

A TURN IN THE RIVER: REVITALIZING PLANNING WITH SEABIRD ISLAND

by

ZOË NICOLE HAIST GREIG  
B.A. (Hons), The University of Victoria, 2012

AND

TASHA DIANE HENDERSON  
B.A., The University of British Columbia, 2006

A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS (PLANNING)

in

THE FACULTY OF GRADUATE STUDIES  
School of Community and Regional Planning

We accept this project as conforming  
to the required standard

.....  
.....  
.....

THE UNIVERSITY OF BRITISH COLUMBIA  
May 2015  
© Zoë Greig & Tasha Henderson 2015



# A Turn in the River: Revitalizing Community Planning with Seabird Island

SEABIRD



ISLAND

By Zoë Greig & Tasha Henderson  
School of Community and Regional Planning, University of British Columbia



# Acknowledgements

First and foremost, we would like to acknowledge our privilege to study as uninvited guests on the unceded Musqueam/xʷməθkʷəy̓əm territory where the University of British Columbia is located. Thank you for being such gracious hosts during our time here.

There are many people to thank for their guidance and support during our Practicum with Seabird Island Indian Band (SIB).

We want to extend a huge thank you to the Members of SIB for welcoming us onto your traditional territory and allowing us to be a part of your community for eight months. Thank you for opening your hearts and sharing your stories and wisdom with us.

Don, Gail, and Taylor we cannot thank you enough for opening your home and your hearts to us. We cannot wait for a future of fake photoshoots, mircopigs, canned peaches, and, most of all, amazing conversations.

Thank you to Gary Lister, our very own Ned, for teaching us the things that are said without saying them. You helped us to peel back the layers of planning and we are leaving our practicum with SIB as ‘bonafide’ planners.

Thank you to Chief & Council and CAO Chuck McNeil. The work we produced during our Practicum would not have been possible without your support. Thank you to Marcie Peters, Rod Peters, Jay Hope, and Phaine Wegener, along with the rest of the Planning Teams, for providing direction and support to allow us to complete work that represents the distinct culture and needs of SIB.

A special thank you is extended to the students of Lalme’ lwesawtexw (Seabird Island Community School), the community Elders brought together by Linda McNeil-Bobb, and the incredible young parents who participated in each phase of the planning process.

Thank you to Jeff Cook for the many text messages, skype calls, and draft revisions through this process. We have learned so much from you and appreciate the time you spent supporting us through all of the ups and downs.

Thank you to Leonie Sandercock for your vision and for challenging us through our first year at SCARP. And to Norma Jean McLaren, for demonstrating how to kick butts and take names. You two are incredible female role models and we hope to follow in your footsteps.

Finally, thank you to our ICP classmates. Without our late night chats, laughs, tears, and memes, we may not have made it through to the other end. You are all brilliant, insightful, and hilarious in your own right. We can’t wait to see what happens next.

All my love and gratitude goes to my incredible partner Dustin, who truly kept the ship, and family, afloat for the past two years. You spent most weekends solo-parenting, a role you never asked for. Thank you for giving me the space and time I needed to finish this degree. We knew this would be hard - and it was - but you somehow made it much easier on me. You are a super dad and the best cheerleader I could hope for. I love you.

To my parents and their broken backs. You two balance hard work and family life with grace and ease, a lesson I was fortunate to see my entire life. Thank you for whisking Léo away for tummy time, stroller laps and endless giggles. I am so lucky to have you as a support system and Léo is so lucky to spend his days enveloped in your love.

To Aftab Erfan, who told me that it would be hard, but that it was possible to do it with a baby. And it was indeed both of those things. Thank you setting the stage for student-mamas to follow. This year has shaped the little man Léo will become.

To the ICP'ers. Entering into graduate school, I didn't realize that my program cohort would become my family. Thank you for pushing my boundaries, for shaping my ideas and for exceeding all of my expectations this year. If you all are now responsible for planning communities, I am confident the world is in good hands.

I could not have gone through this year without my partner-in-crime, Zoë Greig. Zoë, I didn't know this work would be so much fun. Without question, you are the most brilliant mind and hardest worker I know. You are the best step-dad I could have asked for and my little man loves you beyond words. Thank you for inspiring me, for pushing me and for laughing at/with me. You turned every day into the best day.

To my friends and family. Thank you for your support, your love and most of all your immense patience while I stumbled through the past two years. I can't wait to re-join the world, and all of your lives, soon.

And to all the baby-sitters who lent their arms, their hearts and their time to watch the little one while I worked. Thank you, thank you, thank you. I truly believe it takes a village, and Léo and I are so lucky to call you ours.

Tasha Henderson

A heartfelt thank you goes out to my friends and family for their unwavering support over these past two years. My physical absence is in no way a reflection of an affectionate withdrawal.

Mom & Dad, one thing this degree has taught me that you are both planners. Thank you for showing me how to build community, how to think both critically and inclusively, and teaching me how social and environmental justice is possible in any field.

Jill, thank you for being such a grounding force for me. Your patience and devotion has been above and beyond anything I could have asked for. I love you.

To my SCARP classmates, thank you for continually reminding me of planning's intricacies and beautiful diversity. Your work outside of the ICP field is incredibly inspiring and stimulates so much enthusiasm in me. I feel so honoured to be associated with such a stellar cohort and brilliant community.

Dr. Nora Angeles, thank you for first introducing me to the brilliance and complexity of community based work, the foundation your teachings provided has been instrumental.

Tasha Henderson, there is no one else on this planet I could imagine sharing this experience with. Thank you for always providing a space for my existential crises and epiphanies (rarely synonymous), and letting laughter propel so much of this process. Thank you for never quitting on me; I cannot honestly say that if our roles were reversed I would have been able to accomplish such an undertaking as you have. Baby Léo, you brought so much joy to this experience, thank you for always reminding us to laugh. And Dustin, thank you for sharing your wife with me, it's going to be hard to give her back.

Zoë Greig



Photo credit: Maria Trujillo

# Preface

UBC's School of Community and Regional Planning offers an Indigenous Community Planning specialization for six students pursuing a Masters degree in Planning. One of the highlights of the Indigenous Community Planning specialization is the direct application of these theories and practices through the eight-month student practicum in partnership with a First Nation in British Columbia. The Seabird Island Indian Band (SIB) recognizes the importance of training young planners in this methodology and therefore has become a valuable partner in supporting students through hands-on learning in a practicum placement.

This report is an overview of the Practicum work completed in the 2014-15 year by UBC Indigenous Community Planning graduate students Zoë Greig and Tasha Henderson. The students completed a planning process for three projects in partnership with SIB: a **Housing Strategy**, a **Communications Plan**, and a re-visioning of the **SIB Vision Statement**. This report outlines the planning approach, methodology, planning principles, results, and final student deliverables, as well as some reflections on Indigenous planning practice and considerations for future planning students.

# Executive Summary

As graduate students in the Indigenous Community Planning specialization at the University of British Columbia's School of Community and Regional Planning, we completed an eight-month practicum placement working in partnership with the Seabird Island Indian Band (SIB) in British Columbia's beautiful Fraser Valley region.

This portfolio showcases the highlights of our planning efforts over the course of our time working alongside SIB, drawing from the 13 trips and over 1000 hours of work completed between September 2014 and May 2015. Supported by key community members and building upon the work done by previous ICP practicum students and the Nation, we were tasked to design, implement, and document a housing, communications, and visioning planning process.

We began the practicum with the creation of a Workplan, Community Engagement Strategy, Student Partnership Agreement and a Community Learning Agreement. These documents outlined our work together as students, with our community and staff planning teams, and with the greater SIB community.

Beginning work at SIB, it was essential to agree on shared planning principles and values. We re-visited these planning values throughout the duration of the practicum as they served as a reminder of what underlies our project work. Throughout the practicum we strived to develop a process that was: inclusive, community-driven and participatory, transparent, and ethical.

Using our planning principles, our planning approach was divided into four key pillars:

- 1) Getting Ready to Plan,
- 2) Data Collection and Community Engagement Delivery,
- 3) Data Analysis, Review and Research and;
- 4) Documentation, Communication and Presentation.

Understanding our role in the colonization of planning as non-Indigenous students, it was important to us to identify practical ways to attempt to decolonize the process to the best of our ability. Our strategy for decolonization on the ground was as follows: go into the community, listen to community Members, put the information together, and bring it back to the community - doing this as many times necessary until the community felt it was an accurate representation of their collective voice.

The outcomes of this Practicum are extensive. Honouring the hundreds of voices from the numerous community consultation sessions hosted during our practicum at SIB, we produced various community contributions (i.e reports, presentations, engagement plans, plans for next steps, etc), the three major community plans and this portfolio which outlines all of our practicum work with SIB.

We learnt a great deal over our time working with SIB and it is our hope that this initial eight-month planning process will act as a stepping stone to future community engagement efforts and allow the Band staff, Chief & Council to continue to make decisions that reflect their community and tackle some of the biggest issues Members face in their daily lives.



# Table of Contents

<b>1/</b> Introduction.....	15
<b>2/</b> Planning Context.....	16
<b>3/</b> Planning Approach.....	24
<b>4/</b> Methodology: Planning in Action.....	32
<b>5/</b> Planning Results.....	48
<b>6/</b> Next Steps.....	66
<b>7/</b> Reflections.....	70
<b>8/</b> Considerations.....	76
<b>9/</b> Concluding Remarks.....	78

SEABIRD ISLAND



SQ'EWQEL

# 1/Introduction

## THE PROGRAM



Continuing the School of Community and Regional Planning's history of leading innovative and progressive planning education, the Indigenous Community Planning (ICP) specialization offers emerging community planners the knowledge and training necessary to work in respectful partnership with Indigenous communities. Committed to decolonization and cultural revitalization, the ICP specialization grounds community planning in an Indigenous worldview, breaking the colonial legacy and culture of planning while training students and future planners to find new and empowering ways of addressing the complex issues facing Indigenous communities today. One of the highlights of the ICP specialization is the direct application of these theories and practices through the eight-month student practicum in partnership with a First Nation in British Columbia. The Seabird Island Indian Band (SIB) recognizes the importance of training young planners in this methodology and therefore has become a valuable partner in supporting students through hands-on learning in a practicum placement.

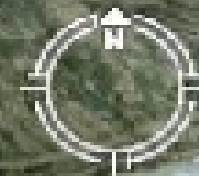
## THE PRACTICUM



The eight-month ICP Practicum is an opportunity to provide students with hands-on planning experience working in partnership with a rural First Nation in British Columbia. Working alongside a Nation involved in a comprehensive community planning (CCP) process, students teams will support the host Nation achieve its planning goals through a variety of on and off-site planning activities with the community. Embarking on approximately 10 site visits, and working off-site from Vancouver, students expand their learning and perspectives on Indigenous community planning while satisfying the objectives of both the ICP program and the host First Nation, in this case SIB. SIB was excited and eager to start their second year of partnership with SCARP, with many identified opportunities for student learning.

Continuing the planning process that begun in 2008, and the work of the previous ICP practicum team Spencer Lindsay and Dakota Brant, the SIB practicum work in 2014-15 consisted of developing a Housing Strategy, a Communications Plan and re-writing of the SIB's Vision Statement.

## 2/ Planning Context



 **Chowat Rd, Seabird Island, BC, Canada**

Image © 2008 DigitalGlobe  
Image © 2008 TerraMetrics  
Image © 2008 IMTCAN

© 2007 Google™

Pointer 49°18'10.21" N 121°42'56.65" W elev 80 ft Streaming  100%

Eye alt 0370 ft

# COMMUNITY PROFILE

Seabird Island Band (SIB) is a Coast Salish First Nation with a mix of Stó:lō and Thompson ancestry. Stó:lō, the Halq'emeylem name for “river,” is an important connector for the people of the Fraser River region. SIB is one of the 8 First Nation members of the Stó:lō Tribal Council. Before the imposition of its English name, Seabird land was traditionally referred to as Sqewqéyl, the Halq'emeylem word for “turn in the river.”

Located 3 kilometres east of Agassiz in the Upper Fraser Valley region of British Columbia, Seabird Bird Island spans 1618.7 hectares. In 1879 SIB was designated as a reserve in-common for 7 different identified communities (Popkum, Skawtits, Ohamil, Skawahlook, Hope, Union Bar and Yale) and in 1959 received independent designation.

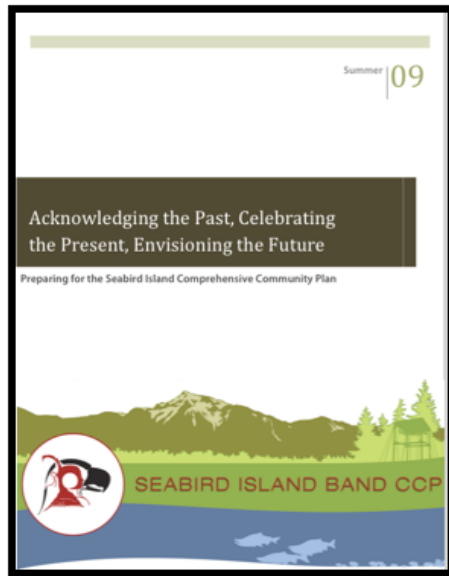
With a combination of contemporary (railway and highway) and historical (rivers, trails, and watersheds) access and transportation routes bounding the island, SIB has always been well connected to the land and those in the surrounding region.

Currently home to over 800 residents SIB boasts a large number of community amenities including: ~200 homes, a community centre, daycare, preschool, elementary school, high school, fire hall, health centre, band offices, and a community college.

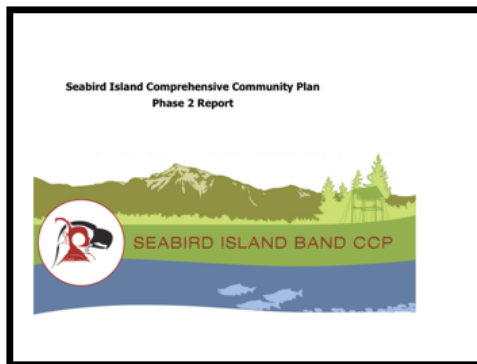


# PLANNING AT SIB

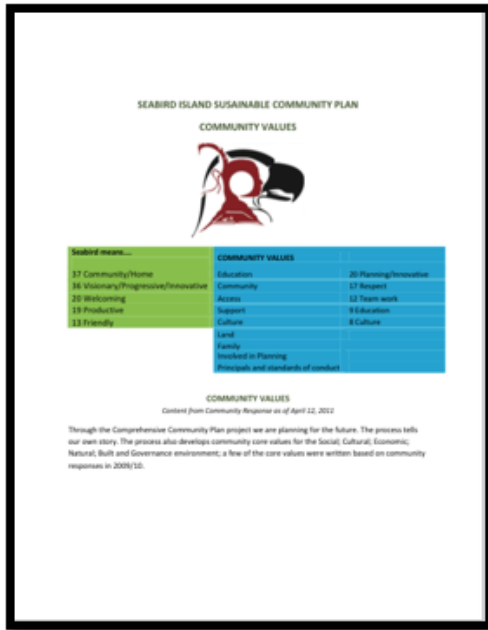
In 2008 SIB began to work on its Comprehensive Community Plan (CCP). To date, SIB has completed 4 phases of the CCP process.



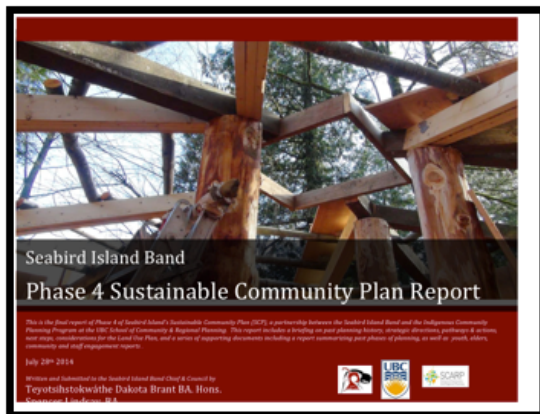
**PHASE 1:** which focused on issue analysis and CCP process preparation, began in December of 2008. The Phase 1 report, entitled *Acknowledging the Past, Celebrating the Present, Envisioning the Future: Preparing for the Seabird Island Comprehensive Community Plan* provides a demographic profile of SIB and comprehensively identifies key planning issues for SIB including: Environmentally Sensitive Areas, Agricultural Land Protection & Food Security, Community Economic Development, Affordable Housing, Transportation, Waste, Youth Engagement, and Heritage and Culture.



**PHASE 2:** Building on the work completed in Phase 1, the 2011 *Seabird Island Comprehensive Community Plan Phase 2 Report* features progress updates on the CCP work since Phase 1 including community visioning and consultation, core area planning, an updated demographic profile, and a mapping needs assessment.



**PHASE 3:** In January of 2012 SIB finalized Phase 3 of the CCP process. The report accompanying this third phase of planning entitled *Seabird Island Sustainable Community Plan: Community Values* comes equipped with a CCP process renaming (now referred to as Sustainable Community Plan instead of CCP). Divided up into different values sections, the report draws upon values articulated by the Seabird community and action areas for achieving various goals. Common themes in the community are given weight and used to inform any strategic Goals outlined.



**PHASE 4:** In 2013 SIB hosted its first set of Indigenous Community Planning (ICP) practicum students from the University of British Columbia's School of Community & Regional Planning (SCARP). Completing *Phase 4 of SIB Sustainable Community Plan* the second phase consisted of : 1) a review of past planning results; 2) validation and updating of past planning efforts; 3) coding of the new consultation results; and; 4) prioritization of the new actions. Core community directions were identified as a way of informing future planning and development in Seabird. Furthermore, specific pathways and actions for achieving outlined directions were identified.

From the SCP, the need for a Housing Strategy, Communications Plan and re-visioning of the Vision Statement were identified as key projects moving forward in a subsequent phase of planning.

# MEET THE TEAM



**ZOË GREIG** was born in Whitehorse, Yukon on the traditional territory of the Southern Tutchone. She has spent the better half of her life on Coast Salish territory in Victoria and Vancouver. She is of Scottish, Irish, and German descent and feels blessed and honoured to be a visitor, living and studying, on the unceded ancestral territory of the Musqueam/x<sup>w</sup>məθk<sup>w</sup>əyəm, Squamish/Sk̓wx̓wú7mesh, and Tsleil-Waututh/Səl̓ílwítulh.

Zoë completed a BA (Honours) in Geography at the University of Victoria with a specialization in in Urban and Development Studies. Outside of her formal education Zoë has a strong background in peace education and conflict resolution, particularly with youth.

Both academically and non-academically she interested in social, environmental, and transformative justice. Her research interests, which catalyze these philosophies include: community development, informal waste management, capacity building, intersectionality, cultural revitalization and resiliency, participatory problem-solving, sustainability, and gender studies.



**TASHA HENDERSON** As a community developer, Tasha has lived and worked across Canada - working frontline with marginalized communities, engaging young people in community development projects and speaking out about social justice issues from BC to NL.

With a Settler background of Scottish, Irish and English descent, Tasha grew up on Coast Salish traditional territory in Crescent Beach, BC. Graduating from UBC with a BA in Sociology and Anthropology, Tasha started her professional life in Vancouver with the Positive Living Society and has since worked with community development organizations across Canada. Passionate about all things social justice, she has done work around anti-violence, human trafficking, civic participation, reconciliation, Indigenous-Settler relations and youth.

After a long hiatus, Tasha settled back into life back on the West Coast to pursue an MA in Planning at UBC, specializing in Indigenous Community Planning (ICP). After first year, Tasha was already antsy to get back to frontline community work and is so thankful for the opportunity to work with the Seabird Island Indian Band. You can find her around town advocating for youth, facilitating meetings, covered in Mr. Sketch pen markings and doing this all with a baby on her back.



**LÉO BINNY** is the youngest team member who made his grand entrance to the world September 18, 2014. Keeping his team members focused on the importance of planning for future generations, Léo certainly benefited the team with his small but significant presence. Léo enjoys snuggles, shaking rattles, playing airplane and is passionate about mashed peas.



## PRACTICUM SUPPORT

Beginning work at SIB, we were connected with many people who would support us over the course of the practicum. Our primary contact, and support person on the ground, was Gary Lister (Policy Analyst), who provided feedback and logistical support during our time working with the Nation. There were two different Planning Teams (PT), one supporting the development of the Housing Strategy and the second supporting the development of a Communications Plan. Gary Lister and the PTs provided us with full agency in the planning process: beginning with process design and delivery, through to research and analysis; and finally, in the documentation of the results of the various stages of planning we facilitated.

# THE HOUSING TEAM



The housing planning team left to right: Rod Peters, Marcie Peters, Zoë Greig, Tasha Henderson, and Gary Lister

The Housing PT consisted of Gary Lister, Marcie Peters (Council Member – Housing Portfolio) and Rod Peters (Council Member – Housing Portfolio). The process was further supported by Daryl McNeil (CAO) and two key Housing Department staff, Ashley Robinson, and Samantha Webster.

The PT worked well together and developed a clear work plan for the strategy. When introduced to Ashley Robinson and Samantha Webster in the second half of our Practicum, we were able to gather the information and data needed to complete the plan. Two key limitations in the process were time, due to the nature of a short-term practicum placement, and the lack of current Land Use and Infrastructure Plans to inform recommendations around housing.

# THE COMMUNICATIONS TEAM



The Communications Planning team left to right: Jay Hope, Tasha Henderson, Zoë Greig, and Gary Lister

A Communications Planning Team (PT) was formed to support the engagement process and gather data for the communications report. The PT was led by Jay Hope (Director, Corporate Affairs) and Phaine Wegener (Digital Communications Administrator). Overseeing the PT, and providing additional direction to the process and plan, was a Communications Committee comprised of one staff member from each SIB department.

Department	Representative
Corporate Affairs	Phaine Wegener
Education	Cindy Kelly
Fiance	Nigel Selvadurai
Human Resources	Drew Paddon
IT	Hans Wegener
Records	Teresa Harper
Housing & Public Works	Ashely Robinson
Health	unfilled

The Communications PT worked well together and the committee became an integral part of the planning process. Though not officially on the committee, the Communications Supervisor Sandra Bobb was very supportive of the process and assisted us to find the information needed to complete the first phase of the plan. Two limitations to the planning process were time, and the inability to access Chief & Council, therefore limiting findings to Membership and Staff.

## 3/ Planning Approach

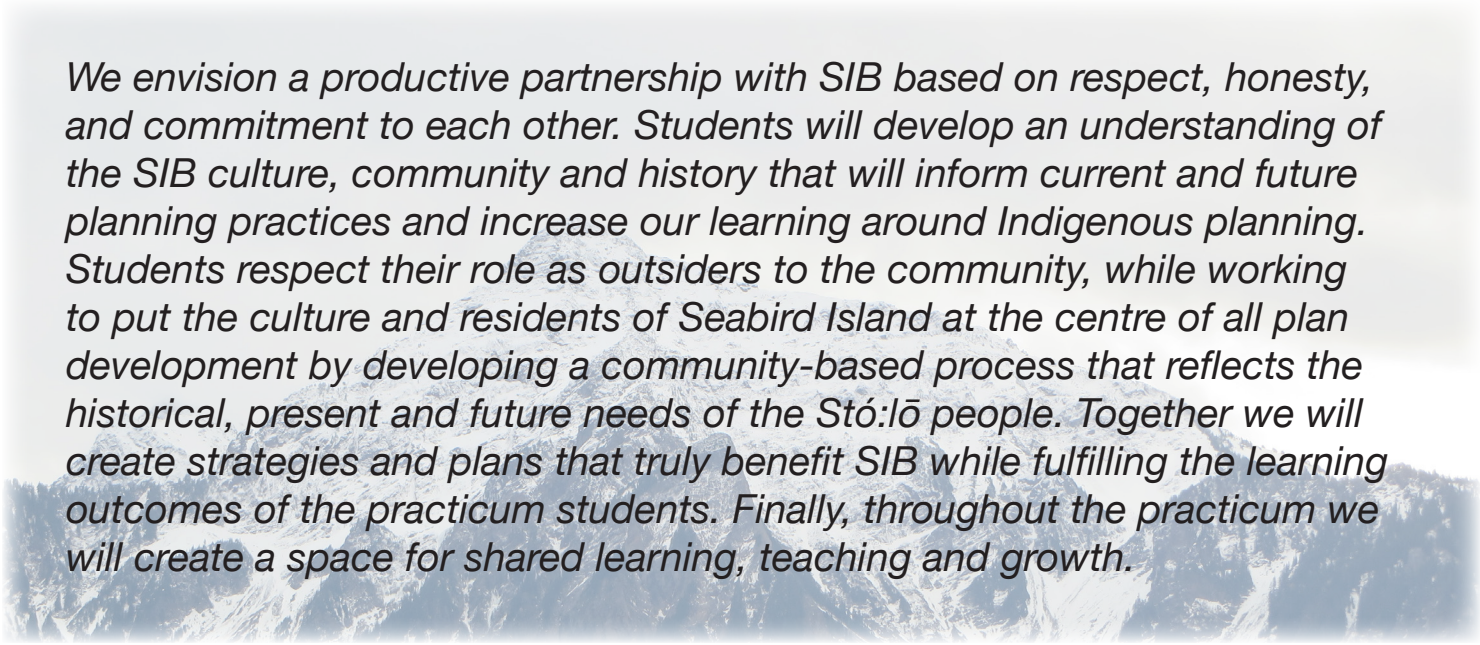


Our approach to our Practicum is laid out in two supporting documents: our Learning Agreement with SIB and our Student Partnership Agreement (Appendices A and C). These documents provided an opportunity to create mutually agreed upon principles and practices to guide our planning work in the community.

# THE LEARNING AGREEMENT & STUDENT PARTNERSHIP AGREEMENT

Recognizing the importance of clear, concise and respectful communication, we outlined our mutual practicum expectations with our community supervisor and mentor, Gary Lister, in a Learning Agreement. The Learning Agreement allowed for a conversation around learning objectives, approach, work style, and conflict resolution and acted as a guide to manage the working relationship between us and our community partners moving forward. The Student Partnership Agreement outlined the working relationship between us, as well as mutual expectations for Practicum work distribution. The over-arching goal of the Student Partnership Agreement was to outline shared strategies for maintaining clear communication to manage the intricacies and intensity of working so closely together.

Together with Gary, we crafted a process vision statement to be the foundation of our work at SIB:



*We envision a productive partnership with SIB based on respect, honesty, and commitment to each other. Students will develop an understanding of the SIB culture, community and history that will inform current and future planning practices and increase our learning around Indigenous planning. Students respect their role as outsiders to the community, while working to put the culture and residents of Seabird Island at the centre of all plan development by developing a community-based process that reflects the historical, present and future needs of the Stó:lō people. Together we will create strategies and plans that truly benefit SIB while fulfilling the learning outcomes of the practicum students. Finally, throughout the practicum we will create a space for shared learning, teaching and growth.*

# PROCESS PRINCIPLES

Before beginning work at SIB, it was essential to agree on shared planning principles and values. We re-visited these planning values throughout the duration of the practicum as they served as a reminder of what underlies our project work:



## INCLUSIVE:

To reduce barriers that impede community members from participating in the planning process, the PT attempted to seek out and include the voices of a wide variety of demographics (including but not limited to: Youth, Elders, women, single parents, families, children, men, Band Staff, off-reserve Members, Councillors etc.).



## TRANSPARENT:

To remain committed to updating the community whenever possible, the PT completed newsletter updates and reports to participants. Throughout the process, the team incorporated community feedback into processes and deliverables.



## COMMUNITY-DRIVEN AND PARTICIPATORY:

To ensure that the planning process reflected the needs and wishes of the community, the PT was committed to asking Members how they wanted to be engaged, to go to the community instead of asking that they come to us, and to encouraging cross-learning and sharing, acknowledging that community members are the experts in knowing their community.



## ETHICAL:

To recognize the history of planning and research on-reserve, the PT asserts that all data and resulting documents are the property of SIB, and all participant information remains anonymous unless otherwise requested.

Given the history of non-engagement at SIB in the planning process, it was extremely important to us to outline how we planned to work with the community, and to make this engagement strategy accessible to the community for review. This engagement strategy acted as a reference if there were disagreements between us and the community partner around how to proceed with engagement activities. Below are highlights of our Engagement Strategy. The full document can be found in Appendix D.

## APPROACH AND CORE STRATEGY

Our high-level objectives for community engagement were as follows:

- To create an engagement strategy that is flexible and adaptable to community needs and remain committed to making changes whenever needed
- To publicly post the engagement strategy for members to access
- To seek out and include the voices of a wide variety of demographics (including but not limited to: Youth, Elders, women, single parents, families, children, men, Band Staff, off-reserve members, Council members etc.)
- To design presentations and processes that reflect the culture and meet the needs of SIB members
- To set optimistic, yet realistic, targets of engagement and meet those targets before drafts are completed
- To update community members whenever applicable and incorporate feedback into processes and deliverables

## ENGAGEMENT PRINCIPLES

In order to build and retain trust with the SIB community throughout this practicum and planning process, all parties agreed to the following engagement principles:

- Ask the community how they want to be engaged in the process
- Go to the community, rather than asking them to come to us
- Encourage cross-learning and sharing, acknowledging that community members are experts on their own community
- Aim to reduce barriers that impede community members from participating in the process



# DECOLONIZING THE PROCESS

Anti-colonial praxis is an integral piece and core value taught to the students in the ICP program. Testing these theoretical concepts in real-world application is a central part of the practicum experience for students. Early into the practicum, however, it became clear that anti-colonial planning theory can look incredibly different on the ground, and depending on the Nation you are working with. Finding our place in that flux was challenging as we both struggled a great deal with the concept and definition of decolonization.

As we struggled through this process, it occurred to us that what we had to do was, in reality, quite simple: after being invited into the community our role was to go in, listen to community Members, put the information together, and bring it back to the community - doing this as many times necessary until the community felt it was an accurate representation of their collective voice. The diagram pictured on page 28 depicts this planning approach.

Within this process, we found many ways to decolonize planning on the ground using our four core planning principles. Attempting to include as many voices as possible to ensure inclusivity, reporting back to the community members frequently to build transparency and ensuring the process was community-driven and participatory by continuously seeking input and guidance at every stage of the process were ways we brought our personal planning principles into this process approach. We considered the community the ultimate knowledge-holders and honoured the collective wisdom in the room during each consultation session, choosing to shift our role as planners to facilitators.

As guests to the SIB traditional territory, it was not our role to push an agenda or exhibit loud and vocal activism. Through the actions listed above, we worked to make change from within to impact the processes affecting Members. While respecting our position as outsiders to the community, we feel this micro-actions were the best way to decolonize the process within a community while continuing to strive to make larger-scale change in our own communities.

This may seem like a simple realization, yet it hugely impacted our approach moving forward, shaping both our personal planning process and our perceptions around our role as non-Indigenous outsiders to the community. Our process approach shifted as we began to view our primary roles as facilitators and translators.

# PLANNING THE PROCESS

With a shared vision of the planning process, we outlined our proposed eight-month work schedule in a Work Plan that provided a timeline of milestones and deadlines. The Work Plan can be found in Appendix B. Within this Work Plan are four planning pillars that provided an outline of how we would achieve the community, and SCARP, deliverables. The Work Plan was signed by our community partner, but also accepted as a living document subject to change and revision as needed.

The planning process was divided into four key pillars:

<b>PILLAR 1: GETTING READY TO PLAN</b>	Build relationships, clarify planning needs, determine data and information needs, and increase understanding to develop process vision.
<b>PILLAR 2: DATA COLLECTION AND COMMUNITY ENGAGEMENT DELIVERY</b>	Create strategies for community engagement and undertake data collection to complete community profile.
<b>PILLAR 3: DATA ANALYSIS, REVIEW, AND RESEARCH</b>	Compile, analyze, synthesize and interpret knowledge and data information results of planning sessions and activities.
<b>PILLAR 4: DOCUMENTATION, COMMUNICATION, AND PRESENTATION</b>	Document planning results into a final housing strategy and report back to the community.

# PROCESS PILLARS

## PILLAR 1: GETTING READY TO PLAN

This included gathering the appropriate data, information, and understanding to begin designing our Housing Strategy, Communications Plan, and vision statement revision. Key planning features included:

- Relationship-Building: Building relationships with community members and becoming familiar with SIB and its traditional territory.
- Outlining Expectations: Creating a Work Plan, Engagement Strategy, Learning Agreement and Student Partnership Agreement to outline Practicum principles and activities.
- Setting the Context: Gathering knowledge of SIB planning history and reviewing relevant documents.
- Initial Meetings: Bringing together the Planning Champions to discuss the issues.

## PILLAR 2: DATA COLLECTION AND COMMUNITY ENGAGEMENT DELIVERY

This included the facilitation of numerous community engagement sessions and additional data collection. Key planning features included:

- Research: Looking at traditional forms of housing and communications, collecting data on housing and communications to inform a situational assessment.
- Engagement: Engaging SIB Members through a variety of methods including interviews, focus groups, youth council meetings, planning committees, attending public meetings, etc.

## PILLAR 3: DATA ANALYSIS, REVIEW, AND RESEARCH

This included thorough analysis of all data and information pertinent to plan creation. Key planning features included:

- Data Compilation: Bringing together all data from planning activities and past planning efforts
- Data analysis: Preparing ongoing summaries and synthesis of data from interviews, meetings, and engagement sessions.
- Reporting Back: Presenting engagement session summary reports to session participants on an ongoing basis.

## PILLAR 4: DOCUMENTATION, COMMUNICATION, AND PRESENTATION

This included the preparation of all reports for SIB, and presentation of key findings to invited guests at the final SCARP presentation. Key planning features included:

- Community Approval: Bringing results back to the community for feedback before finalizing documents.
- Deliverables: Preparing A Turn in the River: Planning for Housing at SIB (2015), Connecting Voices: SIB Communications Plan – Phase 1 and Looking Ahead: Re-visioning the Vision for Seabird Island for PT review.
- Presentation: Sharing stories and key findings from the Practicum to community partners and invited guests at the Musqueam Cultural Pavilion.

## 4/ Methodology: Planning in Action

The four planning pillars guided each of the project planning processes. As planning activities differed across projects, a breakdown of the activities under each pillar is outlined for each of the community projects. Though the pillars appear linearly outlined below, our process was cyclical and we were transitioning back and forth through the various pillars throughout the planning process in each of our Practicum projects.

Ensure  
fordability  
for all  
members

Encourage  
Members to  
take more  
responsibility

Create a  
housing plan  
that reflects  
SIB

Improve  
transparency  
at Band and  
Council level

This is a difficult task  
- How we need to build on  
dependency ourselves from  
our power.

Our people need  
if our housing reflects  
to live in large extended  
split into nuclear families.  
is not a traditional value to live  
in small groups.

The effects have long term effects and  
created much division from

# HOUSING

## PILLAR 1: GETTING READY TO PLAN

Beginning the housing planning process, it was important to assess the current situation of housing on reserve through review of previous planning efforts to date. Our planning process emphasized a mixed-methods research approach consisting of primary and secondary knowledge and data collection involving a wide variety of community members. Pillar 1 highlights include:

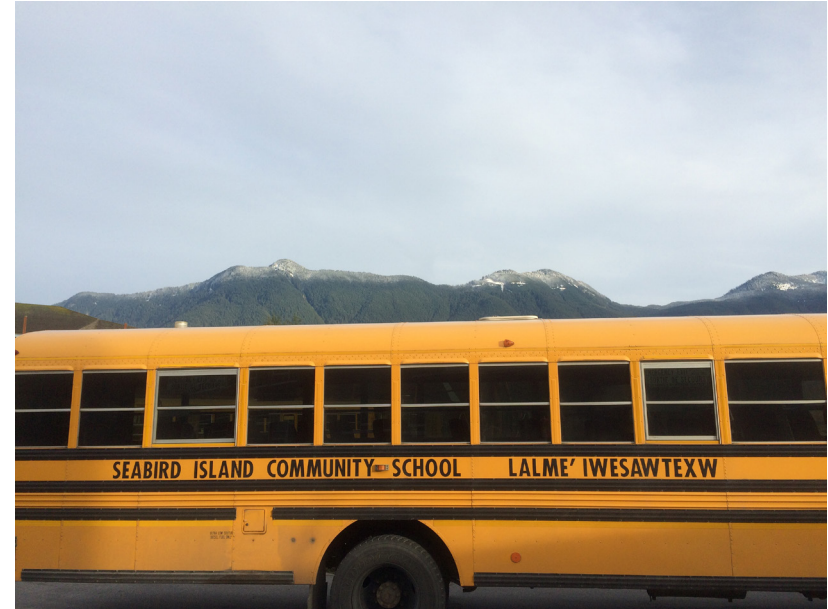
- Review of SIB's related housing documents;
- Review of other existing housing strategies and plans;
- Initial meeting with the Housing PT leads to gain an understanding of the plan's purpose and the current context of housing on-reserve; and
- Creating a Housing Focus group of staff representatives and key community members.

## HOUSING - PILLAR 2: DATA COLLECTION AND

## COMMUNITY ENGAGEMENT DELIVERY

Community input and feedback was involved in every stage of the process, with different iterations of the planning process involving different community members and groups. The second pillar of the process included delivering a wide variety of engagement activities with the community and staff. These activities were suggested by us or the PT, and all followed the principles outlined in the Engagement Strategy. This included:

- Administration of a variety of both formal and interactive survey questionnaires;
- Interviews and focus group discussions with SIB Members, community groups, councillors, and SIB staff.



More specifically, a total of 188 participants engaged in 16 consultation sessions. Following each of these sessions, we summarized the data in session reports that were provided to all participants from the engagement session. The goal was to quantify information and draw out important themes from participant responses. These reports provided the backbone for later stages in the planning process and the statistical evidence captured provided support for the development of housing goals, strategies and actions. The summary of the engagement session reports are found in the Housing Strategy Appendix (Appendix E of this report).

Community engagement was broken into two phases so that the PT could analyze data as it was collected and build on knowledge gained throughout the process. The two engagement phases were as follows:

- Phase 1: Starting Conversations
- Phase 2: Digging Deeper

The 16 consultation sessions included:

- 2 Elders Meetings (10 participants at each session)
- 1 Housing Focus Group (7 participants)
- 2 Community-wide Engagement Sessions: Christmas Dinner & Heart Health Event (80 participants at the Christmas Dinner; 20 participants at the Heart Health event)
- 2 Secondary School Engagement Sessions (11 Grade 8 students; 10 Grade 11/12 students)
- 2 Pre & Post-natal Engagement Sessions (20 parents at each session)
- 4 Housing Department Meetings
- 3 Meetings with SIB councillors both with and without housing portfolios
- Numerous informal discussions

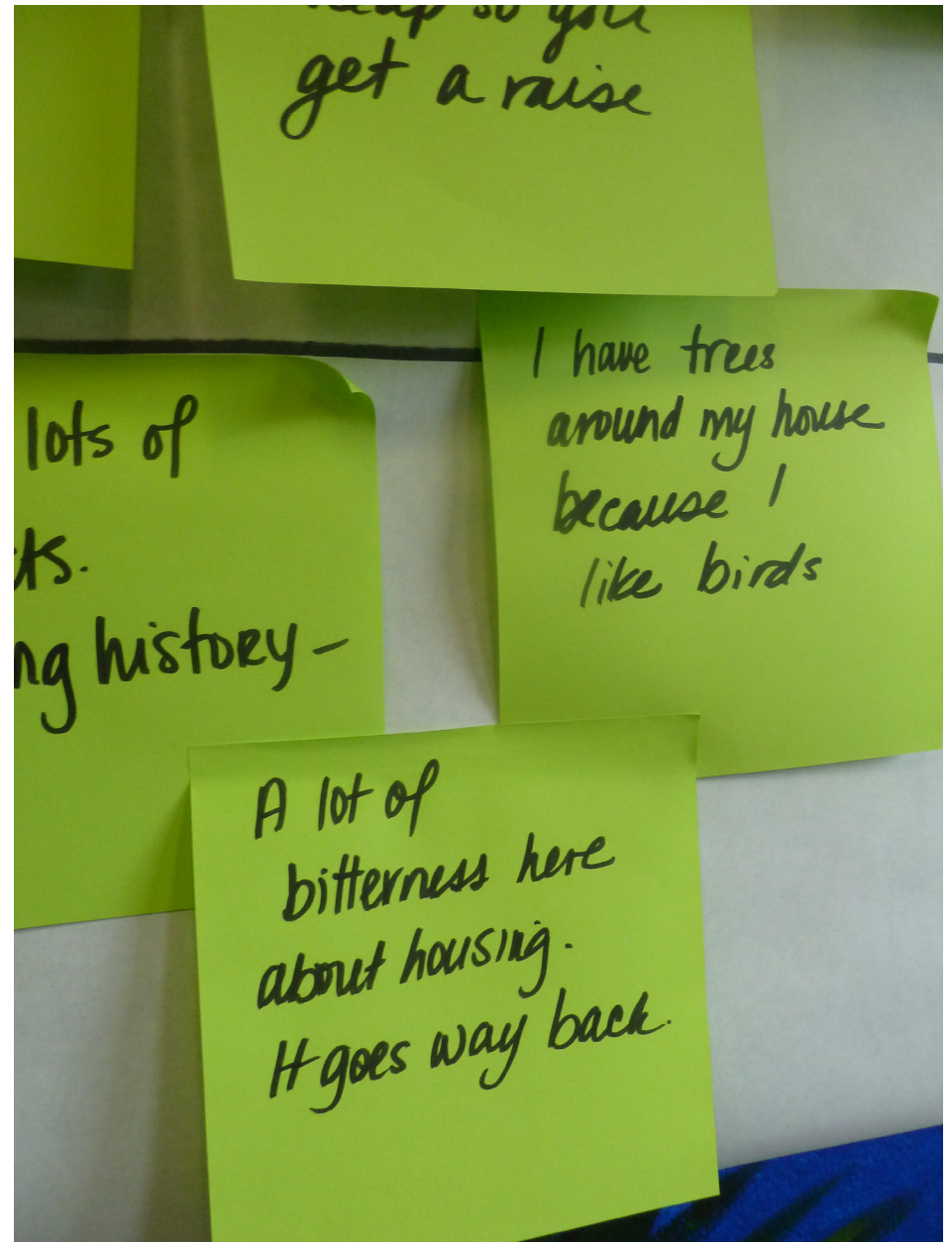
## HOUSING - PILLAR 2: PHASE 1 STARTING CONVERSATIONS

Phase 1: Starting Conversations began by meeting with key stakeholders in the process, including SIB Staff and Council Members to build relationships, gain an initial understanding of the purpose for the Housing Strategy and explore the history of housing at SIB. Following initial meetings, a Council-appointed focus group session was held to attain some insight from the community's perspective. A Housing Strategy Survey was disseminated at the community Christmas dinner. The intent was to gather initial information identified by the housing focus group as necessary for future strategy development. Specifically, the objectives of the survey were to determine and understand:

1. Perceptions and understanding of housing and related housing programs at Seabird Island;
2. How information related to housing at Seabird Island is sought after and received;
3. Current areas of priority concerning housing; and
4. Areas where SIB can make improvements and/or help its Membership with housing related needs.

A Young Families Housing Survey was disseminated at a pre and post-natal group session to capture the voices of young families. More specifically, the objectives of the survey were to determine and understand:

1. Family demographics in conjunction with areas of housing need and affordability;
2. Preferred housing tenure;
3. Current areas of priority concerning housing for young families; and
4. Areas where SIB can make improvements and/or help its Membership with housing related needs.



## HOUSING - PILLAR 2: PHASE 2 DIGGING DEEPER

Phase 2: Digging Deeper presented an opportunity to increase the depth of inquiry and build upon key emerging themes from previous survey and engagement sessions. With some relationships in place, we were able to facilitate more critical conversations around housing with session participants.

A second Young Families engagement session was held with a different pre-natal group. Building upon the results collected from the Phase 1 - Young Families Housing Survey on February 4, 2015, a series of key housing Goals were developed to guide strategy development. In bringing these key housing Goals to the prenatal group for input on possible strategies, solutions, and/or actions for achieving the Goals, the intent was to gather data specific to young families to inform future housing plan creation. Specifically, the objectives of the session were to brainstorm strategies, solutions, and/or actions with regard to:

1. Increasing education on housing at SIB;
2. Creating a housing plan that reflects SIB; and
3. Increasing opportunities for Members to receive information.

While the participants were eager to contribute feedback, the input gained tended to be related to building design and methods for incorporating the needs and voices of young families in plan development. Thus, the session objectives shifted midway to:

1. Identifying current areas of priority concerning housing for young families; and
2. Ways to build homes that will reflect the needs of young families at SIB.



## HOUSING - PILLAR 2: PHASE 2 DIGGING DEEPER

A 5-hour engagement session with the Elders group was held in the second phase of engagement. The intent of the session was to update the Elders on the housing strategy process thus far and to gather additional information needed for plan creation. Specifically, the objectives of the session were to:

1. Gain a deeper understanding of the historical context of housing at Seabird Island;
2. Draft a historical timeline of housing and important dates for the Housing Strategy;
3. Collect stories and photos regarding housing at Seabird Island; and
4. Collect responses to the Goals, or Objectives, created out of previous engagement sessions.

Elders first participated in an activity of telling stories from their childhoods related to housing on the reserve. Data was captured and placed along a relative timeline. For the second activity related to plan objectives, students asked the Elders present to brainstorm solutions, actions, or activities related to each theme. Ideas were captured on flipcharts and the PT sent a summary report to the Elders' Coordinator for the Elders to review.

An engagement session was held at the Heart Health Event to build on themes which emerged from Phase 1. Key Housing Goals that were captured from previous sessions were suggested, and input was requested for possible strategies, solutions, and/or actions for achieving the Goals.

The last engagement sessions of Phase 2 were held at Lalme' Iwe-sawtexw (Seabird Island Community School) with an initial session held with the Grade 8 class and a second engagement session with the Grade 11s and 12s. The Youth engagement sessions at the secondary school involved informal, discussion-style activities with the classes in order to gain an important youth perspective on community





## HOUSING - PILLAR 3: DATA ANALYSIS, REVIEW, AND RESEARCH

Pillar 3 of the process involved categorizing, synthesizing and assembling the common themes that emerged throughout all levels of engagement. The PT conducted a thorough review of all meeting minutes, consultation reports, flip-charts and facilitation records, associated session notes and related housing documents (e.g. policies and plans). The subject matter was grouped and sorted into categories, forming the basis for general community Goals, Strategies, and Actions. The situational assessment, which emerged based on the various phases of consultation, was essential in determining the over-arching Goals. Though the process is presented here as linear, data analysis was completed on an ongoing basis and sent back to community members and staff for continual review.

## HOUSING - PILLAR 4: DOCUMENTATION, COMMUNICATION, AND PRESENTATION

Pillar 4 was an essential part of the planning process. We were able to document the process and present it back to the community in a variety of ways. As described, report summaries capturing the data from specific demographics and engagement sessions were made available to community members and participants on an ongoing basis. The PT posted regular updates on the planning progress in the Yoo Hoo monthly community newsletter. See Appendix H for newsletter submissions.

One of the key purposes for reporting back to community members throughout the planning process was to verify our understanding of what session participants were saying. Verifying the general themes, presenting opportunities for input and feedback in the process and allowing for general reflection on the consultation sessions created more transparency and trust in the planning process. Community and Staff input was incorporated after every report back and this cycle supported the development of a more robust and comprehensive final Housing Strategy.

After many edits by the PT, the draft Housing Strategy was presented to CAO Chuck McNeil for review. Incorporating his input and feedback, a final Housing Strategy was submitted using two different software formats: Microsoft Word and Adobe InDesign. This will allow staff at SIB to make changes as needed in the Word version of the strategy, and to present the more accessible and engaging InDesign version to the community and to AANDC as their deliverable.

A Turn in the River: Planning for Housing at SIB (2015), the final Housing Strategy, is available online and in print, upon request. The full strategy and appendices are found in Appendix E of this report.

# COMMUNICATIONS

## PILLAR 1: GETTING READY TO PLAN

Beginning the communications planning process, it was important to assess the current situation of communications at SIB through review of previous planning efforts to date. Our planning process emphasized a mixed-methods research approach consisting of primary and secondary knowledge and data collection involving a wide variety of community members. Pillar 1 highlights include:

- Review of SIB's 2012-13 Draft Communications Plan;
- Review of other existing communications strategies and plans;
- Initial meeting with Communications PT leads to gain an understanding of the plan's purpose and the current context of communications; and
- Creating a Communications Committee of staff representatives as appointed by Department Directors.

## COMMUNICATIONS - PILLAR 2: DATA COLLECTION AND COMMUNITY ENGAGEMENT DELIVERY

Input and feedback from Members, Staff and the Communications Committee was included in every stage of the process, with different iterations of the planning process involving different community members and groups. The second pillar of the process included a wide variety of engagement activities with the community and staff. These activities were suggested by us or the PT, and all followed the principles outlined in the Engagement Strategy. This included:

- Administration of a variety of both formal and interactive survey questionnaires;
- Interviews and focus group discussions with SIB Members, community groups, councillors, and SIB staff.

More specifically, a total of 182 participants engaged in 24 consultation sessions. As with the planning process for housing, following each of these sessions, we summarized the data in session reports that were provided to all participants from the engagement session. The goal was to quantify information and draw out important themes from participant responses. These reports provided the backbone for later stages in the planning process and the statistical evidence captured provided support to the development of the Communications Plan. The communications summary reports are found in the Communications Plan Appendix (Appendix F of this report).

The 24 consultation sessions included:

- 2 Elders Meetings (10 participants at each session)
- 5 Communications Committee Meetings
- 2 Community-wide Engagement Sessions: Christmas Dinner & Heart Health Event (60 participants at the Christmas Dinner; 20 participants at the Heart Health event)
- 2 Secondary School Engagement Sessions (11 Grade 8 students; 10 Grade 11/12 students)
- 9 Staff Interviews
- 1 Staff-Wide survey (32 respondents)
- 1 Pre & Post-natal Engagement Sessions (20 respondents)
- 2 Meetings with the Communications Department/Project Lead
- Numerous informal discussions

Community engagement was broken into two phases so that the PT could analyze data as it was collected and build on knowledge gained throughout the process. The two engagement phases mirror the phases of the housing planning process. They were as follows:

- Phase 1: Starting Conversations
- Phase 2: Digging Deeper



## COMMUNICATIONS - PILLAR 2: PHASE 1

### STARTING CONVERSATIONS

Phase 1: Starting Conversations began by meeting with key stakeholders in the process, including SIB Staff, to build relationships, gain an initial understanding of the purpose and need for a communications plan and explore the various levels of communications at SIB.

A Communications Survey was disseminated at the community Christmas dinner. Students designed an interactive and accessible survey with seven communications-related questions. The intent was to gather initial data identified by the Communications Committee as necessary for future plan creation.

Specifically, the objectives of the survey were to determine and understand:

1. The community's level of engagement at Seabird Island;
2. How the Membership would like information to be communicated, sought after, and received;
3. Current areas of priority with regards to communication; and
4. Areas where SIB can make improvements to communication.

Staff interviews were completed with each of the department representatives on the Communications Committee. The intent was to gather a staff perspective on the internal and external workings of communications within SIB departments, as well as to identify general communications themes. Specifically, the objectives of the survey were to determine and understand:

1. The process of communication internally within staff departments;
2. Strengths and weaknesses of departments in regards to communication efforts;
3. Potential bottlenecks and challenges in regards to effective communication; and
4. The expectations from the community, Band and Council in regards to communications.



## COMMUNICATIONS - PILLAR 2: PHASE 2 DIGGING DEEPER

Phase 2: Digging Deeper involved a deeper inquiry, building upon key themes that emerged from the previous survey and engagement session results. The goal was to speak to targeted groups in the community including youth, Young Families and Elders.

Two engagement sessions were held at Lalme' Iwesawtexw (Seabird Island Community School) with an initial session held with the Grade 8 class and a second engagement session with the Grade 11s and 12s. The Youth engagement sessions at the secondary school involved informal, discussion-style activities with the classes in order to gain an important youth perspective on a variety of community issues. Specifically, the communications-related objectives of the sessions were to determine and understand:

1. What information SIB youth are interested in receiving; and
2. How SIB youth access information regarding Band, Council and the community

A Young Families engagement session was held with a pre and post-natal group on-reserve. Students distributed a traditional survey with seven primarily housing-related questions. Some questions also reflected communications issues and responses are relevant to the broader discussion of communications at SIB. Young Families are a growing demographic within the community and it is important for the Band to be able to access this group. In regards to communications, the objectives of the survey were to determine and understand:

1. How young families prefer to receive information from the Band;
2. What leads to people feeling informed/not informed around issues of housing.



## COMMUNICATIONS - PILLAR 2: PHASE 2 DIGGING DEEPER

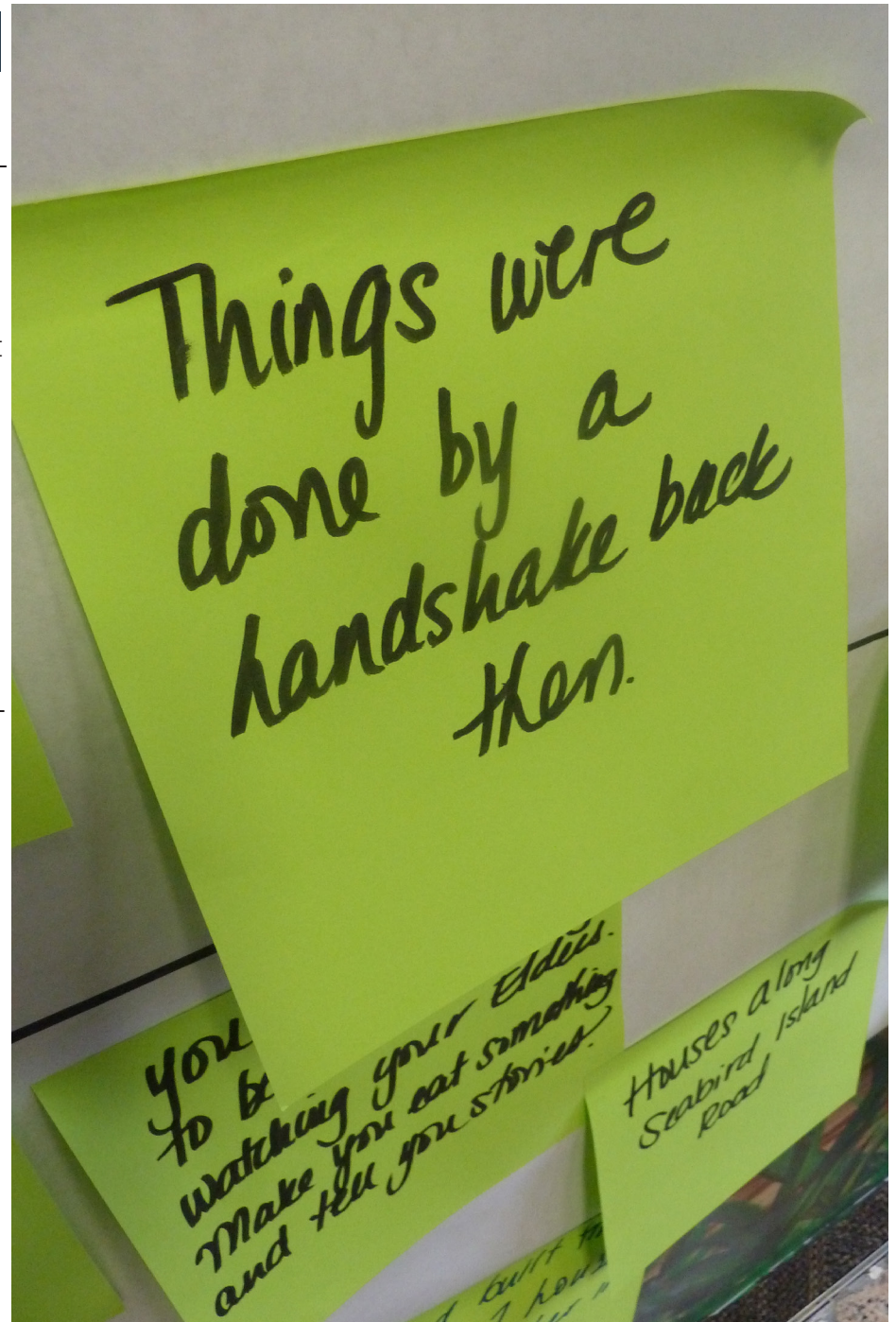
Students planned an informal 5-hour engagement session for the Seabird Island Elders. The intent of the session was to update the Elders on the Housing Strategy and Communications Plan processes and to gather data needed for plan creation. Specifically, the objective of the session related to communications was to:

- Collect responses to the Directions, or Objectives, created out of previous engagement sessions.

A community-wide engagement session was held at the Heart Health Event to build on themes which emerged from Phase 1. Key Communications Directions that were captured from previous sessions were suggested, and input was requested for possible strategies, solutions, and/or actions for achieving the Directions.

The final part of Phase 2 engagement was a staff-wide survey posted online for all Band staff to complete. The survey questions were generated using themes and discussion from the 9 staff interviews. Specifically, the objectives of the survey were to determine and understand:

1. The process of communication internally within staff departments;
2. Strengths and weaknesses of departments in regards to communication efforts;
3. Potential bottlenecks and challenges in regards to effective communication; and
4. Individual as well as departmental satisfaction with communications within the organization.





## COMMUNICATIONS- PILLAR 3: DATA ANALYSIS, REVIEW, AND RESEARCH

Pillar 3 of the process involved categorizing, synthesizing and assembling the common themes that emerged throughout all levels of engagement. The PT conducted a thorough review of all meeting minutes, consultation reports, flip-charts and facilitation records, associated session notes and related communication documents (e.g. policies). The subject matter was grouped and sorted into categories, forming the basis for the Communications Plan. Findings were brought back to the Communications Committee at monthly meetings and at various community events to offer a chance for feedback and input on next planning phases.

## COMMUNICATIONS - PILLAR 4: DOCUMENTATION, COMMUNICATION, AND PRESENTATION

As described in the section on housing, Pillar 4 was an essential part of the communications planning process. We were able to document the process and present it back to the community in a variety of ways. Reports compiling and analyzing the survey and interview data were written and presented back to the committee and session participants for review. Communications Committee meetings were held monthly and their input and feedback shaped all subsequent consultation and engagement. For full reports on engagement results, including Communication Committee meeting minutes, see Appendix F.

As described, one of the key purposes for reporting back to community members throughout the planning process was to verify our understanding of what session participants were saying. Verifying the general themes, presenting opportunities for input and feedback in the process and allowing for general reflection on the consultation sessions created more transparency and trust in the planning process. Community and Staff input was incorporated after every report back and this cycle supported the development of a more reflective final Phase 1 Communications Plan.

Originally hoping to complete a final Communications Plan, it was clear that we could not complete the engagement necessary in our Practicum to aptly document this huge issue. The final document, entitled Connecting Voices: SIB Communications Plan – Phase 1, represents the first phase of a multi-phased planning process to complete a final plan. This document and its appendices are found in Appendix F of this report.

# VISIONING

## PILLAR 1: GETTING READY TO PLAN

The planning process for the vision statement emphasized a participatory planning approach Pillar 1 highlights include:

- Review of SIB's current vision statement; and
- Review of existing SCP plans and reports for visioning data.

## VISIONING - PILLAR 2: DATA COLLECTION AND COMMUNITY

### ENGAGEMENT DELIVERY:

The second pillar of the process included five engagement activities with the community. This included:

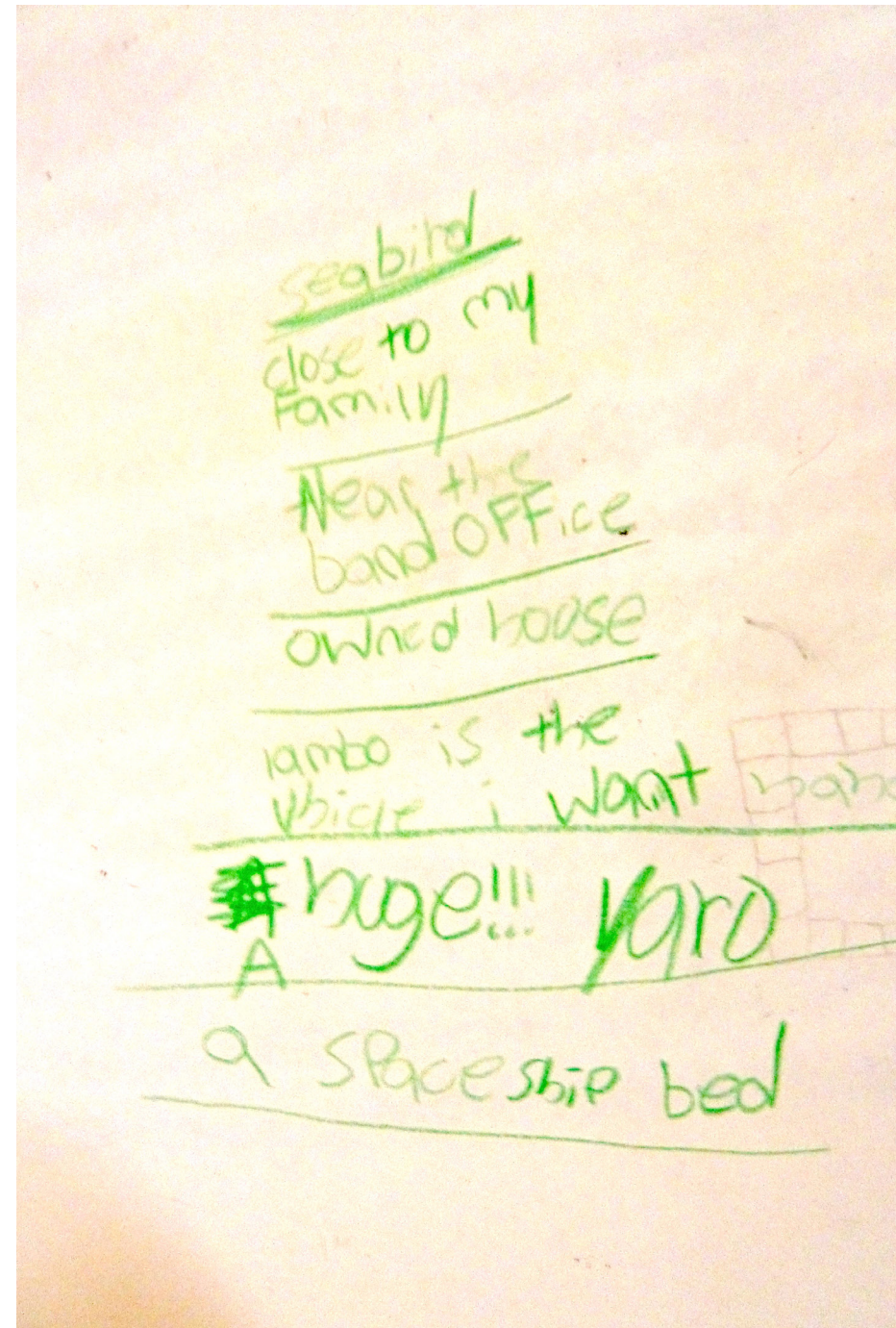
- 2 community engagement sessions;
- Publishing draft vision statements in the Yoo Hoo Newsletter; and
- 2 report back/brainstorming session with Elders.

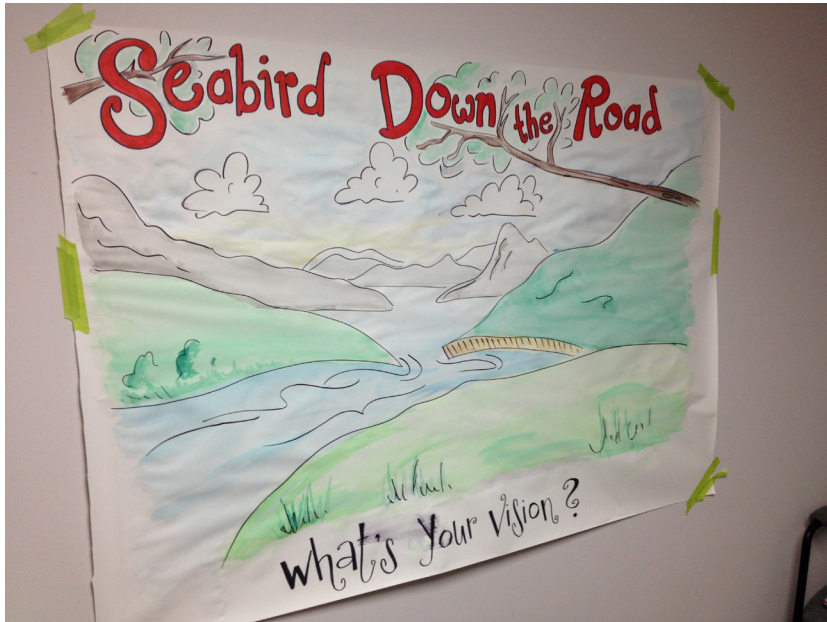
More specifically, a total of 95 participants engaged in 5 consultation sessions. These included:

- 1 Community-wide Engagement Session: Christmas Dinner (68 participants)
- 1 Secondary School Engagement Sessions (11 Grade 8 students)
- 1 Community-wide callout for feedback on draft vision statements (0 responses)
- 2 Report Back/Brainstorming session with Elders (16 participants)

At the SIB Community Christmas dinner, we set up an interactive activity to collect community input around the vision for SIB “Down the Road”. Asking community members to provide their visions for Seabird 10 to 20 years into the future helped us to identify community priorities and objectives. Participation in the engagement was done on a voluntary basis and all responses collected are anonymous and confidential. General themes were generated and used to inform the draft vision statements.

Following the Christmas dinner engagement session, another visioning session was held with the Grade 8 class at Lalme’ Iwesawtexw (Seabird Island Community School). Students were asked to brainstorm their ideas for SIB “Down the Road”. General themes were generated and used to inform the draft vision statements.





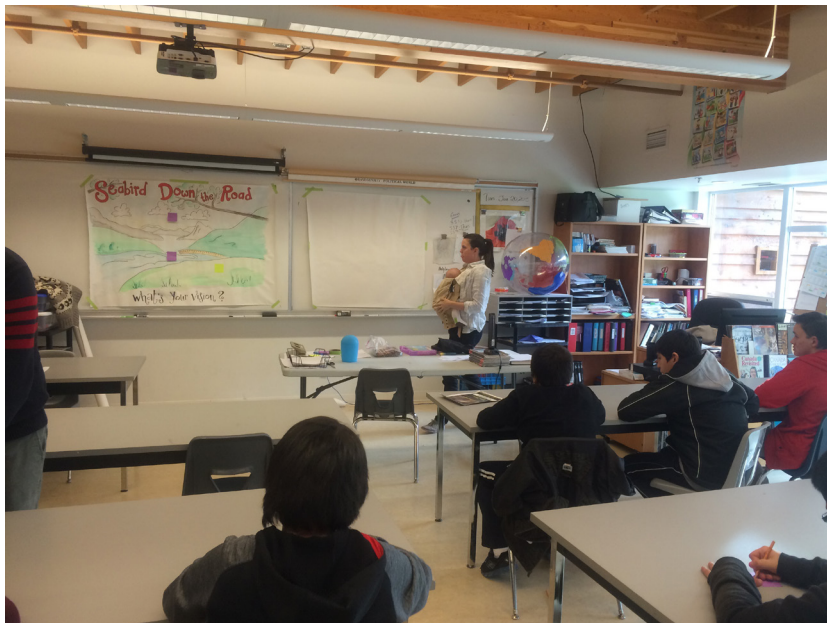
## VISIONING - PILLAR 3: DATA ANALYSIS, REVIEW, AND RESEARCH

Using the themes that arose in both community sessions, along with previous data from other plans, we drafted two possible options for a vision statement. These statements include the most prominent ideas from community members and were intended for community-wide review. The draft statements are in the Visioning Report found in Appendix G of this report.

## VISIONING - PILLAR 4: DOCUMENTATION, COMMUNICATION, AND PRESENTATION

There were many opportunities for communication of our findings to the community. First, the statements were published in the Yoo Hoo community newsletter, with an option for community members to respond in person, by phone, by email or by dropping off a copy of the statements to the Band office.

Following the publication of the vision statement, we held a brainstorming session with the Elders where we presented both draft versions of the vision statement and asked the Elders for feedback. From this session, one draft vision statement was generated. The draft vision statement was sent back to the Elders for a final review before including it in the report to Chief & Council, with a recommendation to continue community engagement. The Visioning Report and accompanying Appendices can be found in Appendix G of this report.



# 5/ Planning Results

We had three major deliverables for our practicum placement at SIB: a Housing Strategy, a Communications Plan, and the re-visioning of the SIB Vision Statement. Each project required a unique planning process and we produced three key documents for the Nation.



## A TURN IN THE RIVER: PLANNING FOR HOUSING AT SIB (2015)

(177 pages) is a Housing Strategy to guide decision-making and development of housing between 2015-2035. The Seabird Island Sustainable Community Plan (SCP) completed in 2014 identified the need for a comprehensive housing strategy to meet the planning objectives of SIB and the housing needs of Band Members. This project was funded by Aboriginal Affairs and Northern Development Canada (AANDC) with a goal to address current and long-term housing needs for SIB. A Turn in the River: Planning for Housing at SIB (2015) is in Appendix E.



## CONNECTING VOICES: SIB COMMUNICATIONS PLAN – PHASE 1

(157 pages) is the first of a multi-phase planning process to create a Communications Plan for SIB. The 2011 Seabird Island Sustainable Community Plan (SCP) identified the need for a comprehensive Communications Plan to outline communication between Members, Band, Chief & Council, and external agencies and provide recommendations moving forward. The goal of the final Communications Plan will be to outline a strategic approach to communications at SIB, supporting policies and actions that will improve the efficiency and expediency of communications as a whole. Connecting Voices: SIB Communications Plan – Phase 1 is in Appendix F.



## LOOKING AHEAD: RE-VISIONING THE VISION FOR SEABIRD ISLAND

(21 pages) is a report detailing the community engagement sessions and includes a revised draft Vision Statement for SIB. Direction to revise the existing vision statement came from Chief and Council in 2014, as the existing developed in 2002 was much lengthier than desired. Looking Ahead: Re-visioning the Vision for Seabird Island is in Appendix G.

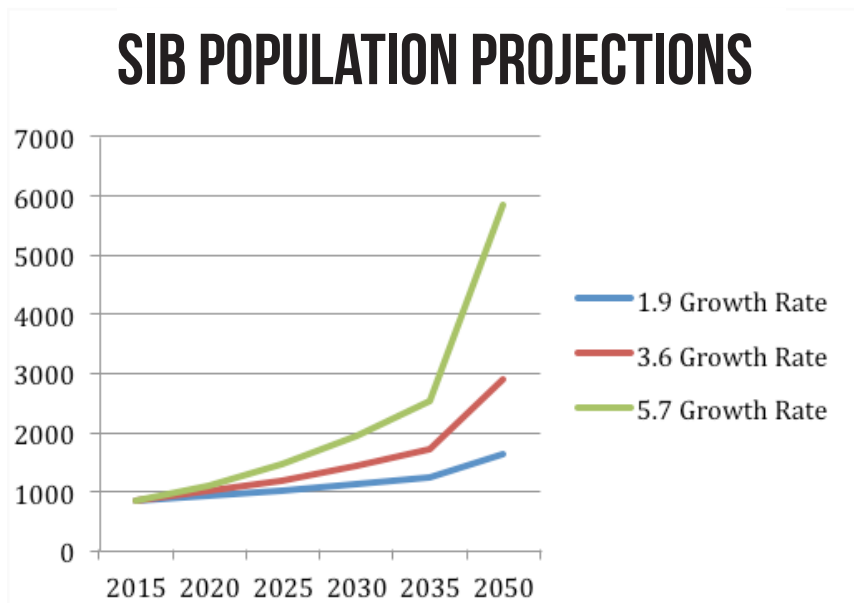


# KEY FINDINGS

Each deliverable and their appendices are found in the Appendices of this report. Some project highlights, and key findings, are listed in the following pages.

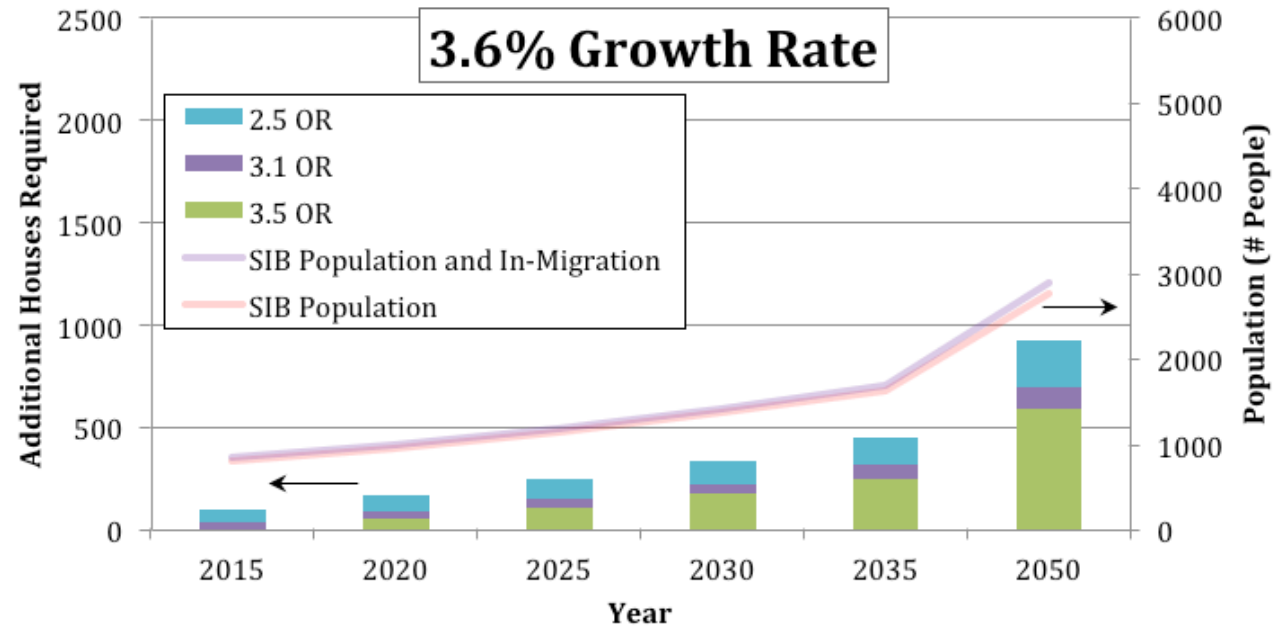
# HOUSING

A key piece the community needed from us was a series of population projections on-reserve. Population projections using a low-growth scenario (1.9%), a historical trend scenario (3.6%), and a high-growth scenario (5.7%) were used to calculate housing needs according to three different occupancy rate scenarios.



The following page is an example from the final Housing Strategy. It lists the different case studies for a 3.6% growth rate on reserve, showing how many additional houses are needed to meet demand by 2035. Overall, between 164-589 new homes are needed to meet the total housing demand, including in-migration, in the next 20 years.

# 3.6% GROWTH RATE



3.6% Growth Rate		2015	2020	2025	2030	2035
Year		Current	Year 5	Year 10	Year 15	Year 20
Case 1: Houses Required to Maintain 3.5 OR		239	286	341	407	486
<b>Additional Houses Required: 3.5 OR</b>		10	57	112	178	<b>257</b>
Average Number of Houses Required per Year		-	11	11	12	13
Case 2: Meet Immediate Needs and Maintain 3.1 OR		270	322	385	459	548
<b>Additional Houses Required: Waitlist and 3.1 OR</b>		41	93	156	230	<b>319</b>
Average Number of Houses Required per Year		-	19	16	15	16
Case 3: Houses Required: National Average OR 2.5		336	401	479	571	682
<b>Additional Houses Required: National Avg OR 2.5</b>		107	172	250	342	<b>453</b>
Average Number of Houses Required per Year		-	34	25	23	23

# HOUSING SITUATIONAL ASSESSMENT

Though the population projections and actual housing need is an essential piece of the Housing Strategy, to create a holistic plan, it was important to assess the current housing situation on-reserve. The following SWOT table was created using community consultation results and information from other housing-related documents. The SWOT provided a framework to look at emerging themes, needs and opportunities for housing at SIB moving forward.



## Current Strengths

### Governance

- Consistent leadership
- Strong Band fiscal management
- Well-experienced housing champions on Council

### Housing History

- SIB is a National leader in housing initiatives
- Success in a self-construction model for the Sustainable Housing Pilot Program
- Thorough institutional knowledge and historical use of various programs available (CMHC, AANDC)

### Current Capacity

- Updated and comprehensive Housing Policy
- Currently 229 well-maintained units on-reserve
- Capacity to complete annual rental housing inspections
- Successful “Housing 101” initiative with various educational tools and materials readily available to the community
- Large and involved group of Elders to support knowledge transfer
- Community eager to be involved in housing design process

## Future Opportunities

### Capacity-Building

- A community vision tied to self-reliant Membership
- Members are eager to receive more education & information
- Home ownership opportunities for Members on-reserve
- New Housing Program Manager
- Training offered for Members on housing issues

### Growth and Collaboration

- Expand housing-related bylaws as necessary
- Opportunity to update the AIS software for maintenance-tracking
- Potential to expand diversity of housing options
- Opportunities for departmental collaboration
- A near-complete Land Use Plan

## Current Challenges

### Staff and Governance Shortfalls

- Vacant position of Housing, Public Works, and Capital Director
- Inadequate training for all Councillors on housing issues
- Insufficient number of maintenance workers to complete required maintenance
- Under-qualified maintenance staff requiring additional training
- Lack of an effective M&E plan for housing policy and maintenance planning
- Perceived nepotism and special treatment of Members by Chief and Council

### Membership Shortfalls

- Lack of Members’ understanding and adherence to Housing Policy
- Poor maintenance by Membership in rental units
- Rental arrears and debt as a result of Members’ non-payment & housing maintenance
- The Band is financially responsible for non-payments, housing maintenance, etc.
- Many lower-income Members struggling to afford housing costs

### Communication Challenges

- Difficulty accessing the Housing Department (time and process)
- Complexity of housing information
- Members have insufficient knowledge on home maintenance
- Anger amongst Members from the 2013 rent increase

### Structural Challenges

- A legacy of sub-standard building infrastructure; Mould & other issues
- Higher than average occupancy rates in houses
- Lack of an updated capital & maintenance plan

## Future Obstacles

### Meeting Demand

- Housing waitlist: 41 individual/family requests for housing
- Ongoing Band debt as a result of historic social housing
- The Band cannot meet project housing demands of 164-589 houses by 2035
- Significant cutbacks in funding available for on-reserve housing
- Limited additional external funding options
- 2 condemned houses in need of replacement
- Standard rent prices that some Members cannot afford

### Inconsistencies

- New Council and potentially new Housing Portfolio Holders
- Lack of a long-term housing strategy and action-plan

The SWOT table reflects the categorization of the prominent issues, challenges, strengths and opportunities that emerged from community consultation sessions. Using this situational assessment as the basis for analysis, some key themes emerged as the most pressing, and most practical objectives for housing at SIB. This is reflected in a framework for the housing strategy using the following analogy: Creating a blueprint, laying the foundation, assembling the frame, and building together.

A clear housing Vision for SIB is the blueprint for future action. It provides the map needed to assess what the community plans to build. Laying the foundation is composed of over-arching housing goals, represented here as Goals. The Goals demonstrate general aims and priority areas the community identified as necessary to achieve SIB's housing Vision. With the blueprint and foundation ready, assembling the frame is the next step in any housing project; creating the walls by which to enclose the home. These recommended strategies are called Strategies and are embedded within each of the Goals.

Potential actions that support and assist in meeting many of the Strategies and Goals are seen as opportunities to build together, as is additional engagement to complete the action-plan is needed to ensure community commitment and support. The actions provided are a result of all engagement sessions to date and are potential opportunities to support meeting the Goals and Strategies.

This framework is meant to guide any housing-related decisions and actions at SIB. By ensuring that decisions reflect this framework, leadership can be confident that they are acting in the interest of Members and in turn, Members can be confident that their voices are reflected at the governance-level. Referring to these Goals and Strategies ensures that all housing-related initiatives have at least some community support, as the following are a result of consultation

## Building Together

### Actions

A prioritized list of tangible and specific community-driven projects, programs and/or activities related to a given Strategy and Goal.

## Assembling the Frame

### Strategies

Describes ways through which the community can accomplish the Goal.

## Laying the Foundation

### Goals

An overarching theme or priority the community has identified.

## Creating the Blueprint

### Vision

The community vision for housing on SIB.

Inspired by achievements made in the past and motivated by future possibilities, the SIB housing Vision statement was crafted to reflect the voices of the community, drawing on key emerging themes from the situational assessment.

*The Seabird Island Indian Band is a leader in Aboriginal housing. SIB boasts strong, fair and transparent housing governance, supports capacity-building and empowers its Membership to actively take a role in on-reserve housing. SIB is dedicated to innovation and creativity; providing affordable, safe and ample housing for its Members and setting an example for other Bands across the country.*



Through preliminary data compilation and deep analysis of the SWOT table, eight draft Goals were identified and presented back to the community for feedback and input. Based on community feedback, and further data analysis of participant responses, the eight Goals were compressed into four core Goals that provide effective high-level direction for priority areas and community objectives.

## **GOAL 1: STRENGTHEN HOUSING GOVERNANCE**

## **GOAL 2: ENSURE TRANSPARENCY**

## **GOAL 3: SUPPORT ACCESS AND AFFORDABILITY**

## **GOAL 4: BUILD MEMBERSHIP SELF-RELIANCE**

Flushing out the four core housing Goals is a list of supporting Strategies and potential Actions for housing. The following diagram is a takeaway from the plan for decision-makers to refer to, ensuring that the community voice is represented at the governance-level.

# Goals

# Strategies

# Actions

## STRENGTHEN HOUSING GOVERNANCE

Improve departmental collaboration

Expand and refine policy base

Increase access points to the Housing Department

Improve efficacy of housing governance

- Fill vacant positions in Housing Department
- Provide training to Council on housing
- Hire additional maintenance workers
- Increase training for maintenance workers
- Create a Housing Committee
- Create an Energy Efficiency Committee
- Clearly outline roles of Housing Department and Housing portfolio holder on Council
- Develop an effective monitoring and evaluation plan for the implementation of the housing strategy

## ENSURE TRANSPARENCY

Increase information and communication

Increase accountability

- Make any necessary updates to the 2013 Housing Policy
- Complete or amend all complementary plans
- Complete a feasibility study on infilling and subdivision of lots for future development
- Purchase software upgrades to the AIS software and train staff on program
- Create an engagement strategy to survey members on preferred housing type, tenure, and location for future development

# Goals

# Strategies

# Actions

## SUPPORT ACCESS AND AFFORDABILITY

Expand stock and increase housing options

Maintain and improve existing stock

Reduce the cost of living

- Engage in family-meetings to brainstorm and prioritize action items for each Strategy
- Create an engagement strategy specifically for off-reserve Members
- Seek additional funding sources and opportunities for new external partnerships
- Provide housing-related information on the Band office screens, online and in the community newsletter
- Update the website to include timely housing information

## BUILD MEMBERSHIP SELF-RELIANCE

Empower our Membership

Increase capacity through education

Simplify access to policies and programs

- Create 1-page summaries of existing policies and programs for Members
- Increase number of report backs to community
- Implement a monthly housing report for all households
- Develop and offer a variety of housing-related educational workshops
- Develop mandatory tenant workshops
- Create new easy-to-understand education tools and disseminate to all Members

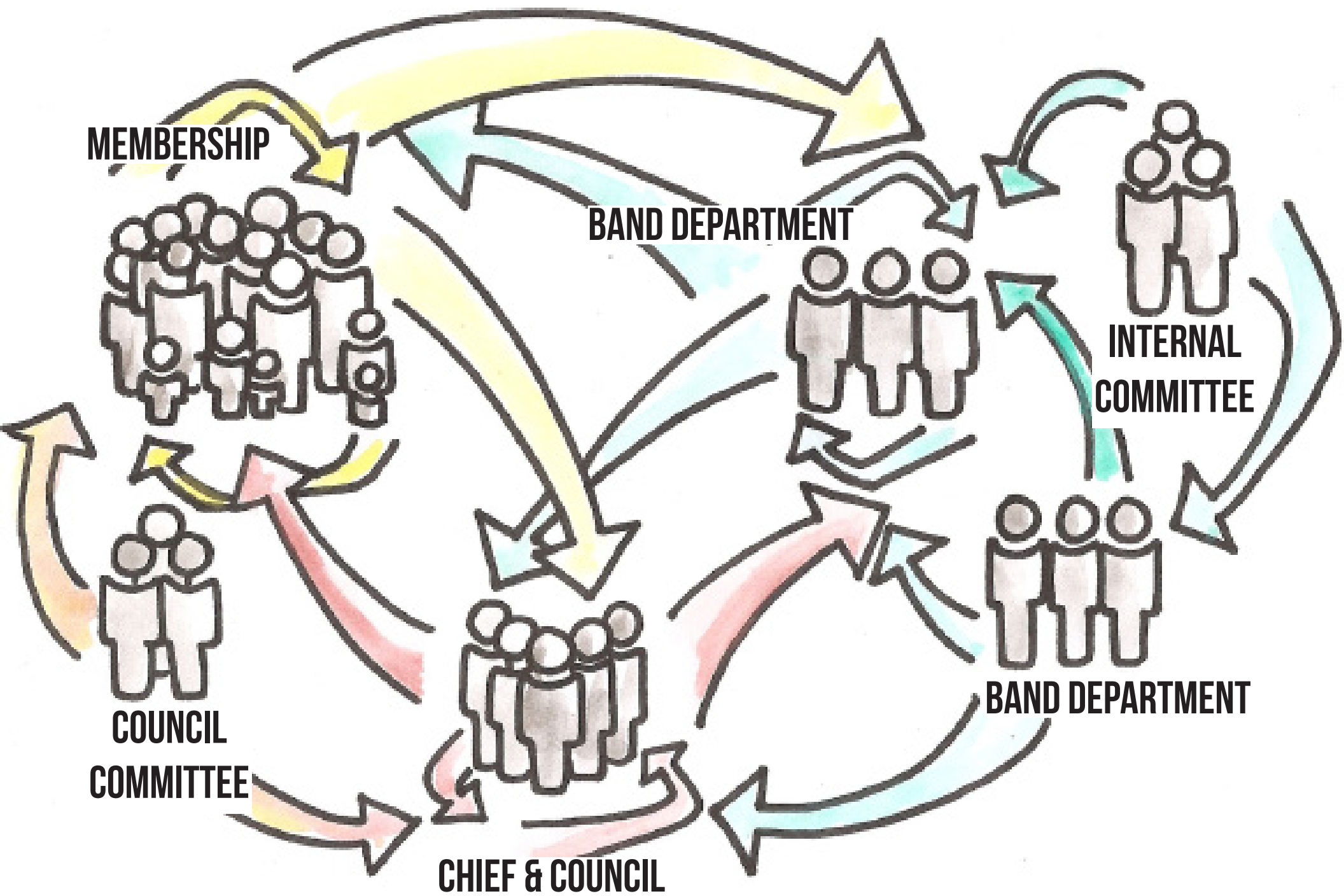
# COMMUNICATIONS

Beginning the planning process around communications, we quickly identified two over-arching categories of communication: external communication and internal communication.

**EXTERNAL COMMUNICATION** is defined as communication between SIB and external parties. This includes, but is not limited to, verbal, printed and digital communication to local, provincial and federal government, media and funding agencies.

**INTERNAL COMMUNICATION** is defined as all communication between Members, Band Staff and Chief & Council. These three sub-categories (Members, Band Staff and Chief & Council) also contain many sub-categories of communication. For example, the Membership communicates amongst itself, to Band Staff and to Chief & Council.

Our focus was on various aspects of internal communication. The following figure depicts the various directions of communication-flow on-reserve. This visualization demonstrates how complicated internal communication is, and how inter-connected it is amongst the three categories of people. The headings of groups shown in the figure correspond to the various categories of groups under the broad category of internal communication.



With a stronger focus on internal communication, a SWOT table was drafted to assess the current communication context at SIB. The SWOT outlined some key areas for immediate action and provided a framework to develop some recommendations for external communications, internal communications at the Staff-level, internal communications at the Community-level, and recommendations for next steps in the planning process.

Current Strengths	Current Challenges
-------------------	--------------------

- Leadership**
- Skilled Communications Department
  - Process Champions
  - Staff Communications Committee
  - Consistent governance leadership
- Diversity of Communications**
- High capacity for strong outgoing communications in print and digital media
  - Use of social media, flyers, newsletter, website, email, texting, phone, door-to-door, hard copy deliver etc.

- Clarity**
- Unclear communication processes
  - Difficult for Members to understand all information
  - Ensuring any illiterate Members have access to information
- Scope**
- Wide focus of communications
  - Huge number of staff
  - Lacking time for community engagement
  - Under-staffed Communications Department
- Membership & Staff**
- Community mistrust
  - Lack of buy-in
  - Using personal ties instead of processes
  - Engaging off-reserve Membership

Future Opportunities	Future Obstacles
----------------------	------------------

- Existing Tools**
- Draft 2012-13 Communications Plan
  - Help Desk Program
  - Shared Calendar
- Staff**
- Improved training for new staff
  - Increased departmental collaboration
  - Web Technology Assistant position focused solely on social media • Some departments incorporating traditional language and culture
- Membership**
- Desire for more involvement
  - High level of Members who already communicate concerns to Chief & Council

- Branding**
- Non-standardized logo and branding use
  - Miscommunication and/or quality assurance
  - Inconsistent messaging
- Staff**
- Staff avoiding Communications dept due to perception of workload
  - Policy does not align with practice
  - Bottlenecks in information-flow
  - Slow turnaround time
  - Lack of accountability
- Membership**
- Inconsistent WIFI access
  - Organized community groups upset with communication

Using the SWOT, we drew out key communication themes that affect both staff and community at SIB. With more time spent on community consultation, those themes were used to draft four over-arching community-based communications goals. These goals require deeper analysis and refinement; however, they provide an important starting point for future discussion around communication.

## **SIB's 4 Draft Communication Goals:**

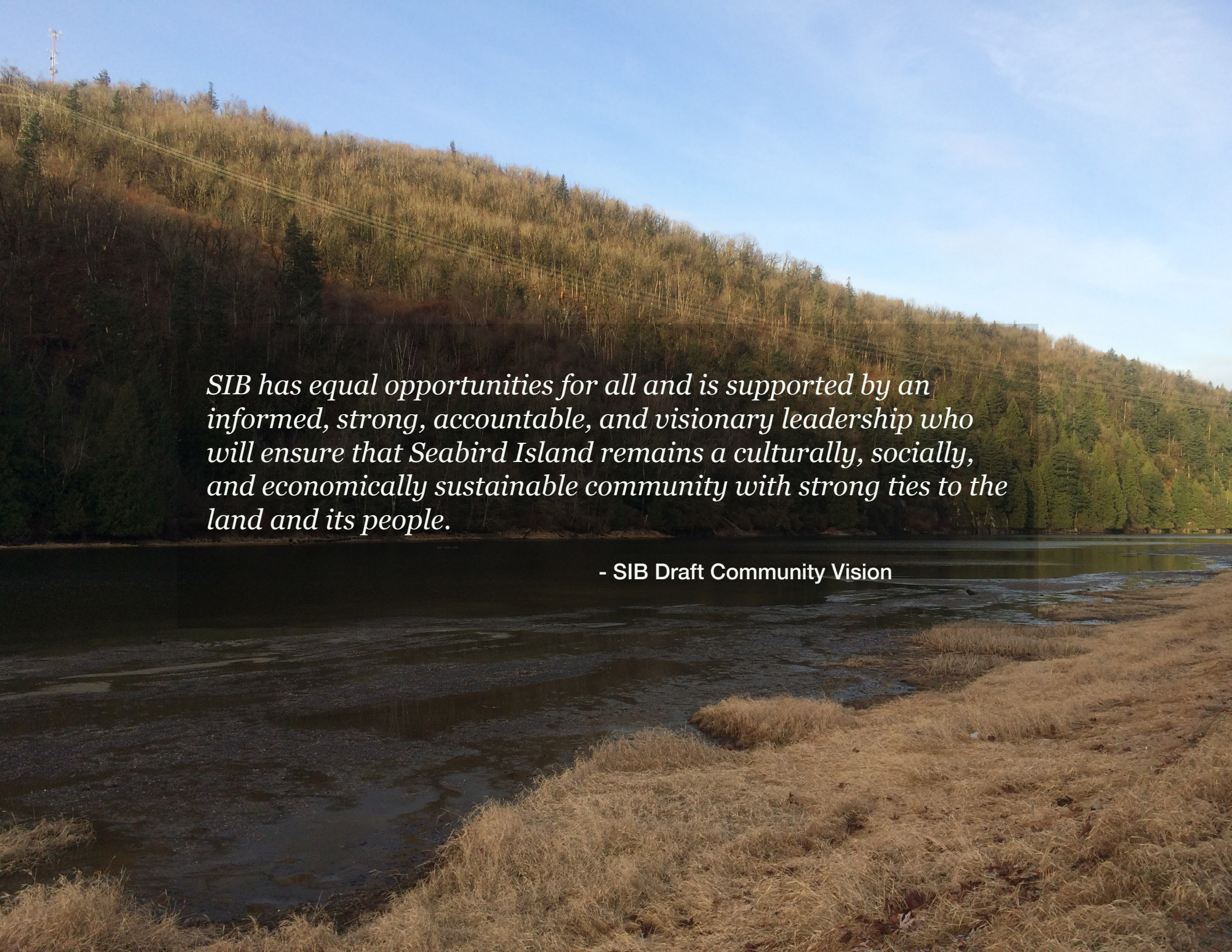
**GOAL 1: ENSURE TRANSPARENCY**

**GOAL 2: EMPOWER OUR MEMBERSHIP**

**GOAL 3: IMPROVE CLARITY AND ACCESSIBILITY OF INFORMATION**

**GOAL 4: CREATE A COMMUNICATIONS PLAN THAT REFLECTS SIB**





*SIB has equal opportunities for all and is supported by an informed, strong, accountable, and visionary leadership who will ensure that Seabird Island remains a culturally, socially, and economically sustainable community with strong ties to the land and its people.*

**- SIB Draft Community Vision**

## 6/ Next Steps

No planning process is ever complete and an important part of our work at SIB was to leave detailed next steps for each of the three planning processes. It is our hope that the PTs created will continue to implement a comprehensive and inclusive engagement strategy in order to reach all those affected by the plans. It is also our hope that the documents we produced remain living documents, flexible and adaptable to the ever-shifting community needs.



# HOUSING

Recognizing the importance of Membership involvement in planning, the vision is to create a clear and transparent planning process that includes a representative community voice in hopes of generating new ideas, new energy, and better information to inform decision-making and policy and plan development. Using inclusive engagement strategy, such as the traditional family-head model, the PT will use the housing strategy Goals and Strategies to consult community members on housing-related actions. The result will be a housing action-plan that capitalizes on SIB's housing strengths and reflects members' needs.

## PHASE 1.

Distribute the Directions and Pathways Action Sheet (Appendix A) to each of the family heads in the community. The planning team will explain the Directions and Pathways and provide instructions on completing the sheets. The family heads will use the framework to consult their families as they see fit over an allotted time frame.

## PHASE 2.

Bring the family heads together to collect their ideas for action-planning and discuss findings.

## PHASE 3.

Consolidate and analyze all data.

## PHASE 4.

Host an engagement session for the family heads to prioritize best actions moving forward.

## PHASE 5.

Create a final action plan with recommendations for quick start, short-term and long-term housing-related actions.

# COMMUNICATIONS

The Communications Plan lists a number of key recommendations made for both external communications and internal communications at SIB. Internal recommendations are provided for the three sub-categories of internal communications: Membership, Band Staff and Chief & Council. We have also made specific recommendations to next steps for the planning process.

These include:

## **1. PROVIDE STAFF SURVEY RESULTS TO EACH OF THE DIRECTORS TO TAKE BACK TO THEIR DEPARTMENTS**

In order to determine next steps around the staff survey, the Directors need to be consulted to see if the survey is of value to their department. If the Directors choose not to take the survey results back to their staff, results should be reported back to all staff through the SIB email listserv.

## **2. REQUEST PERMISSION FROM DIRECTORS TO EXTEND THE COMMUNICATIONS COMMITTEE**

The Communications Committee is integral to increasing the validity of the planning process. Ongoing input and feedback is needed from each department on how to move forward to complete the final communications plan.

## **3. DEVELOP A VISION AND MISSION FOR COMMUNICATIONS AT SIB**

There are some draft goals to guide the visioning process, but an over-arching vision around what communication should look like at SIB is needed to provide the foundation for any subsequent action-planning. This should be completed through consultation with staff, Council and Members.

## **4. CREATE A STRATEGY FOR PHASE 2**

The Communications Committee and process champions need to develop an engagement strategy to complete the next phase of the planning process. Engagement strategies listed in Sections 5 & 6 should be included as part of the bigger-picture planning to ensure a comprehensive approach.

# VISIONING

The draft vision statement submitted to Chief & Council remains a draft. The SIB Elders strongly recommend continued engagement to revise the statement so that it is truly representative of the entire community. The following are next steps for Council to consider moving forward:

## 1. RE-PRINT THE VISION STATEMENT IN THE YOO HOO NEWSLETTER

Though there was no response from the first print of the vision statements in the newsletter, the Elders felt it was worth printing again in hopes of gaining some community feedback

## 2. PRESENT THE DRAFT VISION FOR REVIEW AT THE QUARTERLY BAND MEETINGS.

The quarterly meetings are a great way to reach some of the Band Members for feedback on the vision statement. Collecting thoughts and input around what they like and dislike is important for ensuring an outcome that has community support.

## 3. FIND ADDITIONAL OPPORTUNITIES FOR COMMUNITY FEEDBACK.

Before finalizing the statement, there should be consensus that engagement was comprehensive enough to represent the entire community.

## 4. REPORT BACK ON THE FINAL OUTCOME

Once the revisions are made, Chief & Council will finalize the vision statement and present it back to the community.

## 7/ Reflections

We learned a great deal, from many people, throughout this practicum experience. The following are some highlights and challenges of the process.

# ON WORKING WITH SEABIRD ISLAND

**Scale:** Working with a large Band office like SIB was both a challenging and rewarding experience. SIB is the service-hub for surrounding communities in the Fraser Valley. With a staff of over 400 Indigenous and non-Indigenous employees, it was impossible to meet all of the players involved with our project topics. While we were able to connect with some Councillors individually, we were unable to present to Chief & Council together, given their pressing workload.

**Gathering People:** It was certainly challenging to get the ‘right’ people in a room together. As new faces to the organization, learning who are the ‘right’ people for a given project is a difficult task given the number of stakeholders involved. Our approach was to engage the community as comprehensively as possible and avoid making judgements about who the ‘right’ people may or may not have been.

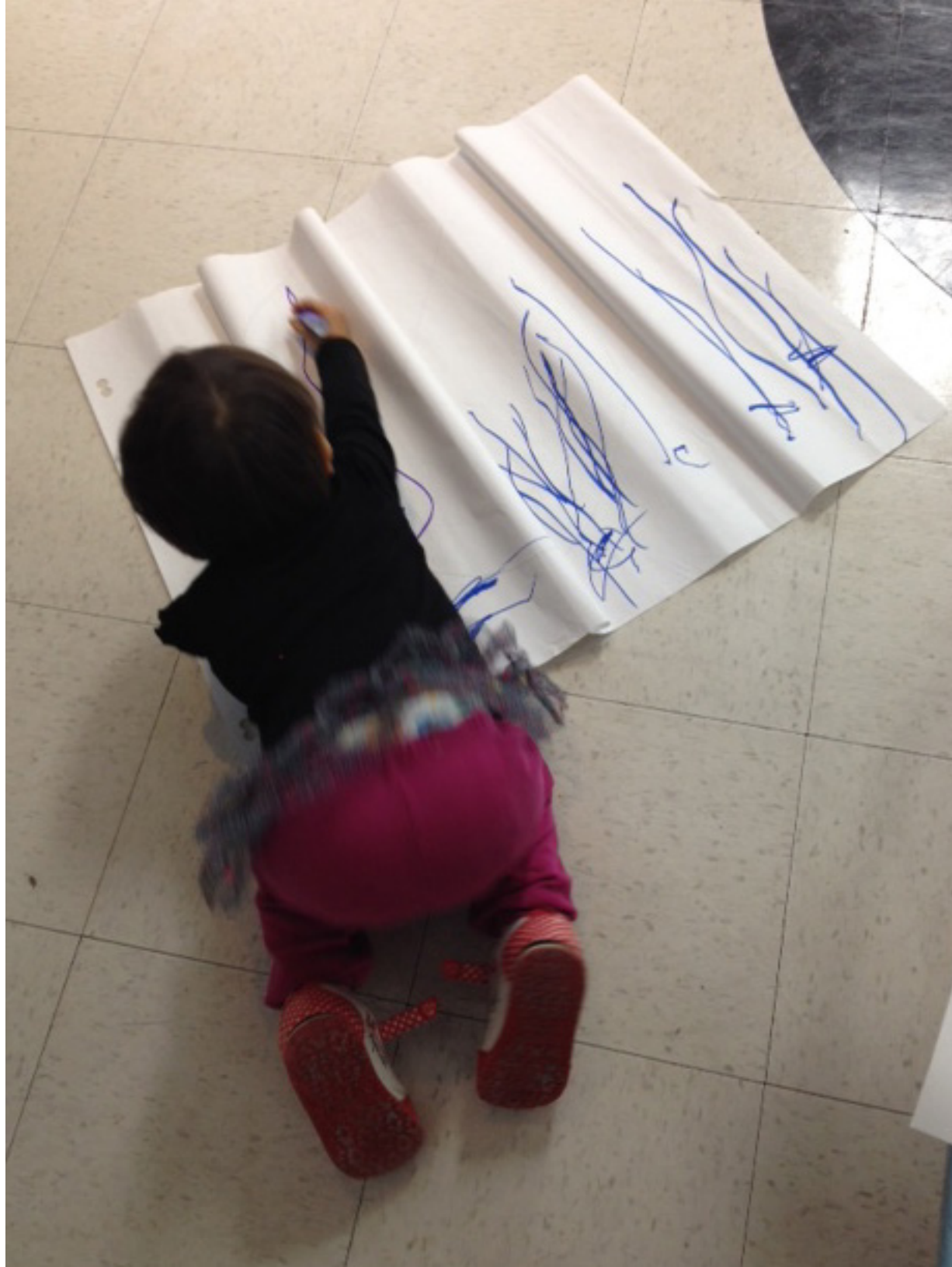
**Collecting Information:** It was challenging to collect specific data related to Membership, population numbers, houses, lots available for development etc. Given that the organization has grown at an exponential rate, these figures change frequently and the organizational system for tracking these changes isn’t streamlined. With these constraints, creating the necessary housing and population projections for the Housing Strategy was challenging.

**Autonomy:** As students, we were given a huge amount of autonomy and agency over the process design, implementation, and documentation. Due to the large workloads of SIB staff, the projects we were assigned were additional tasks for all staff involved. Balancing their current responsibilities left little extra time to support us on the ground. These constraints highlighted the importance of local planning champions to maintain momentum in a planning process. Despite our initial discomfort in being responsible for the planning process as outsiders to the community, it made room for deep and important learnings. Leaving SIB, we are so grateful for the freedom we were given to design and lead the process from start to finish, and know this played a huge role in our professional and personal growth.

**Housing:** Housing was a contentious issue to explore at SIB, and understandably there is a long and bitter history around housing on-reserve. Knowing how many houses are needed to meet demand is both eye-opening and heart-breaking. The Nation will simply never be able to keep up with population demand. This is an unfortunate bi-product of a very broken, colonial system. SIB has been creative with housing initiatives in the past and we look forward to seeing how they reach their goals in the future.

**Communications:** We quickly learned about how complex communications is at SIB, and how it affects every single person in some way. The community champions following through with communication planning are more than capable of creating a comprehensive plan that reflects the diversity of SIB staff and community. What will be a major challenge is the project scope and what is required to make such a plan. Given current workloads and staff capacity, the champions will require more support and a larger PT to continue the planning process. Understanding the immense need for improved communication at SIB, we hope it is given the attention it requires.

**Expectations:** Working with SIB was a completely different experience than we expected, but an important one as emerging planners. It is easy to fall into the trap of romanticising work with Indigenous communities and generalizing the incorporation of culture and experiential learning on the land. We learned firsthand the breadth of differences between Nations and that you cannot generalize “Indigenous Planning”. Each Nation is unique and we are leaving understanding the need to be flexible and adapt to whoever is hosting you on their traditional lands. That is indeed the first step to decolonizing planning on the ground.



# ON THE PROCESS

**Engagement:** There is a vicious cycle of non-engagement happening at SIB. Historically, Members do not feel heard or welcomed, and so they have stopped participating in the planning process. With resulting poor attendance, leadership then feels the Membership is not involved and proceeds without their input. We certainly weren't able to break this cycle in eight months, but we believe we planted a small seed and demonstrated that business can be done another way with great success.

Once on the ground, it was evident that the community wanted to be involved. Community members were eager to share their thoughts and feelings around each of the topics we covered. Although at time initially hesitant to participant, once invited, we found that people were forward with their opinions about planning and change. Our engagement approach of going to the community, instead of asking them to come to us, was successful in meeting people where they were at and created a space for comfortable conversations.

During our final session with the Elders, one Elder expressed that until we started these projects, she never felt she was a part of anything happening at the Band and Council level. Only through our engagement sessions did she feel like she was hearing about, and participating in, Band business. This feedback speaks volumes to grounding planning practice in community-based approaches and validates our planning education as one that is effective in both theory and practice. That statement from the Elder was a huge compliment, and one we will take with us to reflect on every time we are confronted with challenges in engagement.

**Relationship-Building:** Despite the long history of consultant-driven work from outsiders to the community, we were able to form meaningful relationships with community members and provide opportunities for sharing and learning. Showcasing the significance of so-called “soft skills”, the ability to relate to people, to have conversations, to make people laugh and to build relationships is equally as important as some of the technical knowledge and language needed to write plans.

One of our greatest strengths was using humour to overcome ideological and practical challenges at both the systems and individual level. Laughing is a powerful connector that brings people together across divides and when used appropriately, can lighten a deeply personal and difficult subject topic.

Overall, we saw the impact that listening with respect and humility can do, and the doors it can open. Though there are challenges with doing engagement as outsiders, simply listening can bridge gaps between people. It is easy to be caught up in the practical and academic side of planning and lose sight of what is most important: connecting with individuals and maintaining relationships. The SIB community members were eager to share their stories and we were eager to hear them. Our many hours of engagement work showcased that regardless of the outcome, the process is the most important part of any plan.

**Advocacy:** We are leaving SIB as Planners. It is hard to believe how far we have come over such a short amount of time. One of our professors told us that our job as emerging non-Indigenous planners is to educate other non-Indigenous people about the ongoing effects of colonization. After seeing firsthand the success we had at implementing decolonizing practices, we are leaving SIB with a renewed commitment to not only continue decolonizing the planning practice, but build upon our practice wherever our next steps may take us.

# DECOLONIZATION

As emerging planners with no CCP experience we found ourselves, for the first few months of the practicum, continually over-thinking and over-analyzing both our role as practicum students and our role as outsiders to the community. This over-thinking was crippling in that it affected our confidence and hindered early action. In an attempt to decolonize the planning process as novice, non-Indigenous practitioners, we wrestled with how frame our decolonial planning approach.

As non-Indigenous planners, it remains difficult to say whether or not we can decolonize. We are inherently colonizers; by nature of growing up under the Canadian State, we are colonizers. As much as we struggled with appropriately situating ourselves in a historically colonial field, in an attempt to connect theory and praxis we began to ask ourselves, and each other, what steps we might take to decolonize the planning process.

Though we were being trained on technical planning skills at SCARP, we quickly realized that the list of skills needed to effectively practice planning in a way that reflected our attempts at decolonization combined personal and practical abilities. As described, our personal approach to the process was to go into the community, listen to community Members, put the information together, and bring it back to the community as many times necessary until the community felt it was an accurate representation of their collective voice. Reflecting this approach, we learned that the skills on the following page are necessary for success in this process.

Approaching the practicum and the planning process with an understanding that our primary role was as facilitators and translators, to provide a safe space and format to gather voices and stories, organize and assemble them in an open and objective way, provide a space for the community to review and comment on what was recorded - including how it has been organized and analyzed, and then repeat the process for as long as time permitted, renewed our confidence in approaching this process both as students and as outsiders to our host Nation.



**1. GO IN:** Taking the time to build relationships and trust is essential for the success of any planning efforts in a community. Using humour, demonstrating humility and showing respect for the place you are in goes a long way to help build and maintain meaningful connections.



**2. LISTEN TO THE COMMUNITY:** As a planner you need to know how to listen and really hear what is being said. The ability to facilitate challenging dialogues and hold space for all voices in the room is an essential skill in the field.



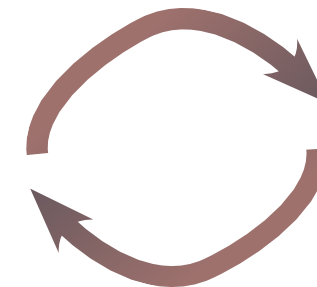
**3. COLLECT THEIR VOICES:** This can include many skills such as data input, synthesis and analysis in order to ensure that each contribution is accurately recorded and added to the larger collective community voice.



**4. PUT IT TOGETHER:** At this stage of the process, effective translation skills are necessary. Organizing, documenting and using design skills to showcase the community voice can make a plan accessible and useful for the community-at-large.



**5. BRING IT BACK:** Again, listening skills are crucial in this stage of the process as planners need to create a safe space for community feedback and remain committed to incorporating necessary changes. Oral and visual presentation skills are crucial in presenting findings back to the community.



**6. REPEAT:** Planners need to exhibit patience, understanding and compassion in order to let go of timelines and do the job over and over until it meets community expectations.

## 8/ Considerations

After spending eight months in an intensive and immersive practicum experience, we have some sound advice for the ICPers who will follow in our footsteps.

8/25/17

## FOR THE PRACTICUM:

- **Fill your tool-belt.** It has been said, but it is worth saying again. While you have the time, review your statistic notes, learn the basics of InDesign, practice basic facilitation skills and take workshops on active listening. These will all help you in your practicum, but more importantly, they will help you represent and deliver the community voice in a way that is clear, accurate and accessible to all community members.
- **Create a terms of reference.** When you outline your practicum projects and deliverables, create a terms of reference with your community partner to ensure to outline specific roles and responsibilities between all of those involved.
- **Manage project scope.** When you become invested in a process, and in a community, it is easy to take on too much. Try to remain on-task and know that you are allowed to say no.
- **Analyze as you go.** Create summary reports on all of your engagement sessions as you go. Not only will this allow you to report back quickly and frequently to the community, but you will have everything already written up by the end of your practicum.
- **Take notes.** Even if they don't seem important, take notes. Take notes on dates, who was there, what people said, etc. They may come in handy down the road should conflict arise.
- **Compromise.** You are working to benefit a Nation, not further your own agenda. It is crucial when you are confronted with divergent ideas about process to find a balance between pushing the system for change and respecting a Nation's readiness to do so.

## FOR EACH OTHER:

- **Keep communication open.** Agree off the bat to be honest and up front in your partnership. There won't be time for hurt feelings, for lengthy conflict or for miscommunication.
- **Celebrate achievements together.** Depending on what your practicum projects are, there may be a concrete start and end, or you may be working on a piece of a larger puzzle that seems never-ending. Either way, make sure to celebrate every milestone and achievement along the way.
- **Help each other shine.** Know what your strengths are and capitalize on them. Become each other's biggest cheerleaders and allow the other person to showcase their talents.
- **Laugh with and at each other.** It's not always going to be easy, and if you can find ways to laugh about the ups and downs, the process will be a lot less stressful.
- **Enjoy it.** At points it feels like your practicum work will never end, but it will. And despite its challenges, you will surely miss it, and each other. Take it all in and enjoy!

## 9/ Concluding Remarks

Indigenous peoples have been planning their communities since time immemorial, without the assistance of non-Indigenous theories and peoples. Entering Indigenous communities as non-Indigenous practitioners can be a challenging and uncomfortable experience. Discomfort, however, is needed in order to approach planning through an anti-colonial lens. Though we leave still uncertain about our role in the decolonization of planning practice, we believe our approach is a framework that can change how planning has traditionally been done by non-Indigenous practitioners.

Honouring the hundreds of voices from the numerous community consultation sessions hosted during our practicum at SIB, this report synthesizes our planning work and the three main deliverables presented to the Nation. Without doubt, SIB has the capacity, leadership, and drive to uphold their strong reputation of good practice and progressive planning. It is our hope that this initial eight-month planning process will act as a stepping stone to future community engagement efforts and allow the Band staff, Chief & Council to continue to make decisions that reflect their community and tackle some of the biggest issues Members face in their daily lives.

An aerial photograph of a valley. A wide river flows through the center, surrounded by green fields and forests. In the foreground, there is a small town with houses, a school, and a sports field. The background features large, forested mountains under a clear blue sky.

Yalh yexw kw'as hoy



Photo credit: Meika Taylor