

COMPREHENSIVE COMMUNITY PLANNING:
LEARNING FROM PRACTICE WITH THE HAIDA VILLAGE OF
SKIDEGATE

by

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- Gwaalagaa Naay Corporation
- Haida Heritage Centre at Kaay'Llnagaay
- Xaaynangaa Naay Health Centre
- Sk'aadgaa Naay Elementary School
- Skidegate Day Care
- Skidegate Aboriginal Head Start
- Skidegate Inlet Adult Day Program
- Skidegate Haida Immersion Program

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Executive Summary

Haida First Nations have lived on Haida Gwaii, “the Islands of the People” in Haida, since time immemorial and have been actively planning to preserve their language, culture, land and resources. In 2012, the Haida Village of Skidegate received funding from the British Columbia Capacity Initiative (BCCI) to create a Comprehensive Community Plan (CCP) as a road map to greater self-sufficiency and sustainability. They decided to establish a planning process led by and for their community with support from UBC’s School of Community and Regional Planning (SCARP) Indigenous Community Planning Specialization. This Masters Project reports on the planning process, outcomes and learnings of SCARP practicum students Krystie Babalos and Jessa Williams that worked alongside the Haida Village of Skidegate.

SCARP’s Indigenous Community Planning specialization promotes partnerships that support Indigenous communities to achieve their own aspirations for sustainable development. The planning practicum is a requirement within the specialization and provides students with the opportunity to gain practical experience planning alongside a First Nation. This report is a marked component of our Masters Project and is a model of how community planning can come together in rich ways, showcasing our approach and reflections as emerging planners and practicum students.

Our overall approach and methodology was one of collaborative planning, where we formed a partnership with the local Haida planning team based on mutual respect, understanding and responsibility. In the past, under the *Indian Act* and federally mandated planning on Indigenous reserves in Canada, Indigenous community members have generally not been recognized or engaged as active planning leaders in their own planning processes. In this context of collaborative planning, however, it was important that the local Haida team lead the planning process and work with us to create a CCP that is *community based*, *community driven* and part of a *community owned* process.

This partnership was guided by a Mutual Learning Agreement that outlined our mutual vision, objectives, principles, ethics, communication and work plan. A CCP team was formed in January with leadership from Skidegate’s Chief Administrative Officer Barbara Stevens, and included CCP coordinator Dana Moraes, CCP assistant Janine Williams, CCP youth mentee, Ryan Barnes, and SCARP students Krystie Babalos and Jessa Williams, each with our own roles. Our role as planning practicum students’ was to collaboratively plan with the local CCP team by learning from, supporting and contributing to the CCP process design and implementation. Together, our team co-created a six-month planning process with four phases of planning: Preparing to Plan, Planning in Action, Developing a “Living Plan” and Celebrating the CCP and Partnership. Within each phase, we collaborated on a number of tools, techniques and resources with the local planning team.

The Haida Village of Skidegate’s CCP process had many strengths; it was community based, culturally appropriate and two-way capacity driven, with the plan having the goal of enabling sustainable development. It did face the challenge of being constrained in time and resources by Aboriginal Affairs and Northern Development Canada’s (AANDC) British Columbia Capacity Initiative (BBCI)’s funding cycle. Nevertheless, the CCP team continues to plan beyond this funding cycle. They are extending the CCP into the next phases of planning so as to gather all relevant information, plan in action, document a living plan with clear priorities and an action plan, establish a monitoring and evaluation system and celebrate as a community.

Future practicum students and communities who hope to complete a partnership together should consider the practice of collaborative planning and the importance of developing relationships of respect, cross-cultural awareness, clear communication, mutual responsibility and co-learning, while respecting the pace, rhythm and culture of the community.

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1. Introduction

In October 2012, UBC's School of Community and Regional Planning (SCARP) began developing the idea of a learning partnership with the Haida Village of Skidegate to develop a Comprehensive Community Plan (CCP). CCP is "a holistic process that enables a community to build a roadmap to sustainability, self-sufficiency and improved governance capacity" (INAC et al. 2006). CCP is a planning process steered by the community and uniquely adapted to their culture and traditions (ibid). This approach to planning is a tool used by Indigenous communities to identify existing challenges and opportunities, and to establish visions, values, principles and actions for the future.

The Haida Village of Skidegate has been actively planning to preserve their language and culture, build better governance, improve community health, wellness and infrastructure, manage resources sustainably, and enhance local economic development. In 1997 and 2004, the Skidegate Band Council and administration completed two plans, a physical land use plan and comprehensive community development plan, with support from consultants David Nairn and Associates (DNA). In 2012, they received funding from the British Columbia Capacity Initiative (BCCI) to review and update their CCP. This time, they decided to establish a planning process led by and for their community with support from SCARP's planning practicum program. The practicum program is a requirement within SCARP's Indigenous Community Planning Specialization, providing students Krystie Babalos and Jessa Williams with the opportunity to gain practical experience working alongside the Haida Village of Skidegate on their community plan.

1.1 The Haida Village Of Skidegate

The Haida First Nation has lived on Haida Gwaii, meaning "Islands of the People" in Haida, since time immemorial. Haida Gwaii is an archipelago of over 150 islands located in the Pacific Northwest, between 50-130 kilometers off the coast of mainland British Columbia. The Haida Village of Skidegate, meaning "child of red chiton" in Haida, sits in Rooney Bay on Graham Island. It became a center of Haida culture after drawing descendants from traditional villages displaced by colonization and diseases introduced by settler society. Today the village consists of descendants from most traditional southern villages, each members of clans with their own chiefs, crests, stories and histories (Moraes 2013). The Skidegate Band Council (SBC) plays a role in governing the community and providing policies and programs in the areas of culture, capital, education, membership, health, social assistance and socio-economic development. Eleven reserves of land are associated with the community, with 736 registered band members living on reserve and 847 living off reserve (Jones 2013).

The Haida Village of Skidegate has many assets. It has a Xaaynangaa Naay Health Centre, a water treatment plant, garbage and sewage treatment plant, an Elders' centre tied to the Skidegate Haida Immersion Program (SHIP), a Nursery, Sk'aadgaa Naay Elementary School and community garden. Skidegate residents have also revived their Haida language and customs surrounding food gathering, potlatching, ceremony, songs and dance (Moraes 2013). Hereditary Chiefs and matriarchal family clans also continue to govern the community alongside the Skidegate Band Council and Council of Haida Nation, a council that unites Haida people under one political entity and protects and asserts their rights.



Image 1. Map of Haida Gwaii (Queen Charlotte Islands)



Image 2. Map of the Haida Village of Skidegate

Many challenges also exist in the Haida Village of Skidegate, many of which are a direct result of the negative effects of colonialism, such as residential school. Of the 736 band members living on reserve, most if not all speak English with only 19 people fluent in Haida, 5 people comfortable speaking or understanding Haida, and 5 people in the process of learning Haida (Moraes 2012). Xaaynangaa Naay Health Center used the Community Wellbeing Index (CWB) in 2001 to measure the community's overall wellbeing in terms of income, education, labor force activity, and housing conditions. The Haida Village of Skidegate has a CWB score of 78, higher than other BC First Nations with an average score of 70 and lower than non-First Nation BC communities with an average score of 85 (Xaaynangaa Naay Health Center 2007). Drug and alcohol abuse, mental illness, sexual abuse and suicide are some of the major challenges in the community. Commercial fishing and logging, once the main sources of employment, are also being replaced by smaller industries of ecotourism and cultural-related work.

1.2 UBC SCARP

SCARP's Indigenous Community Planning specialization is designed to attract Indigenous and non-Indigenous students who want to work with Indigenous communities. The specialization promotes partnerships that support Indigenous communities to achieve their own aspirations for sustainable development. The Planning Practicum is a requirement within the specialization and provides students with the opportunity to gain practical experience planning alongside a First Nation. The practicum is based on two components: (1) A Field Studio, graded according to a Learning Agreement (see Appendix 8.1) and Work Plan (see Appendix 8.2) established with a First Nation, a planning journal and a final reflection paper, and; (2) A Masters Project, graded according to class participation, community contributions and presentations.

1.3 The Practicum Partnership

From October 2012 to May 2013, the Haida Village of Skidegate partnered with UBC's SCARP to develop a comprehensive community plan (CCP). The partnership was officially formed by the Skidegate Band Council in December 2012 after receiving funding from the British Columbia Capacity Initiative to renew their community plan. The partnership was premised on a local planning team, CCP coordinator Dana Moraes and CCP assistant Janine Williams, leading the process while collaboratively planning with two practicum students, Jessa Williams and Krystie Babalos, to develop a community-based, culturally appropriate, two-way capacity driven plan with the goal of being sustainable. The overall approach and methodology was one of collaborative planning, where the partnership formed was based on mutual respect, understanding and responsibility.

1.4 Purpose

This Masters Project is a model of how community planning can come together in rich ways, showcasing our approach and reflections as emerging planners and practicum students. The purpose of this Masters Project report is to share our understanding of collaborative planning in the context of the Haida Village of Skidegate's Comprehensive Community Plan (CCP) and to examine the planning approach, protocols, cultural learnings and quality and quantity of our contributions to the CCP. This is by no means a comprehensive treatment of the CCP process, as it is still ongoing and the working relationship continues. Nevertheless, this Masters Project report does aim to provide some critical insights and reflections upon collaborative planning in action with a First Nation in British Columbia.

2. Approach & Methodology

2.1 Forming The Student-Community Partnership

The student-community relationship was formed during our first visit to the Haida Village of Skidegate in December 2012. There, we were introduced to Barbara Stevens, Chief Administrative Officer, Marcia Piercey, Manager of Education, the Skidegate Band Council and Haida Elders. Based on initial conversations about the vision, goals, objectives, principles and ethics of the relationship, we drafted a Mutual Learning Agreement (see Appendix 8.1) to formalize the collaborative nature of our partnership. We also supported the creation of a CCP team and community advisory committee. During our second visit in January 2013, we met and began to form a relationship with the newly hired CCP team CCP coordinator Dana Moraes and CCP assistant Janine Williams. In February 2013 the Mutual Learning Agreement was signed.

The vision of our Learning Agreement and student-community relationship was to work together with the Haida Village of Skidegate to develop a community-driven plan which would contribute to the health, vitality and planning capacity of Skidegate, as well as to our own planning knowledge and capacity. The Learning Agreement also highlighted our mutual objectives, principles, workplan and guidelines for communication, feedback and evaluation.

The learning objectives of our relationship, as outlined in the Learning Agreement, were: to develop working relationships of trust, mutual understanding and learning; to promote an open, inclusive and collaborative process to complete the CCP; to learn and include Haida culture, knowledge, language, planning protocols and traditions in the process, and; to increase our planning knowledge, capacity and skills in order to work with First Nations.

We also established principles to honor each other as guiding ethics for our student-community relationship. One of our core principles was that the partnership would be based on respect for the Haida culture, knowledge, customs and preferences, and that Haida practices would be utilized in the planning process whenever possible. Another core principle was that we would work with the local CCP team to build a spirit of cooperation, collaboration and trust through cross-cultural understanding, mutual listening, honest communication and regular feedback.

In terms of feedback and evaluation, our Learning Agreement indicated written or oral feedback would be provided to us by the local CCP team once a month. Most often this feedback was provided during debrief sessions after events or meetings, and during conference calls. The Learning Agreement also outlined that we would provide reflections, feedback and updates to the local team during each visit or by email once a month. Most often this feedback was provided by email, during conference calls, in meetings, or while planning in action.

2.2 Supporting Community Planning Needs

From December 2012 to May 2013, we collaborated with the Haida Village of Skidegate's CCP team to develop their vision of a community-driven CCP. The CCP planning team consisted of Barbara Stevens, the Skidegate Band Council Chief Administrative Officer, who provided leadership, guidance and budgetary allowances to Dana Moraes, CCP Coordinator, Janine Williams, CCP Assistant, a community advisory committee consisting of 10 community members. Dana Moraes was working closely throughout this process with Jessie Hemphill, an Aboriginal Affairs and Northern Development Canada (AANDC) CCP mentor. As practicum students, we were also part of the extended CCP team and received regular guidance and feedback from our Indigenous planning instructor and supervisor, Jeff Cook.

The roles and responsibilities of our planning team were as follows.

Barbara Stevens, Dana Moraes and Janine Williams were responsible for:

- Leading the design and implementation of the CCP process;
- Mentoring and working collaboratively with us by offering learning opportunities to challenge and support our professional development and understanding of Haida culture, and;
- Working collaboratively with Jessie Hemphill to access CCP resources and tools
- Communicating with the Skidegate Band Council, staff and community about the CCP.

We traveled to Skidegate five times, for one-week each month, and were responsible for:

- Working collaboratively with Dana Moraes and Janine Williams to design and implement the CCP process, and to co-plan future phases of planning;
- Working with our supervisor Jeff Cook, who travelled to Skidegate three times;
- Taking initiative on planning activities that Dana Moraes needed support with;
- Communicating regularly, openly and honestly about planning activities and issues, and;
- Engaging with the community and getting involved in community planning events.

2.3 Comprehensive Community Planning Process

We worked collaboratively with the local CCP team to design and implement four-phases of the Haida Village of Skidegate's CCP. The process was as follows:

Phase 1: Preparing to Plan: Relationship Building, Form Planning Team, CCP Launch, Building Planning Capacity and Tools, Planning to Plan and Conducting Baseline Research

Phase 2: Planning in Action: Developing a Community-Driven Plan, Planning Tools, Questionnaires, Participation Plan and Media Tools, Community Engagement, Information Gathering and Analysis

Phase 3: Creating a "Living Plan": Identifying Community Vision, Values, Principles, Issues and Assets and Action Ideas, Recording and Documenting Information in a CCP Plan and Communicating the Plan to the Broader Community and Skidegate Band Council

Phase 4: Celebrating the CCP and Partnership: Feasting with Community and Skidegate Band Council

During Phase 1 "Preparing to Plan," we met with the Skidegate Band Council and Administration, Haida Elders and broader community groups to discuss and assess the nature of the CCP. At an Open House, over 100 community members were also surveyed to uncover their preferred approaches to planning and communicating the CCP. Overall, the community envisioned a community based, community driven and community owned CCP process.

We thus worked with Barbara Stevens and Jessie Hemphill to hire a local CCP coordinator, CCP assistant and a volunteer-based community advisory committee to guide the process. Once the local team was hired, we worked closely with them to design a community-based CCP, visually mapped out on a calendar for January – May 2013 and accompanied by a Participation Plan (see Appendix 8.7). The overall goals of this Participation Plan were to include Haida-based approaches to honoring the culture and voices of the community; empowering the community to have ownership over the CCP; and collaborating with government and community groups to take responsibility for the CCP. Based on these goals, the CCP team designed and implemented the following steps to community engagement:

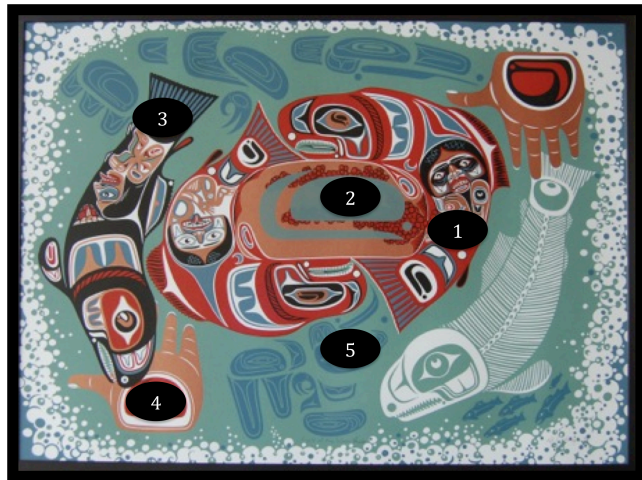


Figure 1. 'Salmon Cycle' CCP path diagram. The image was created by Robert Volgstad and the graphics were developed by the CCP team (see Appendix 8.9). The CCP phases are as follows and extend beyond our practicum partnership: (1) Phase 1 – Spawning and Preparing to Plan, (2) Phase 2 – Hatching, Discovering and Planning in Action (3) Phase 3 – Journey to the Ocean and Creating a Living Plan, (4) Phase 4 – Swimming the Ocean and Taking Action and (5) Phase 5 – Returning Home, Monitoring, Evaluation and Celebration.

1. Develop A Community-Based Approach To Planning
 - Collect information at the Open House on how best to honor the voices in the community
 - Create a community advisory committee to co-design the CCP
 - Identify community members and groups with a stake in the CCP
 - Identify the best engagement approaches for each community group
 - Set planning timeline and milestones
 - Collect preliminary information on the community's hopes, fears, strengths, weaknesses, and opportunities
2. Engage the Community
 - Communicate the CCP purpose, process and event dates/times to on and off-reserve members via posters, social media, newswatches and at events
 - Facilitate planning meetings, workshops, interviews, feasts, celebrations and other activities
 - Where possible, translate events/materials in Haida
 - Invite the community to weekly community hall gatherings to consult on the CCP
 - Work with the advisory committee and organizations to host group-specific workshops, round tables, meetings, feasts and interactive small group discussions
 - Value the community's time and insight by following protocols and customs, "meeting people where they already are," listening, and reporting back contributions
 - Use a variety of participation activities
3. Document Process and Voices
 - Identify community's past and present state, and vision, values, objectives, principles, issues and assets, and action ideas for the future
 - Record, document and report back all community input shared
 - Oral testimonies, stories, and songs recorded by audio and videotaping events, interviews, and note taking. Written information collected by surveys, drawing paper, Facebook messages, letters and e-mails, comment box submissions, photography and other mediums
 - Code and analyze data
4. Reflect and Celebrate the Process
 - Determine the milestones in the CCP process to evaluate
 - Celebrate milestones completed
 - Seek ongoing feedback from the community

3. Planning Actions

This section outlines in detail the specific actions we took in collaboration with the local CCP team within each phase of planning.

3.1 Preparing To Plan

During our first visit to the Haida Village of Skidegate, we began to develop relationships of trust with the Skidegate Band Council, Hereditary Chiefs, Matriarchs, Elders and broader community members in order to better understand their unique history, culture, language and social circumstances. Ensuring a community-driven CCP also entails the inclusion of Haida worldviews, beliefs, and customs in the process and final plan. Therefore, we spent time getting to know our community partners and the felt impacts of colonization to their socio-ecological systems. This was an important step in fostering our awareness of, sensitivity to and competence in planning with the Haida Village of Skidegate and we did so by participating in community meetings, gatherings and informal meals. We attended the Council of the Haida Nation swearing in ceremony, the Elder's holiday dinner, and shared a meal with Elders at the Skidegate Haida Immersion Program.

Under the leadership of the Chief Administrative Officer Barbara Stevens, we also helped launch and introduce the CCP to the community at the Haida Village of Skidegate's annual winter Open House. There we hosted a CCP booth, delivered a CCP survey and engaged with band council departments, community organizations, and community members. We assessed the nature of the CCP and our partnership by formally meeting with the Skidegate Band Council and Chief Administrative Officer Barbara Stevens. Based on these conversations, we co-developed a Learning

Agreement (see Appendix 8.1) and preliminary work plan to formalize the collaborative nature of our partnership and to guide the CCP process, as well as our contributions and actions.



*Image 3. Skidegate Open House in December 2012.
Photograph taken by Krystie Babalos.*

An important component of our first trip to the Haida Village of Skidegate was helping to form a local CCP team and community-based CCP process. We discovered the need for a local CCP coordinator and community group to guide the CCP process rather than us. Thus we worked with Barbara Stevens and Jessie Hemphill to recruit a CCP coordinator, assistant and community advisory committee by writing and posting job descriptions in a local newspaper. The CCP coordinator and assistant were hired by the Skidegate Band Council in January 2013.

During our second visit, we engaged in two-way capacity building with the newly hired local CCP team. We informally assessed the team's planning capacities and skills, learned Haida-based approaches to planning and mutually shared planning resources, tools and ideas. For instance, the local CCP team requested resources on participatory approaches to planning so we developed a Facilitation Toolkit (see Appendix 8.5) to support them in implementing their community engagement process. We also collaboratively worked with the local CCP team to design the CCP

process, with all of its phases, on a visual calendar and in a meta work plan, allowing for changes based on community and advisory committee input and feedback. We also spent time defining the CCP area as encompassing not only the 11 reserves of land associated with the Skidegate Band Council, but also the broader traditional territories associated with the Haida Village of Skidegate. Throughout this time, we continued to build relationships and learn about the community through meetings at the Skidegate Inlet Adult Day Program, Xaaynangaa Naay Health Centre, Skidegate Aboriginal Head Start, Skidegate Daycare, Skidegate Haida Immersion Program and the Haida Heritage Centre at Kaay’Llnagaay.

Once a meta-workplan had been formed, we began to conduct background research and to develop planning tools. To start, we summarized the Haida Village of Skidegate’s previous Comprehensive Community Development Plan (CCDP) in an accessible booklet (see Appendix 8.3), and evaluated its success by conducting one-on-one interviews with the Chief Administrative Officer, band councilors, and program staff from the Housing Department, Social Development Department, Xaaynangaa Naay Health Centre, Gwaalagaa Naay Corporation and Skidegate Haida Immersion Program. We developed an inventory of the Haida Village of Skidegate’s past and present community plans to provide the local CCP team with a list of plans to integrate into the CCP (see Appendix 8.4). We did so by requesting relevant plans, policies and strategies from Skidegate Band Council departments and community organizations. These requests were made in person in January and February 2013, as well as by email. Collecting past plans was a challenge, as most staff were unable to locate digital copies or were inaccessible by email. Another tool we developed was a Community Factbook (see Appendix 8.6) that compiled existing quick facts about the Haida Village of Skidegate to accompany the value-based information gathered from the CCP community engagement process. This Factbook is also meant to support the local CCP team in conducting a baseline assessment of their community and to better inform strategic decision-making.

3.2 Planning In Action

In this phase, we worked with the local CCP team to lead a community engagement process with the goal of engaging all community members living on and off reserve in the CCP. The first planning action we undertook was to co-create a Participation Plan (see Appendix 8.7). Our participation planning session and plan involved identifying key stakeholders to be engaged and how best to engage them in the process. We reviewed a range of possible engagement methods to engage and elicit community members to articulate issues of concern and to share local knowledge in planning for the future. The final approaches we adopted to elicit qualitative data on Haida values involved weekly community hall meetings, weekly community advisory committee meetings, and workshops, dinners and interviews with specific groups and individuals such as Elders at the Skidegate Haida Immersion Program, children at the Sk’aadgaa Naay Elementary School, youth at the Youth Centre, families at the Xaaynangaa Naay Health Centre, and mothers and babies at the Skidegate Aboriginal Head Start program. This choice of methods was



Image 4. CCP Youth Workshop in February 2013. Photograph taken by CCP team.

based on the preferences of the community as well as pragmatic considerations of available time and resources. The focus of the CCP engagement process was on facilitating activities that would identify the community's baseline state, and vision, values, objectives, principles and action ideas for the future. Photographs and notes were also taken at each event to record and clarify areas and items of importance.

This phase involved over 25 community gatherings, workshops and interviews, drawing anywhere between 1 and 200+ people, with a total of 244 community members engaged in the process, 100 of which were under the age of 18. We supported the CCP team in preparing for and facilitating some of these community engagement sessions. Our activities varied from creating agendas for meetings and gathering resources to co-facilitating 8 gatherings and recording events. Following the meetings, our team would give each other feedback, share our learnings and record meeting notes and community insights.

Throughout this phase, the community gatherings were conducted in culturally appropriate ways; respecting the pace of the community, and incorporating Elder-led prayers, feasting, storytelling, singing, and table discussions organized around clans and families. The meetings incorporated the community's preference for planning in action, inviting participants to not only discuss issues, assets, values and principles, but also pragmatic catalysts for change. Community participants were vocal in their preference for community hall gatherings and feasting over formal CCP workshops because of its inclusiveness, scope and ways in which sensitive information could be managed around table discussions with families and clans. Participants also valued the opportunity to talk about their values and needs, having felt neglected by previous comprehensive planning processes. This phase of planning is not yet complete as the local CCP team wishes to reach out to the other 492 members living on reserve and 847 members living off reserve.

Quantitative information on the community's baseline state, as well as plans for the future was gathered through 17 themed questionnaires. While the local CCP team developed the questionnaires, we contributed to the framework for data organization and analysis. This involved helping the local team to set up a FluidSurveys system, hire a local youth mentee Ryan Barnes to input data, identify and classify sources of information as either internal CCP data or external support data and set up a coding system. Internal data was collected at CCP meetings, workshops and interviews from the questionnaires and facilitated activities. External support data included plans, policies, strategies and reports gathered at workshops and meetings with government departments and community organizations. Given the short timeframe for data analysis, the local CCP team prioritized analyzing the internal CCP data first, while using external data as support documents. A data coding system was then co-created by Dana Moraes and Jessa Williams, specific to the internal data collected.

Results from the qualitative and quantitative data collected are in the process of being written up as a CCP (see Appendix 8.9). Results from the preliminary investigation were presented to the Skidegate Band Council by Dana Moraes to inform them of the community's general objectives, principles and requirements for future development in the value areas of governance, food security, community, healing, education, land, language and culture, and economy. Please see 'the CCP Values' table below for example objectives and preliminary action ideas identified for each of the value areas at the time of writing:

Figure 2. Preliminary CCP findings

Value	Sub-Value	Objectives	Action Idea
Haida Language and Culture	1. Haida Language 2. Culture 3. Spirituality 4. The Way Things Were	1. Restore, revitalize and preserve the Haida language and culture of our ancestors 2. Support success of Haida Gwaii Heritage Center 3. Maintain community connection to the land, ocean, sky and supernatural 4. Maintain traditional laws and protocol	1. Secure multi-year funding for Skidegate Haida Language Immersion Program and establish a language committee 2. Create tourism strategy, beginning with encouraging cultural events, and offering training courses that teach traditional values and skills, etc. 3. Create educational and mentorship opportunities for young people to learn supernatural stories and create a connection with the creator and mother earth 4. Promote, incentivize and organize traditional food gathering, hunting and feasting events and activities
Healing	1. Healing 2. Traditional Medicine	1. Maintain current health care systems and promote holistic models of healing (body, mind, heart, spirit) 2. Maintain the teachings of traditional medicine	1. Support local health service organizations and health hub to maintain funding sources. Promote participation in and actions of the community wellness committee, etc. 2. Develop promotional and educational materials and programs that teach our young people lessons from Sgaaga and traditional medicine
Community	1. Family 2. Elders 3. Youth 4. Safety and Security 5. Gathering Together	1. Promote family values and interconnectedness 2. Ensure all Elders (65 years +) are looked after 3. Meet the needs of youth in terms of healing, education, recreation and employment 4. Be prepared for emergencies 5. Promote and support existing ways community members support each other when in need	1. Develop a strategy to increase family time and activities 2. Increase homecare for Elders 3. Provide post-secondary education opportunities, community-based mentorship and job-skills training, etc. 4. Develop emergency preparedness plan and an active emergency preparedness committee 5. Promote, incentivize and organize annual family/clan dinners
Education	1. Education 2. Life Long Learning	1. Promote learning as a life long journey, in and out of school	1. Develop education strategy, starting with more “on-island” education programs
Food Security	1. Traditional Food Gathering 2. Gardening 3. Local Markets 4. Ocean	1. Promote the value of gathering, preserving traditional food, and sustainable practices 2. Promote the value of gardening and composting 3. Promote locally grown and harvested food 4. Protect the quality of the ocean and Haida ways of life connected to the ocean	1. Promote and organize opportunities for Elders to share traditional knowledge of food gathering 2. Organize in-school gardening and composting program 3. Organize markets/fairs for local fish, processed fish, vegetables, etc. 4. Protect and sustain salmon runs
Land	1. Land Development 2. Housing 3. Energy 4. Recreation 5. Island Protection	1. Promote sustainable land development practices 2. Design and develop affordable housing for all 3. Improve community’s energy self-reliance 4. Create new recreation opportunities for all ages 5. Protect land from tsunami debris, over-logging, commercial fishing and Enbridge pipeline	1. Explore opportunities to develop a mini-village complex 2. Explore housing strategy, starting with larger housing designed according to traditional living with extended family 3. Promote and incentivize alternative energy options for community members 4. Create a recreation strategy that will explore feasibility of outdoor activities, recreation programs and adult role models 5. Support existing efforts and activities of the Haida Gwaii Watchmen
Economy	1. Economy 2. Business Development 3. Employment	1. Regain and promote economic control over our lives and resources 2. Promote and support local and home-based businesses 3. Support existing Social Development Programs	1. Research the feasibility of new businesses and create a human resource bank to link employers with employees 2. Support Gwaalagaa Naay Corporation in generating revenue from community development projects 3. Support Skidegate Social Development program, including financial assistance and life skills training
Governance	1. Communication	1. Advance the management, communication and leadership of the Skidegate Band Council	1. Organize monthly meetings to increase transparency on finances, and to be accountable for portfolios and to review reports

3.3 Developing A Living Community Plan

The fourth phase aimed to create a “living” community plan, entitled *Gud Ga Is Kuuniisii Gan Yahguudang KunGasda Tll lligihl*, meaning “being together to talk, honoring the past and shaping our future” in Haida. For the Haida Village of Skidegate, a “living” plan entails a user-friendly document to commemorate the community *based* and *driven* nature of the plan, and to inspire a community *owned* implementation process that can be observed, revised and celebrated. The core planning action we were involved in was co-creating a framework for organizing, documenting and communicating the CCP. The *Gud Ga Is* framework was developed by Dana Moraes with our support over several community visits. Jessa Williams supported Dana in developing an initial framework that identified eight values the community would like to base all planning actions on: governance, land, economy, language and culture, education, healing, food security and community. It was also identified that within each value, guiding principles, issues, assets, resources and preliminary action ideas would be highlighted.

The *Gud Ga Is* framework was further refined by Dana Moraes and Krystie Babalos when the CCP was organized into a Summary Booklet (see Appendix 8.8) to update community members and funders alike on the progress of the CCP. Dana Moraes, with support from Krystie Babalos, developed the CCP Summary Booklet and added a temporal element, including a summary of the community’s past and present state and vision for the future, organized around the eight core values and underlying principles, information and action ideas.



Image 5. CCP Summary Booklet.

During the final community visit, we both supported Dana Moraes in drafting the final CCP by providing feedback and ideas, and collaborating on visual graphics, such as a historical timeline, influence diagram, ‘salmon cycle’ planning path diagram, governance circle, and Skidegate Band Council organizational chart. The final CCP entitled *Gud Ga Is* (see Appendix 8.9) is still incomplete and a draft in progress. When finalized, the CCP will consist of a description of the community’s history and present state, and vision, principles, values, objectives and action ideas for the future. The plan does not include a systematic analysis of the challenges and opportunities (baseline analysis), nor does it articulate specific policy directions and bylaws. Instead it will be a visionary document that lays out the community’s core values organized around eight thematic ‘value’ headings, with underlying objectives, information and action ideas. The hope for the CCP is that it can be used as a summary tool to guide the completion of the CCP in the next phases of planning. The hope is also that Chief, Band Council, staff, community members and allies will be able to use the document as a source of guidance and inspiration for development projects, knowing that what has been identified in the CCP is supported by a broad cross-section of the community.

During this phase of planning our CCP team also participated in a CCP ‘next steps’ strategy session with Jeff Cook, where Jeff shared insights about structuring, organizing and sequencing a CCP framework to integrate results from the community in a coherent way. During this session, we collaborated with Dana on the next steps of planning, including sustaining the CCP team and community advisory committee, engaging all community members, continuing to collect and

analyze facts and values, and developing an implementation strategy. The action priorities that will support the vision, principles and values identified in the implementation strategy will be determined in the next phases of planning.

3.4 Celebrating the Plan and Partnership

The fourth phase focused on celebrating the planning process and partnership. Our CCP team planned and hosted a celebratory feast with ~30 community members. During the event, Dana updated the community on the progress of the CCP by sharing the CCP summary booklet and draft *Gud Ga Is*. Our student-community partnership was celebrated once again at our final presentation to the Skidegate Band Council and Administration where we shared our learnings and reflections on the CCP process and outcomes.

We presented once again alongside the local CCP team to the UBC SCARP community in May 2013. The purpose of this presentation was to share the story of our student-community partnership and the lessons learned that inform other Indigenous community planning partnerships. The event was hosted by UBC SCARP on the traditional territory of the Musqueam people. Musqueam Elder Larry Grant opened the ceremony with a prayer. This was followed by a welcome speech by Indigenous Community Planning Chair Leonie Sandercock and instructor Jeff Cook. Our presentation was opened by Barbara Stevens and Dana Moraes when they shared a Haida prayer and Peace song.

We then co-presented on the collaborative nature and scope of our partnership, the outcomes of the CCP process, and our learning reflections.



Image 6. Presentation to UBC SCARP Community in May 2013. From left to right: Jessa Williams, Krystie Babalos, Dana Moraes, Kynan Moraes and Barbara Stevens. Photograph taken by Jessie Hemphill.

4. Outcomes

The nature and scope of our contributions to Skidegate's CCP process are as summarized:

Figure 3. Outcomes of our student-community planning experience

Timeline	Planning Phases	Activities	Contributions
2012 Dec-Jan	Phase 1: Preparing to Plan	<ul style="list-style-type: none"> • Meet with Skidegate Band Council • Meet with Elders at Skidegate Haida Immersion Program • Meet with Skidegate Band Council Chief Administrative Officer, CCP staff and AANDC mentor • Form CCP planning team • Meet with broader community • Launch CCP at Open House: organize, prepare and deliver survey, and station CCP booth 	<ul style="list-style-type: none"> • 4 meetings notes • Learning Agreement • 2 Job Postings: CCP coordinator and community advisory committee • Photo documentation of Open House • 1 Open House Survey • Open House Raffle notes • Work Plan
2013 Feb-April	Phase 2: Planning In Action	<ul style="list-style-type: none"> • Phone conferences with CCP team • Meet CCP coordinator and assistant and co-develop CCP process • Assess CCP team capacity and needs • Gather planning history and outcomes of past plans, interview staff • Build relationships with community members, programs and groups • Support Dana and Janine to implement community engagement and questionnaires 	<ul style="list-style-type: none"> • 5 notes from CCP team phone conferences • Meta Workplan • Participation Plan • Facilitation Toolkit • 7 staff interviews • 2005 CCDP Summary • Planning Inventory • Community Factbook • Co-plan and facilitate 7 community gatherings, and workshops • Help gather 17 questionnaires and community meeting notes • Data coding system
2013 April-May	Phase 3: Develop A “Living Plan”	<ul style="list-style-type: none"> • Analyze community data • Develop <i>Gud Ga Is</i> (CCP) framework • Write <i>Gud Ga Is</i> Summary for community and AANDC • Contribute to complete <i>Gud Ga Is</i> • Develop implementation framework 	<ul style="list-style-type: none"> • Code 17 sets of data from questionnaires • <i>Gud Ga Is</i> (CCP) Summary • Partial <i>Gud Ga Is</i> (CCP) • 1 meeting and notes on Implementation Strategy • CCP visuals: Organizational chart, Governance diagram, Influence diagram, Historical timeline and Planning “salmon cycle” process
2013 April-May	Phase 4: Celebrate	<ul style="list-style-type: none"> • Present CCP contributions and reflections to Council, staff and CCP team • Present drafts of <i>Gud Ga Is</i> (CCP) to community at celebratory community feast 	<ul style="list-style-type: none"> • 1 Powerpoint presentation • 1 community feast

5. Community Planning Next Steps

Following a CCP ‘next steps’ strategy session, the local planning team is considering the following steps to complete and implement the CCP:

Complete Gud Ga Is (the CCP)

- Finalize meta vision statement
- Organize and list 10-15 guiding principles
- Create high level objective statements for eight value areas
- Organize preliminary action ideas under value areas

Keep the CCP Alive

- Sustain CCP team and community advisory committee
- Continue community engagement by reaching out to all band members living on and off reserve
- Continue to collect, organize and analyze community information and facts through diverse community engagement methods
- Finalize community baseline situation assessment through a community census

Action Plan

- Rank action ideas against vision, principles, values and other criteria appropriate to the community (i.e. costs, capacity, time, customs, etc.)
- Prioritize actions according to whether they require immediate, medium or long term implementation strategies
- Develop an implementation strategy with (1) work plans that sequence and phase projects, and outline key actors, resource requirements and targets, (2) a communication plan, and (3) a framework for monitoring and evaluation

Monitor and Evaluate

- Track and report CCP results based on vision, principles and values. Ensure the community is getting what they wanted
- Communicate and disseminate planning accomplishments and results to Band Council, Administration and community
- Identify process to adjust or revise CCP based on lessons learned
- Create annual celebration for successes

6. Closing Reflections

6.1 Community Planning Context

The Haida Village of Skidegate's CCP process had many strengths; it was community based, culturally appropriate, and two-way capacity driven, with the plan having the underlying goal of creating sustainable development.

The local CCP team led the planning process with our support, as well as that of Jessie Hemphill, the AANDC CCP Mentor. The CCP planning process consists of a number of phases, including preparing to plan (assessing organizational capacities, planning the CCP process, and conducting baseline assessments), planning in action (engaging the community, identifying key issues and assets, reframing and prioritizing community values and setting objectives), documenting the plan, implementation, and evaluating and monitoring the plan. The Skidegate Band Council, Administration, Hereditary Chiefs, Matriarchs, Elders, community advisory committee and broader community were invited to be involved in all phases of the CCP. During the 'planning in action' phase, the CCP team relied on the community advisory committee, community hall gatherings and workshops with special interest groups as the primary means of engaging and obtaining input for community assessments and CCP planning. The meetings and workshops were conducted in culturally appropriate ways, respecting the pace of community members, and incorporating Elder-led prayers, feasting, storytelling, singing, and table discussions organized around families and clans. The CCP title and headings were translated into Haida, and drew from Haida laws and customs to guide the process and plan contents. By incorporating Haida language and practices into the process and plan, the CCP also supported the community's cultural revitalization efforts.

In every phase of planning, the CCP process was two-way capacity driven. We understood that planning in the Haida Village of Skidegate is based on Haida concepts of 'planning' and mobilizing people. Therefore, we learned from the local CCP team how to integrate Haida knowledge, values, and contemporary practices into the CCP process. We then contributed to the local CCP team's planning knowledge by sharing ideas on strategic and participatory approaches to planning. Together we all brainstormed and exchanged ideas, stories, tools, resources, and best practices while collectively problem solving when issues arose. This planning environment of mutual learning and dialogue brought together both Haida and non-Haida ways of planning into the CCP.

As a result of our team's approach, the CCP community engagement process built the broader community's capacity for CCP planning. Members of the community advisory committee were empowered to help design and guide the CCP process. They are now committed to sustaining the plan and its engagement process into the future. The community engagement sessions incorporated the community's preference for 'planning in action', inviting the 244 participants to not only communicate issues and assets, and visions, values and principles for the future, but also to create pragmatic actions and catalysts for change at the individual, family, clan, community and government levels.

The final CCP entitled *Gud Ga Is. Kuuniisii Gan Yahguudang. KunGasda Tll Ilgihl*, meaning "being together to talk, honoring the past and shaping our future" in Haida, will be a visionary document that promotes sustainability. The plan is not yet complete but will set out the community's vision, and eight interconnected values with underlying objectives, information and action ideas. The CCP is intended to be used by Chief, Band Council, Administration, community

groups and members as a source of guidance for future development projects.

There were numerous challenges associated with the CCP process. The CCP was dependent on AANDC's British Columbia Capacity Initiative (BBCI)'s funding cycle. Therefore, the local CCP team worked hard to complete the CCP within BCCI's 2012-2013 funding cycle, limiting the amount of time, energy and resources spent on each phase of planning. Based on the rhythm and pace of the community, the local CCP team launched the planning process in the fall of 2012, several months after they had received funding. In order to meet the funding deadline of March 31 2013, less time was spent on "preparing to plan", including determining organizational capacities, planning the CCP process, and conducting a situation assessment. In addition, the CCP team only spent two months "planning in action," limiting their ability to engage the entire community living on and off reserve, to assess key issues and assets in depth and to reframe, organize and prioritize issues as objectives with an implementation strategy.

This shortened planning timeframe was a challenging context for our CCP team to work within. We all had to work at an accelerated pace to develop useful survey instruments, gather value-based information and organize, code, analyze and synthesize all of the information collected in the final CCP. The values that the Haida people of Skidegate regard as critical to their sense of identity, cultural practices, spiritual beliefs, customary management practices and livelihoods, are also challenging to quantify. The local CCP team thus needed extra time and support in framing their core values with clear objectives and measurable targets that can be implemented, monitored and evaluated over time. As a result of these challenges, the local CCP team is extending the planning process into the coming year so as to fill in the information gaps in the plan and to develop an implementation strategy with clear monitoring, evaluation and celebration methods.

6.2 Student Context

Haida First Nations have been planning for thousands of years prior to colonization. Today, planning in the Haida Village of Skidegate has become a movement to plan by and for their community. Barbara Stevens describes one Haida worldview as "everything is connected to everything else" where there is a synergistic relationship between humans and non-humans, the natural and supernatural. In planning alongside the Haida Village of Skidegate, we learned that planning is holistic, process and action-oriented, grounded in-place, and about planning for balanced relationships between humankind, nature and the supernatural. Haida values flow from these worldviews and are manifest in their guiding laws, and in their plans' vision, values, principles and actions.

Planning alongside the Haida in Skidegate has had a positive impact on our development as emerging planners. We gained knowledge from building relationships with and learning alongside the local CCP team, including the value and importance of respect, reciprocity, asking permission, making it right when wrongs have been done and mutual responsibility, all of which are important components of Haida planning philosophies and practices.

The ability of the local CCP team to design and implement their own community-driven plan revealed to us the important role local First Nation planners play in planning for their own community. They understand the context of their community, can dedicate time to making in-person contacts with community members, and can host and participate in regular meetings, updates, dinners and informal gatherings. They also understand the ways in which a plan can be actively used and referenced by local government, organizations and community members, avoiding conditions where the plan is 'left on the shelf'.

In this case, Dana Moraes led the planning process while actively engaging a plurality of voices, ranging from the Skidegate Band Council, community advisory committee, Elders, CCP Assistant and youth mentee to us and the AANDC CCP Mentor, in the design and implementation of the CCP process. Dana Moraes' leadership style created a collaborative planning environment of mutual learning and dialogue. The nature of our diverse team required that we respect the rhythm and pace of the local CCP team, and share planning information, ideas, resources, and tools where needed and requested. While we worked in collaboration, the local CCP team had final decision-making power and we respected their decisions on all methods used and adapted.

As visiting, emerging planners, we faced the challenge of limited time planning in the Haida Village of Skidegate. We were only able to travel to the village one week a month for 6 months. This limited our in person contact with community members and time spent learning and understanding Haida ways of planning and mobilizing people, as required for a truly culturally appropriate planning process. We thus depended on the local CCP team to lead the planning process when we were in the community, as well as to update us biweekly by phone when we were working out of the community.

When we were working in-community, the local CCP team taught us how to facilitate a plan that is holistic, process and action oriented. They taught us how to recognize and respect the First Nations context, worldviews, values and customs through the centrality of history, myth, storytelling, circle work and ceremony. They taught us to honor the past and traditional knowledge while embracing the new; to plan in culturally appropriate ways; and to be creative in reaching out to the community through workshops, one-on-one meetings, family gatherings, Elder ceremonies, presentations, feasts, school classes, and youth center events. They also taught us to design a planning process with catalysts for immediate community actions so that the community felt they were seeing immediate positive benefits to planning.

We learned that the CCP is as much about the process as it is about the final plan. Therefore, we had to be open, understanding, flexible, and diplomatic when unexpected social challenges such as death, suicide, violence and poverty emerged both amongst our team and the broader community. We learned that many of these social challenges are the direct result of historical trauma and the intergenerational legacy of colonialism and that part of our responsibility was to find ways within the CCP to address and overcome these challenges.

Finally, this planning experience taught us about our responsibility as emerging planners; that we can shift our planning roles from being perceived as 'experts' to embracing our roles as 'learners' and from outside planners to collaborative planners. No longer are the days when First Nations are considered solely stakeholders to be consulted in a planning process, but rather leaders of their own planning process. Outside planners can support rather than lead Indigenous community-based plans because planning is an ongoing living process, starting long before and continuing long after outside planners influence the process. For First Nations that have been imposed upon historically by outsiders, the opportunity to plan and develop according to their own practices is also an important part of the process of improving the sustainability of their community.

6.3 Principles For Future Practicum Partnerships

Students and communities who hope to complete a partnership together and to conduct collaborative planning can consider some of the following principles and guidelines we learned in our partnership.

Relationships of respect

A successful partnership is based on building relationships grounded in respect, understanding, mutual responsibility, mutual learning and open communication. Planning partnerships require students and community to understand each other's different cultures and build bridges between planning philosophies and practices.

Cross-cultural awareness

Building bridges is not simply about relationship building, it is also about cross-cultural awareness. It is about understanding that First Nations are the original inhabitants and caretakers of their traditional territories with distinctive rights and responsibilities flowing from that history. It is also about understanding that planners are from this land, by birth, adoption, affection or loyalty, and have their own distinctive beliefs, rights and responsibilities. Students must be aware of the colonial forces at play in planning, including the wrongs of past plans completed by outside planners or mandated by the federal government. But it is important to learn from the past and not to be a prisoner of history. No matter what power imbalances and inequities exist, First Nations are able to plan for themselves according to their beliefs, culture and practices. Good planning is conducted in this environment of mutual learning and sharing, which often takes more time. It starts with dialogue and inquiry before work plans are finalized, making time for relationship building, and co-learning about the community and practicum students within each phase of planning.

Mutual responsibility

Mutual responsibility is key, transforming the relationship between outside planner and community from one of dependence to joint partnership. The local planning team thus has the autonomy and capacity to take responsibility for the process and to document their own plan while students can share in the process, contributing ideas, knowledge and initiatives where requested.

Clear communication about strengths and weaknesses

It is important to be clear to each other about your roles, goals, expectations, and what you can and cannot offer from the start. Strong relationships allow you to expose your respective strengths and weaknesses and create opportunities to address the gaps.

Collaborative learning

As two practicum students, we often shared visits to the community and worked together in collaboration with the local CCP team. This co-learning experience presented a number of strengths as well as challenges. In terms of strengths, we were able to contribute different experiences, knowledge and skills to the CCP process. Depending on our respective strengths and interests, we could collaborate on, share or switch planning roles and responsibilities. On occasion, however, there would be too much overlap in responsibilities. This would typically lead to either one of us seeking out alternate tasks. In future practicum partnerships, it will be important for practicum students and the local planning team to assess their planning capacities and to consider their respective strengths and weaknesses while discussing appropriate methods for collaboration.

Follow the Pace and Rhythm of the Community

The Haida Village of Skidegate's planning process occurred over a six-month period. The pace of the planning process was guided in part by AANDC's BCCI funding cycle rather than the timeline of the community. In the future, community and student practicum partners should discuss a feasible timeframe for their planning process, respecting the rhythms of the community and the time required by the local planning team to get started, engage community members both on and off reserve, to collect and synthesize community values and data, and to document the plan.

Taking initiative

In this partnership, it was vital we took initiative in supporting the local planning team where needed. We faced a number of uncertainties throughout the practicum, including uncertainty over when the local CCP team would formally begin leading the CCP process and when and where to access information on the community's past and present state. We made sure to respect the local team and community while striving to take initiative where needed, at times drafting resources and tools in anticipation of the local team's planning needs.

Importance of balancing life and work

Throughout this experience, our relationships and planning activities often occurred outside of the office, before or after work hours, and while on the land and sea. Future practicum students should spend time immersing themselves in their partner community outside of a typical workweek, spending time learning on the land and water. Opportunities such as these played a pivotal role in informing our understanding of the community and culture, and local planning processes.

7. References

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8. Appendix

8.1 Learning Agreement

**Mutual Learning Agreement:
A Learning Partnership between Skidegate First Nation &
UBC's School of Community and Regional Planning**

Background

The Skidegate First Nation (SFN) completed two comprehensive community plans (CCPs) in 1997 and 2005. Recently, the SFN received funding from the British Columbia Capacity Initiative (BCCI) fund to review and update its 2005 CCP, providing the community a road map to greater sustainability and self-sufficiency. The SFN was interested in enrolling planning support from the School of Community & Regional Planning's (SCARP) Student Planning Practicum. The SCARP practicum is a requirement within the Indigenous Community Planning Specialization, providing students with the opportunity to gain practical experience learning from and supporting a First Nations community in BC to develop a community plan.

Vision

The SFN and SCARP practicum students will work together to develop a community-driven Comprehensive Community Plan (CCP) that contributes to the health, vitality and capacity of SFN, and the planning knowledge and capacity of SCARP practicum students.

Purpose

This Learning Agreement defines a set of learning objectives, principles, roles and responsibilities, scope of work, and communication and reporting guidelines for the SFN Planning Team (Barbara Stevens SFN Band Manager, Dana Moraes CCP Coordinator and Community Advisory Committee) and SCARP practicum students to achieve our vision and maintain a strong learning partnership.

Learning Objectives

The objectives of our Learning Agreement are to:

1. Learn from SFN's strong planning history and experience;
2. Develop working relationships of trust, mutual understanding and mutual learning with the SFN Planning Team;
3. Promote an open, inclusive and collaborative process to complete SFN's CCP;
4. Learn and include SFN's culture, knowledge, language, planning protocols, traditions and practices into the CCP process and documentation;
5. Support SFN to complete and implement its CCP made by and for the community; and
6. Increase the planning knowledge, capacity and skills of the Practicum Students to work effectively with First Nations.

Principles of Honouring Each Other

Our Learning Partnership will be guided by the following principles and ethics:

1. This partnership will be based on respect for Haida knowledge, cultural customs, preferences, capacity and pace of the community;
2. Practicum students will honor and acknowledge SFN traditional practices and utilize them during the planning process where possible, in the form of respect for Elders, storytelling, silence, prayer, dancing, social gatherings, feasts, etc.;
3. SFN and Practicum students will mutually agree upon learning objectives, expectations, and scope of work and respect agreed upon times to start, work and complete various community planning activities;
4. SFN and Practicum students will build a spirit of cooperation, collaboration and trust through cross-cultural understanding, mutual listening, honest communication and regular feedback and reflections;
5. SFN and Practicum students will Communicate openly and honestly about any issues that may arise;
6. Practicum students will be inclusive and accessible to community members by drawing from local communication styles, clear language, multi-media and user-friendly planning tools;
7. Practicum students will follow and learn from Skidegate First Nation's ethics protocols and practices;

8. All information gathered by the SCARP practicum students throughout this partnership will be kept private and confidential;
9. All knowledge, information and tools developed by the SCARP practicum students are owned by and accessible to SFN; and
10. Practicum students will act in a professional and respectful manner, grounded in the guiding principles and ethics.

Working Together

The roles and responsibilities of the SFN and SCARP practicum students are as follows:

SFN will be responsible for:

1. Supervising and mentoring students during the design and implementation of the CCP process;
2. Offering learning opportunities to challenge and support the students' learning and professional development;
3. Supporting the students' learning about SFN's planning culture and customs;
4. Being available to answer questions and work collaboratively with the students;
5. Undertaking ongoing student evaluations and feedback;
6. Communicating with the community so they are aware of the students' roles and activities;
7. Organizing room and board for the students while they are in Skidegate; and
8. Being mindful of the students' safety while in the community.

SCARP practicum students will be responsible for:

1. Working directly with the local planning team and community;
2. Respecting SFN's culture and planning protocols;
3. Learning from and supporting the CCP process during 4-5 trips over a 6 month period;
4. Contributing to the CCP process design and implementation as defined by the local planning team and community;
5. Successfully implementing the five pillars of planning activities (see below);
6. Communicating regularly, openly and honestly about planning activities and issues that may arise; and
7. Engaging with the community and getting involved in community planning events and activities.

SCARP will support this partnership by:

1. Providing guidance, mentorship and resources for the students' learning process; and
2. Acting as a mentor and mediator in the event that conflicts may arise and cannot be resolved through mutual agreement.

Scope of Work

Planning Activity Areas

SCARP practicum students will contribute towards five pillars of planning activities (see work plan for details) identified as follows:

1. *Relationship Building, CCP Launch and Local Planning Capacity*
 - Meet with Band Manager and CCP Staff;
 - Organize and prepare CCP open house, develop and deliver survey, station the booth, informal meet and greet;
 - Assist with reporting the results of the community survey;
 - Meet with Skidegate Band Council and attend annual Elder's Social Gathering;
 - Attend Skidegate Haida Language Immersion (SHIP) program for Elders; and
 - Attend Council of Haida Nation (CHN) Swearing in Ceremony.

Deliverables: Relationships of trust between Practicum students and SFN; Photo Slide Show of Open House; Community Survey Results Report; preliminary notes from Skidegate Band Council and Elder's Social Gathering; and help recruit CCP coordinator and assemble a Community Advisory Committee by developing two CCP Job Descriptions.

2. *Planning Tools and Research*

- Summarize and assess local planning history, including successes and accomplishments. This summary is to be short, simple and user-friendly; and
- Co-create appropriate information tools to prepare and guide the CCP Coordinator, Community Advisory Committee and community decision-making.

Deliverables: A 15-20 page Planning Summary of the 2005-2012; SFN Plan Inventory; and SFN Community Profile Fact Book.

3. *A Community-Driven Process*

- Co-create Participation and Communication Plans to guide the CCP Coordinator and Community Advisory Committee in engaging the community to decide CCP vision, objectives and priorities; and
- Provide facilitation services to the CCP coordinator and Community Advisory Committee as needed to deliver a community-driven process.

Deliverables: Participation Plan; Communications Plan; community planning gatherings/engagement; and support the communication of the community vision, objectives and priorities as determined by the community.

4. *A Living Community Plan: Documentation and Communication*

- Co-develop a framework to communicate the vision and action plan of the CCP;
- Contribute towards the CCP Coordinator's responsibility to write the CCP; and
- Undertake report writing, including visual tools, diagrams and multi-media to express the results of community decision-making.

Deliverables: CCP Phase I Report

5. *Celebrate the Plan and Partnership*

- Present student contributions to the CCP and reflections on the Learning Partnership.

Deliverables: Practicum Student Report and Presentation.

Communication & Reporting

SCARP Practicum Students will work with the SFN CCP Planning Team (Barbara Stevens, Dana Moraes and Janine Williams) to communicate regularly and to mutually review and update the students' work plan and deliverables, and agree to undertake the following:

1. Practicum students and the SFN CCP planning team will meet in person during each visit;
2. Practicum students and the SFN CCP planning team will maintain ongoing communication by email or phone when not in Skidegate;
3. Practicum Students and the SFN CCP planning team will have one formal check-in every two weeks by phone; and
4. In the event a conflict may arise between Practicum Students and the SFN, every effort will be made to resolve the conflict through dialogue and mutual agreement. If the conflict is unable to be resolved, parties will seek guidance from the UBC Indigenous Planning Supervisor (Jeff Cook).

Community Visits

Between November 2012 and May 2013, SCARP Practicum Students will travel together and or separately to Skidegate approximately three to five times each, spending approximately three to five days in the community per visit. The Practicum Students' community visits will vary according to the timeline/timing of CCP activities, and the overall travel budget. The tentative schedule is as follows:

1. December 11-15, 2012
2. January 28-Feb 01, 2013
3. February 18-21, 2013

4. March 2013
5. April 2013

Feedback and Evaluation

Feedback will be provided as follows:

- Feedback will be provided to the Practicum Students in person or in writing once a month by the SFN planning team (Babs Stevens SFN Band Manager, and Dana Moraes CCP Coordinator) and Jeff Cook (UBC Indigenous Planning Supervisor);
- Practicum Students will provide reflections, feedback and updates to the SFN planning team in person at each community visit or by email once a month; and
- Feedback will be focused on the students' performance and work, their relationship with SFN and their contributions to the CCP process and various deliverables.

Signatures

The SFN and SCARP practicum students agree to the terms and conditions of the Learning Agreement:

Skidegate First Nation

Barbara Stevens
 First Name Last Name
 Band Manager
 Title
 Feb 1, 2013
 Date
 [Signature]
 Signature

Dana Moraes
 First Name Last Name
 CCP coordinator
 Title
 Feb 1, 2013
 Date
 [Signature]
 Signature

SCARP Partner Signatures

Kristie Babalos
 First Name Last Name
 SCARP Practicum Student
 Title
 Feb 1, 2013
 Date
 [Signature]
 Signature

Jessa Williams
 First Name Last Name
 SCARP Practicum Student
 Title
 Feb 1, 2013
 Date
 [Signature]
 Signature

JEFF COOK
 First Name Last Name
 INSTRUCTOR
 Title
 Feb 11/2013
 Date
 [Signature]
 Signature

8.2 Student Workplan

STUDENT WORKPLAN (DRAFT)

A Learning Partnership Between the Haida Village of Skidegate and UBC School of Community & Regional Planning

The Haida village of Skidegate and UBC School of Community & Regional Planning (SCARP) practicum students have mutually agreed upon the following five pillars of the 2013-2018 Comprehensive Community Plan (CCP) and underlying activities starting December 2012 and ending May 2013.

General Timeline	Activities	Description	Lead Responsibility /Actors	Resources	Deliverable(s)	Date for activity/ deliverable	Outcome / deliverable	Time allocation per student (Total 300 hrs)
1. PREPARING TO PLAN: BUILDING RELATIONSHIPS, PLANNING CAPACITY AND CCP LAUNCH								
Dec. 11-15, 2012	First Visit: Launch Partnership and CCP	1. Meet with Band Manager and CCP Staff 2. Organize and prepare open house, deliver survey, station booth and informal meet and greet 3. Meet with Skidegate Band Council and attend Elder's Social Gathering 4. Attend Skidegate Haida Language Immersion program for Elders 5. Attend Council of Haida Nation Swearing In Ceremony	1. Babs, Marcie, Skidegate Band Council and Staff, Jeff, Krystie, and Jessa, Jessie	1. Open House survey, raffle and camera 2. 1997 PDP and 2005 CCDDP	1. Photo documentation of open house 2. Notes from meetings with Skidegate Band Council, Manager, Staff and Community 3. Open House Survey and Raffle findings 4. Cultural understanding through Swearing in ceremony	Dec. 15	1. Launch 2012-2018 CCP 2. Meet and greet SFN departments, and community groups 3. Learn about CHN and SBC governance, protocols and ceremonies 4. Invite community to participate in a CCP 5. Collect preliminary information on SBC and community's role and priorities for CCP	55 hrs/student
Dec. 12, 2012 – Jan. 30, 2013	Hire a CCP Coordinator	1. Recruit a CCP Coordinator to manage CCP project	Marcie, Jessa, Krystie & Jessie	Access to newsflash newsletter	1. Job posting and interview support	1. Dec. 14, 2012 2. Jan 21, 2013	1. Recruit local CCP Coordinator candidates 2. Hire the ideal CCP Coordinator candidate	1 hr/student
Dec. 12, 2012 – Feb. 23, 2013	Assemble a CCP Advisory Committee	1. The CCP Community Advisory Committee will support a community-driven CCP.	Marcie, Krystie, Jessa & Jessie	Access to newsflash newsletter	1. Advisory Committee job posting 2. Terms of Reference 3. Work plan	1. Dec. 14, 2012 2. Feb. 23, 2013 3. Feb. 23, 2013	1. Recruit SBC Department heads and community members to volunteer in Advisory Committee 2. Clearly define the purpose and structure of the Committee 3. Lay out Committee activities and deliverables	1 hr/student
Jan. 29, 2013 – Feb. 2, 2013	Second visit: Continue to develop partnership with and support local CCP team	1. Meet CCP coordinator and assistant 2. Co-create meta work plan 3. Co-create agenda for first community event 4. Create facilitation toolkit 5. Continue to build relationships with community members, programs and groups (SHIP, ADP, Health Centre, School, Head Start, Day Care, Cultural Centre and Museum)	Babs, Dana, Janine, Jessie, Jessa & Krystie	1. Flip chart paper 2. Camera 3. Computer 4. Printer	1. Meta work plan 2. Agenda for first community event 3. Facilitation toolkit	1. Feb. 8, 2013 2. Jan. 20, 2013 3. Feb. 8, 2013	1. Help guide the planning process over the next 8 weeks 2. Help guide the first community event 3. Provide facilitation support and guidance to CCP coordinator	55 hrs/student
2. PREPARING TO PLAN: PLANNING TOOLS & RESEARCH								
Dec. 20, 2012 – Feb. 19, 2013	Summarize previous Community Plan	1. Summarize the 2005-2012 CCDDP in a fun and accessible booklet with vision, mission, priorities, and accomplishments	Babs, Jessa & Krystie (with advice from Jessie)	The 2005-2012 CCDDP, photos of Skidegate First Nation and Skidegate Band Council logo	1. 15-20 page Community Planning Summary Booklet	1. Feb. 19, 2013	1. A 2005-2012 Community Plan Summary booklet to be used by CCP coordinator	20 hrs/student

Jan. 1-Feb 19, 2013	Inventory current and past plans and compile relevant community factbook/profile file	1. Compile a list of plans from Skidegate Band Council Departments 2. Compile info on history of Skidegate and facts	Skidegate Band Council (SBC), Band Manager Babs Stevens, Department Heads, Krystie & Jessa	Access to previous and current Skidegate plans (i.e. health plan, energy systems plan, etc)	1. Inventory list of Skidegate plans 2. SFN community factbook/profile	1. Feb 19, 2013 2. Feb 19, 2013	1. Educate CCP team on past Skidegate plans to guide 2013 CCP 2. Community profile/fact book to identify priorities for CCP and community engagement	10 hrs/student
3. PLANNING IN ACTION: A COMMUNITY DRIVEN PROCESS								
Feb 1-Feb 19, 2013	Plan for a community-driven CCP	1. Work with CCP Coordinator and Community Advisory group to create a participation strategy 2. Contribute towards the assistant planner inputting survey findings into Fluid surveys and to structure data input and analysis	Jessie, Jessa, Krystie, CCP Coordinator & Advisory Committee	1. Fluid surveys 2. 2005-2012 Community Plan Summary	1. Summarize Open House survey (Jessie to lead) 2. Co-write participation strategy 3. Create facilitation toolkit	1. Feb 8, 2013	1. Survey findings to guide CCP community engagement 2. Participation strategy to guide CCP 3. Facilitation toolkit 4. Transparent Communications between SBC, Administration and public	15 hrs/student
Feb 19 – 23, 2013	Help facilitate community engagement. Third visit.	1. Organize and manage community engagement 2. Help facilitate community meeting, youth workshop, and community advisory group meeting	CCP Coordinator and Assistant, Community advisory Committee with support from Krystie, Jessa & Jessie	Locations, materials and food TBD	1. Work with CCP coordinator to organize community engagement 2. Gather community input on CP vision, objectives and priorities	Feb. 23	1. Determine community vision, objectives and priorities for 2013-2018 CCP	55 hrs/student
March 18-23, 2013	Compile community input	1. Gather, organize and manage community insight for 2013-2018 Community Plan	CP Coordinator with support from Jessa and Krystie	TBD	1. Input community insights into computer 2. Code and organize community insights (with support from Jessa where needed)	March 28, 2013	1. Community input will assist in a community-driven 2013-2018 CCP	55 hrs/student
4. DEVELOPING A LIVING COMMUNITY PLAN: DOCUMENTATION & COMMUNICATION								
March 26-29, 2013	Contribute towards the CCP Coordinator's responsibility of creating a living Community Plan at fourth visit.	1. Contribute towards the CCP Coordinators responsibility of writing a draft 2013-2018 community plan	CP Coordinator to write draft with support from Babs Stevens, Krystie & Jessa	1. Microsoft Office suite (word, excel, in-design) 2. Community profile and fact book 3. Community input/voices/articles	1. Edit draft of first phase of Community Plan	March 29th, 2013	1. Finalize first round of 2012-2017 Community Plan	40 hrs/student
5. CELEBRATING THE PLAN AND PARTNERSHIP								
April – May 31, 2013	Celebrate SFN and SCARP partnership and community plan	1. Write final CCP report 2. Strategize Next Phases of CCP 3. Present CCP outcomes, and reflections 4. Enjoy feast	Krystie, Jessa to present work to SFN planning team, SBC and SCARP community (Jeff Cook, Leonie Sandercock)	1. Microsoft Office Suite	1. Final CCP report (with images etc.) 2. Multi-media interactive presentation 3. CCP 'next steps' strategy session and notes	May 1st, 2013	1. Finalize SCARP Practicum student and SFN partnership 2. SCARP practicum students graduate 3. Transfer CCP learning's to SCARP community	55 hrs/student

NOTE: Jessa and Krystie will work together on each deliverable.

8.3 2005-2012 Community Plan Summary

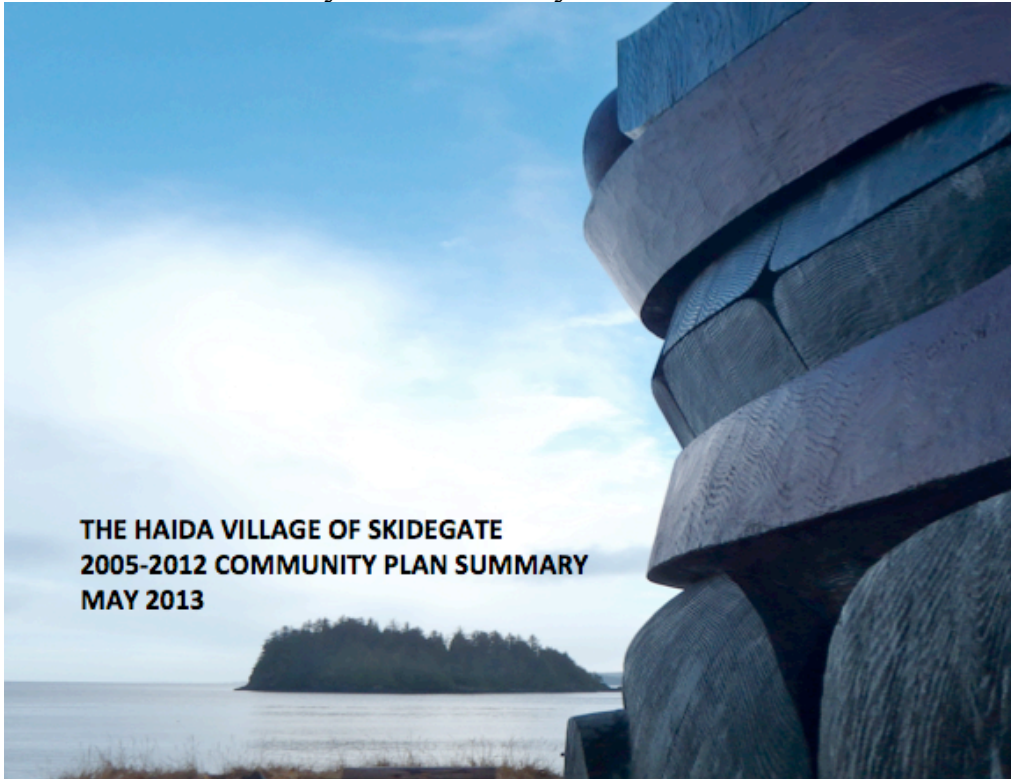


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Acknowledgments



The Haida village of Skidegate is working to develop a community plan in 2013 that contributes to the health and vitality of the community. The planning team wishes to express special thanks in advance to community members, including Elders, families, adults, children and youth for their future participation in this community process. The community's vision for a healthy and vibrant future is the inspiration for this project.

The planning team also wishes to thank the Skidegate Band Council and Administration for launching this process:

- Duane Alsop (Councilor)
- James Cowpar (Councilor)
- Lyndale George (Councilor)
- Remi Levesque (Councilor)
- Godfrey Williams (Councilor)
- Robert Williams (Council Spokesperson)
- Billy Yovanovich (Councilor)
- Barbara Stevens (Band Manager)
- Marcia Piercy (Education Coordinator)

Finally, the planning team is grateful to the past Chief, Council, Program Managers and staff who participated in the 2005 Community Plan:

- Willard Wilson (Chief)
- Richard Russ (Councilor)
- Edward Russ (Councilor)
- Earl Moody (Councilor)
- Colin Richardson (Councilor)
- Amanda Reid-Stevens (Councilor)
- David Crosby (Councilor)
- Paul Pearson (Councilor)
- All Pearson (Watchmen Society)
- Sue Wood (Financial Manager)
- Gail Russ (Education Administrator)
- Eddy Halius (Maintenance Supervisor)
- Johnny Smith (Water Treatment Plant Operator)
- John Wesley (Volunteer Fire Chief)
- Dana (Gwalagaany Corporation)
- Carol Young (Adult Day Program)
- Ruth (Financial Assistance)
- Ooka Pineault (Social Development Administrator)
- Alana Valentinsen (Housing Coordinator)
- Paula Lawson (Gwalagaany Corporation)
- Cindy Boyco (Health Administrator)
- Lauren Brown (Health)
- Waneeta Richards (Ngystle Society)
- Danny Robinson (Rediscovery)
- Rachel Crosby (Headstart/Daycare)
- Denise Husband (Executive Assistant)
- Heather Barnes (Council of Haida Nation)
- Tawni Davidson (Daycare)
- Rachel West (Head Start)
- Kathleen Hans (Teacher, Secondary School)
- Kevin Borserio (Teacher, SHIP)
- Laura Jormainen (Teacher, Elementary School)
- Diane Brown (SHIP)
- Debbie Burton (Teacher, Secondary School)
- Joan Moody (Teacher, Elementary School)
- Herb Jones (Daycare/Headstart)
- Alana Valentinsen (Housing)
- Tawni Davidson (Early Childhood Education)
- Eddie Halius (Maintenance)

Introduction

The Haida village of Skidegate completed a community plan in 2005 entitled *Comprehensive Community Development Plan (CCDP)* that guided the Nation's development from 2005-2012. The Community Plan was based on Skidegate's commitment to creating a pathway to improve community life for everyone. Recently, Skidegate decided to review and update its 2005 plan, providing the community a renewed road map to greater sustainability and self-sufficiency.

The purpose of this document is to summarize the vision, goals, and priorities of Skidegate from 2005-2012 in an inclusive, community-friendly way and to list the action items accomplished and not-accomplished. This summary will act as a guide for the Community Planning Coordinator and Community Advisory Committee that are in the process of completing a new Community Plan in 2013 for the coming ten to twenty years.

This summary includes the following sections:

Overview of Community Plan

This section summarizes the 2005-2012 planning process, content and structure. It will provide the CCP Coordinator with a brief and useful overview of the 2005-2012 plan, a one-page summary for community members in the upcoming community planning process, and a briefing to discuss the strengths and weaknesses of the 2005-2012 CCP and how this next process can be enhanced.

Community Vision & Mission

This section shares the 2005-2012 Community Vision and Mission statements.

Summary of Community Strategic Directions

This section summarizes the four strategic directions of the 2005-2012 Community Plan, including Governance, Healthy Humans, Self Sufficiency and Capital.

Turning the Community Plan into Reality

This section summarizes the action steps that have and/or have not been carried out over the last 7 years in relation to the four strategic directions (Governance, Healthy Humans, Self Sufficiency and Capital).

Community Celebration

This section will celebrate the goals and actions that Skidegate has successfully accomplished from 2005-2012. The number of action items completed or not completed under each of the four strategic goals and their sub-goals are quantified in percentage. Trends are then shown in terms of the strategic goals and sub-goals completed, not completed, in the process of being completed, or no longer relevant for the upcoming planning process.

Community Planning Process Overview

In the fall of 2004, the Haida village of Skidegate initiated a community plan with David Nairne + Associates Ltd. (DNA). The Plan was completed over a 9-month period through the following process:

Timeline	Planning Phases	Actors	Activities
2004 October November	Phase 1: Launch the Plan	Council, Program Staff, Skidegate Boards, Committees, SHIP, Education Administrators, Elementary/Secondary School teachers and representatives	1. Council and Program Staff launch plan with DNA in two-day workshop on strategic planning, visioning, values, guiding principles, situation assessment and a communication planning 2. Administrators and programmers participate in a two-day workshop on program visions, missions, three strategic directions and action plans.
2004 November December	Phase 2: Community Engagement	Chief, Council, Administration, Program Staff and broader community	1. Council and Administration plan Open house 2. Chief, Council and Administration host Open House and engage the community through table displays, two panel discussions on draft plan vision, guiding principles, and strategic directions and community questionnaire evaluating programs/services.
2004 December 2005 January	Phase 3: Develop the Plan	Council and Program Staff from Education, Health, Social Development, Administration, Language + Culture, and Gwaalagaa Naay Corporation.	1. Council and Program Staff debrief past workshops and Open House, review 1997 Physical Development Plan, finalize strategic directions, update Village Land Uses and identify economic and recreation opportunities 2. Council and Program Staff draft vision, mission, strategic directions and land use based on community input
2005 March	Phase 4: Finalize the Plan	Band Council and Administration	1. Council and Administration review and refine community plan and draft 5 year Capital Plan

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Community Plan Overview

The Skidegate Band Chief and Council approved of the community plan entitled *Comprehensive Community Development Plan* in 2005. The community plan created an umbrella under which all other strategic plans were brought together and allowed the Haida village of Skidegate to move towards a common vision. The 2005 community plan was organized into three sections:

1. Vision and Values
2. Strategic directions and Action Plans: Governance, Healthy Humans and Self-Sufficiency
3. Planning Tools: Situation Assessments, Land Use Plan and Development Policies and 5-Year Capital Needs Assessment

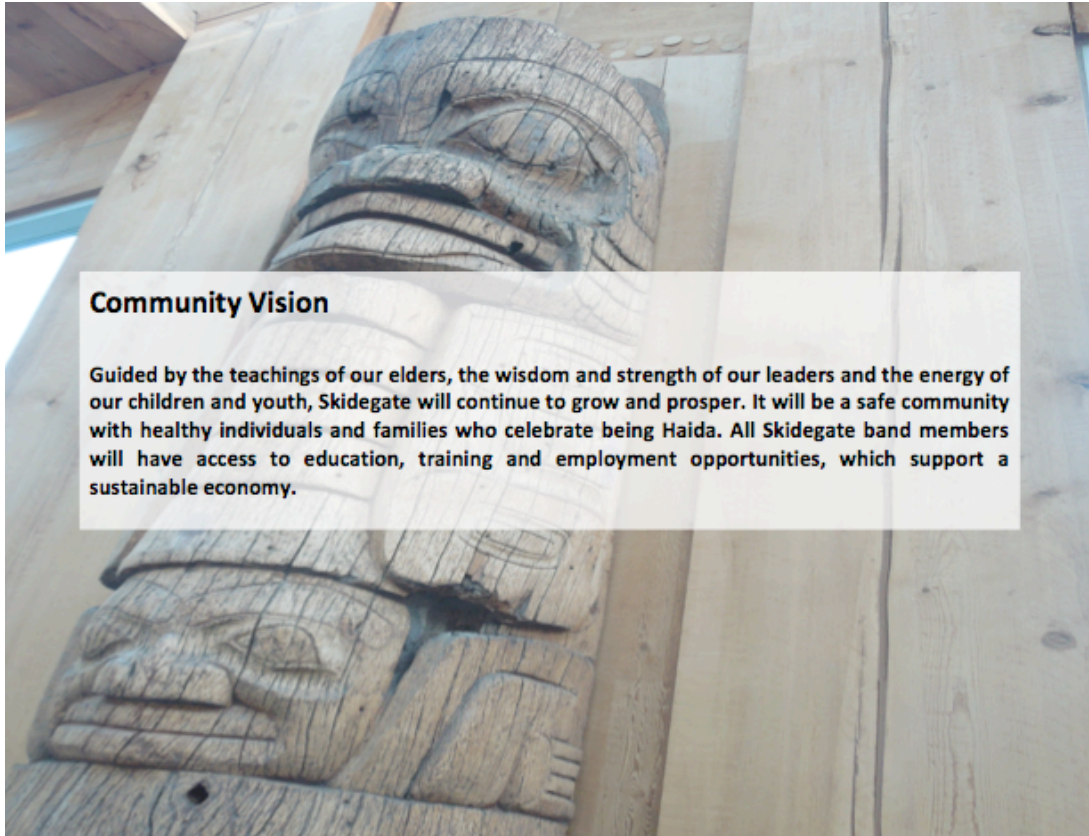
This summary will look at the successes of the 2005 community plan and look forward to the processes and priorities to be considered for the next plan. To start, the 2005 community plan provided a positive framework for the revitalization of the Haida village of Skidegate and supported a culture of strategic planning in the Council and Administration. This planning framework is marked by vision, innovation, resource development, and greater connectivity with the broader community. The 2005 community plan also represents the energy, wisdom and ideas of the people of the Haida village of Skidegate as framed by the vision and directions developed by Chief, Council, Administration and Program Staff. Some of the hallmarks of success from the 2005 community plan are:

1. Improving governance through the annual Open House, and creating an internal policy and procedures manual for chief, council and staff.
2. Improving community health by expanding training and intergenerational opportunities through the Watchmen society, expanding the homework club and school support programs, supporting a Youth Council and youth participation at S.H.I.P., updating the health plan, expanding life skills training for social assistance recipients and improving family services.
3. Improving the community's self-sufficiency by supporting GNC to complete a strategic plan and support small business development; growing local financial resources, revising the Village land use plan and expanding physical facilities and infrastructure.

The Haida village of Skidegate is poised to renew its community plan in 2013 by building on the strengths of the previous plan through some or all of the suggestions made below by the Skidegate Council and Administration:

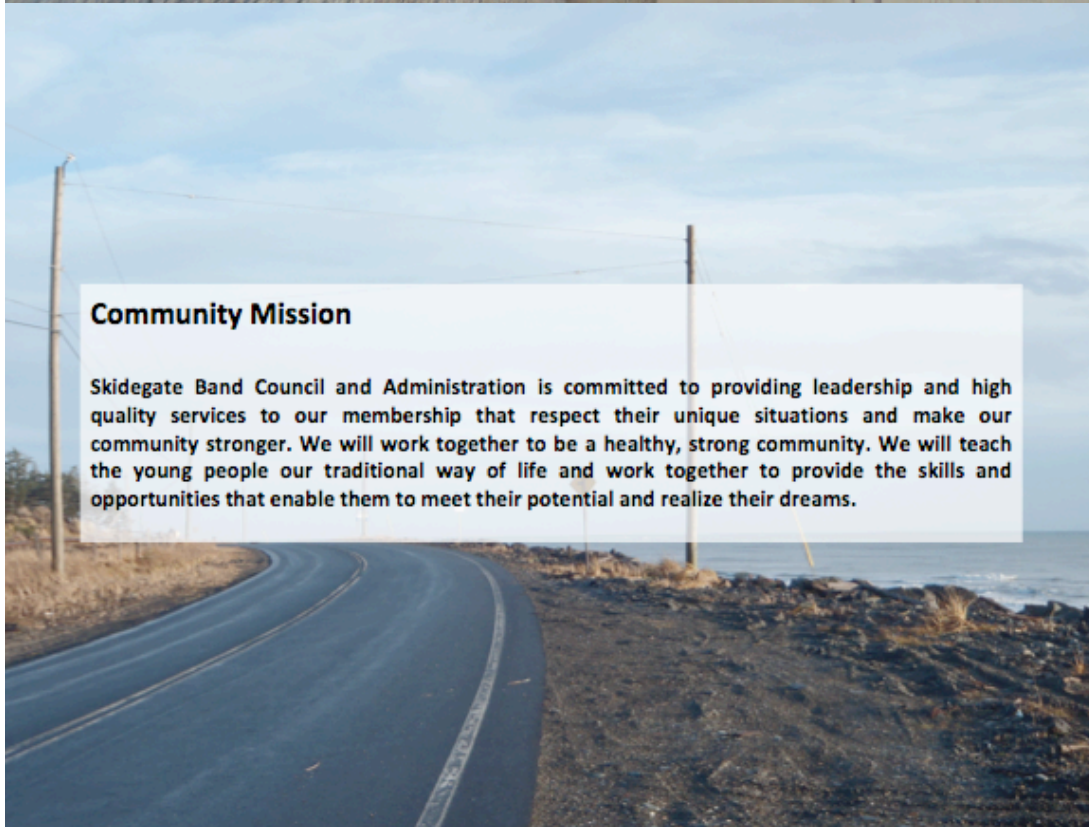
1. Drawing on a Haida-based approach to planning that honors the culture, beliefs, and voices of the community.
2. Planning from a place of strength by building on local leadership and past plans made in Skidegate.
3. Being creative and visionary in engaging the community in renewing its vision, mission and directions.
4. Bringing the new plan to life by making it a source of capacity and ongoing community engagement, reflection, and celebration; drawing on friendly mediums of documentation; and including community-driven forms of action planning.

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Community Vision

Guided by the teachings of our elders, the wisdom and strength of our leaders and the energy of our children and youth, Skidegate will continue to grow and prosper. It will be a safe community with healthy individuals and families who celebrate being Haida. All Skidegate band members will have access to education, training and employment opportunities, which support a sustainable economy.



Community Mission

Skidegate Band Council and Administration is committed to providing leadership and high quality services to our membership that respect their unique situations and make our community stronger. We will work together to be a healthy, strong community. We will teach the young people our traditional way of life and work together to provide the skills and opportunities that enable them to meet their potential and realize their dreams.

Summary of Strategic Directions (2005-2012)

Strategic directions presented in the 2005 community plan are organized into three core-planning areas and a 5-Year Capital Plan. They are defined here:

Good Governance

Skidegate Band Council is committed to providing strong leadership and high quality services to our members by respecting their unique situations and making our community stronger through:

1. Communication with the community
2. Internal communication
3. Strong policies and procedures
4. Strategic Planning and evaluation

Healthy Humans

The Haida village of Skidegate strives to have healthy individuals, which create a healthy community and Nation. We will have healthy individuals and families who are proud of being Haida, are able to speak our language and celebrate our culture. All community members will have access to educational, cultural and wellness programs that build a healthy community through the following seven themes:

1. Language and culture
2. The watchmen society
3. Education
4. Youth
5. Wellness
6. Families
7. Life Skills

Self Sufficiency

The Haida village of Skidegate is committed to having control over our lives and resources through economic self-sufficiency with a focus on generating revenue for community development and employment opportunities, and drawing from the leadership of Gwaalagaa Naay Corporation (GNC). Three components make up self-sufficiency:

1. Revenue generation
2. Capacity building
3. Small business support

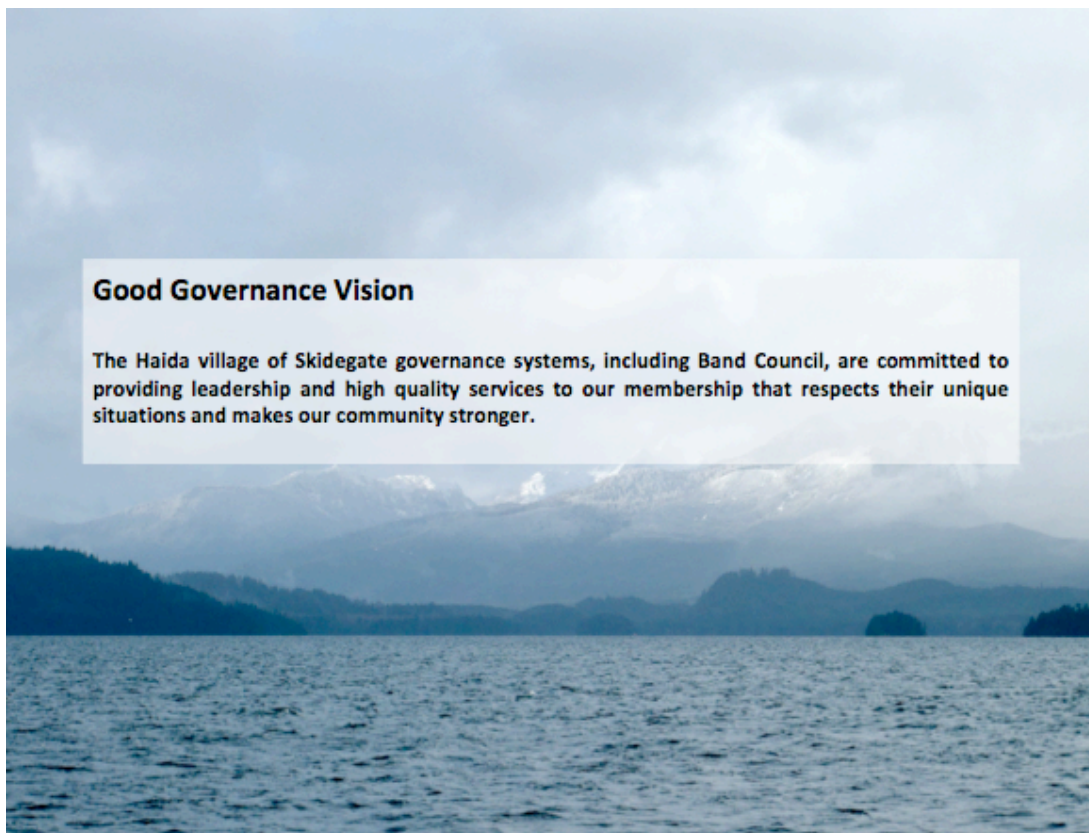
Physical Development and Land Use

Our community's health and safety will be maintained through high quality infrastructure, residential development and collaborations with the community and funding agencies. The 5-Year Capital Plan is meant to ensure the community's capital needs are met in a timely and comprehensive manner and includes:

1. Land development and protection
2. Water system
3. Sewage system
4. Roads, drainage, street lighting and pedestrian networks
5. Community facilities
6. Economic development

Good Governance Vision

The Haida village of Skidegate governance systems, including Band Council, are committed to providing leadership and high quality services to our membership that respects their unique situations and makes our community stronger.



Good Governance

The Haida village of Skidegate identified the following elements and goals for improved governance:

Communication with the Community

Goals

1. Find and implement connections with the community
2. Identify and publish rights and responsibilities of community members

Internal Communication

Goals

1. Improve internal communication between Program Managers, all Band Staff and the Council
2. Clarify the roles and responsibilities of Program Managers, Communities and the Council
3. Streamline decision making to make more effective use of Program Manager and Council time

Policies and Procedures

Goals

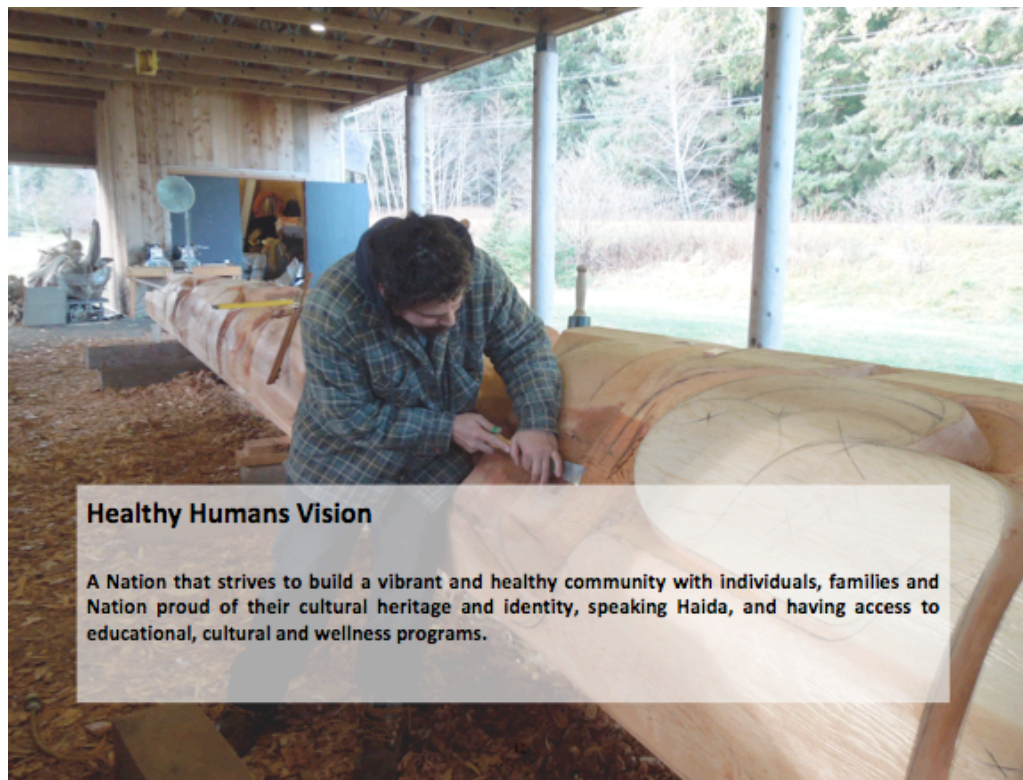
1. Ensure that policies and procedures are up to date and used regularly

Evaluation

Goals

1. Develop an overall performance plan and monitoring system based on the strategic goals outlined in the CCDP
2. Report each year to the community and had one action step.

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Healthy Humans

The Haida village of Skidegate identified the following elements and goals to build a healthy community:

Language and Culture

Vision: To restore, revitalize and preserve the Haida language and culture of our ancestors, and ensure community members have access to and are active in our cultural traditions.

Goals

1. Secure adequate funding
2. Set up the Skidegate Haida Language Committee
3. Improve coordination and integration of Haida language in all programs in Skidegate
4. Choose a Haida dialect to be standardized into a curriculum
5. Develop a Haida Language Instructor Training Plan
6. Encourage volunteer and community participation in language instruction
7. Develop institutional structures to encourage Haida language learning
8. Improve visibility of Haida language in the community

Youth

Vision: Skidegate youth have the attitudes and skills needed for a healthy and prosperous future. They have a voice in decision-making, and access to economic opportunities, as well as safe and healthy recreation. They also have opportunities to learn and engage in Haida language and culture, so that they are proud to be Haida, and can share that pride with the world.

Goals

1. Diversify and expand recreational opportunities for youth
2. Incorporate youth views in community decision-making
3. Encourage youth participation in S.H.I.P.
4. Include volunteer opportunities for youth in program planning
5. Educate/counsel youth on alcohol/drug abuse, violence and crime
6. Support youth in career development and job search activities
7. Identify and encourage role models and youth mentors
8. Have programs for youth to build their self-confidence
9. Encourage youth to take initiative
10. Encourage dialogue between the youth and the elders

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Healthy Humans

The Haida village of Skidegate identified the following elements and goals to build a healthy community:

Watchmen Society

Vision: Our culture, our heritage is the child of respect and intimacy with the land and sea. Like the forests, the roots of our people are intertwined such that the greatest troubles cannot overcome us. We owe our existence to Haida Gwaii. On these islands, our ancestors lived and died, and here too we will make our homes until called away to the great beyond. The living generation accepts the responsibility to ensure our heritage is passed on to future generations. In recognizing that natural and cultural elements cannot be separated and that the protection of Gwaii Haanas is essential to sustaining Haida culture, the mission of the Watchmen Society is to protect culturally significant sites in Gwaii Haanas.

Goals

1. Secure adequate funding
2. Increase public profile and public interest in the program
3. Expand training opportunities for the Watchmen
4. Increase Youth and Elder participation
5. Expand the cultural interpretation and programming at the sites
6. Expand natural interpretation and programming
7. Assess feasibility of new/bigger Longhouses and memorial poles
8. Improve signage and safety
9. Improve Staff relations with the public
10. Improve conservation and stewardship

11. Improve accountability to the public
12. Offer cultural programming integrated with families/youth/elders, language, socio-economic development, life skills and healing
13. Integrate Haida cultural activities in all community meetings

Education

Vision: All educational programs will demonstrate the Haida value of working together, affection for each other and respect for all. Our goal is to maximize resources in the community and create connections between all educational programs. Our goal is for all to realize that they have something of value to contribute to the education of our children.

Goals

1. Access and secure funding for all programs
2. Integrate S.H.I.P. into the daycare, nursery school, Headstart, elementary and high school programming
3. Social development and housing will offer training courses to adult learners
4. Expand life skills training in elementary and high schools
5. Transparent accounting will be communicated to the public
6. Identify and celebrate role models
7. Increase support and advocacy provided for students
8. Increase # students graduating from secondary school
9. Continue to support the breakfast/lunch program at school

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Healthy Humans

The Haida village of Skidegate identified the following elements and goals to build a healthy community:

Wellness

Vision: To be a healed community with members who have access to the services they need to be active community members, strong parents and healthy individuals.

Goals

1. Create a Health Board with members from health, language and culture, education, social development, recreational and youth programs to integrate wellness programming for the community
2. Implement Health Centre recommendations for community health and wellness needs
3. Improve human resources management and client service, and reduce Staff turnover
4. Secure sustainable and on-going funding for all programs
5. Develop clear lines of authority and communication for all health programs, particularly the Dental Clinic
6. Effectively communicate the services offered to the community and to the target recipients of the programs
7. Ensure trust and confidentiality to clients in every program
8. Improve attendance at health workshops and events

9. Develop stronger partnerships with the Northern Health Authority to develop a new long-term care facility
10. Build the new hospital
11. Build the healing centre and the alcohol and drug treatment center
12. Incorporate traditional practices into wellness programs
13. Encourage healing through learning, integration and celebration of Haida language and culture
14. Develop youth programs related to self-esteem, alcohol and drugs, nutrition, physical fitness and wellness
15. Foster healthy attitudes towards personal health and wellbeing
16. Encourage healthy eating in the community
17. Improve financial, spiritual and emotional support to new moms and their families
18. Ensure adequate counseling services for survivors of residential schools and their families
19. Maintain ongoing counseling services and education regarding family violence with the Safe House
20. Respond to community wellness needs as they arise

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Healthy Humans

The Haida village of Skidegate identified the following elements and goals to build a healthy community:

Families

Vision: To ensure every child, woman, and man feels safe in their homes and community; knows their value; and contributes positively to the community.

Goals

1. Establish future directions for Social Development in Skidegate
2. Secure funding
3. Effectively manage the Safe House
4. Encourage and assist those on Social Assistance
5. Coordinate Haida Child and Welfare Office
6. Advocate for better services for clients and potential clients
7. Work on "Vision for our Children"
8. Work with youth to develop a Haida Gwaii Youth Society plan
9. Reduce suicide in the community
10. Improve relationships with the police
11. Improve coordination with other programs
12. Improve communications and profile of family services

Life Skills

Vision: Our youth, families, adults and elders possess the necessary attitudes and life skills to enable them to maintain healthy households, have access to gainful employment, and contribute positively to the Skidegate community.

Goals

1. Reduce the community's dependency on Council and Social Assistance for financial support
2. Educate the community on the importance of basic life skills
3. Tie life skills programs to Social Assistance to encourage capable people to develop themselves
4. Develop training opportunities for community members to build their capacities
5. Develop a program for teaching "Haida skills for living with the seasons"

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Community Self Sufficiency Vision

The Haida village of Skidegate is committed to having economic control over our lives and resources

Community Self Sufficiency

The Haida village of Skidegate identified the following elements and goals for greater self-sufficiency:

Revenue Generation

Vision: Generate revenue for our people and work towards self-sufficiency by identifying business and investment opportunities for GNC; supporting GNC to develop and own profitable enterprises which employ our people and can be sold to community members; using our land base creatively through leasing to generate revenue; levying user fees for municipal-type services; and charging taxes for certain products sold on Reserve.

Goals

1. Designate land for leasing and commercial development
2. Identify taxation opportunities and had one action step.

Capacity Building

Vision: Have local training/support available to community members to ensure present and future occupational needs of Skidegate are met, and the community has the capacity to move our economy forward.

Goals

1. Provide a coordinated approach to capacity building
2. Provide occupational skills training in Haida Gwaii

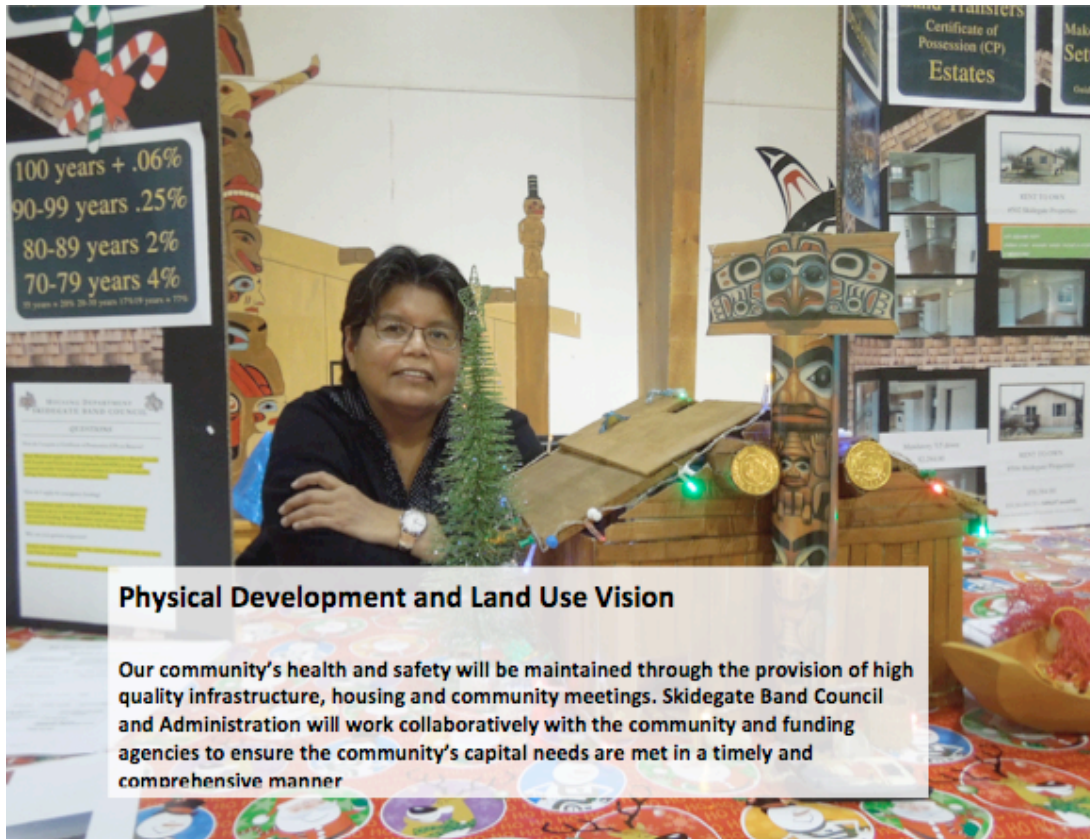
3. Build awareness of educational/training opportunities available
4. Support community members who wish to pursue education and training opportunities
5. Provide on-going support to members leaving the community for employment or education purposes
6. Provide community members the opportunity to gain on-the-job work or volunteer experience and had three action steps.

Small Business Support

Vision: We will celebrate our successful business people and diversify our economy by supporting the growth of entrepreneurs.

Goals

1. Oversee development of community learning/business support
2. Improve communications with community, visitors and investors regarding business opportunities
3. Develop an entrepreneurial network and mentoring program
4. Develop policies/procedures for local businesses and GNC
5. Coordinate entrepreneurial celebrations
6. Undertake development for First Nations owned businesses
7. Strengthen communication between GNC and Council



Physical Development and Land Use Vision

Our community's health and safety will be maintained through the provision of high quality infrastructure, housing and community meetings. Skidegate Band Council and Administration will work collaboratively with the community and funding agencies to ensure the community's capital needs are met in a timely and comprehensive manner

Physical Development and Land Use Plan

The Haida village of Skidegate identified the following elements and goals for physical development and land use:

Land Development and Protection

Vision: Preserve and expand our land base to meet existing and future community and economic development demands.

Goals

1. Construct Oceanview Subdivision Phase 2 (54 lots)
2. Skidegate Vista Subdivision Feasibility (+/- 28 lots)
3. Reserve Expansion Two – Phase 2 + Implementation
4. Hazards Assessment (Erosion + Slope Stability)
5. Emergency Preparedness Plan
6. Integrated Legal Survey + Co-ordinate Control Plan
7. Consolidation of Infrastructure Record Drawings

Water System

Vision: Provide and maintain a safe drinking water supply.

Goals

1. New Intake Extension – Skarkedus Creek/Lake Source

2. Back-Up Power for Water Treatment Plant

Sewage System

Vision: Provide a safe and sanitary sewage system.

Goal

1. Back-Up Power for Sewage Life Stations

Roads, Street lighting and Pedestrian Networks

Vision: Provide a safe transportation network for vehicles and pedestrians.

Goals

1. Pedestrian Network Master Plan
2. Pedestrian Network (path/trail) improvements
3. Elementary School Parking Lot/Circulation Improvements
4. Cemetery Drainage Improvements

Physical Development and Land Use Plan

The Haida village of Skidegate identified the following elements and goals for physical development and land use:

Community Facilities

Vision: Provide community facilities that meet the educational, cultural, health and recreational needs of the community.

Goals

1. Outdoor Recreation Improvements Master Plan
2. Playgrounds/Tot Lots
3. Recreation Hall Renovations (mechanical systems)
4. Council Chamber Mechanical Systems/Lighting Upgrade
5. Back-Up Power for Dental Clinic (inc. small shed)
6. Healing Centre
7. Birthing Centre (part of new hospital)
8. Youth Centre/Education Centre
9. Longhouses for Watchmen Program (3)
6. Small Business Development Program
7. Micro-Lending Start-Up Fund

10. Elders Assisted Living – Long Term Care

11. Public Works Yard and Building

Economic Development

Vision: Provide start-up capital and infrastructure to support economic development and small business owners in Band lands.

Goals

1. Quarry Development and Management Plan
2. Purchase Smokers for Fish Plant
3. Enlarge and Renovate Facility/Fish Processing Plant
4. Purchase Refrigeration and Freezer Units for Fish Plant
5. Purchase Miscellaneous Fish Plant Equipment

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Turning the Plan into Reality

This section summarizes the action steps that have and have not been carried out in relation to the three strategic directions: Governance, Healthy Humans and Self-Sufficiency.

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Governance

Strategy	Goals (#)	Completion	Successes	Challenges/ Incomplete
Communication with the Community	2	Partially complete	1. Launching the annual Open House 2. Developing the SBC website and sharing events via newsletter, posters and in the Observer	1. Setting annual program goals 2. Develop a Community Charter
Internal Communication	3	Incomplete	1. Completing and distributing protocols 2. Creating terms of reference for each committee	1. Holding regular meetings with program managers and Council 2. Completing/distributing organizational charts
Policies + Procedures	1	Partially complete	1. Developing roles and responsibility statements for Council, Program Managers, Committees and Staff 2. Compiling an overall Staff Policies + Procedures Manual	1. Making policies and procedures available to Staff and community: Website/booklet 2. Developing and implementing Staff evaluation policies to formalize individual performance monitoring
Evaluation	2	Partially complete	1. Preparing an annual review of targets and measures 2. Reporting each year to the community	1. Setting performance annual targets and measures 2. Hiring a human resource manager to oversee hiring and performance reviews of Staff

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Healthy Humans

Strategy	Goals (#)	Completion	Successes	Challenges/ Incomplete
Watchmen Society	11	Partially complete	1. Expanding training opportunities for the Watchmen 2. Increasing youth/Elder participation	1. Enforcing random drug testing of Watchmen 2. Posting information at site in Haida
Education	9	Incomplete	1. Continuing to explain the policy by which decisions are made 2. Homework club/support system	1. Assessing feasibility of trades courses 2. Expand life skills training to be taught in elementary and high school
Youth	10	Partially complete	1. Incorporating youth views in community programming and decision-making: Youth Council 2. Youth participation in S.H.I.P. & street naming project	1. Programs for youth to build self confidence: Project Self-Esteem 2. Volunteer opportunities in program planning: Identifying youth volunteer opportunities
Wellness	20	Partially complete	1. Developing an updated Health Plan 2. Communicating health services offered to the community	1. Securing sustainable funding 2. Build hospital, healing center and alcohol and drug treatment center
Language and Culture	8	Partially complete	1. Developing early childhood (0-6 years) Haida language teaching model 2. Working with CHN to support language preservation	1. Teaching Haida to SBC staff and Council members 2. Offering alternative ways to learn Haida: Summer/immersion programs
Families	12	Partially complete	1. Encouraging and assist Social Assistance recipients 2. Improving communications and profile of family services	1. Managing and eliminate Social Development financial deficit 2. Creating Social Development Committee to establish strategic goals
Life Skills	5	Partially complete	1. Embed life skills programs in Social Assistance program 2. Basic life skills programming: budgets, house maintenance, food prep, etc.	1. Reduce dependency on Council and Social Assistance for financial support 2. Develop "Haida skills for living with the seasons" program.

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Self Sufficiency

Strategy	Goals (#)	Completion	Successes	Challenges/ Incomplete
Revenue Generation	2	Incomplete	1. GNC has identified lands for leasing and commercial development based on Skidegate's Land Use Plan	1. GNC is waiting on a BCR to implement the INAC Land Designation process
Capacity Building	6	Partially complete	1. Ensuring that community members are aware of education and training opportunities available 2. Providing support to community members who wish to pursue education and training: Funding support & daycare	1. Identifying and training a Staff member in small business development 2. Developing a database of training and education opportunities
Small Business Support	7	Partially complete	1. Completing a community profile and business profile 2. Letting the community know about info packages, library and resources at GNC on small business development	1. Assessing community skills and develop a job bank 2. Developing a website that highlights local attractions and provides local artists with access to customers

8.4 Planning Inventory

May | 2013



THE HAIDA VILLAGE OF SKIDEGATE – PLANNING INVENTORY

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1. Introduction

The Haida village of Skidegate has a long and rich planning history. This inventory seeks to share Skidegate's recent and current plans so that they can continue to inform community decision-making. It is hoped that this inventory will integrate all Skidegate's plans to help build a comprehensive strategy. This inventory is intended to be a living document and to change and grow alongside the Haida Village of Skidegate.



This inventory has been developed for Skidegate Band Council (SBC) administration and staff, specifically to support the Comprehensive Community Plan (CCP) coordinator and assistant and the 2013 planning process. Skidegate completed a community plan that guided the Nation's development from 2005-2012. Recently, SFN decided to review and update its 2005 plan, providing the community a renewed road map to greater sustainability and self-sufficiency.

The inventory is organized in chronological order, sharing the plan's title and its year of completion first. Other information shared includes:

- Author,
- Timeframe,
- Number of pages,
- Triggering event,
- Approach,
- Content,
- Process,
- Who led the process,
- Length of process,
- How many people participated and
- Where to access a copy of the plan

2. Inventory

2.1 Physical Development Plan – 1988

Author: Skidegate Band Council (SBC)

Timeframe: 1988-1997

Triggering event: Housing needs and physical development requirements due to anticipated community population growth and development pressures

Content: Identified an overall land use plan for Skidegate Indian Reserve No. 1, including an assessment of housing needs and physical development

requirements. The PDP provided a glimpse into the dramatic changes that the Band would likely experience in terms of population growth and the significant development pressures that would result from the anticipated population growth.

Who led process: SBC

Where to access a copy of the plan:
SBC Manager at
band.manager@skidegate.ca or (250) 559-2377

2.2 Gwaii Haanas Agreement – 1993

Author: The Council of the Haida Nation (CHN) and the Government of Canada (GC)

Timeframe: 1993-present

Number of pages: 10

Content: In the Agreement, the CHN designates the lands and waters in the Gwaii Haanas area of Haida Gwaii as a Haida Heritage Site. The Government of Canada intends to designate certain lands and non-tidal waters in the South Moresby area of the Queen Charlotte Islands as a reserve for a National Park of Canada. The Agreement provides for the establishment of a management board, whereby both parties will share and co-operate in the planning, operation and management of the Archipelago.

Who led process: CHN and GC

How many people participated: 20

Where to access a copy of the plan:
CHN website at
<http://www.haidanation.ca/Pages/Agreements/Agreements.html>



2.3 Physical Development Plan – 1997



Author: David Nairne & Associates (DNA)

Timeframe: 1997-2005

Number of pages: 300

Triggering event: Need for a new Physical Development Plan (PDP). Skidegate First Nation experienced dramatic changes between 1988 and 1997, including the population doubling

Approach: Consult with the community, develop an updated land use plan, develop land use policies, produce a 5-10 year Capital Plan

Content: It provides a Community Profile of Skidegate Indian Reserve No. 1, a Housing Profile and a 10-Year Housing and Residential Lot Development Plan. The plan also includes a Land Use Plan, Land Use and Development Policies, a Capital Needs Assessment and a phased 5-10 year Capital Plan

Process: Project initiation; Economic development survey and workshop; Preliminary land use planning; Preparation of draft land use plan; Initiation of community census; 2nd community meeting; Land use and development policy workshop retreat; Prepare and finalize population projections, Housing and lots needs analyses; Preliminary draft plan project review meeting with council; Public open house and 3rd community meeting; Draft physical development plan; Council project review meeting; Band council approval-in-principal; Project completion.

Who led process: DNA

Length of process: 21 months

How many people participated: 17

Where to access a copy of the plan:
SBC Manager at
band.manager@skidegate.ca or (250) 559-2377

2.4 Annual Report on Health Services – 2005

Author: Skidegate Health Centre

Who led the process: Skidegate Health Centre

Timeframe: 2005-2006

Where to access a copy of the plan:
SBC Manager at
band.manager@skidegate.ca or (250)
559-2377

Number of pages: 11

Content: Partnerships; Community profile; Annual highlights; Challenges;

2.5 Comprehensive Community Development Plan – 2005

Author: David Nairne & Associates (DNA)

Who led process: DNA

Timeframe: 2005-2013

Length of process: 9 months

Number of pages: 371

How many people participated: 22

Approach: Used a strategic planning framework to help build relationships between those who will be implementing the plan. It involved the community in defining principles and future directions

Where to access a copy of the plan:
SBC Manager at
band.manager@skidegate.ca or (250)
559-2377

Content: The plan is focused on the themes of: Governance, Healthy Humans and Self-Sufficiency. It provides a 5 year Action Plan, an updated Land Use Plan and Development Policies, as well as an updated Capital Needs Assessment

Process: Five workshops with the Skidegate Band Council (SBC) and Program managers; Community event; Program based workshops with SBC program staff



2.6 Community Health Plan – 2007

Author: Skidegate Health Centre

Administration systems; Budget 2006/2007; Evaluation plan

Timeframe: 2007-2012

Number of pages: 35

Triggering event: The Skidegate Health Centre transferred in 1997. At the time of the first five-year evaluation in 2002, the Centre had experienced a long and painful history

Process: The strategic features of this plan were developed by Elders from the community and staff from the Administration, Health and Social Services Departments

Who led the process: Skidegate Health Centre

Content: Community Profile and Goals; Community Mapping – Strengths, Assets and Capabilities; Programs and Services;

Where to access a copy of the plan: SBC Manager at band.manager@skidegate.ca or (250) 559-2377

2.7 Haida Gwaii Strategic Land Use Agreement – 2007

Author: The Council of the Haida Nation (CHN) and the Government of Canada (GC)

objectives, a map of monumental, archeological and cultural cedar forest resource value areas, a map of marbled murrelet nesting habitat areas, and structures for implementing the agreement.

Timeframe: 2007-present

Number of pages: 25

Content: The Strategic Land Use Agreement is intended to confirm strategic land use zones and objectives and provide a framework for its collaborative implementation. The Agreement includes land use zones and attributes, management

Who led process: CHN and GC

How many people participated: 4

Where to access a copy of the plan: CHN website at <http://www.haidanation.ca/Pages/Agreements/Agreements.html>

2.8 Haida Gwaii Community Electricity Plan – 2008

Author: The Sheltair Group

Timeframe: 2008-present

Number of pages: 123

Triggering event: Move away from diesel to cleaner energy and improve reliability of the electrical system

Approach: Technical program (collection and analysis of data) and public involvement program (solicit and incorporate islanders' views, opinions and values)

Content: This plan addresses the supply and use of electricity for Haida Gwaii, identifies ways to conserve

electricity and use it more efficiently, and recommends options for the supply of electricity. The plan includes an Existing Equipment Assessment, an Existing Demand Assessment, an Inventory of Energy Efficient Programs, Demand Side Management Options, Social and Environmental Benefits and Impacts and Recommendations

Who led process: The Sheltair Group

How many people participated: 36

Where to access a copy of the plan: SBC Housing Coordinator at housing@skidegate.ca or (250) 559-4496

2.9 Haida Heritage Centre at Kaay Llnagaay Roadmap – 2009

Author: Staff and board members of Haida Heritage Centre

included Kaay Staff, board members, and Skidegate Band Council

Timeframe: 2009-2014

Who led process: Mike Robinson

Number of pages: 26

Length of process: Two days

Content: The Roadmap includes a mission statement for the centre, vision, values, beliefs, principles, objectives, strategies, and measures of performance

How many people participated: 20

Process: The process was facilitated by Mike Robinson. Participants

Where to access a copy of the plan: Chief Executive Officer of the Haida Heritage Centre at info@haidaheritagecentre.com or (250) 559-7885



2.10 The Skidegate Project – 2009

Author: The Gwaalagaa Naay Corporation, the Haida Heritage Centre and the Skidegate Band

Timeframe: 2009-2011

Number of pages: 46

Triggering event: A series of economic development workshops with Skidegate Band Council and Gwaalagaa Naay Corporation

highlighted the need to prioritize the opportunities in the context of our vision for Skidegate

Content: Project summary; Project budget; Project schedule; Environmental considerations; Human resource plan; The project team; Future enterprise opportunities

Where to access a copy of the plan: Skidegate Band Council at

2.11 Gwaii Haanas Marine Agreement – 2010



Timeframe: 2010-present

Number of pages: 300

Content: The Marine Agreement establishes the roles and responsibilities of the Archipelago Management Board (AMB) with respect to the planning, operation, management and use of the Gwaii Haanas Marine Area. The Agreement defines the AMB and their roles and

responsibilities, decision-making, authorization and execution.

Who led process: CHN and GC

How many people participated: 4

Where to access a copy of the plan: CHN website at <http://www.haidanation.ca/Pages/Agreements/Agreements.html>

2.12 Energy Baseline Report – 2011

Author: Skidegate Band Council (SBC)

Timeframe: 2011-present

Number of pages: 22

Content: This report determines how much energy is used in Skidegate, how power is generated in the community, how much emissions are generated, and the total annual cost of diesel-generated electricity for the Skidegate Administration Buildings. The report includes a Current Energy Demand Overview, Electricity Generation, Heat Sources, Emissions, Future Energy Demand and Recommendations.

Process: Housing surveys were conducted of 30 houses selected at random. Survey questions pertained to consumption: electricity, heat and hot water use

Who led process: SBC

Length of process: 4 months

How many people participated: 30

Where to access a copy of the plan:
SBC Housing Coordinator at
housing@skidegate.ca or (250) 559-4496

2.13 Haida Directions: Community recommendations for a New Direction – 2011

Author: Haida Child and Family Services (HCFSS)

Number of pages: 59

Approach: It is hoped that this document can be used by HCFSS as well as any Haida organization that strives to improve the well-being of the Haida community

Content: Promote Haida Culture and Language; Renewing Traditional Land and Sea Activities; Foster Family Togetherness; Create Family Support Programs; Support Youth Development; Community Healing; Community Capacity Building; Staying Connected to Haidas Off-Island; Strengthening Partnerships

Process: The research team gathered these valuable directions from: archival research, one-on-one and group interview, elder and youth gatherings, the Touchstones Symposium, the K'yuu Gawtlas Symposium, the Haida Gwaii Youth Symposium, the Health Hub and meetings with the HCFSS staff and community resource-people

Who led process: HCFSS

Where to access a copy of the plan:

8.5 Facilitation Toolkit

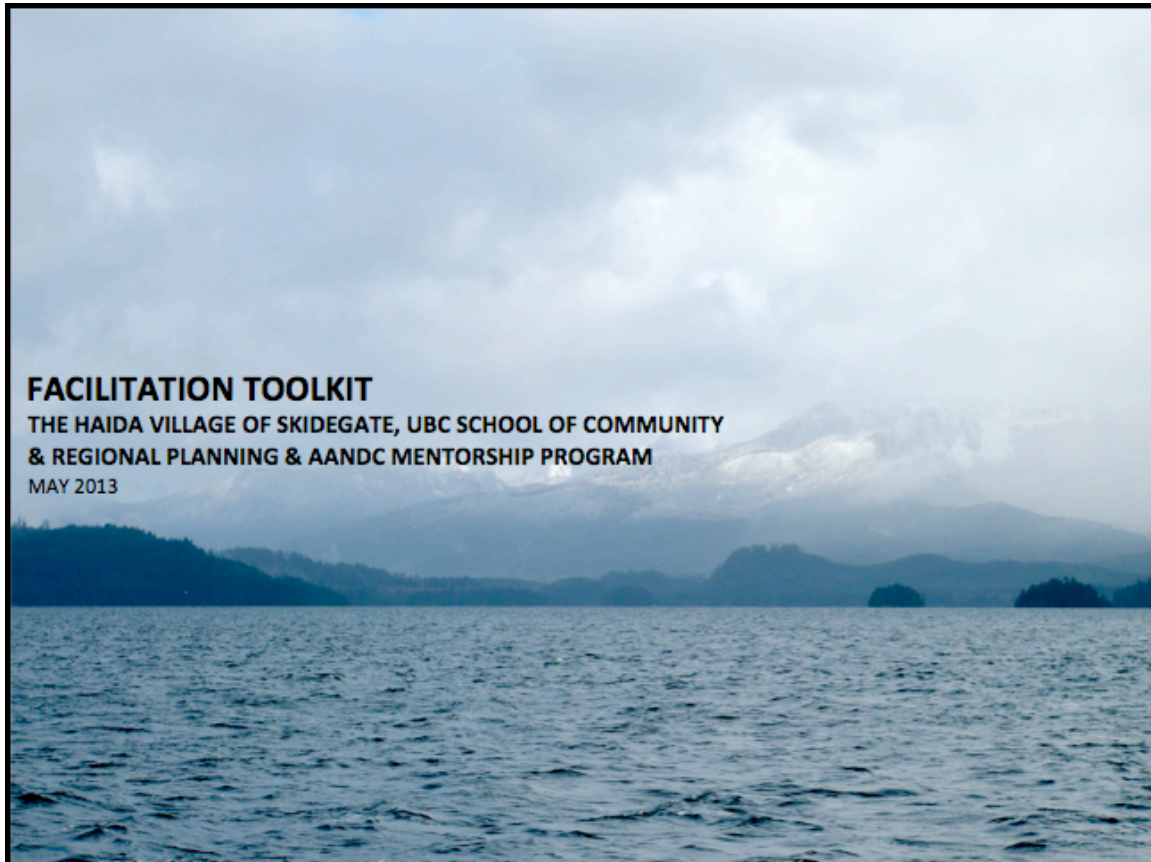


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Introduction

The Haida Village of Skidegate is working to develop a Comprehensive Community Plan (CCP) in 2013 that contributes to the health and vitality of SFN. CCP is a holistic community-driven process that enables SFN to create a path to greater sustainability. To prepare, a Facilitation Toolkit has been created for the CCP team to draw from when engaging and empowering the community to plan and take action.

The Facilitation Toolkit aims to assist the SFN CCP team with the design and delivery of CCP learning events, community engagement and collaborations. It provides ideas and guidance rather than rigid instructions and is meant to allow the team to adapt the contents to the specific needs of their audience and broader community. Before choosing an activity, the CCP team can consider guiding questions such as these:

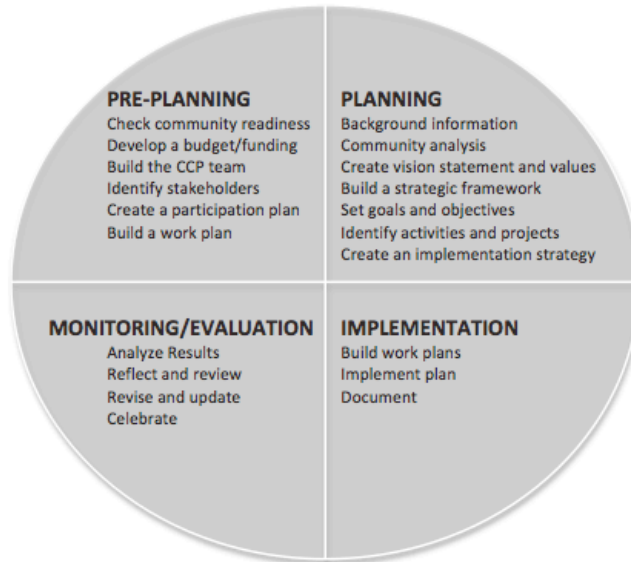
- Will the activity meet the CCP goals?
- Will the activity meet the community's preferences?
- Will the activity be appropriate for reaching a given audience?
- What is the availability of resources, time and knowledge for each activity?

This is an evolving document that will be added to in the future as new facilitation activities are created and adapted. Thus far, the Facilitation Toolkit is made up of the following components:

- Facilitation Tools for Different Phases of CCP Planning
- List of CCP Facilitation Tools & Techniques

Facilitation Tools for Different Phases of CCP Planning

Facilitating community engagement is important at all stages of the CCP planning process. The Facilitation Tools listed in this document can be tailored to the four stages of CCP, identified by Indian and Northern Affairs Canada (INAC) in the CCP Handbook:



List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY

A. Appreciative Inquiry

"Appreciative Inquiry focuses us on the positive aspects of our lives and leverages them to correct the negative. It's the opposite of 'problem-solving.'" Facilitators explore guiding questions with a group to discover what gives their community life, beauty, health and pride.

B. Art Therapy Techniques

Facilitator's can use artistic forms of expression to allow a community to communicate and express themselves. One example is where people are asked to draw how they perceive their community or physically map the assets by drawing them. This technique is effective in communities at all stages and phases of planning, especially where there are barriers to communication and literacy.

C. Assets & Issues Web

The Facilitator can stimulate group discussion with a web chart of assets or issues. The facilitator can capture the group's ideas on a given subject (i.e. listing all of the challenges or assets in the community and their interconnections) by writing the topic for discussion in a circle in the centre of a large sheet of paper. Key words are written on spokes coming out from the centre recording how one idea led to another in the group discussion. As new areas of discussion emerge, a new spoke is started from the centre topic. At the end, the facilitator can talk about how if the group starts to tackle one issue or build on one asset it will have a ripple effect onto other issues/assets.

D. Asset Mapping

The Facilitator asks a group to draw out their community according to its positive attributes and advantages.

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List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY, CONT'D

E. Challenge Zone

The Facilitator can get the group to discuss how they feel in relation to the past, present and potential futures of their community. The facilitator splits the room into a comfort zone, challenge zone and panic zone (can use rope). Participants will stand in a circle, clumped together. Explain to them that they are in the comfort zone. The facilitator will call out certain activities, and the participants will have to decide if this activity, for them, falls in their comfort, challenge or panic zone. Each participant will have to step into the comfort, challenge or panic zone after each scenario is posed and the facilitator can even ask the participants to suggest new scenarios. Debrief after every question and afterwards ask the participants how it made them feel and how each activity relates to a community planning process.

F. Communicating Across Difference

This activity is all about supporting people to learn how to communicate and listen across differences in styles, culture etc. The facilitator can instruct the group to find a partner and take turns with the exercise. The first speaker will have **3 minutes** to answer a question, like "Why do you think it is important for people in our community to talk about/include... in the CCP process and plan?" or "What is the greatest asset/opportunity in Skidegate?" or "Tell a story of your most memorable moment in Skidegate?" The partner will be instructed to listen actively, noting content and feelings, and taking care not to interrupt. After **3 minutes**, the listener is instructed to reflect, clarify, summarize key points, and ask follow-up questions. When the facilitator calls "time", the partners switch roles. Now the facilitator instructs the partners to do the same exercise again but this time talking over each other, not listening, interrupting, and being an inactive listener/communicator. When each person has had a turn as both speaker and listener, the pair will debrief with questions on the flip chart like: How did it go? What did you notice about the other person's listening/communication styles? Did you find anything challenging? Did you feel listened to? What did you notice about body language? How does this apply to community planning?

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List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY, CONT'D

G. Community Tour

Facilitators can get a sense of how a community perceives its land and waters by leading a community group around the community on foot, boat, by car etc. and dive into what people like/don't like/envision for the future by identifying hot spots (assets, needs, challenges, and opportunities).

H. Community Wellbeing

The Facilitator can use this activity to explore the roots of happiness in their community and what truly makes them happy.

1: What makes you happy and/or proud of your community?

To introduce the concept of happiness and where we derive our happiness as a community, the facilitator can ask the group: What does 'happiness' mean to you? Why should we care about being happy or proud of our culture? Give participants each seven yellow sticky notes. Have them write down seven things that make them happy or proud. Have them share (either one or two, popcorn style, etc.) and put them up on the wall or on the Skidegate "Tree". In pairs, have the group create their own fun and unique celebration for one or all 7 things they wrote down. The Facilitator can instruct the group that for the rest of the activity, whenever the facilitator says "Celebration!" they must find their partner and perform their celebration. Afterwards, the Facilitator can ask questions like: It is important to take the time to reflect on what makes us happy? Why? Why did they choose their list? What trends and common sources were identified and what unique sources of happiness were shared?

2: Perspectives on Happiness

The facilitator can explore how our concept of happiness varies depending on where we live in the world and our circumstances. The facilitator can show videos like "6 Billion Others" Video: http://www.youtube.com/watch?v=WMagn_iCwYQ by Yann Arthus-Bertrand. The facilitator can then follow up with questions: What were some answers that surprised/interested you? What could you relate to? What seemed foreign to you? How can we bring what makes you happy into our CCP?

List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY, CONT'D

I. Cross The Line

Cross the line allows participants' to examine their own feelings and perspectives on the reality of their community. The facilitator can first get the group to one side of the room, lay out a rope across the middle of the room and instruct the group to cross the rope if their answer is YES to questions. If their answer is NO, they do not cross the line. If their answer is 'maybe', 'unsure' or 'sometimes' have them step on the line. After each question, have them return to the NO side they started on. The facilitators can come up with a series of questions that ask participants' about their hopes, fears, issues and assets in the community. The facilitator can follow up by asking the group why they think they played the game and what lessons they learned. Have a co-facilitator jot down notes on the flip chart on how many people crossed the line for given questions (useful later for a community fact book/profile).

J. Dotmocracy

This is a great activity to assess community interests and priorities. Colored posters are put up on the walls of the room, each addressing a different planning topic. Participants are instructed to get a dotmocracy sheet with stickers (green, yellow, blue and red) from the welcome table. They are then instructed to associate their green stickers with green poster topics, yellow stickers with yellow poster topics, etc. Participants are instructed to put their name and phone number on the back of their dotmocracy sheet and place the colored stickers under Agree, Neutral, Disagree or Confused for the facilitators to look through afterwards. This allows participants to reveal their perspective on a given planning topic in a systematic way that can be anonymous.

K. Needs and Yields

This activity allows a group to discover how we each can support one another and work together. The facilitator instructs participants to write on one piece of paper 3 needs they have and on another paper 3 yields (contributions) they can give to their community. They are then instructed to circulate the room and find as many people as possible that meet their 'needs' through their 'contribution/yield' list and that they meet other's 'needs' with their own 'yields/contributions'. The Facilitator can ask participants afterwards: What partnerships were formed and how is this relevant to CCP? A co-facilitator can write these partnerships up on a flip chart.

List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY, CONT'D

L. Root Causes

With a large tree on the wall, the facilitator can assist a group in exploring the root causes of a given issue in their community by identifying an issue, discussing its visible symptoms (the branches of the tree), supporting issues (the trunk of the tree) and root causes (at the roots of the tree). From there you can identify sustainable solutions to address root causes of an issue.

M. Soft Shoe Shuffle

Jessie to explain

N. SpeakOut

The SpeakOut model was developed by Dr. Wendy Sarkissian and Andrea Cook, which they define as an interactive exhibition or 'open house'. The purpose is to provide an informal and interactive 'public meeting' environment where a wide range of people have a chance to participate. It is designed to facilitate structured 'drop-in' participation about planning and design issues. Typically, a SpeakOut is structured into a number of 'issue stalls' that relate to findings of earlier consultations and to the specific project goals. Participants come to the venue, find the issues on which they wish to 'speak out' and have their say. A SpeakOut is used in any community planning process and can be organized at the start of a process — to introduce a community to a CCP and generate participation — or at the end of a process to get input on materials and the CCP generated.

O. Storytelling

Oral history is one way for the group to talk about the past and present in non-threatening ways and to share skills and knowledge. It is a powerful way for a community to come to a collective understanding of its past, present and future. The facilitator can ask members of a group to each tell a story in their own words or language about something related to planning or respond to questions (i.e. what experiences have you had where you felt you were contributing towards your community). The facilitator can also invite Elders and adults to share stories of their communities' past and present and invite youth and children to share stories of the present and future.

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List of CCP Facilitation Tools & Techniques

1. PREPARING TO PLAN: ASSESSING THE SITUATION & BUILDING CAPACITY, CONT'D

P. SWOT Analysis

This can be used in the beginning stages of strategic planning where the facilitator asks participants to write, draw, talk about, film, etc. the strengths, weaknesses, opportunities, and threats facing their community.

Q. Town Council

A mock Town Council is a powerful way to teach children and youth different ways of governing their community. The facilitators can invite a group to participate in a round table for broader dialogue on any matter affecting the well being of their community. Each participant is given a different title/role (Councilor, Hereditary Chief, tourist, business man, carver, etc.) and asked to first set up guiding principles then try to resolve each matter in discussion by analyzing its present state, envisioning its desired future state and agreeing to a mini plan/course of action that will attain this desired state.

R. World Café

This is an interactive way of getting a community to participate in analyzing their community through café style interactions. The facilitator creates a café ambience in a room and seats four to five people at small tables. The facilitator starts by setting up guiding principles, then three rounds of conversations (20-30 min. each). The facilitator can ask participants questions at each table that matter to the community. The facilitator encourages groups to write, doodle and draw ideas on their tablecloths or to note ideas on index cards in the center of the group. After the first round of conversations, the facilitator can ask one person to remain at the table as the "host" while the others travel as "ambassadors of meaning." The travelers carry key ideas into the next table. The table host welcomes new guests and shares the main ideas of the previous conversation. By providing opportunities for people to move in several rounds of conversation, ideas begin to connect. In the third round of conversation, people can return to their original table to synthesize their discoveries, or they may continue to new tables. Sometimes a new question that deepens the exploration is posed for the third round of conversation. After several rounds, the facilitator can initiate a period of sharing discoveries and insights in a whole group conversation. Patterns can be identified, collective knowledge grows, and possibilities for action emerge.

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List of CCP Facilitation Tools & Techniques

2. PLANNING: GETTING TO KNOW EACH OTHER & BREAKING DOWN BARRIERS

A. Deep Democracy

Arnold Mindell coined the term Deep Democracy to describe the principle behind a community building process that hears all voices and roles. It is a principle that makes space for the speakable, the barely speakable and the unspeakable. A facilitator leads a process of bringing common ground, better communication and agreement to groups in conflict so they can move forward in decision-making. Deep Democracy offers a few steps a facilitator can take when an argument emerges in a group:

1. Agree to argue and set out guiding principles and rules
2. Vote on the argument rules or choose an alternative decision-making process
3. Set up two sides of the room and argument with two people facilitating each side and the crowd behind them
4. Allow everyone to say all that needs to be said by standing on both sides of the argument
5. Afterwards, ask people to reflect on the wisdom/truths they heard through questions like: what hurt them the most, what insights did they gain from other people's words? The truths are where the solutions may lie.
6. The facilitator can bring those grains of truth back to the original issue or argument topic.

For further information, resources and courses, see <http://deep-democracy.net/home.php>

B. Grand Central Station Subway

This is an activity to get the group to build stronger relationships. The facilitator can tell the group in an enclosed area that they are in a grand central station at rush hour and they are in a hurry to get to their train. Have them move around the enclosed area without bumping into anyone else but nodding and smiling as they go by other people. After several seconds, stop them and have them partner up with a "stranger". Have them introduce themselves and share one thing with each other. Then have them in rush hour again. Each time stop them to find a new partner and give them a deeper topic to share (ex. Greatest hero, greatest challenge overcome, personal strength and weakness, dream for future) and finish off with having them get on train (sit down) and introduce themselves to the person beside them. Afterwards, the facilitator can ask: What they thought the goal of the activity was?

List of CCP Facilitation Tools & Techniques

2. PLANNING: GETTING TO KNOW EACH OTHER & BREAKING DOWN BARRIERS, CONT'D

C. Group Graffiti

Have some type of surface (ex large mural paper) for the entire group to express their opinions, feelings, and views on a given theme through visual representations.

D. Human Scavenger Hunt

The group is instructed to find names of people in group that match different categories (ex. only child/born in different country/ can do a handstand/ speaks Haida/dances etc.)

E. Name Games

These are simple ways to get the group to know each other's names, if they are strangers or new to the community. Participants are asked to go around a circle and say their name with a description/action they like to do. Participants can also say their super hero name and favorite super power. The group is given a ball and has to say someone else's real name or super hero name before passing it to them. The ball gets passed around to everyone.

F. Move Your Butt!

Everyone is instructed to sit in chairs (make sure there are no empty chairs). Person who is tagged "it" stands in the middle and asks "move your butt if you have you ever....? Or have ever wanted to....?" filling in the blank with something that they can answer yes to for themselves. If anyone in the circle can also answer yes, they have to get up and move to another chair. Whoever is left without a chair, goes to the middle to ask the next question.

List of CCP Facilitation Tools & Techniques

2. PLANNING: GETTING TO KNOW EACH OTHER & BREAKING DOWN BARRIERS, CONT'D

G. Speed dating

Line up 2 rows of chairs facing each other (closely). Make sure there are exactly enough chairs for each participant and an equal number of chairs in each row. Playing music during this activity also adds to the experience. Once all the participants are sitting in their chairs facing each other, explain to them that they are about to play speed dating! The facilitator will explain that the aim of this activity is for people to get to know each other and to ask the 'partner' across from them as many questions as possible in an unknown amount of time (controlled by the facilitator). Name one row 'A' and the other row 'B'. Row 'A' always starts off by asking the questions. They must ask their row 'B' partner as many questions as they can before the facilitator calls out 'B'. At this point, row 'B' must ask their row 'A' partner as many questions as they can before the facilitator calls out 'SWITCH'. When SWITCH is called, everybody in row 'B' must shuffle one seat to his or her left (the person at the end of the row runs to the empty seat on the other end).

The overall aim of this activity is to keep the participants moving and engaged. Feel free to mix up the amount of time you give A and B to ask questions (i.e. give them a minute or so for one round, then only a few seconds for the next). Once everybody in row A has spoken to everybody in row B you can end the game.

H. Two Truths and A Lie

Each person in the group is instructed to think of two true facts/stories about themselves and one false. They then share the two truths and a lie in whatever order they want to while the rest of group has to guess which one is false.

I. Who am I? (Headbands)

Put headbands on people that give them an identity of someone famous (but that they can't see). Then everyone must go around and ask yes/no questions of other people to help them try to discover their given identity on their headband.

List of CCP Facilitation Tools & Techniques

3. PLANNING: ENVISIONING A BETTER FUTURE

A. "Becoming an Activist" Scavenger Hunt

This activity could be done with any age, but has been used mostly with children (12-14). Here is a suggested list of activities:

- Make a peace sign with every member of the group
- Make a thank you card for the people who prepared your meal today
- De-brand the clothing of 5 in the group
- Say a full sentence greeting in Haida
- Every person in group pick up 5 pieces of garbage outside
- Find the activist in hiding and learn their story
- Build a miniature school
- Break a gender stereotype
- Get 20 signatures for a petition (decide an issue and statement)
- Sing a famous inspiring quote in unison
- Find an alternate (and sustainable) use for a piece of garbage
- Recycle water
- Help rejuvenate a salmon bearing stream

List of CCP Facilitation Tools & Techniques

3. PLANNING: ENVISIONING A BETTER FUTURE, CONT'D

B. Community Visioning

This is a process by which a community defines their purpose, core values, and vision for the future. The facilitator can invite the community to dream about and imagine a preferred future out loud while local artists draw their images on paper. People may also tell stories, draw pictures, use metaphors or simply listen. The facilitator can ask questions like:

- 25 – 50 years from now, how do you see your community? What is different? What is the same?
- What are your most treasured traditions and principles that you want to preserve and practice into the future?
- What do you want your community to be remembered for by generations to come?
- What hopes for the future do your family and/or community hold in common?
- What are the differences between the visions that different group members hold?

The facilitator can also guide participants in a guided visualization experience (from 5-60 minutes). Participants will be asked to have their eyes closed for a long time, so they must be aware, positioned comfortably, and have room to feel physically safe. The facilitator can then lead participants through the following:

- Get comfortable – once participants are comfortable, they can close their eyes until the exercise is done.
- Deep breathing - In a relaxing tone, ask participants to relax, breathe deeply in their nose (inhale through the nose to demonstrate) and out through their mouth (exhale loudly through the mouth). Repeat this instruction several times.
- Tell participants to release all outside thoughts, and to “focus only on your breathing and the sound of my voice.” Repetition is key to lull them into a relaxed state. Ask the group to release their thoughts through the floor, beginning in their head, *slowly* through their neck... shoulders... arms... chest... stomach... legs... knees... feet... toes... and into the ground.
- When they are ready (5-10 times each instruction, with 3 hold-it's of increasing length) ask them to blank the screen in front of their face, to be seeing nothing but a blank (note not white or black, but 'blank') screen. You are now ready to vision.
- Facilitate a CCP visioning exercise: Imagine a sacred place in your community today. What does it look like, smell like etc... Imagine the same place in 100 years. What would you like to be the same, different? Who is there?

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List of CCP Facilitation Tools & Techniques

3. PLANNING: ENVISIONING A BETTER FUTURE, CONT'D

C. Decision Tree

A decision tree is a graph of decisions and their possible consequences (including resource costs and risks) used to create a plan to reach a goal. Decision trees are constructed in order to help with making decisions.

D. Design Charette

The word charette can refer to any collaborative session in which a group of designers drafts a solution to a design problem. Charettes often take place in multiple sessions in which the group divides into sub-groups. Each sub-group then presents its work to the full group as material for future dialogue. Such charettes serve as a way of quickly generating a design solution while integrating the interests of a diverse group of people. A charrette is an intensive, multi-disciplinary developmental process that is designed to facilitate an open discussion between community stakeholders. A team of 'knowledge holders' can meet with community groups and developers over a period of 1 day to 2 weeks long, gathering information on the issues that face the community. The charrette team then works together to develop solutions that will result in a clear, detailed, realistic plan for future development. Charrettes are popular because they are often fun and attract the interest of a broad range of people. They serve as a useful way of marketing the project in question and provide a good story for the press. Charrettes vary in size, from 50 to over 1,000 people.

E. Hand/head/heart

In pairs, the facilitator will ask partners to share something that you are physically good at which you would be willing to teach others (ex. A sport, or cooking, or a craft), share something that you have knowledge about (ex. Child psychology, or facts about another country), share something that you are passionate about, that moves you into action. Then each partner introduces the other to the rest of the circle.

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List of CCP Facilitation Tools & Techniques

3. PLANNING: ENVISIONING A BETTER FUTURE, CONT'D

F. Open Space Technology (OST)

Open Space conferences take form according to participants' own agendas. Participants sit in a large circle and devote their first hour towards creating their own conference. All participants are teachers and learners. When a topic is brought up, everyone provides views and opinions on the topic. The conference usually lasts for a couple of days and concludes when participants decide that their work is done. The idea is to allow participants to create and define their version of a conference and articulate what they believe are the important and essential issues.

G. Structured Decision Making

Structured decision planning is a process a facilitator can lead a group through in moving from a triggering problem to a solution. Structured decision planning involves the following steps:

- Identify the trigger problem and understand the mandates, laws, policies and preferences related to that problem
- Identify the community's objectives for dealing with that problem
- Consider alternative solutions
- Look at the consequences of each alternative solution (collect data and information)
- Look at tradeoffs and optimization of each consequence
- Prioritize the ideal solutions
- Decide and take action

H. Study Circles

Study circles are an informal gathering of a group who want to discuss a certain topic. The group can range in size, but is often composed of a diverse group of 8-12 people. The group decides how frequently they meet, but usually, discussions are held in 2-hour sessions. A facilitator does not assume the role of a teacher; rather, she leads the conversation by identifying key points, asking questions, and managing the group's process.

List of CCP Facilitation Tools & Techniques

5. PLANNING: COMMUNITY BUILDING

A. Counting Circle

In a circle, tell the group they have to count to 20 one number at a time and two people can not say the same number, one person cannot say two numbers and they all must have a turn. They can only say the numbers, no other discussion. You can also do this blindfolded.

B. Equilateral Triangle

Place a large rope, tied in a circle, on the ground about 30 feet from the participant group (need one rope circle per 15 people or so). Show students where the circle is. Now blindfold them all. Tell them that you are going to place their hands on the rope, and that they are not allowed to move their hands, take their hands off, or slide their hands along the rope. They must stay attached to the rope and in the same place at all times. Distribute them on the rope so that they are fairly equal distances from one another. Tell them that they are to form an equilateral (perfect) triangle with the rope. Remember no one is allowed to look and they can't move their hands. (If there are participants who are taking over the situation, whisper to them that they are no longer allowed to talk. Make sure 2 or 3 people can't talk. Inform the group that there are now participants who can't talk.) The Facilitator can ask later about different people's communication styles, leadership roles, and teamwork.

C. Human Knot

Have group form circle. Everyone lifts up right hand and grabs hand of someone else in circle that is not directly beside them. Then everyone lifts up left hand and grabs hand of someone different but that is also not directly beside them. Group then must untangle into a circle without letting go of hands (to increase complication, can tell some people they are blind/or can't talk, etc.)

List of CCP Facilitation Tools & Techniques

5. PLANNING: COMMUNITY BUILDING, CONT'D

D. Partner Stand

Have group divide into partners and find a spot in the room. Get them to sit down with their backs against each other's. Must link arms and stand up, without using their hands and without falling. For more advanced groups, have the entire group make two large lines, everyone still with a partner and back to back with them. This will look like a long line of partners sitting beside one another. All people need to link arms with those behind them and then the two on each end must link arms to connect the chain. They must all stand up together.

E. Sitting Circle

Participants stand front-to-back in a tight circle (all with the same shoulder facing inwards) and hold the waist of the person in front of them. At a signal from the facilitator, participants will simultaneously bend their knees until everyone is sitting on the lap of the person behind. The circle should now be self-supporting.

F. Three-legged race

Separate into two teams and have each team form a line standing shoulder to shoulder. Have them "stick" their feet together and race to a designated finish line. If their feet become unstuck during race they must return to start and begin again. To make the race more challenging a second time around, don't allow talking, or turn every other person around and have him or her face backwards.

List of CCP Facilitation Tools & Techniques

5. PLANNING: COMMUNITY BUILDING, CONT'D

G. Touch the Ball

With a tennis ball, everyone must find a way to touch it at the same time without touching each other. (With a lot of people you can have two separate groups with two separate balls). To increase the difficulty, designate people that have to touch it with a body part other than the finger.

H. Train Weave

The Facilitator instructs the group to stand in a line, put their hands on the shoulders of the person ahead. Set obstacle course of pylons or chairs that they must weave through as quickly as possible while all remaining attached.

I. Trust Fall

Participants stand in circles of 6-8 people. One person stands rigid in the centre of the circle, feet together and hands by her sides, and allows them self to fall backwards, forwards and sideways. Whichever way the person falls, the people nearest to him/her push her/him gently into an upright position again so that they can fall in another direction. Everyone who wants to should have an opportunity to be in the centre. The person in the centre may choose to close their eyes.

List of CCP Facilitation Tools & Techniques

4. IMPLEMENTATION PLANNING: TAKING ACTIONS

A. Brainstorming

Brainstorming generates many ideas in a short period of time. It is based on the principle that ideas flow when a community's imagination is freed. Here are some guidelines:

- Announce the theme and duration of the brainstorming exercise.
- Remind participants: No criticism – There are no "right" or "wrong" ideas; Let your imagination run free – The more ideas there are, and the more varied or even bizarre they are, the better it is; And build on other people's ideas – Feel free to improve on a previous idea.
- Invite people to express their ideas.
- One person facilitates the group and another person records the ideas on a flipchart as they are expressed, without interpretation or discussion. At the end of the meeting, you can group together and discuss the best ideas according to the needs of your group.

Once ideas have been brainstormed, here are some guiding questions for determining the best ideas:

- Does the project address an urgent issue or community benefit?
- Will the project benefit the majority of the community or only some groups?
- How will the project impact future generations? Will the project/activity lead to greater sustainability?
- Do we have the ability to undertake this project/activity ourselves?
- Does the project utilize and build on local resources (i.e. people, knowledge, materials)?
- What opportunities exist for training, education and capacity building?
- Is the project realistic? Can it be done?
- What is the timeframe for completion?
- What is the overall cost? What other unpredicted costs might emerge?
- Does the project require infrastructure improvements (water, sewer, fire protection, roads)? What sources of funding or other support exist?

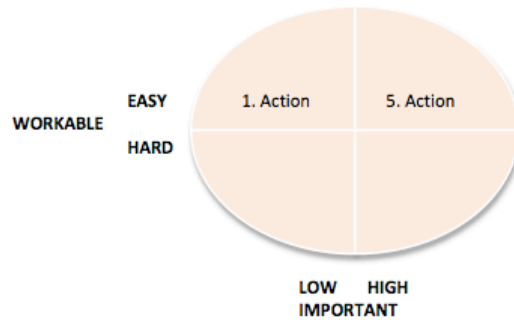
List of CCP Facilitation Tools & Techniques

4. IMPLEMENTATION PLANNING: TAKING ACTION, CONT'D

B. Prioritizing Action Items

This exercise might be useful to a newly formed group of people that want to take action on a diverse array of initiatives.

- On a flip chart or blackboard, draw a horizontal line and a vertical line, resulting in a cross with 4 quadrants.
- Across the horizontal, write the word **Workable**. Across the bottom, write the word **"Important."**
- Label the top 2 quadrants above the horizontal line **"Easy."** Label the bottom 2 quadrants below the horizontal line **"Hard."**
- At the base of the left-hand column, write **"Low."** At the base of the right-hand column, write **"High."**
- Take the list of action ideas, and assign them to the appropriate quadrant. Put them on Post-it notes.
- Ideas in the upper right quadrant (which are both **"Easy"** and **"Important"**) might be a good place to begin.



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List of CCP Facilitation Tools & Techniques

6. MONITORING & EVALUATION

A. Taking Notes at Facilitation Sessions

Facilitators can do the following throughout a facilitation session

- Capture big ideas and themes, not every word.
- Record testimonies and actions of participants, if given permission.
- Use the words of the speaker as closely as possible. Be careful not to alter the intended meaning.
- Check with the speaker or the group to make sure your notes are correct.
- Identify each set of notes with a clear title.
- The note-taker can be low-key, staying in the background and not distracting people from the conversation. Be aware of times when recording is not appropriate (for example, when people are sharing personal stories).
- Create a sheet called **"Parking Lot."** Capture—or **"park"**—ideas that come up in the conversation that the group wants to return to later.
- Post the ground rules each time, along with any notes or sheets of paper that the group will need to refer to during a particular session.

B. Guiding Questions

Evaluation is a part of supporting facilitators to learn what is and isn't working well, to monitor how they are doing and come up with new strategies to improve community engagement. The most important thing is finding an evaluation strategy that works for the given facilitators and CCP process. Evaluation usually takes place at the end of a session or mid-way. Some guiding questions to consider, verbally or in writing, are:

- What works well? What went smoothly?
- What doesn't work so well? And why? Were there challenges amongst the group? Describe a difficult situation that came up. How did you handle it? Why? Would you do anything differently? Was there any conflict in the group?
- How could we make improvements?

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List of CCP Facilitation Tools & Techniques

6. MONITORING & EVALUATION, CONT'D

C. Surveys

A survey is a questionnaire distributed to a group. The five main types of surveys include: web-based surveys, telephone surveys, mail out surveys, in-person interviews, and hand out surveys linked to a service, facility, or workshop. Surveys are useful to gather data, assess needs, gain feedback, and/or collect community opinions and enable a CCP to respond to a particular topic in their community.

D. Suggestion Box

A suggestion box may be either a physical or online location designed for a community to provide ideas and feedback. Participants either write down their suggestions on a piece of paper and insert it into a box or type their comments into a designated webpage/social media site for suggestions. Suggestion boxes can be used to gather information about a specific issue or to collect general comments. Suggestions are generally anonymous unless contact details are recorded to follow up on the suggestion provided.

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List of CCP Facilitation Tools & Techniques

6. MONITORING & EVALUATION, CONT'D

E. Hotline

Hotlines or phone-ins involve a community setting up a phone line that the community can call to provide input on the CCP. Hotlines or phone-ins are open to the public for a set period of hours, day, or weeks. Trained staff answer the calls and record and/or respond to comments. To encourage community members to use hotlines it is important to advertise the topic under discussion, background information, and why community members should be involved.

F. Social Media/Web Forums

Social media and/or online forums allow expressions of viewpoints and discussion to take place. Online forums can be open to postings for a set period of time: Hours, days, weeks, months, or indefinitely. An administrator who has the ability to add, edit or remove content is crucial for monitoring the forum. The administrator can either create the topic of the online forum, or individual users can create it if the administrator allows it.

G. Interviews or Meetings with Stakeholder Groups

Interviews or meetings with community groups entails identifying which groups in the population are the most affected and concerned about a particular CCP decision, project, or issue/asset. The stakeholders are invited to attend a session where a facilitator can guide the group through a discussion, giving them information about a topic and recording their feedback. Smaller groups can be less formal, where larger groups demand more structure to be organized.

H. Focus Groups

Focus groups are structured interviews with a small number of people from a key stakeholder group. The facilitator can lead the group through a series of questions and the feedback can be recorded by an audio recorder or another individual for use in analysis later.

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List of CCP Facilitation Tools & Techniques

6. MONITORING & EVALUATION, CONT'D

I. Collaborative, Participatory, Empowerment Evaluation (CPEE)

Collaborative, Participatory, Empowerment Evaluation (CPEE) is an opportunity for community groups that have a stake in a CCP to reflect on the past in order to make decisions about future project activity. CPEE processes require community groups to share the control and responsibility for:

- Deciding what is to be evaluated
- Selecting the methods and data sources
- Carrying out the evaluation
- Analyzing information and presenting evaluation results.

8.6 Community Factbook

Haida Village of Skidegate: Community Factbook

By Krystie Babalos and Jessa Williams
May 2013

Acknowledgements

The writing and development of the Skidegate Community Factbook involved many people and organizations from Skidegate, Skidegate Band Council and beyond. UBC School of Community and Regional Planning practicum students were invited to organize and write the document. They were supported by the Skidegate Band Council, Band Manager Barbara Stevens, Comprehensive Community Planning coordinator Dana Moraes and assistant Janine Williams and community organizations who helped guide the development of the profile and facts, providing information where needed. Special thanks are also expressed to the Comprehensive Community Planning Advisory Committee and broader community members, including Elders, families, adults, children and youth, for sharing stories and information about the past, and present conditions in Skidegate. The community's vision for a healthy and vibrant future is the inspiration for this project.

Introduction

This Community Factbook provides a picture of the current conditions in Skidegate and is a starting point for information to be used in the 2013 Comprehensive Community Plan. The Community Factbook aims to guide the 2013 Comprehensive Community Plan, a road map to greater sustainability and community wellbeing, by:

- Providing information on what exists in the community, which areas need attention and which areas the community can nurture and grow
- Providing fast facts to support future decision making and funding
- Providing an understanding of the governance systems and plans, policies, programs and services in place that support the community
- Celebrating community strengths and achievements

The Profile has been organized into ten sections: (1) Skidegate community, (2) Haida language, (3) health, (4) education and learning, (5) community lands, (6) community assets, (7) economy and jobs, (8) water and waste, (9) energy, and (10) facts still to collect. Each section is broken into sub-sections that ask the broader questions of “Where have we been?” and “Where are we now?” The information gathered is then organized into tables with (1) fast facts (2) governance systems (3) plans, policies and/or programs, assets and services, and (4) accomplishments or opportunities (where relevant). The community can look to this information to build on its strengths, address some of its challenges and capture opportunities.

This is one of the first efforts as part of the 2013 Comprehensive Community Plan to create a factbook for Skidegate. Some topics, information and facts are missing and can be added at a later date once the information is made available. The last section in this factbook also provides a guide for future areas of information that need to be gathered.

Skidegate Community

Fast Facts	
Name:	Skidegate (SGIIDAGIDS, meaning child of red chiton)
Location:	Southeast coast of Graham Island
Population:	~1,583 (on and off reserve) people
On-reserve:	736 people
Off-reserve:	847 people
Ages:	See Figure 1 and 2
Clans:	Eagle and Raven Clan
Reserves (#):	11 Reserves, with Reserve # 1 largest
Landscape:	Steep slopes; link to the Skarkedus watershed; forests with cedar, cypress, hemlock and spruce trees; and mix of soils ranging from organic topsoil to sand, gravel, clay and rock.
History	
<p>The Haida people have lived on Haida Gwaii since time immemorial. Pre-colonization, over 10,000 Haida people lived in their traditional village sites.</p> <p>1800's: ~90 percent of Haida people died from settler introduced small pox</p> <p>1850: The people of Rose Spit and Cape Ball villages first relocated to Skidegate</p> <p>1889: Villagers from Cumshewa arrived</p> <p>1893: Six families from the southern villages moved to Skidegate</p>	
Governance Systems	
<p>1. Federal & Provincial government: Coordinated by AANDC and legislated by the Indian Act</p> <p>2. Council of Haida Nation (CHN): Formed in 1974 to unite Haida people under one political entity and to protect and assert Aboriginal title and collective rights. CHN consists of a House of Assembly, Hereditary Chiefs Council and Secretariat of the Haida Nation</p> <p>3. Skidegate Band Council (SBC): Elected by the community; responsible for the well being of the community and policies/programs in the areas of Culture, Capital, Education, Membership, Health, Social Assistance, and socio-economic development.</p> <p>4. Hereditary Chief & Matriarchal Family Clan System</p>	
Planning Documents	
<p>1992: Interim Measures Agreement Sport Fish Plan between CHN and BC Government</p> <p>1993: Gwaii Haanas Agreement with Federal and BC Government to protect Gwaii Haanas</p> <p>1997: SFN Physical Land Use and Development Plan</p> <p>2001: General Protocol Agreement on Land Use Planning with CHN, SFN, BC and other Nations</p> <p>2003: Framework on tenure for aquaculture and commercial recreation between CHN and BC</p> <p>2005: SFN Comprehensive Community Development Plan</p> <p>2007: MOU between CHN and NaiKun Haida Power Authority - BC Hydro Accord</p> <p>2009: Haida Gwaii Strategic Land Use Agreement with BC Government.</p> <p>2010: CHN Haida Nation Children and Youth Declaration</p> <p>2013: SFN Comprehensive Community Plan</p>	
Legal Decisions	
<p>2004: Haida Nation v. British Columbia [2004] case ruled the Crown has a duty to consult and accommodate Aboriginal peoples even when claims to land/resources have not been proven</p>	

Community Member Age Distributions

Figure 1. Skidegate Population (%) by Age

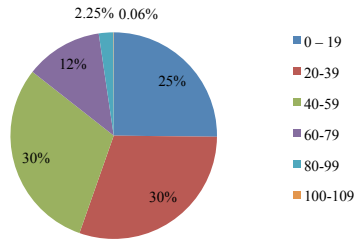
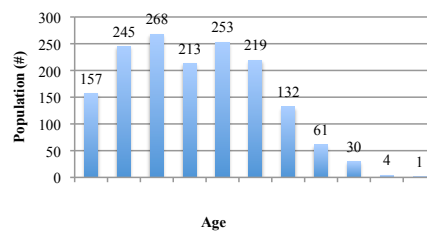


Figure 2. Skidegate Population (#) by Age



Haida Language

Fast Facts (2012)	
Languages	Haida
Dialects (#):	14
Haida Speakers (#):	19 fluent Elders, 5 people comfortable speaking/understanding Haida and 5 people (20-44 years old) in the process of learning Haida
Governance Systems	
<p>Skidegate Band Council supports Skidegate Haida Immersion Program (S.H.I.P.) to revive Haida oral language and build a multi-lingual nation. Skidegate Band Council aims to:</p> <ul style="list-style-type: none"> • Rebuild the Haida Language • Mobilize Haida speakers and knowledge keepers • Promote Haida in the community • Make Haida the Official Language • Integrate Haida in education, jobs, and government • Keep Haida alive in every day life 	
Plans, Policies and Programs	
<p>S.H.I.P. offers the following program services:</p> <ul style="list-style-type: none"> • Teach Haida language at the Skidegate Nursery School for 10 hrs/week, the Preschool for 2 hrs/week, the Skidegate Head Start program for 15 hrs/week and Haida immersion program for 20 hrs/week. • Archiving language – Video and audio recordings of elders speaking Haida • Record and produce language CDs with songs, stories and Haida lessons • Community translation and prayer requests • First Voices internet project – 2000 words and 500 phrases on the Internet • Writing and recording idiomatic phrases (2000+ written/20,000 +CD recorded) • Word Glossary – Over 9000 words and growing • Short stories project – 20 stories written and CD recorded • Place names project – Over 700 places, names and meaning documented 	
Accomplishments	
<ul style="list-style-type: none"> • 10 children (0-4 years) at the Skidegate Nursery School are learning Haida • 5 children (0-4) at the Preschool are learning Haida • 18 community members (5-84 years old) are learning Haida in Haida immersion classes • Elders are both teachers and participants in the immersion program • 8 students in the Skidegate Head Start Program are learning Haida • SHIP is in the process of translating all road signs into Haida 	

Source: 2012 Skidegate First Nation Language Needs Assessment;
2005 Comprehensive Community Development Plan

Community Health

Fast Facts	
Community Wellbeing Index (CWI):	78 (70 average BC First Nation CWI and 85 non-First Nation)
“Sleep Well” Safe House:	23 women with children and 16 individuals per yr
Top 7 Most Valued Sources of Health:	Elder wisdom, clan/family strength, traditional healing, coming together to support one another, volunteerism, independence and celebrations
Governance Systems	
<p>1. Community health comes from the matrilineal system that creates identity and connectedness within clan systems. Grandparents pass down family history. Aunts and uncles provide economic teachings and discipline. Mothers and fathers provide emotional support. Extended family provides teachings on spiritual beliefs, community values and responsibilities.</p> <p>2. Skidegate Band Council also supports the health programs below.</p>	
Policies	
<p>1. 2007 and 2012 Community Health Plans</p> <p>2. Annual Report on Health Services</p> <p>3. 2011 Haida Directions</p>	
<ul style="list-style-type: none"> • Xaaynangaa Naay (“House of Life”) Skidegate Health Centre: Offers programs to address mental health, community health and wellness, home and community care; alcohol and drug program; community garden; community wellness nursing; healthy bodies lending library; home support and community care; “keepers of our culture” program; maternal and child health programs; medical travel; mental health; nutrition and cooking classes; and pregnancy outreach/Canadian prenatal nutrition program • Adult Day Program (ADP): Assists individuals to live independently • Ngystle Communities Living Better: Offers healing programs and counseling for residential school survivors • Skidegate Dental Clinic • Taaxwi Laas Good Friends: Offers addictions counseling services • Tilgiid Naay: Helping House offers health education, relapse prevention, life skills, safety from trauma and abuse, counseling and crisis Intervention • We Care Committee: Suicide prevention • Drug Free Community Committee • Haida Child and Family Services • Haida Gwaii Youth Society • Residential Schools Committee • Northern Health Authority’s regional hospital (to be built in 2013) • The Brown Recreation Hall provides space for sports, running-walking groups and annual celebrations • Haida Gwaii offers space for healing (i.e. Spirit Lake trail, canoe and kayaking in the waterways, traditional village and heritage sites, and Gwaii Haanas). 	
Accomplishments	
<ul style="list-style-type: none"> • The Health Center was built with increased culture and language integrated into programs • A community garden with organic produce was developed • ADP expanded programs for elders to include physiotherapy, art, music and a garden 	

Source: 2007 Xaaynangaa Nay Health Center 5-Year Strategic Plan
2005 Comprehensive Community Development Plan
2011 Finding Balance Skidegate Social Development for Family Violence Prevention

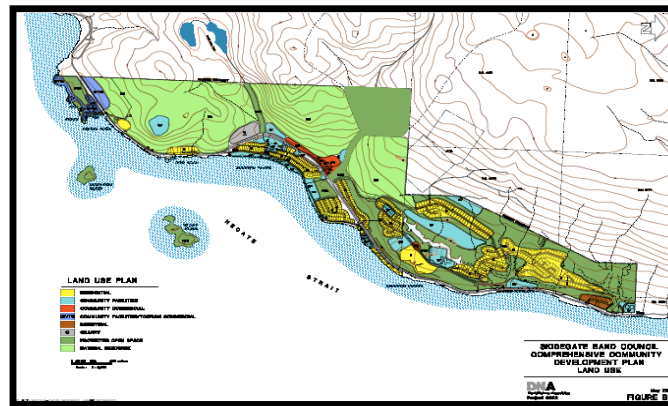
Education and Learning

Fast Facts	
Elementary School	1
High School	0
Cultural Center at Kaay'Innagaay	1
Governance Systems	
The Skidegate Education Department is in charge of creating, implementing and supporting learning and education programs.	
The Skidegate Social Development Office is in charge of coordinating life skills program for community members on social assistance	
Programs	
<p>1. The Skidegate Education Department offers the following services:</p> <ul style="list-style-type: none"> • School supply funds • Fees for students attending Queen Charlotte Secondary • Button Blanket Grade Twelve Graduation Ceremony • Nursery School Program for four year olds • Skidegate Haida Immersion Program (SHIP) • Haida language in elementary and secondary schools • Post Secondary student support including vocational training • Short term training support • Homework sessions • Tuition support for grades Kindergarten to Grade Twelve • Workshops <p>2. The Skidegate Social Development Office works with the Bill Reid Teaching Centre at Kaay'Innagaay Heritage Center to provide essential skills training for work and cultural life to community members on social assistance.</p> <p>3. The Head Start daycare program prepares young children (0-6 years) and their families for their school years by offering programs on culture, language, education, health, and social and parental support.</p> <p>4. The Swan Bay Rediscovery Program gives youth skills to be leaders by teaching life skills founded in Haida culture. Camps are offered in the summer, engaging youth in outdoor activities, cooking and food-gathering, overnight solos, cedar bark weaving, singing and dancing Haida songs, learning about the environment and history of Haida Gwaii, practicing survival skills, and learning navigation skills.</p>	
Accomplishments	

Source: 2007 Xaaynangaa Nay Health Center 5-Year Strategic Plan
2005 Comprehensive Community Development Plan
2011 Finding Balance Skidegate Social Development for Family Violence Prevention

Community Lands

Skidegate's 2005 land use plan:



Source: 2005 Comprehensive Community Development Plan

Community Lands

Fast Facts	
Land tenure options:	Lease agreements and rental agreements
Land use designations:	8: residential, commercial, facilities, tourism, industrial, quarry, protected open space and natural resources
Housing units (#):	392 on reserve
Houses in adequate form (%):	70.7%
Houses in need of renovations (%):	28%
Houses need to be replaced (%):	1.3%
Governance Systems	
The Skidegate Band Council is responsible for managing land tenures on reserve.	
Policies/Programs	
<p>1. 1997 Physical Land Use Development Plan</p> <p>2. 2005 Comprehensive Community Development Plan Land Use Plan guides the Skidegate Band Council to manage all land uses under their jurisdiction. It enables SBC to allocate land in the following order of priority: Haida Individuals and businesses; non-Haida First Nations and non-First Nation members; joint ventures with Haida First Nations; and non-Haida First Nations. The Plan also requires proposals for land include: The proposed use for the site; how the development will address Band Council's principles for land allocation and development; how the development will benefit the community; how the development conforms to the Land Use Plan and Land Use and Development Policies; a reasonable basis to negotiate rental or lease agreements; a business and marketing plan (where needed); and do environmental impact assessment on the protection of creeks and watercourses (where needed). Skidegate Band Council requires a 15 metre "leave strip" from the high water mark of a watercourse to a development; a 100 metre setback from an eagle's or heron's nest and heron roosting site; no development on or near archaeological sites; and an 8 meter separation between commercial, light industrial and community buildings.</p>	
Accomplishments	
All houses on reserve are serviced lots with access to roads (paved or gravel); ground water through the community well and community-wide piped system; sewage servicing through the community treatment plant, piped system and septic tanks; and electrification.	

Source: 2005 Comprehensive Community Development Plan;
2011-2012 Community Infrastructure and Housing Annual Report

Community Assets

Fast Facts	
SFN controlled assets/services (#):	57
Governance Systems	
The Skidegate Band Council, Administration and GNC run and support community-controlled assets/services	
Assets/Services	
<ul style="list-style-type: none"> • Adult Day program • AHS Daycare • Archipelago Management Board • Basketball Program • Bingo Hall • Brown Recreation Centre • Canoe House • Carving House • Certified psychology of vision trainer • Children's Public Library • Community Garden • Community Hall • Community Well • Council of Haida Nation • ECE training through NWCC • Fire Department and Hall • Garbage Truck (1) • Gift Shop • Good Food Box • Gwaii Co-op • Gwaii Haanas Base camps • Gwaii Trust • Haida Child and Family Services • Haida Fisheries • Qay Haida Heritage Centre • Hummingbird Gardens • Long-term care aide program • Matriarchs • Massage Therapy 	<ul style="list-style-type: none"> • Maud Island Farmer's Market • Nursery School • NWCC • Playground x 5 • Processing Plant • Pumper Truck • Pumphouse Building • Skidegate Haida Immersion Program • Ngystle Healing Society • Watchmen Society and Posts • Swan Bay Rediscovery Program • Children and Adult dance groups • Raven Cabs • Regional Public Library • Repatriation Committee • Row on Kelp permits • Safe House • Sanitary Sewer System • Septic Tanks x 5 • Sk'aadga Naay Elementary School • Spirit Lake • Stand-by Generator • Taan Forestry • Taaw Naay gas station • Traditional medicine/healers • United Church • Water treatment facility and system • Weavers • Xaaynaagaa nay Health Centre • Youth Centre

Source: 2007 Xaaynaagaa Nay Health Center 5-Year Strategic Plan
2005 Comprehensive Community Development Plan

Economy and Jobs

Fast Facts	
Type of economy:	Resource-based (logging, fishing salmon, herring, halibut, black cod and crab, and eco-tourism), Government and service industry
GNC businesses (#):	4
GNC properties (#):	4
User fees collected/year:	\$240/household/year for water, sewer and garbage or traded items (crafts, art work and exchanging skills)
Governance Systems	
<p>1. The Council of Haida Nations Haida Gwaii Land Use Plan outlines initiatives that aim to improve local economic development.</p> <p>2. Gwaalagaa Naay Corporation (GNC): created by SBC in 1991 to ensure the community's economic self-sufficiency with a focus on generating revenue and supporting community enterprises. GNC develops land for economic activities. GNC gathers the following benefits from managing land and economic development:</p> <ul style="list-style-type: none"> • Revenue from lease payments and taxation; • Capacity building and employment; • Spin off opportunities such as services which support larger developments • User fees from services • Taxes on property and the sale of goods on reserve as outlined in the Real Property tax bylaw (Bill C-115) for leased reserve lands and the Sales Tax (Bill C – 93) <p>3. The Skidegate Band provides social assistance to those unable to work or find work.</p> <p>4. Misty Isles Economic Development Society and Graham Island East Coast Farmer's Institute provides workshops on food production, access to resources (funding, land, research) and marketing services</p>	
Assets/Services	
<p>GNC controlled small Businesses:</p> <ul style="list-style-type: none"> • Taaw Naay Enterprises Ltd. • Gwaii Co-op • Aay Oo Guiding Services Inc., • Haida Gwaii Interior Solutions 	<p>GNC controls the following properties:</p> <ul style="list-style-type: none"> • Skidegate Commercial Centre (Phase I and II) • An Industrial Site • The Qay'llnagaay Heritage Centre • The Canoe Shed and rentals as a tourist attraction
Opportunities	
<ul style="list-style-type: none"> • Alternative energy • Business incubator • Cultural arts program • "Destination Haida Gwaii" (hotel, RV Park, Feast House and tours) • Eco-tourism • Energy production and conservation • Feast House 	<ul style="list-style-type: none"> • Fisheries (Smoker processing plant) • Forestry (value-added, silviculture, logging, non-timber products) • RBC Agency Bank • Rock quarry • Resort Hotel • Shell fish aquaculture • Local Agriculture

Source: 2005 Comprehensive Community Development Plan
2011 Haida Gwaii Agriculture Strategy and Implementation Plan

Water & Waste

Fast Facts	
Main sources of drinking water:	Slardekus Lake and watershed (574 ha in reserve #1)
Water system:	Source, water treatment system, storage, pump stations and distribution
Water storage:	4 steel reservoirs
Water reservoir storage capacity:	No 1: 542m ³ ; No 2: 713m ³ ; No 3: 568m ³ ; No 4: 245,000 m ³
Sewage system:	North and south system (see below)
Governance Systems	
<ol style="list-style-type: none"> 1. The Skidegate Band Council and Water and Waste department manages Skidegate water and waste services 2. Environment Canada manages programs to preserve and enhance the quality of water resources, enforce rules relating to boundary waters; and coordinate environmental policies and programs, including the Canadian Environmental Assessment Agency. 3. Fisheries and Oceans Canada is mandated to protect fish populations and habitat in receiving waters and urban streams 	
Plans/Policies	
<ol style="list-style-type: none"> 1. Canadian Drinking Water Quality Guidelines 2. BC Plans and Regulations that may overlap: the Water Act, Drinking Water Protection Act, Environmental Management Act, and Public Health Act. 	
Water Services	
<p>A dam on Slardekus Creek (downstream of Slardekus lake) is connected to a water treatment facility, 4 water storage reservoirs, 2 booster pump stations and a network of distribution pipes to homes. Water flows by gravity from the creek through the water treatment plant to Reservoir #1. Water is then distributed to First Beach, Second Beach, Skidegate Village, the New Subdivision, 4th Avenue Subdivision, and Highway Subdivision. The 3 other reservoirs supply Skidegate Heights, Skidegate Properties, Oceanview and Skidegate Mountain Subdivision. Construction of a new water treatment facility was completed in 1997 to provide a safe water supply to the Skidegate community.</p>	
Waste Services	
<ol style="list-style-type: none"> 1. The Skidegate community has two separate sewage collection and disposal systems: <ul style="list-style-type: none"> • The north system serves Skidegate Mountain, Skidegate Properties and Oceanview as well as the proposed Skidegate Vista Subdivision. The north system consists of a network of gravity collection mains to a septic tank, and ocean outfall. • The south system services Skidegate Village, First Beach, New Subdivision, 4th Avenue Subdivision, Highway Subdivision and Skidegate Heights. This system consists of a network of gravity collection mains, force mains, lift stations, 4 septic tanks and an ocean outfall. Primary treatment is provided by septic tanks, and secondary treatment by the local sewage treatment plant. 2. Skidegate Band solid waste crew collects solid waste and disposes of waste at the regional transfer station 6km north of the community for transport to the Regional Landfill. 	

Source: 2005 Comprehensive Community Development Plan;
2011-2012 Community Infrastructure and Housing Annual Report

Energy

Fast Facts (2010)	
Skidegate GHG emissions:	~2,554 tonnes of CO2 equivalents/year
Average household electricity use:	100 homes used an average of 16,023 KWh electric power and 246 homes used an average of 11,812 KWh Non-electrical power
Residential Demand:	5,543,958 KWh or 84.30%
Facilities/Equipment Demand:	1,034,120KWh or 15.70%
Skidegate Power sources:	Queen Charlotte Power Corporation (QCPC) hydroelectric facility & Sandspit Diesel Generator System (DGS) DGS: 10.2 MW; QCPC: 5.7MW DGS: 8,260 MWh; QCPC: 18,215 MWh DGS: ~30%; QCPC: ~70%
Power Capacity (MW):	
Power Supply (MWh):	
Skidegate power use (%):	
Governance Systems	
Skidegate aims to develop a road map to a greener community by supporting the Council of the Haida Nations' 2008 Community Electricity Plan and establishing their own energy baseline and goals for the future.	
Plans and Reports	
1. 2008 Haida Gwaii Community Electricity Plan 2. 2011 Skidegate First Nation Energy Baseline Report	
Energy Systems	
<ul style="list-style-type: none"> Skidegate is powered by the South Grid System provided by BC Hydro through two power stations: The Sandspit Diesel Generator System (DGS) and the Queen Charlotte Power Corporation's (QCPC) hydroelectric facility. QCPC is an Independent Power producer that runs a small hydro facility built below Moresby Lake. Backup power is provided by the Sandspit (SPT) diesel generating station (DGS) Houses rely on electrical and non-electrical heating systems (wood, oil and propane). Community facilities and equipment (i.e. the Health Clinic, Recreation Hall and Skidegate Band Administration Office and water treatment plant, two water pumps, sewage treatment plant, street lighting and additional maintenance equipment) use propane as their heat and hot water source The Elders Center/Day Care uses furnace oil for space heating and hot water The Haida Heritage Center uses geothermal energy and electric heat and hot water source 	

Source: 2008 Haida Gwaii Community Electricity Plan;
2011 Skidegate Energy Baseline Report

8.7 Participation Plan Summary

This Participation Plan will help guide who, what, where and when the community will take part in the CCP planning process from February – April 2013.

Vision

SFN envisions a vibrant and living CCP that is community *based*, community *driven* and part of a community *owned* process.

Goals

The CCP team led by Dana Moraes and Janine Williams aims to achieve this vision by:

- Drawing on a Haida approach to honoring the culture and voices of the community
- Empowering the community to have ownership over the CCP
- Collaborating with government and community groups to take responsibility for the CCP

Bringing the CCP to Life

The CCP team will lead the following phases of community engagement:

1. Develop a community-based approach to planning

- Collect information at the Open House on how best to honor the voices in the community
- Create a Community Advisory Committee to co-create the CCP
- Identify community members and groups with a stake in the CCP
- Identify the best engagement approaches with each community group
- Set a planning timeline and milestones
- Collect preliminary information on the community's hopes, fears, strengths, weaknesses, and opportunities

2. Engage the Community

- Communicate the CCP purpose, process and event dates/times to on and off-reserve members via posters, social media, newsflashes and at events
- Facilitate planning meetings, workshops, interviews, feasts and other activities
- Where possible, translate events/materials in Haida
- Invite the community to weekly community hall gatherings to consult on the CCP
- Work with the advisory committee and organizations to host group-specific workshops, round tables, meetings, feasts and interactive small group discussions
- Value the community's time and insight by following protocols and customs, "meeting people where they already are," listening, and reporting back contributions
- Use a variety of participation activities

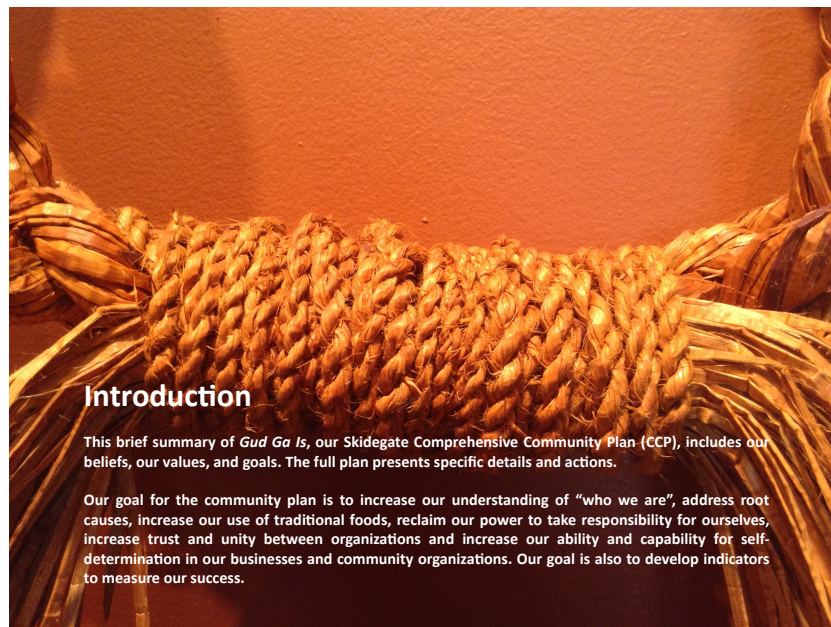
3. Document Process and Voices

- Identify community's past and present state, and vision, values, objectives, principles, issues and assets, and action ideas for the future
- Record, document and report back all community input shared
- Oral testimonies, stories, and songs recorded by audio and videotaping events, interviews, and note taking. Written information collected by surveys, drawing paper, Facebook messages, letters and e-mails, comment box submissions, photography and other mediums
- Code and analyze data

4. Reflect and Celebrate the Process

- Determine the milestones of the CCP process, i.e. # and diversity of people part of the process/committed to taking action, quick start actions completed, partnerships created, challenges overcome, stories told etc.
- Celebrate each milestone completed
- Seek ongoing feedback from the community

8.8 *Gud Ga Is* (CCP) Summary Booklet



Our Planning Path

Getting Ready to Plan <ul style="list-style-type: none"> Form planning team and advisory committee Build relationships with AANDC mentor, UBC SCARP students and community groups Prepare community-based approach to planning, identify community groups 	Writing the CCP <ul style="list-style-type: none"> Phase I: Analyze information, and data and format draft. Present draft to community and Council, and collect feedback. Draft brief summary of <i>Gud Gp Is</i>. Phase II: Continue to expand draft as living document. Support community ownership and investment of plan.
Community Engagement & Communication <ul style="list-style-type: none"> Develop facilitation toolkit, participation and engagement plan and training for workshops Launch CCP at Open House and Develop questionnaires and media tools (CCP brochures, posters, facebook group) Host community advisory meetings, Elders luncheons, youth workshops, public meetings, interviews and group-specific workshops Record events (audio/visual), collect community values, priorities, needs, feedback, and report back Ensure culturally-responsive approaches to engagement, including translation of language 	Implementation: <ul style="list-style-type: none"> Sustain community advisory group Turn ideas into action Outline quick starts, short, medium and long term actions Develop implementation and monitoring process Update and communicate on actions Evaluation: <ul style="list-style-type: none"> Develop and assess indicators of success Annual celebration of successes Evaluate our ability to plan together and address priority needs

Our Beliefs

"Our culture, our heritage is the child of respect and intimacy with the land and the sea. Like the forest, the roots of our people are intertwined such that the greatest troubles can not overcome us. We owe our existence to Haida Gwaii. On these islands, our ancestors lived and died, and here too, we will make our homes until called away to join them in the great beyond. The living generation accepts the responsibility to ensure that our heritage is passed on to future generations".

Haida Constitution preamble

The Past, Our Ancestors

"We bring the wisdom of our past into the present and into the future. Our ancestors are always here with us, giving us power, making us stronger"

These are our four guiding laws:

Yahguudang (Respect)
All acts must be done with respect

Ad kyaanang tlaagang (To ask first)
All acts must be done with consent

Tilyahda (Make it right)
If an act is not done with respect or consent, or is witnessed, you must make it right

Gina ' waadluuxan gud ad kwagid
(Everything depends on everything else)
All things are connected

Haida Health Hub 2011



Kaayd gaa.ngang xaaydaga giida

People are like trees

Chief Sidiyasa, Lami, Solomon Islands

Kayd gaa.ngang xaaydaga giida,
Xaaydaga sk'uula hlk'inga gaa.ngang giida.

Kayd gudilla gld, hlk'inga gaa.ngang giida
Xaydaay hlingaay gud gii hlk'aanga,
gaaganuu taajuu tlaats'liga id t'aa gwaayyaay guu gam
Xaydaay xuud k'aa hlinga gang.

Kayd gud taawgan gilaangis gyluuu gud ad ging tlaats'liga
hlingaay gud gii hlk'aanga.
Gaa.ngang uu gwaay xaaydagaay gildang
tligaay k'aaysguuxan gaaduu xaaydaga gudilla gid
gam gina sing gits'i t'i' gandang gas ga
hlingaay gud gii hlk'aanga gihl, gaay gaagan.ah.

Kayd guwadagang gyaagang taajuu tlaats'liga tlaagang
Xaydaay t'i daagang, gud hlinga ga gam nang sgwaansing ad
gud ad kilaaway ad linaay 'waadluuxan tligaay
k'aaysguuxan sing gits'i t'i gam nang sgwaansing xanhlid
gyaagang hlinga gang ga.

People are like trees, and groups of people are like forests.

While the forests are composed of many different kinds of trees, these trees intertwine their roots so strongly that it is impossible for the strongest winds which blow on our islands to uproot the forest.

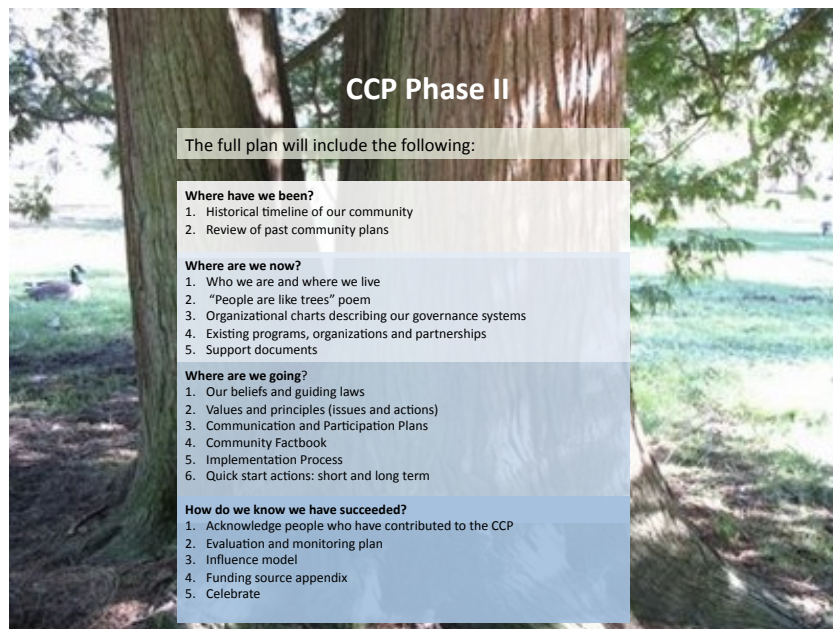
For each tree strengthens its neighbour, and their roots are inextricably intertwined.

In the same way the people of our islands, composed of members of nations and races from all over the world are beginning to intertwine their roots so strongly that no troubles will affect them.

Just as one tree standing alone would soon be destroyed by the first strong wind which came along so is it impossible for any person, any family, or any community to stand alone against the troubles of this world.



		<h2>Our Values</h2> <p>Outline of community values:</p>
Xaayda kil ad Giinaa'ah (Language & Culture) <ol style="list-style-type: none"> 1. Xaayda kil (Haida language) 2. Giinaa'ah (Culture) 3. Sgaaga (Spirituality) 4. Tisda gina gid (The way things were) 		Ga taa gay (Food Security) <ol style="list-style-type: none"> 1. Ga taa gii haalga (Traditional Food Gathering) 2. Taw kii daanaay (Promote Gardening) 3. Daahlgahl da (Local market) 4. Siigaay (Ocean)
Ngystle (Healing)		Tlga (Land) <ol style="list-style-type: none"> 1. Tlga daahlgahl da (Land Development) 2. Naagaay (Housing) 3. Hlgawjuu (Energy) 4. Naang (Recreation)
Xaayda 'waadluuxan 'Inagaay (Community) <ol style="list-style-type: none"> 1. Yaagalang (Family) 2. Kwasgida/Kaayyah (Elders) 3. Hiitaganina (Youth) 4. Kaagan (Safety & Security) 5. 'Waadluuxan gud ga is (Gathering together) 		Daall ad hlgang.gulga gud ad tlaaGalang (Economy) <ol style="list-style-type: none"> 1. Gwaalagaa Naay (Economic Development) 2. Lgaaygwii (Business Development) 3. Hlgang.gulga dii (Employment)
Skadga (Education) <ol style="list-style-type: none"> 1. Xaayna.nga jii.nga sk'aadga (Life Long Learning) 		Nang K'yulas (Governance) <ol style="list-style-type: none"> 1. Gud Ga kilguhlGa (Communication) 2. Nang Kaadlluus (Leadership)



CCP Phase II

The full plan will include the following:

Where have we been?

1. Historical timeline of our community
2. Review of past community plans

Where are we now?

1. Who we are and where we live
2. "People are like trees" poem
3. Organizational charts describing our governance systems
4. Existing programs, organizations and partnerships
5. Support documents

Where are we going?

1. Our beliefs and guiding laws
2. Values and principles (issues and actions)
3. Communication and Participation Plans
4. Community Factbook
5. Implementation Process
6. Quick start actions: short and long term

How do we know we have succeeded?

1. Acknowledge people who have contributed to the CCP
2. Evaluation and monitoring plan
3. Influence model
4. Funding source appendix
5. Celebrate

Successes

- ✓ Built partnerships with AANDC mentor, UBC SCARP and community groups
- ✓ Developed the research, facilitation, presentation, participatory planning, fact finding and writing skills of the CCP team, project intern and community surveyors
- ✓ Built capacity of Administration, Council and community members through involvement in every step of the process and increasing planning skills
- ✓ Hosted 1 Open House and 22 meetings, and conducted 7 interviews
- ✓ Distributed 17 questionnaires to better understand community strengths, challenges, values and priorities
- ✓ Engaged 244 community members participated in the planning process
- ✓ Researched and compiled 35 support documents
- ✓ Governance structure development
 - ✓ Governance workshop from National Centre for First Nations Governance (NCFNG)
 - ✓ Increased communication at governance level to support future land negotiations
- ✓ Staff and Council work together on planning, implementation and evaluation
- ✓ Improved communication to community through 1 Communication Plan, 1 brochure, a Facebook page, 8 summary reports, 1 presentation to Council
- ✓ Develop implementation process which outlines action plan criteria and progress report framework
- End Result: community-owned/driven plan



Next Steps

Our community has embraced **Gud Ga Is** with an overwhelming amount of support. In 2013/2014, our community plan will continue to develop community capacity for youth, Elders, our cultural centre, and big house. We will also focus on addressing environmental concerns (i.e. iron fertilization, tsunami debris, earthquakes) while applying traditional roles and responsibilities in our Haida culture to our CCP.





Haaw'a

This plan was created by the Community of Skidegate for the people of Skidegate. The project was lead by the Skidegate Band Council and funded by Indian & Northern Affairs, BC Capacity Initiative. Over 6 months we participated in Open Houses, Elder's luncheons, Youth Workshops, and Community Meetings to develop our plan. **Haaw'a.**

The community, local businesses, societies, program managers, administrators and staff worked together to share their knowledge and address ways to shape our future. **Haaw'a.**

Special thanks to the volunteers who came forward to make this plan a success including Elders from church organizations, youth, and students from Haida Gwaii Higher Education. Other key volunteers were the members of the Community Planning Advisory Committee. This plan would not have been as outstanding without your support. **Haaw'a.**

Planning team members included: Barbara Wilson, Band Manager, Marcia Piercey, Education Coordinator, Janine Williams, Assistant Coordinator, Dana Moraes, Coordinator, and Ryan Barnes, Youth Intern. Also our extended team of brilliant contributors includes Jessie Hemphill, CCP Mentorship program at Aboriginal Affairs and Northern Development Canada (AANDC), Jeff Cook, UBC Instructor (School of Community & Regional Planning), Krystie Babalos (UBC) and Jessa Williams (UBC). **Haaw'a**

Haaw'a

Most importantly we would like to acknowledge our participating community members:

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Andy Spiller	Brendon Jones	Daniel Morgan	Eddie Hans
Angela Williams	Brynnna Williams	Danielle Harris	Edward Russ
Anton Amero	Caden Ives	Darian Pollard	Elizabeth Pazarena
April Churchill	Calvin Crosby	Dave Mansics	Elizabeth Young
Aria Pryce	Clayton Gladstone	Davin Kettunen	Erica Ryan-Gagne
Ariah Fenton	Camryn Harris	Davin McDonald	Ethan Bell
Aslan Fox	Capt. Gold	Dawn Moraes	Eva Clifton
Ava Williams	Carol Wilson	Dawson Steritt-Aiken	Florence Kelly
Avery Robson-Brillion	Carol Ridley	Denise Olsson	Fallon Crosby
Barbara Stevens	Carol Young	Dennay Yaroshuk	Evelyn Crosby
Bailey McDonald	Cassidy Begnon	Derek Alsop	Fred Russ
Barbara Wilson	Cassie Edenshaw	Desiree Wilson	Fredrick Wesley
Beatrice Harley	Caycen McDiarmid	Dolores Davies	Freeman Brown
Bella Crosby	Chase Moody	Clara Zeller	Gabriel Wesley
Betty Richardson	Ceitynn Epners	Doreen Mearns	Gail Russ
Beverly Shannon	Chayla Williams	Doris Dashchuk	Gary Russ
William Yovanovich	Clayton Gladstone	Doris Rosang	

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Most importantly we would like to acknowledge our participating community members:

Georgia Williams	James Cowpar	Kate Wilson	Marla Pryce
Gerri Moody	Jade Boyko	Kay Watson	Mary Williams
Gladys Vandal	James Parker	Kayden Yaroshuk	Mary Russ
Gladys Hans	Janet Rigg	Kennedy Jones	Meaghan Munt
Gladys Gladstone	Jason Alsop	Kenneth Brillion	Melva Collinson- Young
Golie Hans	Jay Bellis	Kerri Wilson	Michael Hughan-Blazic
Grace Jones	Jenna Shelford	Kim Greene	Michelle Pineault
Grant Moody	Jenny Cross	Kole Jones	Michelle McDonald
Haille Williams	Jessica Brooks	Kyle Hromadnik	Monique Brown
Harold Williams	Jessica Brown	Kyle Shannon	Mya Williams Ava?
Harvey Williams	Jessica Fairweather	Laura Jormaniane	Myles Smith
Heather Barnes	Jessica Hughan	Lauren Brown	Nancy Wesley
Herb Jones	Jhett Collinson	Lebron Olsson	Norman Dale
Heather Dudoward	Jordan Pollard	Leora McIntyre	Nathan Ridley
Herman Collinson	Jordyn Sankey	Lexi Russ	Natasha Thompson
Isaac Hill	Joseph Brooks	Lillian Gibbard	Nicolas Gladstone
Isaac Smith	Joshua Fraser	Lindsay Jones	Nikkayla Gladstone
Isabel Brillion	Joaquin Gladstone	Elizabeth Williams	Noel Strombron
Isabella Kendrick	K.J. Mills	Lucy Neville	Patricia Gellerman
Isabella Watts	Kade Kendall	Lyndale George	
Isalah Pryce	Kole Jones	Madison Brown	
Issy Romas	Kalei McDonald	Maggie Borrowman	
Jacey Pollard	Kali Kendall	Marcia Piercy	
Jack Moseley	Kane Jones	Marg Parker	

Haaw'a

Most importantly we would like to acknowledge our participating community members:

Payten Ridley	Ruth Gladstone	Sunne Young	Tina Collinson
Pearle Pearson	Ryan Barnes	Trey Rorick	Toni-Lynn Pearson
Penny Hans	Sarah Lone	Taimen Vigneault	Tonya Collinson
Percy Crosby	Sera Russ	Taija Russ	Trafton Williams
Percy Williams	Tyler Jones	Talan Hans (Collinson)	Trent Moraes
Phillip Gladstone	Sharla Mansius	Tana Hooper	Zahra Racz
Philip Hans	Sharlain Brown	Tanika Brown	Wyatt Hennigan
Doug Aiken	Shawna Williams	Teniel Ellis	Winnifred Casey
Robert Anthony Young	Shelley Gladstone	Teegan Olsson	William Russ
Randy Pryce Jr.	Shari Collinson	Teresa Russ	William Gravelle
Rhannon Moore	Shirley Longboat	Terry Williams	Walter Russ
Richard Ridley	Vi Husband	Terry Shannon	Viola Watts
Robyn Boese	Stacy Murphy	Tess Baber	Verona Gladstone
Rose Russ	Steve Leland	Thelma Shannon	Verna Williams
Romeo Yaroshuk	Steven Frederick	Thomas Hans	Upsy Moody
Roy Jones	Sue Gladstone	Tiffany Lavoie	Kevin Borserio
Roy Jones Jr.	Sue Wood	Tim Williams	
Ruby Moody	Summer Moraes-Pearson	Tyra Parker	

8.9 *Gud Ga Is* (CCP) Graphics



Our Planning Path

1 Phase 1 – Spawning, Getting Ready

Form team and community advisory committee, introduce our plan and prepare community-based approach to planning

2 Phase 2 – Hatching, Discovery, Community Engagement and Communication

Develop planning tools, participation plan and training for workshops, launch CCP, develop questionnaires and media tools, host meetings, workshops and interviews, and ensure culturally responsive approaches to engagement and communication

3 Phase 3 – Journey to the Ocean, Vision, Values and Principles

Identify community's vision, guiding principles, values, and action ideas. Analyze community information and data. Document process and plan and report back to the community.

4 Phase 4 – Swimming the Ocean, Action

Develop implementation strategy that describes how to move ideas to action, including prioritizing values that require immediate actions, medium and long term actions, phasing actions, creating budgets and assessing capacity needs and partnerships.

5 Phase 5 – Returning Home, Results, Reflection, and Celebration

Watch and look at our results, adjust our plan, celebrate successes and share wisdom on challenges and begin our new planning cycles.

