government of Canada. Actions to resolve a water or wastewater issue can include:

- feasibility studies
- new system design work
- interim repairs on existing systems
- permanent repairs to existing infrastructure
- construction of new infrastructure
- improved training and monitoring

Initiatives are underway in each community to address the remaining long-term drinking water advisories. The decision to lift a long-term drinking water advisory lies with a community's chief and council, based on recommendations from environmental public health officers.

There are different types of drinking water advisories in First Nations communities. To learn more about why and when they are issued, visit [About drinking water advisories](#).

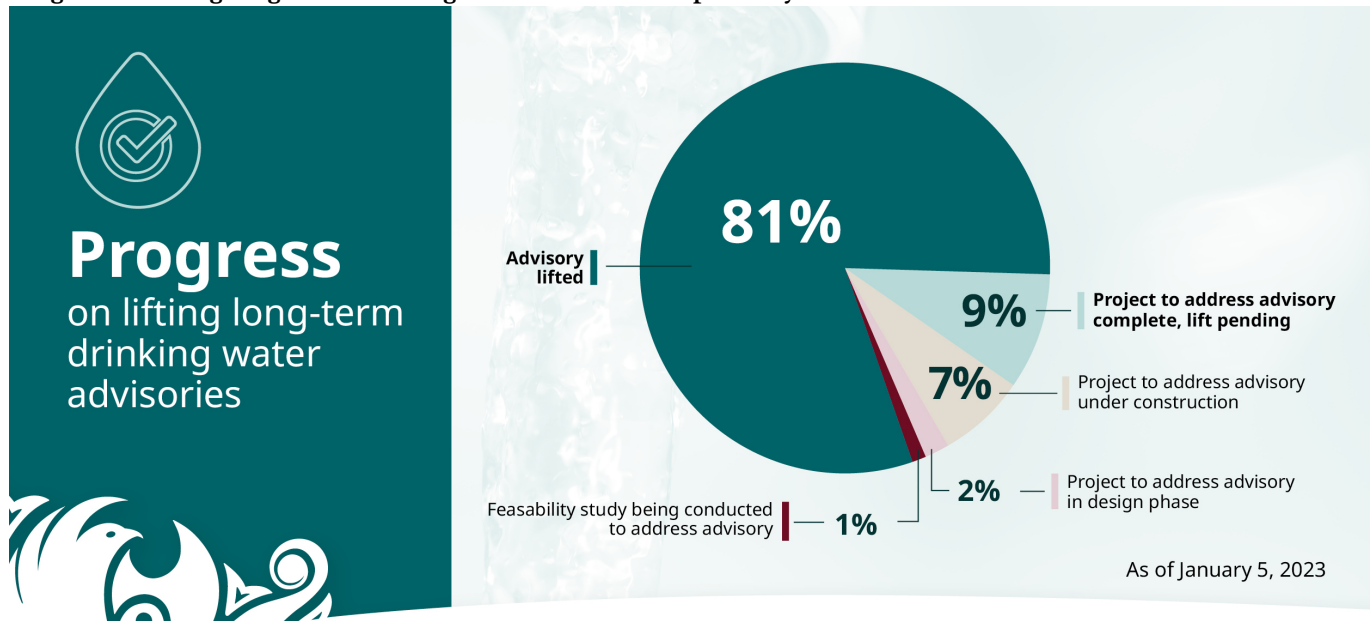
Eliminating long-term drinking water advisories is just 1 part of ensuring First Nations communities have reliable access to safe drinking water:

- Investing in water and wastewater infrastructure
- Keeping water systems running and properly staffed
- Supporting First Nations' control of water delivery

The timeline of every water and wastewater infrastructure project differs. For example, completion of a new water treatment system can take 3 to 4 years to complete. See the [Life-cycle of a First Nations community infrastructure project](#).

In addition to resolving long-term drinking water advisories, work is also underway to support community infrastructure projects on reserve to build a sustainable foundation and increase reliable access to clean drinking water for generations to come.

## Progress on lifting long-term drinking water advisories on public systems on reserves



As of January 5, 2023



Indigenous Services Canada

Services aux Autochtones Canada

Canada



## Steps to lifting a long-term drinking water advisory

Lifting a long-term drinking water advisory in a First Nation community includes several key steps.

### Identify the problem

A drinking water advisory is put in place to protect communities from potentially unsafe drinking water. In First Nations, the chief and council have the authority to issue or lift a drinking water advisory and take necessary actions to resolve it, with Indigenous Services Canada's (ISC) support. Short-term advisories automatically become long-term after 1 year in effect. Since 2015, 175 short-term water advisories have been prevented from becoming long-term.

When a system is under a drinking water advisory, ISC and other partners support the First Nations community in determining what work is needed to find the most appropriate solution and resolve the advisory. Measures could include:

- repair or replace infrastructure
- provide additional training
- assist with water monitoring or any other potential risk

If the advisory is due to a problem with the existing infrastructure, such as distribution line breaks, equipment failure, or poor filtration or disinfection during water treatment, an assessment is completed to determine the root cause of the advisory. This may involve a feasibility study conducted by a consulting engineer hired by the First Nation, with the support of ISC.

During the feasibility study, options to improve drinking water for the community are analyzed. The First Nation, working with ISC, decides how it would like to proceed. Each community is unique and requires its own solution.

Usually, there are 2 ways to proceed:

- upgrade or repair an existing water treatment plant or related infrastructure
- build a new water treatment plant

The decision on whether to repair or replace infrastructure is made based on:

- age and state of the existing infrastructure
- extent of the upgrades and repairs required
- a life-cycle cost analysis that takes into account the cost to build and operate the infrastructure

If the advisory is the result of challenges in ensuring continuous safe operation, maintenance or oversight of the system, ISC provides support directly or funds First Nations organizations, such as tribal councils, to support the community in providing further training or assistance with water monitoring.

### Repair or replace infrastructure

ISC allocates funding to support the agreed-upon solution. The First Nation, as the owner and operator of the system, hires and contracts specialists as required, conducts tendering and hires contractors. First Nations are supported by protocols and guidelines developed by ISC, and ISC may provide technical advice on request.

The next steps of the project may include:

- designing the infrastructure
- hiring a project manager
- planning and tendering construction
- logistics planning
- identifying deadlines
- monitoring construction

ISC is available to support the First Nation if the need arises.

### Confirm system is producing clean water

After the improvements have been made, the environmental public health officer works with the community-based water team, which may include the system's operator and public works manager, to confirm through testing that the problems have been corrected and the water is now safe to drink and use.

The environmental public health officer recommends to chief and council that the long-term drinking water advisory be lifted.

### Lift the advisory

Based on the recommendation above, the chief and council, or chosen delegate, will announce the lift of the advisory once comfortable with the corrective measures.

### Challenges and long-term supports

ISC continues to work with the community after the long-term advisory is lifted to provide support to address issues that would put access to clean water at risk.

ISC also supports the community in implementing best practices such as:

- record-keeping
- regular training
- developing operations and maintenance protocols
- recording lessons learned

This can help prevent future long-term drinking water advisories and improve the process for lifting advisories.

# Jordan's Principle

Named in memory of [Jordan River Anderson](#) from Norway House Cree Nation in Manitoba, Jordan's Principle ensures that all First Nations children can access the products, services and supports they need, when they need them.

[Jordan's principle](#) recognizes that First Nation Children may need government services that exceed the normative standard of care and will evaluate the individual needs of the child to ensure [substantive equality](#), culturally appropriate services, and/or to safeguard the best interests of the child.

## Examples of supports covered under Jordan's Principle



### Health

- mobility aids
- wheelchair ramps
- addiction services
- services from Elders
- mental health services
- specialized hearing aids
- traditional healing services
- services for children in care
- assessments and screenings
- transportation to appointments
- medical supplies and equipment
- long-term care for children with specialized needs
- therapeutic services for individuals or groups (speech therapy, physiotherapy, occupational therapy)



### Social

- social worker
- land-based activities
- personal support worker
- specialized summer camps
- respite care (individual or group)
- specialized programs based on cultural beliefs and practices



### Education

- school supplies
- tutoring services
- teaching assistants
- specialized school transportation
- psycho-educational assessments
- assistive technologies and electronics

## Who is covered

Services provided under Jordan's Principle are available to:

- Registered First Nations children\* living on or off reserve;
- First Nations children entitled to be registered, under the *Indian Act* including
  - those who became entitled to register under the December 22, 2017 amended provisions of the *Indian Act*, under Bill S-3;
  - Infants under 18 months; and
- Any Indigenous child, including Non-Status First Nation or Métis, who are ordinarily resident on reserve.

\* For the purposes of Jordan's Principle, a "child" is defined as an individual who is under the Age of Majority within their province or territory. In BC the age of majority is 19. As such, eligibility for Jordan's Principle ceases when Age of Majority is attained (Date of the child's 19<sup>th</sup> birthday).



## Who can send requests

A request for a child or children in the same family or with the same guardian can be submitted by:

- parents or guardians caring for a dependent First Nations child under the age of majority in the child's province/territory of residence
- a First Nations child above 16 years of age
- an authorized representative of the child, parent or guardian
  - written or verbal consent must be provided by the parent or guardian

A request for a group of children from multiple families or guardians can be submitted by:

- a community or service provider, who can request services, such as:
  - respite care
  - wheelchair ramps
  - support programs
  - educational assistants
  - transportation to school
  - local therapeutic specialists, etc.

## How to send a request

Contact us through our call centre, open 24 hours a day, 7 days a week, or your BC representative (see list below) to start your request for funding under Jordan's Principle. We are here to help.

Having certain information ready when you contact us can help if you are seeking access to funding for a product, service or support. This includes:

- registration number for child or parent under the Indian Act (if available)
- the product, service or support needed and how often the product, service or support will be needed
- estimated costs
- copies of documents related to requests (e.g. prescriptions, referrals from health, social or education professionals)
- any additional information that should be considered to support the request.

## BC Representatives

### ISC BC Regional Office

<b>Ashley Dunsmore</b>	778-951-0716	<a href="mailto:aadnc.bc-jp.aandc@canada.ca">aadnc.bc-jp.aandc@canada.ca</a>
<b>Caleb Lam</b>	778-951-0716	<a href="mailto:aadnc.bc-jp.aandc@canada.ca">aadnc.bc-jp.aandc@canada.ca</a>
<b>Alison Atherton</b>	778-951-0716	<a href="mailto:aadnc.bc-jp.aandc@canada.ca">aadnc.bc-jp.aandc@canada.ca</a>
<b>Vincent Dong</b>	778-951-0716	<a href="mailto:aadnc.bc-jp.aandc@canada.ca">aadnc.bc-jp.aandc@canada.ca</a>

### For First Nations Health Authority Child and Youth Systems Navigators:

- Phone: 1-866-913-0033
- Email: [jordans.principle@fnha.ca](mailto:jordans.principle@fnha.ca)

### For requests for Inuit children contact the ISC BC Regional Office (see above)

### Jordan's Principle Call Centre (open 24 hours a day, 7 days a week):

- Phone: 1-855-JP-CHILD (1-855-572-4453)
- Email: [aadnc.infopubs.aandc@canada.ca](mailto:aadnc.infopubs.aandc@canada.ca)
- Teletypewriter: 1-866-553-0554







## INDIVIDUAL OR FAMILY REQUEST (Jordan's Principle)

### Privacy statement

The collection, use and disclosure of personal information by Jordan's Principle is authorized under the [Department of Indigenous Services Act](https://laws.justice.gc.ca/eng/acts/I-7.88/) (https://laws.justice.gc.ca/eng/acts/I-7.88/). The collection, use and disclosure of personal information is in accordance with the [Privacy Act](https://laws-lois.justice.gc.ca/eng/acts/P-21/) (https://laws-lois.justice.gc.ca/eng/acts/P-21/). Personal information collected will be used in order to facilitate and administer the processing of the request under Jordan's Principle. Information may also be used to contact individuals for a follow-up survey. The personal information collected is described and available online at [Info Source](https://www.sac-isc.gc.ca/eng/1353081939455) (https://www.sac-isc.gc.ca/eng/1353081939455). Individuals have the right to the protection of, access to, and request the correction of their personal information under the *Privacy Act*.

For clarification concerning the Privacy Statement, contact the Departmental Access to Information and Privacy Office at 1-819-997-8277 or by email at [upvp-ppu@sac-isc.gc.ca](mailto:upvp-ppu@sac-isc.gc.ca). For more information on privacy issues, your right to file a complaint and the *Privacy Act* in general, consult the Privacy Commissioner of Canada at 1-800-282-1376.

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### ► Conflict of interest

No current or former public servant or public office holder to whom The Conflict of Interest and Post-employment Code for the Public Services, The Values and Ethics Code for the Public Service, or The Conflict of Interest and Post-Employment Code for Public Office Holders applies, shall derive any direct benefit from this Request for Funding, including any employment, payments or gifts, unless the provision and receipt of such benefits is in compliance with such code.

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### ► Personal information policy

The [Department of Indigenous Services Act](https://laws.justice.gc.ca/eng/acts/I-7.88/) and the [Financial Administration Act](https://laws.justice.gc.ca/eng/acts/F-11/index.html) (https://laws.justice.gc.ca/eng/acts/F-11/index.html) allow Jordan's Principle to collect personal information on First Nation children, their parents or guardians, and authorized representatives acting on behalf of the child or children.

The collection of personal information is used to determine eligibility, process the request, payment or appeal, and to report on how Jordan's Principle is operating under our responsibility to the Canadian Human Rights Tribunal. When creating reports or documents we make sure the information provided is non-identifiable.

We may also collect information on the child's history and may share this information, in accordance with the *Privacy Act*, with professionals responsible for the child's health, education or social development, with other Indigenous Services Canada (ISC) health, social or educational programs, provinces & territories, municipal governments, Indigenous organizations and the private sector to begin and process the request, to coordinate the delivery of products, services or supports for the child and to process payments or reimbursements for you, service providers or vendors. This is to make sure the child receives the services as needed and on time. When sharing your personal information with professionals, we advise them they can only use the information for processing this request.

By submitting this funding request, you are confirming you understand the purpose for the collection of your personal information; how we use the information and where we share it in order to process this request. Submitting this funding request also means you are giving us your consent to process the request the way we have explained above. You also understand that if the information is missing or you decline to provide it, we may not be able to process your funding request, or it can be delayed. You can withdraw your consent for ISC to use your personal information or withdraw your consent for an authorized representative to act on behalf of you at any time before a decision is made using the information you provide. To withdraw your consent, you can contact Jordan's Principle at 1-855-572-4453 or contact your regional representative.

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### Request urgency (mandatory - select one)

- Urgent** - A child is at risk of irremediable harm or is in palliative care
- Time sensitive** - A support for a child is needed in a set time period
- Not urgent or time sensitive**



**A - Applicant information** (requester)

Relationship to the child

- Parent
- Educational professional
- Guardian
- Social professional
- Other (specify)
- Child (age of consent)
- Health professional
- Family member
- Other (specify below)
- Service coordinator
- Community-based worker
- Navigator

Given name (first name)		Family name (last name)	
Organization (if applicable)		Title (if applicable)	
Mailing address (number/street/apartment/P.O. box)			City/Community
Province/Territory	Postal code	Telephone number	Facsimile number (fax)
Email address			Contact preference <input type="radio"/> Telephone <input type="radio"/> Email <input type="radio"/> Both

**B - Parent/Guardian information**

Same as Section A (if same, skip to Section C)

Given name (first name)		Family name (last name)		Relationship to child <input type="radio"/> Parent <input type="radio"/> Guardian	
Mailing address (number/street/apartment/P.O. box)				City/Community	
Province/Territory	Postal code	Telephone number	Facsimile number (fax)		
Email address				Contact preference <input type="radio"/> Telephone <input type="radio"/> Email <input type="radio"/> Both	

**C - Child information**

1. Given name (first name)		Middle name		Family name (last name)	
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A			Date of birth (YYYYMMDD)		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Community/Reserve/First Nation/City where child ordinarily resides				Province/Territory	
2. Given name (first name)		Middle name		Family name (last name)	
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A			Date of birth (YYYYMMDD)		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Community/Reserve/First Nation/City where child ordinarily resides				Province/Territory	



3. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
4. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
5. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
6. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
7. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
8. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory
9. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory





10. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory

11. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory

12. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory

13. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory

14. Given name (first name)	Middle name	Family name (last name)
Gender <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/> N/A		Date of birth (YYYYMMDD)
Community/Reserve/First Nation/City where child ordinarily resides		Child ordinarily resides On-reserve <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
		Province/Territory

**D - Eligibility under Jordan's Principle**

- Child's eligibility information already sent in a past request (skip to Section E)
- Follow-up required from Jordan's Principle in support completing this section (skip to Section E)

Jordan's Principle is available to First Nations children who (complete one of the following)

- D1 - Are registered or eligible to be registered under the [Indian Act](https://laws-lois.justice.gc.ca/eng/acts/I-5/index.html) (https://laws-lois.justice.gc.ca/eng/acts/I-5/index.html) - or -  
Have one parent/guardian who is registered or eligible to be registered under the *Indian Act*
- D2 - Are recognized by their Nation for the purposes of Jordan's Principle
- D3 - Ordinarily live On-reserve

**D1 - Registered First Nation**

Is the child registered with a Status number?    Yes    No    Entitled    Unknown

If "Yes" provide the child's Status number or "B" Number (Status number also known as registration number, Treaty number, Band number)

If "No", "Entitled", or "N/A" (not applicable), complete the following details for at least one parent/guardian.



Applying parent/legal guardian		Other parent/legal guardian	
Given name (first name)		Given name (first name)	
Middle name		Middle name	
Family name (last name)		Family name (last name)	
Date of birth (YYYYMMDD)	Registration number	Date of birth (YYYYMMDD)	Registration number

**D2 - Recognized citizen/First Nation/Self-governing First Nation member**

First Nation name

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Include one of the following documents confirming the child's citizenship/membership (if applicable use Supporting documents table below to add documentation)

Copy of child's citizenship/identification/membership card  
 Email/facsimile/letter by an official representative of the First Nation confirming the child's citizenship/membership  
 [Confirmation of recognition form](https://www.sac-isc.gc.ca/eng/1636467443247) (https://www.sac-isc.gc.ca/eng/1636467443247)  
 [A signed Consent to Communicate with the First Nation form](https://www.sac-isc.gc.ca/eng/1636467185293) (https://www.sac-isc.gc.ca/eng/1636467185293)

**Supporting documents** (if applicable)

Title	Submission method

**D3 - Lives ordinarily On-reserve**

Indicate and use the Supporting documents table below to add documents confirming the child ordinarily lives On-reserve. (e.g. email, letter or attestation from a community official that states the child ordinarily resides on reserve) (refer to instructions section for more details)

**Supporting documents** (if applicable)

Title	Submission method

**E - Reason for request**

Child's unmet needs (provide a brief description)

**F - Documents** (if supporting documents are not submitted, Jordan's Principle will contact you to follow-up)

Adding documents to this request?       Yes     No     Pending

If "Yes" specify (use Supporting documents table below to add documents)

Assessment/Evaluation/Report     Letter of support     Prescription     Official diagnoses     Referral  
 Letter of recommendation     Other (specify)

**Supporting documents** (if applicable)

Title	Submission method

Additional information



**G - Request history**

Request already sent to another service?

Yes  No  N/A

If "Yes" specify the status  Pending  Partially approved  Approved  Denied

Program name

Received documents to be added? (if "Yes" use Supporting documents table below to add documents)

Yes  No  Pending

**Supporting documents** (if applicable)

Title	Submission method

**H - Requested support** (complete information for **each** support needed for each child (where applicable))

**x. Sample child**

Requested support	How often is it recommended?	How long is it recommended for?	Is quote included for the cost? (if available)	Is this a reimbursement?	Estimated cost (\$) (if available)
1. Example: Speech Therapy	1 session/week (\$100/session)	12 weeks	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>\$1,200.00</b>
2. Example: Therapy Ball	1		<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>\$35.00</b>
Child's Total					<b>\$1,235.00</b>

**Child # 1.:**

1.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total					

**Child # 2.:**

1.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total					

**Child # 3.:**

1.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total					





**Child # 4.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 5.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 6.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 7.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 8.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 9.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 10.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 11.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
----	--	--	--	----------------------------------------------------	----------------------------------------------------	--



2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 12.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 13.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Child # 14.:**

1.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2.				<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Child's Total						

**Total Cost (\$)**

**I - Consent and authorization**

**Parent/Guardian/Child at age of consent**

By entering my name below, I acknowledge that I am:

- the parent **or**
- the child at the age of consent **or**
- the guardian

(For this option, provide documentation to confirm you are a guardian. Documentation may include proof of formal or informal adoption or kinship/care arrangements including a signed letter from the child's parent, Court Order, Last Will and Testament, or Power of Attorney. In lieu of this, a letter from a health, social or educational professional, Band or Nation verifying guardianship of the guardian is acceptable.)

And

I have read the above statements; understand what personal information is collected and how the information will be used to process this request. By submitting this request, I give my consent to Jordan's Principle program to evaluate and process this request under Jordan's Principle. I understand I can withdraw my consent at any time by contacting the department at 1-855-572-4453 or [sac.principedejordancan-nccjordanprinciple.isc@canada.ca](mailto:sac.principedejordancan-nccjordanprinciple.isc@canada.ca).

- I confirm that all included information is true and accurate to the best of my knowledge on the date the form was completed and that it does not contain a request for any benefit or service previously paid for by Indigenous Services Canada (ISC) or by any other plans/programs.
- I also confirm that I have not received funding or am in the process of receiving either partial or full funding for my requested service, product or support through Indigenous Services Canada (ISC), or any other plan or government, provincial, territorial or municipal program.
- I understand that if any of this information is untrue, the request for funding may be denied and my information could be investigated.



**OPTIONAL** - Check if you give your consent (this option will have no effect on the processing of your request):

I authorize the department to use de-identified information (information that does not identify the child) related to this request through websites, social media, public education material and other channels for the purpose of raising awareness and public education.

\_\_\_\_\_  
Name of parent/guardian/child (age of consent)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date (YYYYMMDD)

**J - Consent for authorized representation**

I, as the Authorized representative:

Acknowledge I have been given the authority by the parent/guardian/child at age of consent to access the child's file as noted in section A. I have read the Privacy statement and understand what personal information is collected and how the information will be used to process this request. I confirm that all information contained in this request is true and accurate to the best of my knowledge on the date the form was completed and that it does not contain a request for any product or service previously paid for by department or by any other plans/programs. I understand that information in this form will be validated and may be used to detect and report on fraudulent activities associated with this request.

\_\_\_\_\_  
Name of authorized representative (section B)

\_\_\_\_\_  
Date (YYYYMMDD)

By signing this form, I authorize

\_\_\_\_\_  
Name of authorized representative (section B)

the following access to my child's/my file (check one):

**Full access**       **Limited access** - Authorized representative can check all that you allow:

- submit a request
- make decisions about the request
- access the personal information in the file
- receive status updates
- make changes to the information in the file
- receive final decision
- provide additional information for the file
- communicate on my behalf with ISC
- answer questions about the request

\_\_\_\_\_  
Name of parent/Guardian/Child (age of consent)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date  
(YYYYMMDD)





# IDENTIFY CAREERS THAT ARE TAILORED TO YOUR INTERESTS

<https://www.jobbank.gc.ca/workpreference>

## Doing the same task for a long period of time.

Not interested at all      Extremely interested

## Building things and/or repairing them.

Not interested at all      Extremely interested

## Exploring a subject from different points of view.

Not interested at all      Extremely interested

## Finishing one job before you start the next.

Not interested at all      Extremely interested

## Directing people in their activities.

Not interested at all      Extremely interested

## Maintaining a steady pace throughout an activity.

Not interested at all      Extremely interested

## Doing trial runs and applying changes.

Not interested at all      Extremely interested

## Being responsible for organizing an activity and planning something for everyone to do.

Not interested at all      Extremely interested

## Helping people solve their problems.

Not interested at all      Extremely interested

## Being responsible for a project or activity and have to look after many different details to complete it.

Not interested at all      Extremely interested

## Learning about scientific topics by reading books, watching TV shows or visiting websites.

Not interested at all      Extremely interested

## Working with tools and machinery.

Not interested at all      Extremely interested

## Working according to prescribed methods.

Not interested at all      Extremely interested

## Solving your own problems and do projects using your own ideas.

Not interested at all      Extremely interested

## Doing a project or other job carefully, one step at a time.

Not interested at all      Extremely interested

## Planning the tasks or activities of others.

Not interested at all      Extremely interested

## Taking charge of things and get them done.

Not interested at all      Extremely interested

## Trying new ways of doing things.

Not interested at all      Extremely interested

## Spending your days working with machines or equipment.

Not interested at all      Extremely interested

## Maintaining equipment or machinery.

Not interested at all      Extremely interested

## Working in the field of community services.

Not interested at all      Extremely interested

## Doing activities where you always know what is expected of you.

Not interested at all      Extremely interested

## Speaking with people and listening to them.

Not interested at all      Extremely interested

## Calculating to solve a problem.

Not interested at all      Extremely interested

## Helping people improve their lives.

Not interested at all      Extremely interested

## Working with your hands, doing things such as plumbing repairs, sewing, fixing cars, or wallpapering.

Not interested at all      Extremely interested

## Discovering how things are made and work through reading books, watching television or searching on websites.

Not interested at all      Extremely interested

## Doing an activity where your work is closely checked regularly.

Not interested at all      Extremely interested

## Assisting people when they are sick or in trouble.

Not interested at all      Extremely interested

## Working in a team.

Not interested at all      Extremely interested

## Working with materials such as wood, stone, clay, fabric or metal.

Not interested at all      Extremely interested

## Thinking to invent or create.

Not interested at all      Extremely interested

## Leading a committee, an association or a team.

Not interested at all      Extremely interested

## Bringing comfort to others.

Not interested at all      Extremely interested

## Working by following well-established procedures.

Not interested at all      Extremely interested

## Working with tools, equipment or technical instruments.

Not interested at all      Extremely interested

## Having a job in which you are working with machines or things rather than dealing with people.

Not interested at all      Extremely interested

## Being in control of a group rather than just a member.

Not interested at all      Extremely interested

## Cooperating with others.

Not interested at all      Extremely interested

**Taking responsibility for decisions.**

Not interested at all      Extremely interested

**Getting people to do what you want.**

Not interested at all      Extremely interested

**Going through evidence to solve problems.**

Not interested at all      Extremely interested

**Helping people solve their problems.**

Not interested at all      Extremely interested

**Looking after people.**

Not interested at all      Extremely interested

**Doing an activity where you are told what to do and how.**

Not interested at all      Extremely interested

**Discussing with people to know their opinions.**

Not interested at all      Extremely interested

**Organizing your tasks in your own way.**

Not interested at all      Extremely interested

**Working to discover new ideas or things.**

Not interested at all      Extremely interested

**Working on one thing at a time.**

Not interested at all      Extremely interested

**Doing hobbies on your own, such as building models, gardening, refinishing old furniture, etc.**

Not interested at all      Extremely interested

# IDENTIFY CAREERS THAT ARE TAILORED TO YOUR INTERESTS

## INNOVATIVE

Innovative persons like to explore things in depth and arrive at solutions to problems by experimenting. They are interested in initiating and creating different ways to solve questions and present information. They enjoy scientific subjects. Innovative persons prefer to be challenged with new and unexpected experiences. They adjust to change easily.

## SOCIAL

Social persons like dealing with people. They enjoy caring for and assisting others in identifying their needs and solving their concerns. Social persons like working and co-operating with others. They prefer to be involved in work that requires interpersonal contact.

## METHODICAL

Methodical persons like to have clear rules and organized methods to guide their activities. They prefer working under the direction or supervision of others according to given instructions, or to be guided by established policies and procedures. Methodical persons like to work on one thing until it is completed. They enjoy following a set routine and prefer work that is free from the unexpected.

No formal schooling **N** High school or short course **H**  
College or apprenticeship **C** University **U**

	Occupations	Level of education:
100%	Chiropractors	<b>U</b>
100%	Journalists	<b>C U</b>
100%	Securities agents and investment dealers	<b>U</b>
98%	Brokers	<b>U</b>
98%	Graphic designers	<b>C U</b>
98%	Human resources professionals	<b>C U</b>
98%	Illustrators	<b>C U</b>
98%	Interior designers and interior decorators	<b>C U</b>
98%	Naturopaths	<b>U</b>
98%	Professional occupations in marketing and public relations	<b>C U</b>
97%	Acupuncturists	<b>C</b>
97%	Occupational therapists	<b>U</b>
97%	Other professional occupations in therapy and assessment	<b>C U</b>
97%	Psychologists	<b>U</b>
97%	Reflexologists	<b>H C</b>
97%	Rolfers	<b>H C</b>
95%	Classification officers, correctional institutions	<b>U</b>
95%	Employment counsellors	<b>H C U</b>
95%	Professional occupations in religion	<b>C U</b>
95%	Travel counsellors	<b>C</b>
94%	Elementary and secondary school teacher assistants	<b>H C</b>
94%	Fashion models	<b>H</b>

## INNOVATIVE

**90%**

## SOCIAL

**88%**

## METHODICAL

**75%**

## DIRECTIVE

**53%**

## OBJECTIVE

**30%**

## EXAMPLE TEST

Hello Mamalilikulla nation, I hope all is well. I took the new year's resolution and turned it into a career resolution. If you are like me and have no clue whom you want to be or what you want to be, this job bank careers quiz is pretty insightful. I took the test to show an example, and I have found six possible career paths I would be interested in; once you find a career you are interested in, do some research and see if it is a good fit for you.



## Your personal career plan in 3 steps

Explore careers, view educational resources and find a job that's right for you.



### 1. Register >

Personalize your Blueprint (optional).



### 2. Build your Blueprint >

Explore resources and save the ones you like.



### 3. View your Blueprint >

Browse your personal collection of resources.

Already have an account? [Log in](#)

## How can Blueprint Builder help me?

Choosing a career can be hard, so we've brought together the tools and resources you need to build your personalized career Blueprint. **Let's get started.**



### 1. Register

Registering for an account allows Blueprint Builder to point you to the resources that meet your needs, and helps to make your search for information easier. Registration is optional.



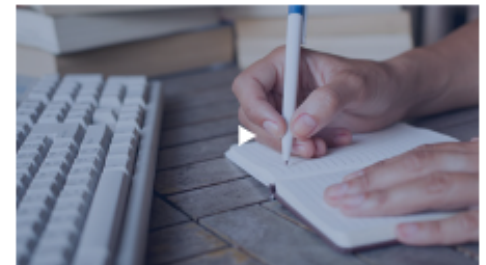
### 2. Build your Blueprint

Blueprint Builder brings together career exploration, education and funding, and job search resources. Browse through them, and save the resources that interest you to your Blueprint.



### 3. View your Blueprint

Browse the personalized collection of resources in your Blueprint to help you explore your career path.



[Blueprint Builder tutorial video \(3:19\)](#)

## Are you a teacher?

Our lesson plans will guide your students to build their Blueprint career plan.

[Get lesson plans](#)



# WorkBC

<https://www.workbc.ca/blueprintbuilder>