

# Seabird Island Comprehensive Community Plan

## Phase 2 Report





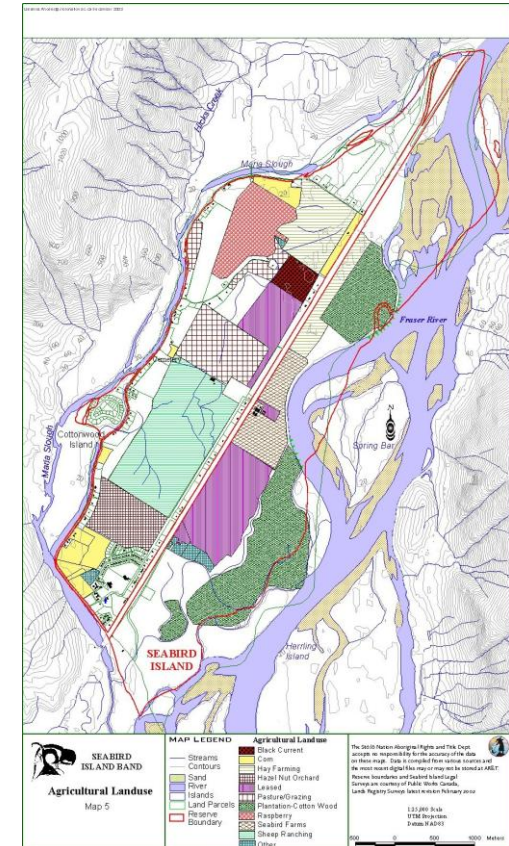
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report set out a foundation for the community to plan for the future, develop capacity, and to take the next steps in Phase 2 of the CCP process.

## **2.0 VISION AND VALUES**

In Phase 2 of the Comprehensive Community Planning process, several community consultation sessions were conducted to engage with community members about their short and long-term vision for Seabird Island. The community sessions provided crucial insight to the CCP process on perspectives on community needs, values, and priorities. This feedback provides guidance to Seabird Island staff as it moves forward in the CCP process, and identifies changes that would make Seabird Island a better place to live.

The community sessions consisted of focussed discussions on the key planning areas of a comprehensive community plan, including governance, health, culture, social issues, economic development, and the natural and built environment. Participants were asked what core values or principles they thought should guide the development of these areas as Seabird Island plans for the future.



Three main community sessions were held to discuss the community vision and values. These sessions took place on:

- October 7<sup>th</sup>, 2010 (Community Session)
- October 14<sup>th</sup>, 2010 (Community Session)
- November 4<sup>th</sup>, 2010 (Staff Development Day Session)

All sessions took place at the Seabird Island Band Office. Additionally, there was a December 7<sup>th</sup> 2009 visioning session which was conducted with high school students in the lunch room of Seabird Island High School. The findings of this session related primarily to the community core area, discussed in Section 3, below.

The following sections provide a summary of the comments and discussion that occurred during the main community visioning sessions.

## **2.1 Community Visioning Sessions (October 7<sup>th</sup> and 14<sup>th</sup> 2010)**

Two community visioning sessions, in the format of a dinner and discussion, were held in the Seabird Island Office to discuss issues of community growth and development. A total of 29 community members participated in both of the sessions. Community members were asked what values or principles should guide Seabird Island's approach to the economy, the built environment, the social environment, culture, governance, and the development of the community core. The conversations about the community's values concerning these key planning areas are summarized below:

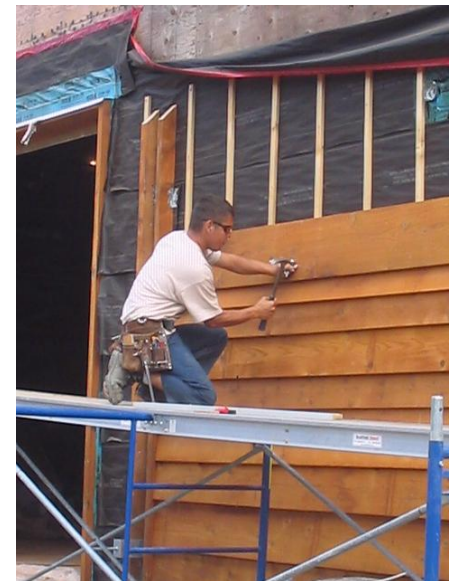
### **Economic Development**

Discussion revealed that the community needs increased job supports to build up the economic self sufficiency of the reserve, such as training for small business management and youth skills development. Many viewed the agri-tourism, technology and communication sectors as a viable economic direction for Seabird Island community members. Further, many participants wanted a shopping centre, a grocery store, and restaurants in their community, both to increase services available to residents and to provide job opportunities.

### **Built Environment**

Many participants expressed the need for more housing, better active transportation networks, and safe streets to improve their community's built environment. Much of the discussion focused on housing and having compact neighborhoods, good quality apartments, and homes that are suitable for large (extended) families. The built environment discussion also focused around dedicated walking paths, green space, and safe pathways. Participants expressed a need for community spaces, such as a community centre, parks, playgrounds, and gardens. The topics of sustainability and eco-friendly practices were discussed in terms of energy efficient technology (i.e. renewable energy), and increased recycling and composting options.

### **Social Values**





Session participants discussed the social values and principles of the community and emphasized heritage, traditional practices, language, and spirituality – values that are important to revitalize and strengthen the community. Expressing these values through health and wellness initiatives was seen as very important, especially when it came to treating social problems such as addiction. Some participants expressed the importance of having treatment occurring on-reserve and guided by community values and practices, with trained Seabird Island members using traditional healing practices. The discussion also verified the importance of social health to the community, both by getting youth involved and active, and by providing support to elders through gathering spaces and housing.

### **Cultural Values**

The discussion around cultural values and principles centered on traditional knowledge, skills, and language. Many thought that speaking the traditional language should be a requirement for on reserve employment, and there should be job emphasis on learning traditional practices. Participants noted that cultural values within the community are transmitted through storytelling, and that elders passing their stories and knowledge of cultural traditions to younger generations is a crucial activity. Through this, a knowledge transfer takes place, as does a learned respect for elders and history. The common theme of the need for a cultural building / facility emerged throughout this discussion, as there was an identified need for a cultural gathering space and a forum to celebrate the community's cultural landscape.

### **Natural Systems**

There is a strong desire to embrace values and principles that preserve the natural environment, protect special areas, and create more green space within the community. Participants mentioned the need to address community issues of river health, slough water quality, and the impacts of farm pollution on the landscape.

### **Governance and Decision Making**

The discussions revealed that effective governance of Seabird must be achieved through upholding values of teamwork, responsible government, and educated and qualified leadership. The idea of leadership training was put forth, as well as supporting the role of elders in the governance and decision-making process. Inclusive



decision-making, youth engagement and clear communication were also mentioned as key values on which to base Seabird's governance model.

### **Community Core – 25 year vision**

Participants were asked how they would like to see the community core area developed over the next 25 years of growth. Many participants saw the community core as a definable cluster of residential, cultural, institutional, and commercial uses that would comprise a central service and business area for the Seabird Island community and surrounding communities. Several participants mentioned their desire for higher density housing in the community core area, including apartments, condos, and elders housing, while a few participants wished no new housing at all. Many community members envisioned a community core 25 years from now as a vibrant area, with key recreation, education, and economic opportunities, and reduced crime and vandalism.

As Section 2.1 is a condensed summary of the October 7<sup>th</sup> and 14<sup>th</sup> community visioning sessions, **Appendix A** contains a detailed description of the session discussions.

## **2.2 Staff Development Day (November 4<sup>th</sup> 2010)**

In this consultation session, staff were asked to discuss their ideas on key components of the Seabird Island community – including cultural, natural, and built environment, the Seabird Logo, economic development, and governance. The key themes of these conversations are summarized below:

### **Cultural Environment**

Staff expressed the importance of language and history to the cultural environment of Seabird Island, and noted that these should be shared with others in the community through cultural classes and gatherings. Discussion concentrated on the importance of traditional practices and knowledge to the key Seabird cultural environment. This information must be shared and taught, especially by the elders. The culture of Seabird Island can continually be strengthened and supported through organized cultural programs, family meetings, workshops, and storytelling activities. Further, having community activities such as cultural nights, food preserving workshops, a pow-wow, cooking classes, hunting/gathering rituals, art, carving, weaving, dance, and song not only bring the community together, but are pivotal to keep the culture alive and facilitate younger generations



learning from older generations. A cultural facility like a library, museum, or cultural centre is needed to facilitate this type of learning about Seabird culture, history, and traditions. Documentation of the culture was also seen as important by participants, including the provision of a written record of cultural events, dates, history and traditions. It was suggested that this could take form in a book on the community and could be developed through school classes, which could be made available to visitors and non-aboriginals to increase understanding of the Seabird cultural environment.

### **Natural Environment**

Participants expressed that an appreciation and respect for the natural environment is important in Seabird Island, and that there is a lot of potential for outdoor tourism opportunities and related economic development. Participants' ideas for potential outdoor activities on Seabird Island included healing gardens, safe walking and biking pathways, a bird sanctuary, hiking trails, campsites, nature walks, slough rehabilitation, canoe marina, parks, zip-lines, guided tours, and horseback riding. Environmentally friendly activities that the community could lead include garden-grown medicines, recycling, composting, community clean up days and general environmental preservation.



### **Seabird Logo**

Session participants were asked what the meaning of the Seabird Logo is to them. The majority of participants expressed that the logo indicates a healthy, united, proud, and family-oriented community. While the woman on the logo was seen to mean comfort, strength, shelter, and the teachings of our grandmothers, the eagle was seen by many to represent strength, while the feather represents speaking honestly.

### **Community Core**

When participants were asked to discuss the community core, several discussed the need for some core definition and making it a clear community centre, easily definable by residents and visitors alike. The discussion on core

definition includes having a visible concentration of commercial, residential, and civic uses. Several participants expressed the need for more housing in the core, and community and educational services in closer proximity to residential areas. Some also saw improvement of the gas bar as supporting the vision for the community core. Many thought the core could be improved by having a recreation centre, and civic buildings such as library, park, and arts theatre. This core area was seen to include office and commercial uses, a central shopping area with a grocery store, restaurants, administrative, and educational facilities. There was a perceived need for transportation improvements to improve walkability and transit. The lack of street lights and sidewalks was also often mentioned and improvements to the streetscape were seen as a necessary move to have a safer community.

### **Governance**

There was a strong emphasis amongst participants on accountability, honesty, transparency and community participation in Seabird governance. There was discussion on the equal opportunity in discussions, youth representation in government, and inclusion of the elders voice in governance and decision-making. Participants expressed the need for clear communication between community, chief and council and a focus on educating members on local governance issues so that people will get involved.

### **Values**

Many of the values expressed during the consultation revealed an emphasis on planning and preparing the community for future growth and change. Participants repeatedly spoke of upholding the values of respect, teamwork, and education. Values focused on culture, such as maintaining tradition, language, and spiritual practices also played a key role in the discussion. Discussions on this subject also emphasized the importance of values that emphasized healthy lifestyles, honesty, strength, and inclusiveness.

### **Economic Development**

Participants viewed key economic development in their community in the form of grocery stores, a café and gift shop, restaurants and retail stores, and a centre for recreation and cultural activities. Other commercial uses such as theatres, financial institutions, mechanic shops, art gallery and an information centre were also a



common theme for economic development. Future economic development opportunities were also seen to take shape through organic farming, fish farming, and selling of traditional foods. Participants also mentioned that a missing component for economic development in the community is a well-connected transit system to connect residents and workers to places within and outside of Seabird Island.

### **Built environment**

The discussion in the visioning session revealed a strong desire by many participants for green spaces (walking paths, playgrounds, parks), mixed housing developments, and a recreation and/or cultural centre. Housing was discussed in terms of having more multi-family, high density, mixed-used buildings to allow for a range of family sizes. There was a very strong emphasis on environmentally friendly practices such as renewable energy and energy efficient technologies, eco-friendly buildings, energy conservation, and recycling. Community gardens were seen as a key component of a healthy built environment, that would allow the community to grow organic foods, traditional foods, and healthy eating options. Again, the idea of a transit service that can connect people to other areas of the community and beyond was seen as a necessary improvement for the Seabird Island community.



### **Social environment**

From a social perspective, participants wanted to see more activities targeted at youth, kids, families, education, and elders. This includes sports activities, health and wellness, culturally-based activities, and outdoor events. Improving elder safety through transportation, home support, and housing was also discussed as a key concern within the social environment, along with improving youth and child wellbeing through education, counseling services, and leadership and job training.

As Section 2.2 is a condensed summary of the November 4<sup>th</sup> staff development day session, **Appendix B** contains a more detailed description of the session discussions.

### 3.0



## CORE AREA PLANNING

Early on in the planning process, Seabird Island First Nation identified the need for community core area planning to occur within the comprehensive community planning process. Three main issues necessitated a core area plan for Seabird Island First Nation:

- 1) Future Facility Needs:** In coming years, capital projects may include expansion or relocation of the fire hall, new Seabird College facilities (classroom and residence space), and projects such as a cultural centre, childhood education centre, youth centre, public works yard and an expanded Seabird Island Band office.
- 2) Land Constraints:** The majority of Seabird Island's housing and community facilities are located within the core area, and considerations for future development need to take into account land constraints imposed by the Maria Slough, Lougheed Highway, CP Lands, hydro transmission lands, and hazelnut farms.
- 3) Housing Demand:** While Area 2 (outside of the core) provides an immediate opportunity to fill some housing demand, many community members wish to live in the core area close to community facilities and existing housing, and intensification of the core area offers an opportunity to take advantage of existing infrastructure.

Phase 2 saw the development of two conceptual plans for the Seabird Island community core through an inclusive consultation process with Seabird Island First Nation elders, staff, students, Council members, and community members. Working meetings with the project steering committee further refined the concept options, and also saw the development of a design programme with facility siting and size requirements and desired land uses within the core. Ultimately, one concept will form the foundation for the Seabird Island Community Core Area Plan, which will guide future investments in the core area.

Three community sessions took place on December 7, 2009 on the subject of Seabird Island community core area planning. These three sessions were with:





- Seabird Island Band Council, managers and staff;
- Seabird Island First Nation elders; and
- Seabird Island High School students.

Sections 3.1 – 3.3 provide a condensed summary of these three core area planning sessions. **Appendix C** contains a more detailed description of each of the three sessions.

### **3.1 Core Area Planning Session - Band Council, Managers, Staff**

On December 7<sup>th</sup>, 2009 a Core Area Planning session took place with representatives from Seabird Island Band Council, managers and staff who were asked to look 30 years into the future and describe what they see and hope for Seabird Island and the community core. Participants brainstormed their long-term vision for the core area by 2040, and the future of the community took shape as one containing a community centre, a cultural facility, increased commercial activities, higher housing densities, sport facilities, and land uses that promote economic development. Participants also identified their short-term planning priorities, many of which mirrored the 2040 core area vision, but also included education improvements, increased economic opportunities, better infrastructure, more housing, a more efficient transportation network, and establishment of natural green spaces.

### **3.2 Core Area Planning Session – Elders**

A subsequent session was held on December 7<sup>th</sup> 2009 with Seabird Island elders to discuss their long and short-term vision of the community. The issues discussed by the elders focused in on specific areas such as the natural environment, including restoring the slough and fish habitat, and better green spaces. This session also revealed that economic development was a priority, with a focus on increased local jobs and businesses. The elders also





prioritized community infrastructure, such as well-maintained roads and trails as a key component of Seabird Island's future.

### 3.3 Core Area Planning Session – Seabird Island High School

In the afternoon of December 7<sup>th</sup> 2009, students at Seabird Island High School were invited to participate in a one-hour visioning session for the community core, and were asked to consider the question: "*What would make Seabird Island a better place to live or visit?*"

A dominant theme among the youth attending the session was the lack of transportation or transit options in their community, which made them feel isolated from other urban centres. Students identified the need for a community shuttle bus to provide connections to areas both within the core and outside of Seabird Island, such as Agassiz and Chilliwack. A shuttle service was perceived by many to be a more safe and secure way to travel around, instead of getting around the community on foot or by bike.

The students repeatedly expressed their desire for services such as fast-food outlets, a cafe, and a retail shopping centre in the community core. They also listed video stores, arcades, and convenience stores as commercial activities that they want to see at Seabird Island. The students identified the need for indoor and outdoor recreation facilities, including facilities for swimming, skating, and skateboarding. In addition to recreation, students spoke of wanting more youth-oriented spaces and programming. Several students discussed having an arts facility in the core to facilitate activities such as dance, photography, music, and theatre. The idea of having a cultural facility in the community was also very popular, with participants putting forth ideas of a longhouse, a cultural centre, and a First Nations concert hall.



### 3.4 Seabird Island Vision

A vision for the Seabird Island Community Core emerged out of these three visioning sessions.

*The Seabird Island Community Core is:*

- *A safe place to live, work and play*
- *A place to learn and develop skills*
- *A place to gather, socialize, connect and celebrate*
- *A place to work*
- *A place to recreate*
- *A place to live*
- *A place to shop (i.e. groceries, restaurant, convenience, thrift store, vehicle maintenance)*
- *A place to access services (i.e. health, childcare, education, recreation)*
- *Walkable*
- *Beautiful and well maintained*
- *Natural, with a restored and protected natural environment and slough, with healthy wildlife/human interactions*
- *Viable, functioning on a business basis. Dollars recirculation in the community, programs source own revenue.*
- *Culturally strong, honouring and protecting our history and culture.*

### 3.5 Core Area Planning

#### 3.5.1 January 26, 2011 Steering Committee Workshop

On January 26<sup>th</sup>, 2011 the project team attended a steering committee meeting. This was following up on the January 13<sup>th</sup> initiation meeting for the development of core area concepts. The purpose of this steering committee workshop was to review the opportunities and constraints mapping, and to establish key design objectives for the core area, based on all of the community feedback that had been received through the CCP process and core area discussions. As there is a need to plan for new facilities and projects, discussions focused on identifying and confirming potential uses and projects in the core area that were to be incorporated into the

core area concept plans. Community and commercial facilities that were identified included residences for Seabird College students, a public works yard, a cultural centre, Seabird office expansion, a youth centre, soccer academy, community playground / active recreation site, and a commercial enterprise area. Housing facilities identified for the core area included social housing, emergency housing, and additional single detached, duplex and townhouse units for community members. Once identified, discussion followed on the potential locations for these suggested uses and projects.

To date, most of Seabird Island's housing and all of the community facilities have been developed within the core area and some land constraints (Lougheed Highway, Maria Slough, Hydro transmission lines) exist both within and outside of the core. The workshop reviewed these site constraints and opportunities, focusing on the playing fields, Certificate of Possession lands, hazelnut farm, heritage areas, road relocations and closures, infrastructure projects, and network connectivity. Areas of potential change and development (**Figure 1**) were also identified and confirmed during the workshop. Lastly, the steering committee workshop covered the development of draft design objectives that would guide core area planning. As a result of the discussions, the following draft design objectives were identified:

- Create a pedestrian friendly community core;
- Develop outdoor gathering spaces;
- Providing a range of housing opportunities;
- Provide high quality, distinctive community facilities; and
- Create a compact, cohesive community core where facilities are within easy walking distance of each other.





### *3.5.2. February 7, 2011 Design Brief*

Following the Steering Committee workshop, Urban Systems produced a short design brief document for Seabird Island First Nation staff. The design brief articulated the community's aspirations for the core area through the set of design principles, and provided a design programme of future housing and facility requirements within the core area. The key considerations within the design programme included facility siting, size requirements and desired land uses. **Appendix D** contains the design brief in full.

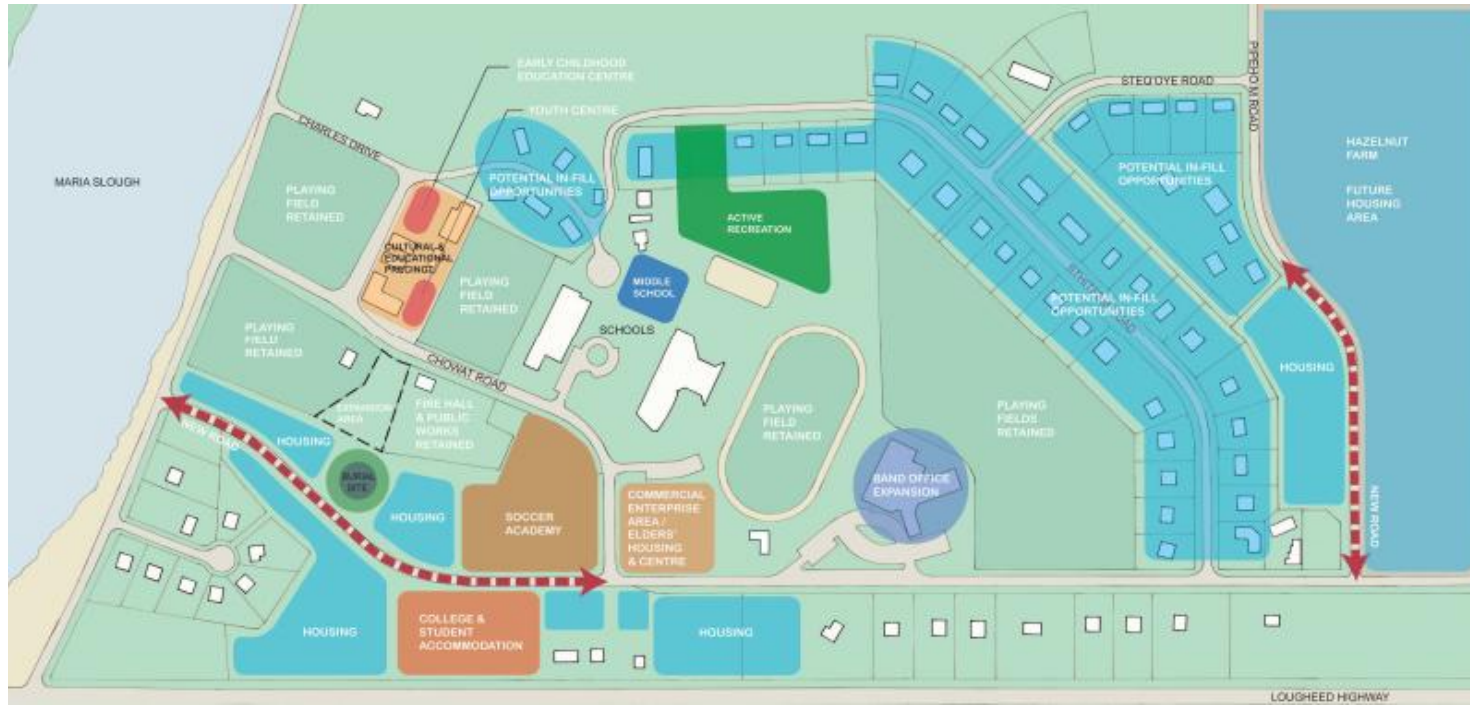
### *3.5.3 March 16<sup>th</sup>, 2011 Steering Committee Workshop #2*

A second steering committee workshop was held on March 16 to develop and refine two draft core area concept plans. Both concept plans reflect the key themes and points of discussion that emerged throughout the 2009-2010 community meetings and workshops on the future of the core area. The two concepts are intended to provide a framework for future community discussions on the direction of the core area. The two proposed core area concepts for Seabird Island are described below:

**Concept 1** retains the playing fields, the fire hall, and the public works yard, requiring most new housing to be located on the Hazelnut Farm, through infill opportunities around existing housing, along a new Chowat Road extension to Seabird Island Road, and/or in other areas of the community. It incorporates an area for active recreation, a soccer academy, college/student housing, and a cultural and educational precinct with both an early childhood education centre and a youth centre. This concept includes a combined commercial enterprise area and elders housing development at the centre of the core (**see Figure 2**)



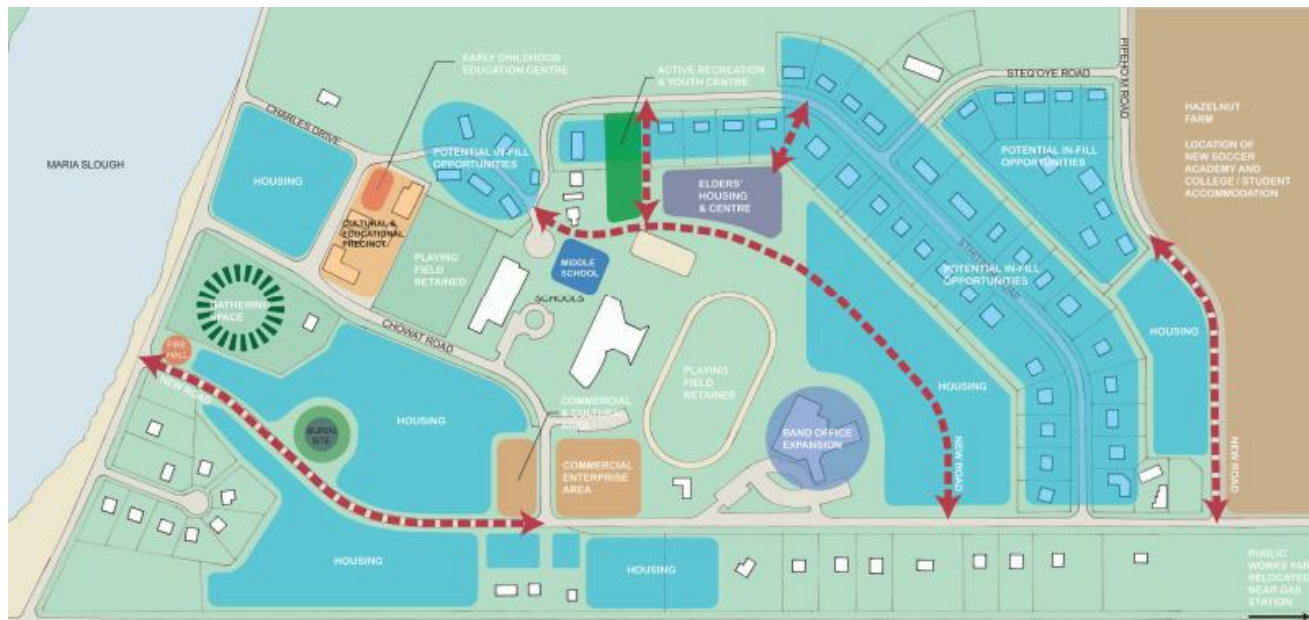
**Figure 2: Community Core Area Plan – Concept 1**





**Concept 2** explores the potential of relocating fields (where possible) to the Hazelnut Farm area, including the soccer academy and college/student housing, which frees up additional lands in the core area for future residential development. Two of the fields in the core are converted to a gathering space and housing. The commercial and enterprise area is in the same central location as in Concept 1, but the elders housing is instead located north of the schools. The public works yard is relocated near the gas station (see Figure 3).

**Figure 3: Community Core Area Plan – Concept 2**



#### 4.0 DEMOGRAPHIC PROFILE

The population of Seabird Island is 814 residents (as of 2009), a number which includes both Seabird Island First Nation members and non-members. Seabird Island First Nation has a total 834 registered members, 66% of which live on-reserve. Through the period of 2001-2009, there was a marked increase in the number of members living in the community, likely due to the fact that more housing was built during this time. It is estimated that the amount of registered members living on reserve will continue to increase as long as the community continues to provide new housing and increases housing that accommodates different family types. Overall, the population of Seabird Island is expected to steadily grow over the next 20 years, to approximately 2100 residents by 2030.

The age profile of Seabird Island shows a very young population, as 67% of residents are under 35 years old. The youth segment has created a significant demand for post-secondary education services. Additionally, the number of seniors within the community is expected to increase over time, particularly as older members return to the community.

An important part of the demographic profile for Seabird Island First Nation members is the number of status First Nation members, as deemed under the Indian Act. Status depends on if one or both parents are entitled to Indian status. In Seabird Island First Nation, 41% of members are registered under the Act as *6-1*, meaning they have full status as both parents are First Nation or the female was married to a First Nation male before 1985. Approximately 30% of Seabird Island members are registered as *6-1-F*, with status granted as they are the grandchildren of Indian women who lost their status due to marrying a non-First Nation man. Approximately 26% of Seabird Island First Nation members are considered *6-2*, meaning that individuals have one First Nation parent and therefore must marry a status member to pass the status on to their children. The remaining 3% of members have status due to other particular martial and birth circumstances.

**Appendix E** contains a detailed demographic profile of the community.



## 5.0 MAPPING

One component of the Comprehensive Community Plan (CCP) Phase 2 was to build capacity to plan through GIS and mapping. For this work, a preliminary mapping needs assessment was undertaken, with results reviewed at an internal staff workshop (March 9, 2011) to discuss findings and next steps. A list of pros and cons was reviewed for three GIS software packages (MapInfo, AutoCAD Map 3D, and ArcGIS Desktop) that Seabird Island First Nation currently has access to. The list of the pros and cons for each of the software packages are as follows:



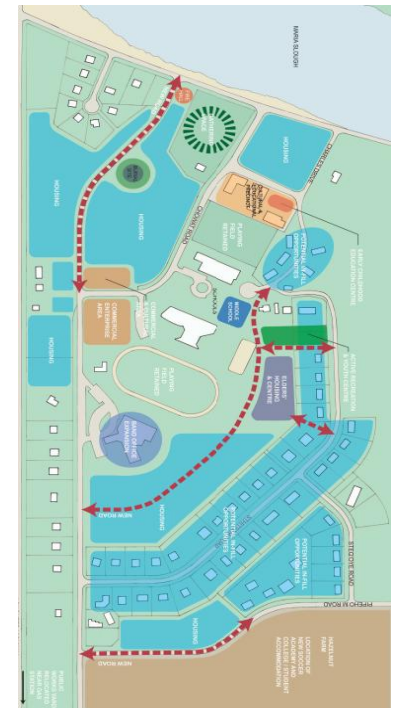
### 5.1 MapInfo

*PROS:* Map Info is a GIS software package that Seabird Island First Nation has used in the past, and so there is proficiency among staff with the software. The base data stored in MapInfo has already been compiled by Seabird Island First Nation, and staff have a great deal of confidence in the spatial accuracy and location of the features depicted in the base map. Further benefits of Map Info are that it supports a wide variety of air photo types, and has good map making features (cartographic display).

*CONS:* Map Info will not be able to transfer over the hyperlinking feature (i.e. click on a pipe and get the asset reports) that was provided in INAC data. Also, if Seabird Island anticipates receiving and using data from INAC in the future, data will need to be converted to MapInfo .tab files as INAC appears to use ArcGIS and its native data formats.

### 5.2 AutoCAD Map 3D

*PROS:* AutoCAD Map 3D (version 2010) is a very common GIS software package, and was recently purchased by Seabird Island First Nation. The software supports both MapInfo and ArcGIS data formats, and has the ability to input very precise coordinates for features. Further, there is very good technical support and training available for AutoCAD Map 3D users.



**CONS:** There have been some issues with the installation of the software and with activating the license for the software. In addition, the installation does not support compressed air photo files or the CommunityViz extension, high quality mapping requires more effort than in other GIS packages, and Seabird Island currently has no data in AutoCAD map format. Lastly, there would have to be some additional learning and education involved in order to get staff proficient with AutoCAD Map 3D.

### 5.3 ArcGIS Desktop

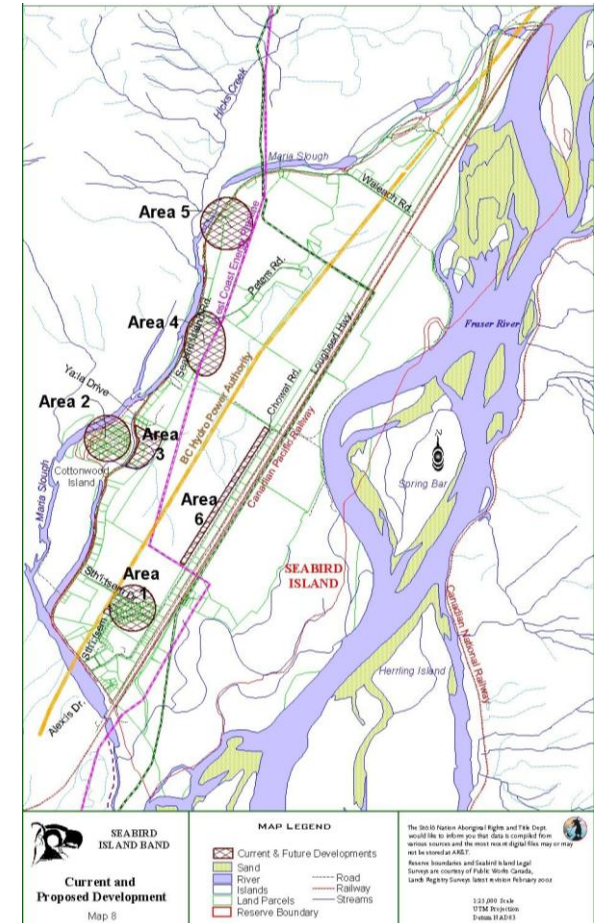
**PROS:** ArcGIS Software (version 9.3) was recently installed as Seabird Island First Nation was given licensing and data from INAC, and data was setup in a way that contained asset assessment. Also, having ArcGIS means Seabird Island First Nation can acquire CommunityViz software to assist with some building location scenarios. Lastly, there is strong technical support and training opportunities available for staff to strengthen their ArcGIS skills and capabilities.

**CONS:** There seemed to be some discrepancies between the spatial location of the features in the data provided by INAC and the base mapping that Seabird Island First Nation has on file. Further, existing MapInfo data would have to be converted into ArcGIS compatible format, and some additional learning and training would be involved in order to get staff proficient with the software.

### 5.4 Recommendations

As a result of the mapping and GIS assessment, there were three main recommendations:

- *Streamline the number of software packages being used.* For basic mapping and data inventory purposes, any of the three software packages can sufficiently focus the data and mapping resources of Seabird Island First Nation.



- *Standardize the data format.* Seabird Island data sets are currently in either MapInfo format and ArcGIS format. Standardizing the base information is a necessary step to streamline workflows and to save time and money in the long term.
- *Utilize CommunityViz only once ArcGIS is widely used.* The use of CommunityViz requires a certain level of proficiency in ArcGIS to begin with. Once ArcGIS is more widely used, then staff can move on to CommunityViz.

It was strongly recommended that if only one software package is considered, Seabird Island staff should choose ArcGIS Desktop, due to the numerous advantages of the package and the existing technical and staff capabilities.



## 6.0 NEXT STEPS

The next phase of work for the Seabird Island Comprehensive Community Plan will include strategic planning for each of the main action areas, as well as the completion of specific projects in key areas. Seabird Island First Nation has identified several action areas to be monitored as the CCP process moves forward. These include:

- Children & Youth, Education;
- Natural Resources, Economic Development;
- Healthy Lifestyles;
- Governance, Political Stability, & Accountability;
- Organization Capacity, Growth & Innovation; and
- Self-Reliance and Independence.

For each of these areas, strategic goals and measures of success have been set so that progress can be tracked and monitored. Individuals have been assigned responsibility for certain tasks, which ensures ownership over the next two years as Phase 3 is carried out. The details of the Seabird 2011 Monitoring Plan can be found in **Appendix F**.

Over the next two years, there will be also be several Stop & Talk sessions held, as the working team incorporates ideas, comments and suggestions into a refined concept for the Seabird Core Area Plan and other CCP components.





# APPENDIX A

**Community Visioning Sessions: October 7<sup>th</sup> and 14<sup>th</sup>, 2010**

# APPENDIX B

**Staff Development Day Community Visioning Session: November 4<sup>th</sup>, 2010**

# APPENDIX C

**Core Area Planning Sessions: December 7<sup>th</sup> 2009  
(Staff, Elders, & Student Sessions)**

# APPENDIX D

## Core Area Plan Design Brief

# APPENDIX E

## Demographic Profile

# **APPENDIX F**

**Seabird Island Plan 2011 Draft Monitoring Plan**