

DRAFT HTL Strategic Plan:

Creating a Community of Care: (population focus: Active HTL coalition members/ member organizations)

1. Healing and Transformation:

- a. *Food sovereignty opportunities*
- b. *Somatic regulation practices/ meditation practices*
- c. *Increased access to healers/ mental health supports*
- d. *Healing through culture opportunities (such as the healing robe/ healing totem pole)*

2. Centering Relationships:

- a. *Transformative/Restorative Justice*
- b. *Pod-mapping*
- c. *Resource sharing/ Mutual aid*
- d. *Coalition visionary council, workgroup & 1-1 member connections*

3. Learning and Unlearning:

- a. *HTL quarterly gatherings and events*
- b. *Community Conversations, trainings, circles,*
 - i. *HTL men's circle/BIPOC/ and or LGBTQ+ circles*
 - ii. *Focused classes that address cultural safety, equity, etc..*
- c. *Storytelling and new narratives (promoting the voices/ stories of BIPOC/ survivors) and amplifying them through communication and outreach.*

4. Building a Collective Future:

- a. *Building skills for public testimony with coalition members*
- b. *Policy Priorities for HTL members,*
- c. *Inclusion across community (assembly/ boards/ etc...)*
- d. *A thriving HTL coalition*
 - i. *Clear onboarding*
 - ii. *Clear structure for moving the work and ways for partners to know their role/ place*
 - iii. *Updated and active MOU's*
 - iv. *Consistent and intentional communications*
 - v. *Platforms for ease (website/ etc..)*

Educational Equity:

(population focus: JSD staff/ families)

1. Healing and Transformation:

- a. *Increased mental health/wellness services for youth and school staff*

- b. *Ku.eex's*
 - i. *Opportunity for youth mentorship in gift preparation*

2. Centering Relationships:

- a. *Family Engagement initiatives*
- b. *Thriving Equity-subcommittees (site and district)*
- c. *Schools are centering relationships to local indigenous leaders/other groups historically excluded and inviting them into informing/ impacting initiatives.*
- d. *Schools are building roles for Elders and youth*
- e. *Schools are making physical changes to promote cultural safety*
- f. *Schools are assessing where they are at by listening to those most impacted by systemic racism and sexism and developing measures for accountability and change*

3. Learning and Unlearning:

- a. *JSD Ongoing/ Continuing Education (in-services, etc...)*
- b. *Youth Focused Programs:*
 - i. *GSA's across middle/high schools*
 - ii. *BIPOC Spaces across middle/high schools*
 - iii. *GOTR/ I Too Klatseen for littles*

4. Building a Collective Future:

- a. *JSD Policy changes that address cultural safety and equity (including focus on DV/SA survivors/ LGBTQ+/ BIPOC)*

Accessible Organizations:

(Population focus: HTL member orgs.)

1. Healing and Transformation:

- a. *Locating oneself within systems of oppression*
- b. *Dismantling internalized white supremacy, patriarchy and colonization*

2. Centering Relationships:

- a. *Organizations are centering relationships to local indigenous leaders/other groups historically excluded.*
- b. *Organizations are building roles for Elders and youth*
- c. *Organizations are making physical changes to promote cultural safety*
- d. *Organizations are assessing where they are at by listening to those most impacted by systemic racism and sexism and developing measures for accountability and change*

3. Learning and Unlearning:

- a. *HTL offered trainings that promote Cultural Safety, Equity and inclusion within orgs.*

b. Organizations are engaged in ongoing place based learning/ training opportunities

4. Building a Collective Future:

a. Tools/ resources are available for supporting org. change work addressing cultural safety, equity, accessibility and inclusion.