







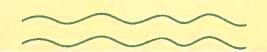


### Important Dates/Programs/Workshops:

- Offices Closed Monday July 3, 2023 in Lieu of Canada Day on July 1st
- Harry Potter Movie Events- Multiple dates
- Hand drumming & Singing w Jodi Contin
- Babysitters Course
- Internet Safety Presentation
- Parenting Program
- 80's Dance Party!
- Foot Care- Date to be announced
- Bright Futures Camp Ages 10-13
- Community Energy Questionnaire- Chance to win a i pad!
- Drive-In Movie on July 17th!
- Men's Circle
- Job Postings
- Bright Futures Kids Camp
- Education News









### Henvey Inlet First Nation Pickerel, ON POG 1J0

Administration 295 Pickerel River Road T 705-857-2331 F 705-857-3021 1-800-614-5533

Health Centre 354A Pickerel River Road T 705-857-1221 F 705-857-0730 1-866-252-3330

Day Care 354B Pckerel River Road T 705-857-0957 F 705-857-1369

Chief
M. Wayne McQuabbie
Council
Patrick D. Brennan
Brenda D. Contin
Lionel R.M. Fox
Carl Ashawasagai
Stanley K. Moses
Deborah Newton
Maureen A. Kagagins

### MEMORANDUM

To:

All Henvey Inlet First Nation Members

From

Samantha Bradley, Human Resources Coordinator

Date:

June 28, 2023

Re:

**Employment Opportunities** 

Henvey Inlet First Nation is currently accepting applications for the following positions:

- 1) Early Childhood Education Worker 1 Position
- 2) Secondary School Bus Driver 1 Position
- 3) Elementary School Bus Driver 1 Position
- 4) Ontario Works Administrator 1 Position
- 5) Adult Education Teacher 1 Position
- 6) Band Representative 1 Position

See attached job postings for more information.

Be sure to check local communication boards or our website at <a href="https://www.hifn.ca/community-2/job-postings-2.html">www.hifn.ca/community-2/job-postings-2.html</a> for regular job posting updates.

Miigwetch,

Samantha Bradley, PCP Human Resources Coordinator



### **EMPLOYMENT OPPORTUNITY**

### **EARLY CHILDHOOD EDUCATION WORKER**

### \*RE-POST \*

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a qualified full-time **Early Childhood Education Worker** to join our Administration. The ECE Worker reports to the Daycare Supervisor and is responsible for providing supervision and direct childcare to children attending the HIFN Daycare, in compliance with all regulatory standards required by federal, provincial and First Nations legislation, policies and procedures. Under the leadership of the Daycare Supervisor, the ECE worker will help to plan and implement developmentally appropriate activities and experiences for the children using a variety of teaching techniques in alignment with HIFN Daycare Philosophy. This position requires excellent interpersonal communication skills and the ability to adapt and respond to all childcare needs.

Henvey Inlet First Nation offers competitive wages, paid vacation and personal emergency days, an incredible pension and benefit package, on-site daycare services for working parents, fifteen paid federal, provincial and First Nations holidays, annual cultural leave, paid Christmas break, and half-day workdays every Friday.

### **MAIN RESPONSIBILITIES**

The Early Childhood Education Worker will be responsible to:

- Provide a daily balance of developmentally appropriate active/quiet, indoor/outdoor & individual/group activities and experiences for children
- Assist children in self-expression by listening and responding with dialogue that encourages and lengthens conversations
- Encourage the children in learning about a variety of different cultures, including an understanding of our First Nation culture and value system
- Provide experiences and play material that actively promotes diversity and acceptance in interactions and attitudes
- Participate in short- & long-term Daycare planning initiatives and evaluations
- Learn and use techniques provided to assist children in developing the necessary coping skills to address unique life issues
- Observe how children use materials and interact with other children and adults and plan activities that recognize these individual differences
- Initiate referral for additional services for parents and children as needed
- Ensure the child's environment is healthy and safe and monitor the environmental hazards
- Attend to children's physical needs for toileting, diapering, eating & sleeping as promptly as possible
- Maintain positive and ongoing communication with parents

### **QUALIFICATIONS**

- Post-secondary diploma or degree Early Childhood Education, Child and Youth Worker, Social Services or other related field plus 1-3 years related professional experience working with children preferred
- Current Ontario RECE License in good standing and registration with the College of Early Childhood Education preferred
- Current and satisfactory Vulnerable Sector Police Check
- Current First Aid and CPR Level C
- Membership in good standing with the College of Early Childhood Educators
- Knowledge of the Child Care and Early Years Act, 2014
- Professional and responsible attitude
- Excellent oral, written and interpersonal communication skills
- Willingness to work flexible hours

### **HOURS OF WORK**

Full Time – 35.5 hrs/week

### **REMUNERATION**

Up to \$22/hr based on educational qualifications and relevant work experience

### START DATE

As soon as possible

### <u>APPLICATION DEADLINE</u>

Posted until filled

Those interested in applying should submit their resume and cover letter in confidence to:

### **Henvey Inlet First Nation – Human Resources**

295 Pickerel River Rd. Pickerel, ON POG 130 Tel: (705) 857-2331

Fax: (705) 857-3021

Email: samantha.bradley@henveyinlet.com

We thank all applicants, however only those selected for an interview will be contacted.

Henvey Inlet First Nation gives preference to all qualified First Nations people in accordance with Section 24(1)

(a) of the Ontario Human Rights Code.

## THEY IM ST. WATTON

### **EMPLOYMENT OPPORTUNITY**

### SECONDARY SCHOOL BUS DRIVER

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a **Secondary School Bus Driver** to join our Administration for a temporary, 10-month contract. The Secondary School Bus Driver reports to the Education Counsellor and is responsible for transporting students of various ages to and from their homes and respective schools in a timely and safe manner and in accordance with MTO driving regulations, Ontario traffic laws and safe driving practices. This position requires excellent organization, communication and customer service skills.

### **MAIN RESPONSIBILITIES**

The Secondary School Bus Driver will be responsible to:

- Ensure bus is well-maintained and operational by conducting daily safety checks on both interior and exterior of school bus prior to operating vehicle
- Report any bus malfunctions or needed repairs
- Safely deliver students to and from their homes and schools, following the assigned time schedule.
- Assist students with boarding and exiting the bus and while crossing the street as needed
- Adhere to and enforce bus safety rules and standards
- Comply with traffic regulations to operate vehicles in a safe and courteous manner
- Resolve any conflicts in a positive, respectful and proactive manner
- Complete an Ontario School Bus Inspection Log Book and Drivers Time Log Book on a daily basis
- Fuel the bus at HIFN Gas Bar as required, notifying the Gas Bar Attendant which bus they are fueling to ensure the correct account is charged
- Transport busses to maintenance and service appointments as required
- Cleaning of the interior of the bus daily and restocking bus supplies when necessary
- Regularly report on the operations of daily runs to the Education Counsellor
- Be available by phone at all times during the school day
- Be informed on protocols for the bus's ability to transport students when weather or safety conditions are a concern
- Other duties as assigned from time to time by the Supervisor, Chief and Council or the Director of Finance/Administration.

### **QUALIFICATIONS**

- Grade 12 diploma or equivalent preferred
- Valid Ontario Class B or E Driver's License required
- Clear Driver's Abstract
- Clear CPIC Vulnerable Sector Police Check
- Current First Aid and CPR Level C
- Previous school bus driver experience preferred

- Knowledge of the Ontario Highway Traffic Act and school bus regulations
- Knowledge of First Nations customs, traditions and language an asset
- Excellent driving skills and habits
- Ability to remain attentive when faced with distractions
- Excellent customer service and written and verbal communication skills
- Exceptional organization and time-management skills
- High level of personal integrity and accountability

### **HOURS OF WORK**

Full-Time - 40 hrs/week

### <u>REMUNERATION</u>

Based on experience.

### **START DATE**

September 5, 2023

### <u>APPLICATION DEADLINE</u>

July 26, 2023

Those interested in applying should submit their resume, cover letter, driver's abstract and CPIC in confidence to:

### **Henvey Inlet First Nation – Human Resources**

295 Pickerel River Rd. Pickerel, ON P0G 1J0 Tel: (705) 857-2331

Fax: (705) 857-3021

Email: samantha.bradley@henveyinlet.com

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### **EMPLOYMENT OPPORTUNITY**

### **ELEMENTARY SCHOOL BUS DRIVER**

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a **Elementary School Bus Driver** to join our Administration for a temporary, 10-month contract. The Elementary School Bus Driver reports to the Education Counsellor and is responsible for transporting students of various ages to and from their homes and respective schools in a timely and safe manner and in accordance with MTO driving regulations, Ontario traffic laws and safe driving practices. This position requires excellent organization, communication and customer service skills.

### MAIN RESPONSIBILITIES

The Elementary School Bus Driver will be responsible to:

- Ensure bus is well-maintained and operational by conducting daily safety checks on both interior and exterior of school bus prior to operating vehicle
- Report any bus malfunctions or needed repairs
- Safely deliver students to and from their homes and schools, following the assigned time schedule.
- Assist students with boarding and exiting the bus and while crossing the street as needed
- Adhere to and enforce bus safety rules and standards
- Comply with traffic regulations to operate vehicles in a safe and courteous manner
- Resolve any conflicts in a positive, respectful and proactive manner
- Complete an Ontario School Bus Inspection Log Book and Drivers Time Log Book on a daily basis
- Fuel the bus at HIFN Gas Bar as required, notifying the Gas Bar Attendant which bus they are fueling to ensure the correct account is charged
- Transport busses to maintenance and service appointments as required
- Cleaning of the interior of the bus daily and restocking bus supplies when necessary
- Regularly report on the operations of daily runs to the Education Counsellor
- Be available by phone at all times during the school day
- Be informed on protocols for the bus's ability to transport students when weather or safety conditions are a concern
- Other duties as assigned from time to time by the Supervisor, Chief and Council or the Director of Finance/Administration.

### **QUALIFICATIONS**

- Grade 12 diploma or equivalent preferred
- Valid Ontario Class B Driver's License required
- Clear Driver's Abstract
- Clear CPIC Vulnerable Sector Police Check
- Current First Aid and CPR Level C
- Previous school bus driver experience preferred

- Knowledge of the Ontario Highway Traffic Act and school bus regulations
- Knowledge of First Nations customs, traditions and language an asset
- Excellent driving skills and habits
- Ability to remain attentive when faced with distractions
- Excellent customer service and written and verbal communication skills
- Exceptional organization and time-management skills
- High level of personal integrity and accountability

### **HOURS OF WORK**

Full-Time - 40 hrs/week

### **REMUNERATION**

Based on experience.

### **START DATE**

September 5, 2023

### **APPLICATION DEADLINE**

July 26, 2023

Those interested in applying should submit their resume, cover letter, driver's abstract and CPIC in confidence to:

### **Henvey Inlet First Nation – Human Resources**

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Email: samantha.bradley@henveyinlet.com

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### **EMPLOYMENT OPPORTUNITY**

### **ONTARIO WORKS ADMINISTRATOR**

### \*RE-POST\*

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a full-time **Ontario Works Administrator** to join our Administration. The Ontario Works Administrator reports to the Director of Finance/Administration and is responsible for the financial management and administration of the Social Assistance Program to ensure effective, efficient and accurate operations in accordance with the Ontario Works (OW) directives and current legislation. The Ontario Works Administrator is also responsible for assessing eligibility requirements of applicants seeking assistance based on the Ontario Works Act. This position requires exceptional organizational and interpersonal communication skills.

Henvey Inlet First Nation offers competitive wages, paid vacation and personal emergency days, an incredible pension and benefit package, on-site daycare services for working parents, fifteen paid federal, provincial and First Nations holidays, annual cultural leave, paid Christmas break, and half-day workdays every Friday.

### **MAIN RESPONSIBILITIES**

The Ontario Works Administrator will be responsible to:

- Research, develop and plan OW program structure and seek and apply for program funding
- · Assist in the coordination and delivery of workshops, info sessions and other Social Assistance Program events
- · Carry out interviews and complete applications to assess and determine eligibility of clients under the Ontario Works Act
- Refer and help clients apply for other available sources of income including CPP, EI, ODSP, etc.
- Connect with external agencies and program sponsors to develop employment opportunities for OW clients
- Maintain a broad knowledge of local resources available to assist clients in achieving goals
- Build and maintain trusting and supportive client relations
- Prepare and send written correspondence to clients
- Conduct annual reviews to ensure on-going client eligibility and facilitate and monitor operation for an effective appeal process
- Monitor client's monthly expenditures on bill payments and provide budget assistant in accordance with policies and procedures as required
- Order and purchase appliances, beds and other approved items for eligible clients
- Prepare funding submissions for reimbursement
- · Provide current information to clients related to available services including changes to existing services
- Monitor and verify the monthly client reporting requirements and ensure adherence to applicable policies and legislation
- Ensure all Ministry reporting requirements are met in a timely manner, including the completion and submission of all required agency forms, agreements, budgets and reports
- Behave in a professional manner when acting as a representative of Henvey Inlet First Nation
- Develop and maintain professional working relationships with external agencies and program sponsors including but no limited to Aboriginal Affairs and Northern Development Canada (AANDC), Indigenous Services Canada (ISC), Employment and Social Development Canada (ESDC), Ministry of Community, Children and Social Services (MCSS), Canada Revenue Agency (CRA)
- Liaise and consult with the Ministry Program Supervisor on issues and available opportunities to enhance the OW program
- Ensure the ongoing assessment of community needs are identified and appropriate adjustments to program goals and objectives are recommended
- Ensure newly revised services based on prior assessment and recommendations are implemented where possible
- Liaise with federal and provincial representatives and other First Nations on OW negotiations and update the Director of Finance/Administration and Chief and Council on new negotiation developments
- Work collaboratively and cooperatively with all community professionals, departments and colleagues including Economic Development and Finance

- Prepare and monitor annual program budget and present quarterly program financial reports to the Director of Finance/Administration
- Prepare full briefing notes for the Director of Finance/Administration and Chief and Council on program issues and concerns
- Develop and maintain accurate, up-to-date and concise work files
- Create and maintain a secure filing system with gathered information on all clients accessing support services in accordance with PIPEDA regulations
- Maintain strict confidentiality at all times
- Adhere to all HIFN Policies and Procedures
- Attend and actively participate in external continuous learning opportunities that affect the delivery of the OW program and maintain up-to-date knowledge on current industry regulations, trends and practices
- Participate in mandatory training workshops as required
- Attend and actively participate in team, staff and community meetings
- Perform other duties as assigned from time-to-time by the Band Representative Lead, Director of Finance/Administration or Chief and Council

### **OUALIFICATIONS**

- Post-secondary degree or diploma in Social Services, Human Services or other related field
- 3-5 years of experience working in a social services setting, preferably managing the delivery of income maintenance and employment programs
- Valid Ontario Class G Driver's License with access to a reliable, insured vehicle
- Current and satisfactory Vulnerable Sector Police Check
- Current First Aid and CPR Level C an asset
- A strong understanding of First Nations' cultures, values and history required
- Knowledge of Henvey Inlet First Nation community and practices an asset
- Previous experience working within a First Nations organization an asset
- Full understanding of the Ontario Works Social Assistance Program, the Ontario Works Act, and other relevant legislation and government programs
- Excellent financial literacy and working knowledge of financial processes
- Ability to process financial transactions for clients per OW regulations
- Excellent interpersonal communication skills and the ability to build professional relationships with HIFN members/clients, community agencies and affiliates
- Ability to mentor clients and intervene when additional support services and referrals are needed
- Knowledge of relevant community-based, and external support programs and services available
- Strong public speaking and advocacy skills
- Strong written and verbal communication skills
- Exceptional organization and time-management skills
- Strong attention to detail and the ability to perform and prioritize multiple tasks seamlessly
- Excellent analytical, problem-solving and critical thinking skills
- Highly resourceful with the ability to adapt to changing work needs and demands
- Proven ability to handle confidential information with discretion
- · Professional attitude and a strong work ethic
- Self-driven with the ability to work independently with little direction
- Ability to collaboratively with colleagues in all departments to support client needs
- Strong computer and typing skills, including working knowledge of Microsoft Word, Excel and PowerPoint
- Willingness to travel for work when needed
- Willingness to work flexible hours, including on-call, evenings and weekends when requested

### **HOURS OF WORK**

Full-Time - up to 35.5 hrs/week

### **REMUNERATION**

Negotiable based on experience

### **START DATE**

As soon as possible

### **APPLICATION DEADLINE**

Open until filled

Those interested in applying should submit their resume and cover letter in confidence to:

### **Henvey Inlet First Nation - Human Resources**

295 Pickerel River Rd. Pickerel, ON POG 1J0 Tel: (705) 857-2331

Fax: (705) 857-3021

Email: samantha.bradley@henveyinlet.com

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Henvey Inlet First Nation gives preference to all qualified First Nations people in accordance with Section 24(1) (a) of the Ontario Human Rights Code.



### **EMPLOYMENT OPPORTUNITY**

### ADULT EDUCATION TEACHER

### \*RE-POST\*

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a temporary, part-time **Adult Education Teacher** to join our Administration for a six-month contract. The Adult Education Teacher reports to the Education Counsellor and is responsible for planning, organizing and implementing an appropriate instructional program in a learning environment that guides and encourages adult students to develop and fulfill their academic potential. The Adult Education Teacher is also responsible for supervising and evaluating students' progress and understanding of the school board's curricula while maximizing student-learning experiences. This position requires excellent interpersonal communication skills and strong leadership skills.

### **MAIN RESPONSIBILITIES**

The Adult Education Teacher will be responsible to:

- Maintain a welcoming, safe and healthy learning environment for all staff and students
- Prepare course objectives and outline for course of study following curriculum guidelines or requirements of the school board
- Deliver planned and approved curriculum to students in an age-appropriate manner
- Instruct students using various teaching methods that support the individual learning styles of each student
- Develop realistic learning goals that challenge the student
- Assign lessons and homework to aid and enforce comprehension and retention
- Administers tests to evaluate student's progress, record results and issue progress reports
- Meet with students to discuss progress and counsel students on areas needing academic improvement
- Assist student with establishing routines while providing them with positive guidance and building their confidence
- Keep and maintain attendance records and provide monthly progress reports to the Education Counsellor and Chief and Council
- Update all necessary records accurately and completely as required by laws, district policies and school board regulations
- Develop and maintain current, accurate and confidential student files in a secure location
- Ensure that classroom and teaching areas are clean, organized and safe at all times
- Set up and put away teaching materials needed to facilitate program objectives
- Keep up-to-date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities to incorporate emerging best practices
- Participate in and attend all training, meetings and functions as required for work or requested by supervisor, Director
  of Finance/Administration or Chief and Council
- Deal tactfully with colleagues, students, membership and the public
- Present a positive and professional image of the organization at all times
- Adhere to all HIFN Policies and Procedures
- Perform other duties as assigned from time-to-time by supervisor, the Director of Finance/Administration or Chief and Council

### **QUALIFICATIONS**

- Bachelor's of Education degree from an accredited institution required; University or College degree in a teachable subject preferred
- 1-3 years previous teaching experience in an adult education environment preferred

- Knowledge and understanding of school board policies, curriculum, compliance regulations and appropriate legislation
- Exceptional knowledge of the traditions of the First Nation Community preferred
- Strong knowledge of adult teaching methods and the ability to recognize individual learning styles and the characteristics of learners
- Current satisfactory CPIC Vulnerable Sector Police Check
- Valid Ontario Class G Driver's License with access to a reliable, insured vehicle preferred
- Current First Aid and CPR Level C an asset
- Strong working knowledge of Microsoft Word, Excel and PowerPoint
- Excellent interpersonal communication skills and the ability to inspire and encourage students in achievement of academic excellence
- Excellent written and verbal communication skills
- Exceptional organization and time-management skills
- Strong attention to detail and the ability to perform and prioritize multiple tasks seamlessly
- Highly resourceful with the ability to adapt to changing work needs and demands
- Proactive approach to problem solving with strong decision-making capability
- Excellent negotiation and mediation skills
- High levels of patience and energy
- Proven ability to handle confidential information with discretion
- Professional attitude and a strong work ethic
- Self-driven with the ability to work independently with little direction
- Willingness to participate in ongoing learning

### **HOURS OF WORK:**

Part-Time – 16 hours per week

### REMUNERATION

Negotiable based on experience

### **START DATE**

As soon as possible

### <u>APPLICATION DEADLINE</u>

Posted until filled

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### **Henvey Inlet First Nation – Human Resources**

295 Pickerel River Rd. Pickerel, ON P0G 1J0 Tel: (705) 857-2331 Fax: (705) 857-3021

Email: samantha.bradley@henveyinlet.com

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Henvey Inlet First Nation gives preference to all qualified First Nations people in accordance with Section 24(1) (a) of the Ontario Human Rights Code.



### **EMPLOYMENT OPPORTUNITY**

### BAND REPRESENTATIVE

### \*RE-POST\*

### **POSITION SUMMARY**

Henvey Inlet First Nation is seeking a full-time **Band Representative** to join our Administration. The Band Representative reports to the Band Representative Lead and is responsible to represent and advocate for Henvey Inlet First Nation members that are involved with any child welfare agencies throughout Canada. This position requires exceptional interpersonal communication skills and strong organization skills.

Henvey Inlet First Nation offers competitive wages, paid vacation and personal emergency days, an incredible pension and benefit package, on-site daycare services for working parents, fifteen paid federal, provincial and First Nations holidays, annual cultural leave, paid Christmas break, and half-day workdays every Friday.

### MAIN RESPONSIBILITIES

The Band Representative will be responsible to:

- Assist with the development of a program structure for Henvey Inlet First Nation in collaboration with the Band Representative
   Team
- Assist with the establishment of a Child Welfare Committee and collaboratively develop Henvey Inlet First Nation child welfare laws, regulations and practices
- Provide support services to Henvey Inlet First Nation members that are currently or may be involved with child welfare agencies
- Establish and develop an active working relationship with all child welfare agencies throughout Canada
- Respond to all child welfare agencies when notified of any members being involved with their agency
- Behave in a professional manner when acting as a representative of Henvey Inlet First Nation
- Develop a plan of care for HIFN members and ensure that a legal representative is aware of all court files as necessary
- Ensure that customary care is practiced with all band members before court is considered
- Participate in all Service Plans, Plans of Care or Service Development for Henvey Inlet band members
- Assist with the development of BCR's as needed with full briefing notes for Chief and Council
- Review CCAs prior to seeking Chief and Council's approval for BCRs
- Present in-camera sessions with a report to Chief and Council monthly or when required
- Build and maintain trusting and supportive client relations
- Attend all court proceedings related to band member child welfare cases as required
- Act as a representative of Chief and Council when they are unable to attend courtroom proceedings for child welfare cases
- Present information and documents to the courts on behalf of Chief and Council for child welfare cases
- Act as a support system to band members required to attend child welfare court proceedings
- · Maintain an empathetic and supportive demeanor to band members and their families
- Liaise with Chief and Council regarding court proceedings and outcomes
- Maintain a log of activities that are participated in on behalf of the band
- Create and maintain a secure filing system with gathered information on all our members with open files with each child welfare agency throughout Canada in accordance with PIPEDA regulations
- Maintain strict confidentiality at all times
- · Adhere to all HIFN Policies and Procedures
- Take interest in continuous learning and maintain up-to-date knowledge on current industry regulations, trends and practices
- · Participate in mandatory training workshops as required
- Attend and actively participate in staff and community meetings
- Perform other duties as assigned from time-to-time by the Band Representative Lead, Director of Finance/Administration or Chief and Council

### **OUALIFICATIONS**

- Post-secondary certificate, degree or diploma in Social Services, Family Services, Child and Youth Services or other related field
- Current and satisfactory Vulnerable Sector Police Check
- Valid Ontario Class G Driver's License with access to a reliable, insured vehicle
- · Current First Aid and CPR Level C an asset
- A strong understanding of First Nations' cultures, values and history required
- Knowledge of Henvey Inlet First Nation community and practices an asset
- Previous experience working within a First Nations organization an asset
- Knowledge of the history of child welfare as it pertains to First Nations' communities
- Full understanding of the Child and Family Services Act (CFSA), Bill C92, federal and provincial child welfare laws and regulations and Customary Care Agreements
- Previous courtroom and public speaking experience
- Excellent interpersonal communication skills and the ability to build professional relationships with HIFN members/clients and affiliates
- · Strong written and verbal communication skills
- Exceptional organization and time-management skills
- Strong attention to detail and the ability to perform and prioritize multiple tasks seamlessly
- Excellent analytical, problem-solving and critical thinking skills
- Highly resourceful with the ability to adapt to changing work needs and demands
- Proven ability to handle confidential information with discretion
- Professional attitude and a strong work ethic
- Ability to work independently and as part of a team
- Strong computer and typing skills, including working knowledge of Microsoft Word, Excel and PowerPoint
- Willingness to travel for work when needed
- Willingness to work flexible hours, including on-call, evenings and weekends when requested

### **HOURS OF WORK**

Full-Time - 35.5 hrs/week

### REMUNERATION

Negotiable based on experience

### START DATE

As soon as possible

### **APPLICATION DEADLINE**

Posted until filled

Those interested in applying should submit their resume and cover letter in confidence to:

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### FROM THE LANDS OFFICE

### **MEMO**

TO: Community members of Henvey Inlet FN

FROM: Sherry Contin

DATE: June 23, 2023

RE: COTTAGE FOR SALE ON LOT 3 AT KEY RIVER

A cottage is up for sale on Lot 3 at Key River. The cottage is valued at \$80,000. The Recommended Listing Value with more info from the Realtor is included.

This cottage is being offered for purchase by community members. All inquiries regarding this cottage may be directed to the Realtor handling the cottage sale, which is Royal Lepage based in Parry Sound. The contact person is Nicole Boyd, so please call her at 705-773-8365.

### - PAGE TWO -

### RECOMMENDED LISTING VALUE

From my personal inspection and analysis and comparing subject property with properties that were sold recently in the same area, it is my opinion that the subject property has a market value of:

Eighty Thousand - (\$80,000.00)

A listing price may be established using this value depending on market conditions at the time.

### **DEFINITION OF "MARKET VALUE"**

The price in terms of money which a property will bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue pressure on either party.

### **CONDITIONS**

No responsibility has been assumed for matters which are legal in nature nor has any opinion in title been rendered, this recommend value assuming marketable title, liens and encumbrances, if any have been disregarded and the property valued as though free of indebtedness. The legal description furnished to me is assumed to be correct unless otherwise noted herein; it is assumed that there are no encroachments, zoning violations or restrictions existing on the subject property. The information contained herein is intended for use by the person(s) named above only, and is not for third party use.

### **ASSUMPTIONS AND LIMITING CONDITIONS**

The agent assumes that the subject property is owned in fee simple and that title to the property is unencumbered. The appraiser is a Registered Real Estate Sales Representative with 18 years of full-time experience in selling and evaluating comparable property but does not hold any recognized Appraisal designations.

This Letter of Opinion is not to be regarded as a narrative Appraisal and certain aspects may require more thorough analysis or investigation.

### **DECLARATION**

The agent has no past, present or contemplated interest in the subject property and neither the appointment to evaluate the subject property or the fee charged are contingent on the value estimated.

Dated in Parry Sound, Ontario this Day of June 7th, 2023.

Respectfully submitted,

Nicole Boyd, Broker

: VG:JR





### RECOMMENDED LISTING VALUE

### WITHOUT PREJUDICE

REQUESTED BY:

David Del Torre

**MAILING ADDRESS:** 

40 Milton's Lane

**LEGAL** 

Lease Key River

**DESCRIPTION:** 

### **LOCATION INFORMATION:**

LOCATION: 40 Milton's Lane

ROLL#:

PIN #:

1040204 reg PIN 402011611

ZONING:

Frontage: Rear:

165 156 Side: Side:

300

Exposure: North

300

Acres:

0.89

Waterfront:

Key River

Terrain:

Level

Access:

Seasonal Road

### **BUILDING/IMPROVEMENTS:**

Square Feet:

750 sqft

Number of Bedrooms: 3

Number of Bathrooms:

Age:

1960's

Basement: Piers

Water:

Lake - Not potable

Hydro: 60 amp

Sewage:

Septic

Heating:

Wood/Electric

Assessment:

Construction/Style:

Wood/Steel

### **GENERAL COMMENTS:**

4 Sheds (Boat shed 25 x 10; 12 x 8 shed; 22 x 35 shed); Cottage \$2,170 lease per year; 25 x 10 boat shed; 12 x 8. Well cared for bungalow with metal roof. Open concept living room, dining and kitchen. Woodstove. 4 extra sheds for all the toys.

### A-MAZE-N-FUN WILL BE BACK WITH CANDY TENT DRIVE-IN FROM 8:30PM-11PM MOVE

The Super Mario Bros. Movie Running Time of 92 min.

**Monday July 17, 2023** 

HIFN Pow Wow
Grounds, Arrive for
8:30pm/9pm, Movie will
begin approximately
9:30pm.

Snacks & Drinks will be available!

Can bring chair/blanket or sit in car and watch!

Audio will be available via FM radio station

UPDATE I

**Contact: Stan Moses** 

705-857-1221

### **EDUCATION NEWS - JULY 2023**

### **CLASS OF 2023**

I would like to Congratulate our 2023 HIFN Graduates for all their hard work and accomplishments! These past few years were very hard and show our students ability to adjust to drastic changes and to continue to do their best despite many obstacles. Way to go Graduates!

Britt School held a wonderful celebration for our Grade 8 Graduates on June 20<sup>th</sup>. What an amazing group of kids we have! Chii miigwech to Amanda Barbe for generously sharing these beautiful photos! And Chii miigwech to Kim McQuabbie, Raine McQuabbie and Kyla McQuabbie for their great Songs and Drumming.

On June 29<sup>th</sup>, Dante Pelletier will be graduating from Parry Sound High School and will begin College in September. Congratulations Dante! We know you have what it takes to succeed; we are very proud of you and we wish you all the best!

High school students are reminded to submit their final report cards to education@henveyinlet.com in order to receive their 'Stay in School incentive'.

### **AES/KEB NEWS**

Please see the Kinoomaadziwin Education Body (KEB) Newsletter for the most recent updates from each of our Regional Education Councils. HIFN belongs to REC #3. I've also included the KEB report from the Spring Language and Culture meeting held at Nipissing University in March. A special Chii miigwech goes out to Elsie Ashawasagai for representing HIFN at this very important meeting!

### **REMINDERS**

The Student Trip to Wonderland will take place on July 13<sup>th</sup>. The extended deadline to sign up and pay your deposit is July 4<sup>th</sup>. Please contact Genevieve for details. Students who choose to receive a gift card instead of going to Wonderland should send their request and report card to education@henveyinlet.com.

As you may know HIFN is currently looking to hire an Adult Education teacher; we had hoped to get Carol Froelich however she is not available right now. Hopefully we will receive some applications soon. If you wish to get your OSSD please contact Genevieve. Chii Miigwech! Genevieve

# Congratulations to all Graduates!



CIASS: 2023









Pictures of Grade 8 Graduates of Britt Public School

### DIBAAJMOWIN

May

A Message from the KEB

### Aanii kina wiya!

The end of another school year is upon us, and the promise of summer is on the minds of students everywhere. Odemin giizis (Strawberry Moon - June) will bring many celebrations to the Participating First Nations - from end-of-year trips to graduation ceremonies. The Board and staff of the Kinoomaadziwin Education Body (KEB) congratulate all AES youth who have persisted throughout the year in their academic and personal journeys. We also acknowledge the work of many educators and administrators who support Anishinabek students every day.

As we look forward to the KEB's Annual General Meeting on June 7, 2023, we hope to see many representatives of the Participating First Nations gathered in-person and online. We would like to wish all members of the Anishinabek family a wonderful Anishinabe Giizhigad on June 6, 2023!





### **Acronym Guide**

**AES** - Anishinabek Education System

KEB - Kinoomaadziwin Education Body

**DSB** - District School Board

**REC** - Regional Education Council

**PFN** - Participating First Nation



### **Multi-Year Action Plan (MYAP)**

### Niigaan Gdizhaami Fund

The Niigaan Gdizhaami Fund offered a proposal writing session and a budget session with Michael Jacobs of Cambium Indigenous Professional Services. These sessions were helpful, leading up to the deadline to apply to the Niigaan Gdizhaami Fund on May 12, 2023.

Screening will take place in May 2023 and First Nations should expect to receive letters by beginning of June 2023.

### Special Education

The Special Education process can feel overwhelming. To help parents and caregivers navigate this process, the KEB has developed the AES Parent & Caregiver Special Education Handbook and pamphlets. Parents & caregivers are shown the step-by-step processes for the Individual Education Plan (IEP) and the Identification, Placement, and Review Committee (IPRC).



These resources also offer parents & caregivers information on how they can support their children on their learning journey, transition planning, and other such topics. Participating First Nation communities can reach out to Colleen Sheriff, Special Education Coordinator via email at <a href="mailto:colleen.sheriff@a-e-s.ca">colleen.sheriff@a-e-s.ca</a> to request copies of these resources.

### Niigaan Gdizhaami Forum

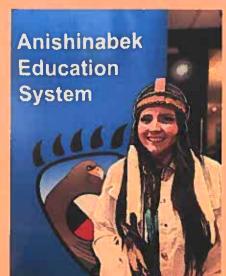
What a memorable two days at the 8th annual Niigaan Gdizhaami Forum held in Baawaating! Participating First Nations, school boards and the Ministry of Education were gathered to network, share best practices, and to learn about ongoing work of the Master Education Agreement. In addition, inspiring and committed youth made history on April 4th and 5th by electing the first Youth Council of the Anishinabek Education System.

The forum was hosted by MC Brent Mooselegs Edwards and began with knowledge-sharing offered by our Elders, Knowledge Keepers, speakers, and Youth Ambassadors. We are very thankful for the participation of our First Nation and School Board representatives and the collaboration of our Ministry of Education partners. Chi-miigwech for everything you brought to the gathering!

















### \* Staff Introductions



Finance Manager

Tansi/Aanii! I would like to introduce myself to the Participating First Nations of the Anishinabek Education System. My name is Daryle Gardipy, originally from the Beardy's & Okemasis Cree Nation in Saskatchewan. I am the new Finance Manager for the KEB and I bring over 25 years of experience in the finance field. I have gained experience from the following organizations: Saskatchewan Indian Cultural Centre, Aboriginal Healing Foundation, Native Women's Association of Canada, Willow Cree Health Services, and Beardy's & Okemasis Cree Nation.

I am a second-generation Residential School Survivor. My passion has always been to work with, or for the betterment of, First Nations people. I was always encouraged to get an education from my late father; this passion is what has taken me to the organizations I have worked for throughout my career. When I am not working, I enjoy many activities such as reading, movies, dancing, and the arts.

Boozhoo, my name is Jacqueline Paquette, and I live in Nipigon, ON. I am a member of Biinjitiwaabik Zaaging Anishinaabek. I am the proud mother of three amazing little boys. Before joining the KEB as the Master Education Agreement Executive Assistant, I worked as an Administrative Assistant within the Administration Building on my First Nation. Hearned a lot of new and useful skills and techniques while working for my First Nation which I plan on using to be successful within my new position.

In my free time I enjoy hunting, fishing, spending time with family, and going on bush rides. Hove to craft, bead and create regalia/moccasins. as well as attend the many pow wows held within our beautiful area.

I am very grateful for the opportunity to be joining the KEB and I look forward to working with the team!



**Master Education Agreement Executive** Assistant



**Associate Director** of Education

Amanda Mathias is excited to join the Kinoomaadziwin Education Body. She is a proud Anishinaabe Kwe, member of Temagami First Nation, and resident of North Bay. As an educator, Amanda's priority is in working towards equitable outcomes, student success, and wellbeing. She brings over 20 years of experience in education, including twelve years in leadership roles directly supporting Indigenous Education.

Her passion in education is advocacy, social justice, and systemic change. As a leader in Indigenous Education, she values teams, collaboration, co-creation, critical thinking, creativity, and kindness. Amanda is excited to work for and alongside First Nation communities and partners to work towards shared priorities and visions.



### **Employee Highlights**

### Employee Highlight

The KEB honoured the five-year service anniversary of Andrea Crawford, who started her journey with the organization on April 30, 2018.

As the Senior Operations Manager, Andrea is responsible for strategic communications, media relations, event planning, and marketing and promotions. She also oversees operational management of the KEB, among many other things.

Andrea fulfills her role with dedication, professionalism, and thoughtfulness. She is always thinking of her co-workers and those around her.

Chi-Miigwech Andrea for everything that you do!!!







### MMIWG2S

May 5th was National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirited (MMIWG2S). Remote and head office staff from the KEB showed their support by wearing red. This day is a day to bring awareness and to recognize and honour the lost lives of Indigenous women, girls, and two-spirited.









### **Regional Education Council Highlights**

### Region 1

Long Lake #58 First Nation - Migizi Wazisin Elementary School

Long Lake #58 First Nation recently hosted a traditional goose harvest. The first two days of the harvest were led by Don Mcleod and Doug Bedwash, with the Grades 4 to 8 classrooms. The youth were given a tutorial on geese migration to give them knowledge on the timing of the spring harvest opportunity. For generations the Anishinaabe peoples relied on the goose harvest for sustenance. Knowing the behaviors of geese and the time to harvest them was crucial for survival.

Students were given knowledge on the behaviors of how the geese protect each other and their migration routes. They were also taught strategies on how to harvest them, using the wind to their advantage and using modern goose and duck calls to entice them closer.

The excitement of the successful harvest was evident when youth brought the geese to the school for further preparation. Students learned how to clean them the traditional way by plucking off feathers and singeing them over a fire, using poplar wood afterwards. More teaching on how to cut up the birds for cooking was given by the Education Director, Claire Onabigon. The feast was delicious!

The last day was led by Lanny Shebagabow and Doug Bedwash with the Grades 9 to 12 participants. The students were given teachings of our traditional harvest of the goose and goose behavior. After a successful day, the youth gained some knowledge and were excited to continue following our traditional ways. The goose hunt is an understanding of who we are as Anishinabek peoples, and our culture." – submitted by Doug Bedwash

**"STUDENTS FROM THE GRADE 4/5 - 6/7/8 CLASS WENT OUT ON** THE LAND TO LEARN **HOW TO HUNT GEESE.** ON THE TWO DAYS OF **GEESE HUNTING, THE** STUDENTS WERE **TAUGHT HOW TO USE DUCK AND GEESE CALLERS. STUDENTS ALSO LEARNED HOW** TO SNEAK UP AND GUT THE GEESE. WE WERE **FORTUNATE ENOUGH** TO COME HOME WITH TWO GEESE. THE STUDENTS PLUCKED AND CLEANED THE **GEESE ON THE AFTERNOON OF** MAY 26, 2023."

- DONALD MCLEOD







### Region 2

The REC 2 Spring Meeting was held on Wednesday, May 17, 2023, at the Holiday Inn in Sudbury, Ontario. All six of the REC 2 First Nations were in attendance at the morning portion of the meeting, which a productive session focused on:

- Confirming regional priorities for 2023-2024;
- Appointing a regional representative to the KEB negotiations teams for the AES Financial Agreement;
- Identifying regional resource development fund projects; and
- Reviewing the regional selection process for the KEB Board of Directors.

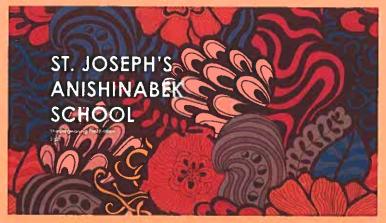
### **REC 2 First Nations**

Atikameksheng Anishnawbek
Aundeck Omni Kaning
First Nation
Michipicoten First Nation
Sheshegwaning First Nation
Whitefish River First Nation
Zhiibaahaasing First Nation

In the afternoon, four First Nations continued to meet with partnering school boards from the region, where Special Education, Student Transitions and a community highlight were topics on the agenda.

Sheshegwaning First Nation's Director of Education offered the group a look into St. Joseph's Anishinabek School. He spoke about some of the wonderful events hosted by the school and described some of the teaching methods implemented by school staff that are producive positive results for their students. Milgwech Robert!





### Region 3

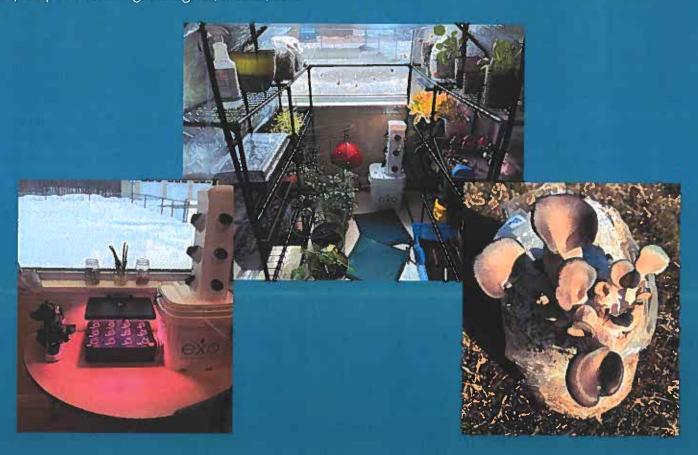
### **Dokis First Nation**

Students at Kikendawt Kinoomaadii Gamig (KKG), in Dokis First Nation, have been learning about Indigenous Food Sovereignty in their grade 2/3/4 classroom. They have been focused on vegetables, fungi, and fish. Students have been finding out how they can help support their local community's food program.

They have experimented with growing styles to compare rates of growth among lettuce. They were able to examine how rapidly lettuce grows using a hydroponics system. While the lettuce grew at a much slower pace in soil. Students will transplant their vegetables to the community garden when weather permits.

Students have also had the opportunity to help the local fish population with their class hatchery. They have released roughly 500 Brook Trout into the local French River waterways. Children loved to watch the daily progression of the fish hatching from their eggs! Fungi is a new and fascinating addition to the classroom. Students and teachers are learning together to grow various fungi, while gaining knowledge about the benefits of fungi for soil and general health.

Throughout this journey, students also learned about how the Indian Act once created restrictions among Indigenous people who sustained their families through agriculture and farming. For examples, restrictions on technologies to assist in plant cultivation, such as hydroponics, LED grow lights, seeds, etc.



### Region 4

Kinomaagewin -Eelakehkiimaat Weenjii Ahkuyung Teachings from the Land Conference April 2023

On April 11-13, 2023, REC 4 hosted a land-based learning conference at The Briars Resort and Spa in Jackson's Point, Ontario. Over 80 participants gathered to explore the development of partnerships to implement land-based learning activities in First Nations, District School Boards, and Conservancy Organizations. The focus of the event was to build partnerships through the sharing of Traditional Ecological Knowledge (TEK), language and the land, and successful land-based learning initiatives.

Indigenous Knowledge Keepers engaged with participants over three days. They led ceremony and were involved in workshops, presentations, and activities throughout the gathering. Activities outside the scheduled presentations and workshops included a game using the traditional form of lacrosse sticks, baaga'dowaan and a wonderful evening drum session with Rama youth. The positive and encouraging spirit of those around the drum was noted by all who took part.

Participants were surveyed before and after the conference. Many indicated they held a beginning to intermediate level of understanding about land-based learning. Also, a lot of participants were new to working or partnering with conservation organizations.

By the end of the gathering, the greatest outcome was that participants indicated having a greater level of understanding about land-based learning and land-based learning in education systems. The region is looking forward to discussing our next steps and supporting the partnership plans in our region to move forward.









### **Language and Culture**

Nbisiing Secondary School hosted a mini Pow-wow on May 18, 2023. Invited guests included Elders, dancers, drummers - including Ottawa River Singers and Boys From the Bay, Chief and Council, and community members.

The Anishinabek Police Service provided lunch for everyone in honour of Police Week. The event was full of support and uplifted the spirits of students, as they head into the final weeks of the school year.













### \*

### **Upcoming Events**





June 1, 2023
Special Education Series with Surrey Place:
Supporting Motor Skill Development for
Academic and Daily Living Success



June 13, 2023
In-person navigating the provincial system



June 15, 2023
Special Education Series with Surrey Place:
IEPs for School Staff: Creative solutions for individualizing supports and learning goals



June 15, 2023
2nd Annual Virtual Language Gathering

Report: Language/Culture Meeting Regional Education Council #3 March 28, 2023

The first language/culture meeting was held on March 28, 2023, in North Bay. The meeting was opened with a recital of Ngo Dwe Waangizid Anishinaabe and a reminder of the vision/mission of the Kinoomaadziwin Education Body was provided. Opening remarks were provided by Andrea Crawford on behalf of KEB. Participants came from Dokis, Henvey, Moose Deer Point and Nipissing First Nations.

Akinoomoshin, a not-for-profit Anishinaabe education organization situated in Atikameksheng Anishinawbek, facilitated the session. The goal of Akinoomoshin is to offer daily learning in anishinaabemowin immersion and earth learning for children, families, and community. The facilitator was Julia Pegahmagahbow and her team Emma Petahtegoose and Maajiijiwan Petahtegoose. A young, proficient anishinaabemowin speaker (Maajiijiwan Petahtegoose) role was to help interpret and have fuller discussion with the anishinaabemjig coming from our communities. Digital storyteller (Emma Petahtegoose) role was to provide a graphic recording (detailed electronic drawing) of the session so that we could have a visual representation of the vision and dreams for anishinaabemowin program development in region 3.

In addition, the primary objectives of the session were to:

- Collect information on where communities are now.
- Identify commonalities in challenges, successes, and needs.
- Plant the seeds of visioning how can we as a system come together collectively to advance language and culture priorities.

### Interactive workshops:

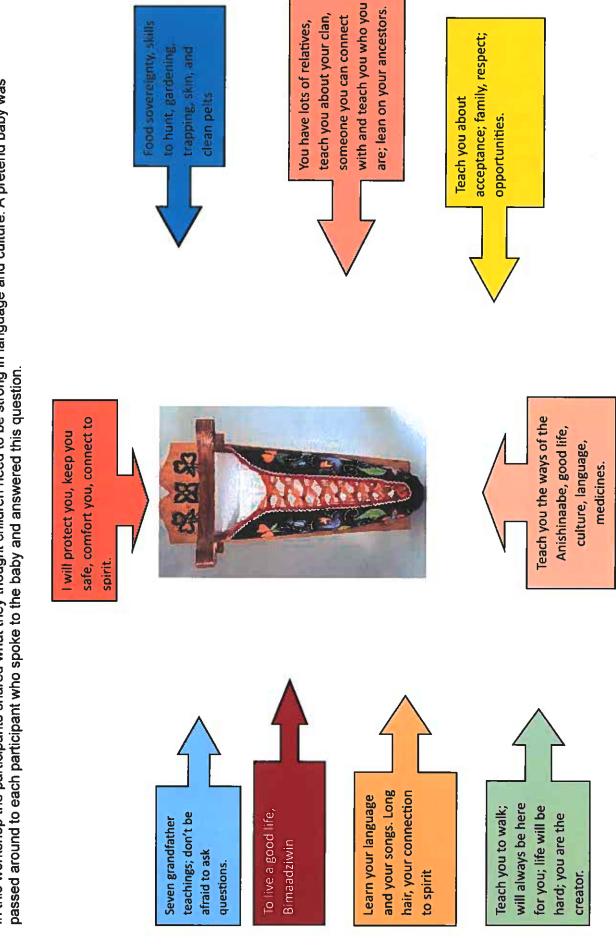
The participants took part in a variety of short interactive workshops that touched on traditional teachings, connection to spirit, our purpose in life, our vision, listening to the wisdom of our elders, Anishinaabe Bimaadziwin (Anishinaabe Health and Well Being); Anishinaabe Aadziwin (Anishinaabe Ways of Being) and Anishinaabemowin (Anishinaabe Language); and the role of families and community in education and language retention. The final workshop of the day involved the participants making a craft that represented their dreams for anishinaabemowin. A summary of the workshops is attached.

**Digital Story**: Attached at the end of this report is the graphic recording of the session which represents a visual representation of the vision and dreams for anishinaabemowin program development in region 3, along with a description of the graphic scroll and a song composed by Maajiijiwan to go with the drawing.

Prepared by: Lisa Wabegijig Regional Education Council Coordinator

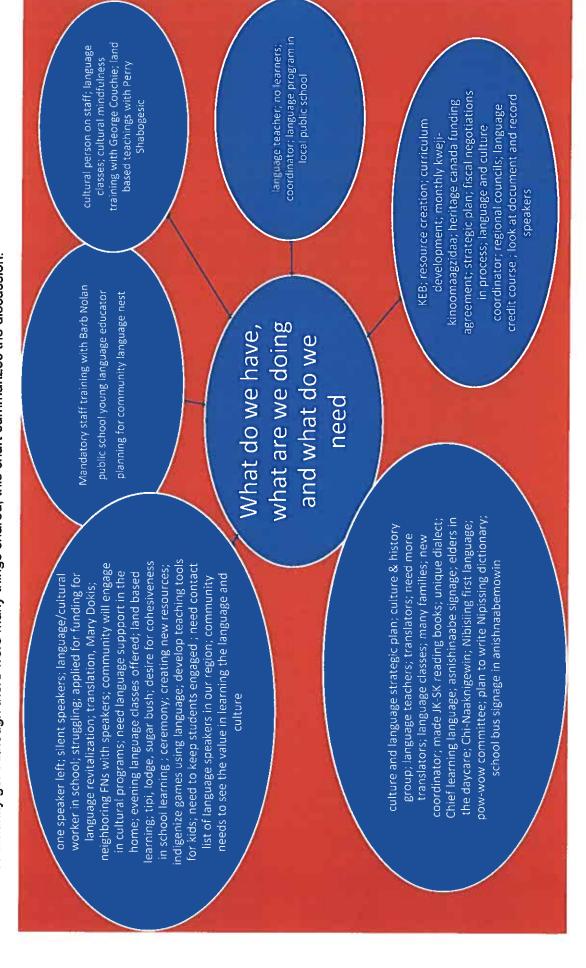
# What do we need to give our children so they can be strong in language and culture?

In this workshop the participants shared what they thought children need to be strong in language and culture. A pretend baby was



# What do we have and where are we going?

In this workshop the participants shared what they have in their communities now and what they need and where they would like to see their community go. Although there were many things shared, this chart summarizes the discussion.



Fasting to Learn Anishinaabe games and encouragement and self-care Supporting Language and Culture Coordinators; having fun. Acknowledge meeting & reaching your goals. Time to Dream Bwaajigewinan group discussions, gain Strategies; interviews, Community Language community input inendimowin Anishnaabe gathering sticks to make a Amik – can see the end anishinaabemjig Language Learning and result; collecting and Language acquisition: Care for our home.

Participants were asked the question: If you could have anything you want what would it be?

Time To Dream



# The Vision for Our Children Description of the graphic scroll By Niigaanii Emma Petahtegoose adikamegshing onjibaa

Anishinaabe child is sitting in the bottom centre of the wiigwas scroll. The four flowers flowing from the fontanel of the child's head represent their name (identity), their sound (language), their purpose, and freewill (ability to change thinking and course)

family and their home. We want to give them the best life and skills for living such as how we walk as anishinaabe, their clan family Moving in a clockwise direction, to the left of the child, we see the tikinaagan representing early learning within the safety of their and kinship, knowing food sovereignty, and their connection to spirit and ancestors represented by grandmother moon. The open hands represent how we receive life and new knowledge, and the berries represent rites of passage and efforts to connect to purpose.

into the braided hair where we see our children's dreams supported and how we can provide them with the knowledge of star world, being) and standardized provincial education. Sheltered under the floral arc is an educator providing safe learning space. This moves the fire, water, the four directions, our relationship to the sun and the moon, being in the bush, our medicines, our relationship with From there we see the community represented and the divide that the community feels between anishinaabe aadiziwin (our way of animals and how we get our food. The drum, the shaker and the lodge represent our sacred spaces, songs, and ceremonies that we wish for them to carry into the future.

The family in the jiiman at the centre of the scroll reminds us that we are on this journey together and we have to paddle together with coordinated rhythm to realize our goals for our children.

# Song Interpretation

Those who are coming to live life. They are to be anishinaabe in life. They walk across the star realm. Those who are coming to live life.

Composed by Maajiijiwan Petahtegoose adikamegshiing onjibaa Please note that song is provided for the REC#3 visioning process and may not be reproduced or sold without consent of the composer.

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### QUICK REFERENCE FIRE GUIDE APRIL 1 TO OCTOBER 31

LOW	NO DAYTIME BURNING ALLOWED  Open Air Burning and Incinerators, including burn barrels with 3/8" mesh as lid allowed  Only environmentally friendly products may be burned.  Camp Fires are allowed for cooking and warmth at anytime.
MODERATE	NO DAYTIME BURNING ALLOWED  Open Air Burning and Incinerators, including burn barrels with 3/8" mesh as lid allowed starting at 6pm and completely out by 10am.  Only environmentally friendly products may be burned.  Camp Fires are allowed for cooking and warmth at anytime.
HIGH	NO DAYTIME BURNING ALLOWED - Including Incinerators. NO OPEN BURNING - NO FIREWORKS Only Enclosed Camp Fires for cooking and warmth. Enclosed fire, surrounding by brick / stones or in metal burn container / ring no bigger than 2 feet / 24 inches.  WHEN NO OTHER MEANS AVAILABLE
EXTREME	COMPLETE FIRE BAN  NO BURNING ALLOWED at anytime.  NO FIREWORKS

### **Burn Barrels**

may not be larger than 3 ft in diameter and mush have a 3/8 mesh lid

### **Camp Fire Pit**

- No larger than 2 ft, must be surrounded by stone or metal
  - Any Fire, Camp Fire Pit, Barrel, or Incinerator
- Must always be monitored by a responsible person until extinguished
- Must have a source of extinguishment at fire/barrel
- at least 5 metres from any forest area
- at least 2 metres from any flammable material

### FIND OUT THE FIRE RATING ANY TIME ON OUR FACEBOOK PAGE Henvey Inlet Fire Department

### **Fire Danger Rating Definitions:**

### Low

- Approved incinerators and outdoor fireplaces
- Burning of natural wood and wood products for campfires allowed (campfire must be in an appropriate enclosure, steel or stone ring no more than 2 feet in diameter (across))
- Burning of brush and leaves

### **Moderate**

- Approved incinerators and outdoor fireplaces
- Burning of natural wood and wood products for campfires allowed (campfire must be in an appropriate enclosure, steel or stone ring no more than 2 feet in diameter (across))

### High

- No open burning including incinerators and outdoor fireplaces
- Campfires for cooking and warmth only when no other such means available (campfire must be in an appropriate enclosure, steel or stone ring no more than 2 feet in diameter (across))
- NO FIREWORKS

### **Extreme**

- NO OPEN BURNING
- Campfires not allowed except for those in organized campgrounds

We hope that everyone has a safe and healthy summer, you can find the current Fire Danger Rating at the entrance to the Main Roads on Beckanon Rd and Pickerel RIver Rd, down across from the Park Office and On our Facebook Page @ HenveyInletFireDepartment, and please remember, for all emergencies **Dial 911** for Police, Fire & Ambulance.

# WILDFIRE SMOKE TO

### Wildfire smoke and your health

Learn how to protect yourself from wildfire smoke.

### Wildfire smoke and pollution levels

In Canada, wildfires can significantly increase air pollution levels.
Wildfire smoke is a complex mixture of gases, particles, and water vapour that contains:

- ozone
- sulphur dioxide
- nitrogen dioxide
- carbon monoxide
- volatile organic compounds
- fine particulate matter (PM<sub>2.5</sub>)

It is the fine particles (PM<sub>25</sub>), not visible to the human eye, that get deep into our lungs and bloodstream. These fine particles are the main health risk from wildfire smoke.

There is no evidence of a safe level of exposure for most of these pollutants. This means that smoke can impact your health even at very low levels. As smoke levels increase, your health risks increase. Air quality may be decreased even if you can't see or smell smoke.

### Symptoms of smoke exposure

### Milder and more common symptoms of smoke exposure include:

- headaches
- a mild cough
- a runny nose
- production of phlegm
- · eye, nose and throat irritation

These symptoms can typically be managed without medical intervention.

### More serious symptoms include:

- dizziness
- chest pains
- severe cough
- · shortness of
- breath
- wheezing (including
- asthma attacks)
- heart palpitations
  - (irregular heart beat)

If you have any of these symptoms, talk to a health care provider or seek urgent medical attention. Less commonly, exposure to wildfire smoke can lead to heart attack, stroke and even premature death. If you think you are having a medical emergency, dial 911 and seek immediate medical assistance.

Some people are at a higher risk of health problems when exposed to wildfire smoke including:

- seniors
- pregnant people
- · people who smoke
- · infants and young children
- people who work outdoors
- people involved in strenuous outdoor exercise
- people with an existing illness or chronic health conditions, such as:
  - > cancer
  - > diabetes
  - lung or heart conditions

It is important to listen to your body and reduce or stop activities if you are experiencing symptoms.





### Reduce your exposure to wildfire smoke

### The best way to protect your health is to reduce your exposure to wildfire smoke.

Pay attention to the Air Quality Health Index (AQHI), special air quality statements or other indicators of smoke levels in your community. If necessary, limit outdoor activity and strenuous physical activities. If you have difficulty breathing, stop altogether.

Stay indoors and keep windows and doors closed. If it is too warm, turn on the air conditioning if possible. If you do not have air conditioning and it is too warm to stay inside with the windows closed, seek out local cooling or clean air space.

Use a clean, good quality air filter (for example, HEPA) in your ventilation system.

Use a portable air purifier to filter particles from wildfire smoke. For more information on selecting a portable air purifier that is appropriate for your needs, refer to the "<u>Using an air purifier to filter wildfire smoke</u>" factsheet.

If you must spend time outdoors, a well-fitted respirator type mask (such as a NIOSH certified N95 or equivalent respirator) that does not allow air to pass through small openings between the mask and face, can help reduce your

exposure to the fine particles in smoke. These fine particles generally pose the greatest risk to health. However, respirators do not reduce exposure to the gases in wildfire smoke.

If you need to work outdoors, check with your provincial or territorial occupational health and safety organization or your local health authority. They can provide guidance on how to work safely outdoors during wildfire smoke events.

If you need additional support during a wildfire event, contact your local jurisdiction for information on local cooling or clean air spaces. Community centres, libraries, and shopping malls can also provide a break from the smoke.

### Other recommendations to protect your health

Check in on others who are in your care or live nearby who may be more vulnerable to wildfire smoke. Frequently check in on neighbours, friends and older family members, especially those who are chronically ill.

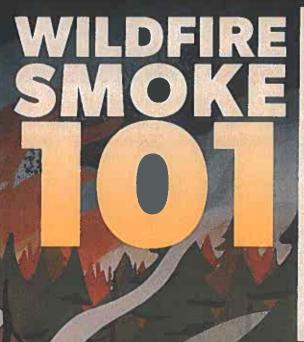
Take <u>additional actions</u> to reduce sources of indoor air pollution.

When driving, keep vehicle windows closed and set the ventilation system to recirculate.

### If smoke is present for more than a few days:

- stay active when you can. Try finding a place with clean air to exercise indoors, for instance at the gym, the community centre or at home. Consult the AQHI to look for breaks in the smoke to find opportunities to go outdoors.
- don't forget to take care of your mental health. It's not unusual to feel anxious, stressed out, sad or isolated during a smoke event.
   Eating well, getting enough sleep, exercising and staying in contact with friends can help. Anyone who is having trouble coping with symptoms of stress, anxiety or depression should seek help from a health care provider.

For more information on topics related to wildfire smoke and health, please visit Wildfire smoke, air quality and your health.



### Combined wildfire smoke and heat

In Canada, wildfire season occurs between April and October each year and can coincide with periods of extreme heat. It is important to know how to protect your health when experiencing wildfire smoke and extreme heat together.

### People at risk

Some people may be more vulnerable to the health effects of heat and air pollution, such as wildfire smoke. Those who may be at greater risk of the effects of wildfire smoke and extreme heat include:

- seniors
- pregnant people
- infants and young children
- people who work outdoors
- people involved in strenuous outdoor exercise
- people with an existing illness or chronic health conditions, such as:
  - cancer
  - diabetes
  - mental illness
  - lung or heart conditions

### Symptoms of combined wildfire and heat exposure

### Mild symptoms include:



- tears
- runny nose
- sore eyes and throat

If you have any of the mild symptoms, find a clean air space to cool off and take a break from the smoke.

### Moderate symptoms include:



- skin rash
- headache
- extreme thirst
- muscle cramps
- heavy sweating
- nausea or vomiting
- coughing or wheezing
- rapid breathing and heartbeat
- dark urine or decreased urination

If you have any of the moderate symptoms, move to a cool, smoke-free place and hydrate immediately. Water is best.

### Severe symptoms include:



- chest pain
- difficulty breathing
- dizziness or fainting
- high body temperature
- confusion and lack
   of coordination
- no sweating, but very hot, red skin

If you have any of the severe symptoms, you may be having a heart attack, heat stroke or other medical emergency. Call 9-1-1 and seek immediate medical care. While waiting for help, try to cool down by moving to a cool place and apply cold water to large areas of your skin.





### How to reduce your risk

### Wildfire emergency

If your community is threatened by an approaching wildfire, your local health or emergency authorities will provide direction. Be prepared to evacuate at any time.

### Keep windows and doors closed and stay cool

During an air quality advisory, keep your windows and doors closed, and seal them properly with weather stripping.

Use your air conditioner. Be sure to turn on "recirculate" (instead of bringing in outdoor air) and to use a HEPA filter in your ventilation system. If you don't have an air conditioner, it may not be safe to stay inside with doors and windows closed when it's hot outside.

#### Find clean cool air

To get a break from the heat and smoke, go to a community centre or other building that offers clean cool air if:

- the air quality is poor
- the temperature is increasing
- · you do not have an air conditioner in your residence

Contact your local health or emergency authorities to find the most up-to-date information about publicly accessible clean, cool air shelters. Please be sure to respect the guidance on physical distancing from the local authorities in that area.

### Limit outdoor and strenuous activity

To reduce your exposure to wildfire smoke and extreme heat, you should limit the time you spend outdoors. Pay attention to air quality

and weather forecasts, and reschedule your outdoor activities for a time when conditions are better.

### Stay hydrated

Drink plenty of cool liquids, especially water, before you feel thirsty to decrease your risk of dehydration.

#### Care for others

Watch out for those in your care who are vulnerable to wildfire smoke and heat. Frequently check in on neighbours, friends and older family members, especially those who are chronically ill, to make sure that they are cool and hydrated. For more tips visit canada.ca and search:

#### heat waves

Q

The Air Quality Health Index

If poor air quality is due to the

presence of wildfire smoke,

check the AQHI (airhealth.ca) for air quality conditions in your

community and advice on how

to reduce your exposure to air

(AQHI) is here to help

pollution.

### Keep indoor air clean

When indoors, minimize other sources of air pollution. For tips on improving indoor air quality, search:

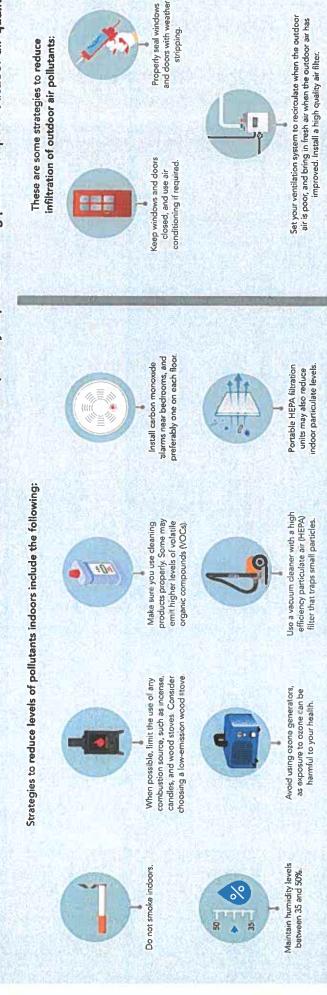
### protecting indoor air

Q

For more information on topics related to what to do in a wildfire emergency, and wildfire smoke and health, please visit canada.ca/wildfire-smoke

# PROTECTING YOUR INDOOR AIR FROM OUTDOOR POLLUTANTS

When OUTDOOR AIR QUALITY is poor, Health Canada recommends that individuals, particularly children, the elderly and those with pre-existing health conditions remain indoors as much as possible. Ensuring good INDOOR AIR QUALITY is especially important during periods of poor outdoor air quality.



# HOW DO I KNOW IF THE OUTDOOR AIR QUALITY IS POOR?

The Air Quality Health Index (AQHI) provides local and real-time information in regards to the quality of outdoor air, and recommends specific advice based on the health risk posed by air pollution levels. Further information on the AQHI can be found at:

# www.airhealth.ca

Minister of Hoalth, 2020 - Car., H144-75/2-2020T-PDF J158N-978-01-660-36342-4 J Pub., 200245 O Her Majority the Outen in Right of Canada,

**Sanada** 









### Anishinaabe Kinship: Learning from the Past to Build Our Future

There's a burning question in Robinson Huron Treaty territory today: how much money am I going to get, and when?

As negotiations continue between Robinson Huron Treaty First Nations and the Governments of Canada and Ontario to resolve the annuities case, there has been public speculation about a settlement amount and confusion around how that money would be distributed to citizens.

Understandably, First Nation members want to know dollar figures and timelines. When there's potentially a lot of money at stake, people want to see the money, and they want to know when they'll see it.

But until an agreement is signed and publicized, any amounts and dates shared or discussed are just speculation. Everything is quite literally still on the negotiating table. So in the meantime, we want to ask everyone in our treaty area to be patient and to keep in mind our collective rights and intentions as Anishinaabek.

We are hopeful that a settlement will be reached in the same spirit of unity and kinship that our ancestors brought to those original treaty negotiations more than 170 years ago. Anishinaabe leaders of the time wanted to ensure that our collective rights to land, prosperity, and more were enshrined in the treaty itself for the benefit of generations to come, including all of us alive today.

Our leaders who signed the Robinson Huron Treaty in 1850 were informed by Anishinaabe laws and traditions based on respectful relationships and coming together with responsibilities to each other as community members. They advocated for our rights to our practices like hunting and fishing, to our inherent place in our homelands, and to the benefits outlined by the treaty itself, like annuity payments.

The Anishinaabe treaty signatories engaged in these nation-to-nation negotiations as our representatives with obligations not just to individual citizens, but to the overall collective of Anishinaabek throughout our homelands. They believed in a mutual responsibility shared by all leaders - including the Crown - in upholding respectful relations with one another.

In many ways, our ancestors saw treaty-making as a way to expand and strengthen kinship, keeping us together and alive in a radically transforming world. Although the settling of Canada divided our nation, our collective as Anishinaabek remained in tact with the treaty and the traditional knowledge behind its creation.

And once again, we are potentially faced with another radical transformation as our leaders work with Crown representatives to right the wrongs of treaty implementation. The ongoing negotiations could lead to a moment in history unlike any other.

As this new history begins to unfold, it's important to remember the principle of mutual care that was revered by our ancestors when they entered into the treaty-making process. They wanted us to prosper as individuals, but they also wanted to ensure we worked together - not just for us in the present, but for future generations.



FREE REGISTRATION

HUMAN
POWERED
GENERATOR!

# Bright Futures CAMP Avenir brillant

FOR CHILDREN
AGES 10-13

50FT SOLAR POWERED BALLOON!

### **HANDS-ON SCIENCE CAMP - SIGN UP NOW**

### **Get Kids Energized About Electricity!**

Discover how energy works through fun activities and experiments

Wagamake Learning Center | August 14th to 18th, 9am to 3:00pm

Contact Maureen Kagagins to register 705-698-7435 or maureen.kagagins@henveyinlet.com

Presented By





# 2023 Bright Futures Camps Central Canada

### Quebec

Kateri School Kahnawake August 7 to 11 | 9am to 3pm

Contact:

janice.beauvais@kecedu.ca

### Ontario

Wagamake Learning Center Henvey Inlet First Nation August 14 to 18 | 9am to 3pm

Contact:

maureen.kagagins@henveyinlet.com

# **New Brunswick**

Health Center Woodstock First Nation

July 17 to 21 | 9am to 3pm

Contact: jbull.wfn@gmail.com





# 2023 Bright Futures Camps Eastern Canada

# **Prince Edward Island**

John J. Sark Memorial School Lennox Island First Nation

July 10 to 14 | 9am to 3pm

Contact: sarah.ellis@lennoxisland.com

### **Nova Scotia**

Millbrook Gymnasium Millbrook First Nation July 24 to 28 | 9am to 3pm

Contact:

jessicawentzell@live.com

# **Newfoundland & Labrador**

Mushuau Innu Natuashish School Mushuau Innu First Nation

July 31 to August 1 | 9am to 3pm

Contact:

hilaryrich@qmail.com



HANDS-ON SCIENCE CAMP - SIGN UP NOW

# **Get Kids Energized About Electricity!**

Discover how energy works through fun activities and experiments

### FOR CHILDREN AGES 10-13

FREE REGISTRATION

### Daycare July Newsletter



The sun has been shining and it's been HOT! The children have been having a blast playing outdoors, using water and buckets to keep cool and climbing and sliding on the climber.

We have been working on many self-help skills, by putting on our hats and shoes and helping to change our clothes when they become wet from our waterplay days!

We have also been working on fine motor skills by beading beads on to string, coloring and painting pictures and cutting paper into small strips. Many children have also begun to take an interest in their name and how it is spelled. The children have also been loving our brand new bouncy castle!

### Some activities we are planning for the month of July will include:

- Red and White Day (children can wear their favorite red and white outfits),
- Science/Experiment Day (the children will help to create different science activities and experiments),
- Fire Truck Visit (children will get to see the firetruck and ask questions they may have),
- Waterplay days,
- Picnic Day! (we will be going for a picnic in the community)
- Camp Day (children will get to set up tent, make camp foods [s'mores] and crafts)
- \* Movie day!
- Tie Dye day (children will get to make there own Tie Dye)

#### Parent reminders:

While most already have we just want to ensure that each child is bringing a hat each and everyday. Also please ensure you have included a coat or sweater for the day as sometimes weather is unpredictable and we do our best to go outside rain or shine! Also make sure to inform the daycare when you're planning to take vacations or be absent!

If you have any questions or concerns contact the daycare @706-857-0957

Ashley (RECE), Nancy (RECE), Darlene (Cook)







SUNDA'	Y MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						Harry CANADA Day
2	SORRY WERE CLOSED	Red & White Dayl	5	SCIENCE  Experiment Day!	Fire Truck Visit!	8
9	10	Waterplay Day!	12	13 Waterplay Day!	4   Picnic Day!	15
16	17	18	Camp Day!	20	21 Waterplay Day!	22
23	24	25  Waterplay Day!	26	27	28  Movie Day!	29
30	31 Tie Dye Dayl					

# You can make a difference

Help prevent poaching

All eight of Ontario's turtle species are classified as at risk. It is not legal to keep any native wildlife in captivity without the appropriate permits, or to harm at risk species or their habitats. Poaching pushes threatened and endangered turtles closer to extinction.

Help protect Ontario's biodiversity by reporting any suspicious activity.

- Taking turtles from the wild
- Fishing for turtles
- Illegal sale of turtles or turtle parts

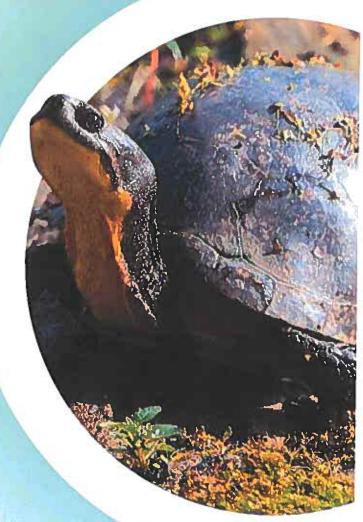
### Report any suspected illegal poaching activity

1.877.TIPS.MNR [1.877.847.7676]

Ministry of Natural Resources and Forestry (MNRF) Conservation Officer Tips Line at 1.877.TIPS.MNR (1.877.847.7667)

1-800-222-TIPS

Crime Stoppers



Blanding's Turtle, threatened provincially and endangered federally



by
July 28th,
2023.



Chance to win an iPad!

### COMMUNITY ENERGY PLAN UPDATE SURVEY



COMPLETE AN
ENERGY
SURVEY FOR A
CHANCE TO
WIN AN IPAD!

As part of the update to the Henvey Inlet First Nation Community Energy Plan, we will be conducting a Community Energy Survey. By completing this short survey, you will help us better understand how energy is used in our community. It will also help us to understand the energy related needs of our residents.

### DETAILS

- All Henvey inlet members are eligible to participate.
- For your participation, you will be entered into a draw for a chance to win an iPad!
- You can fill in a paper copy or submit it electronically at the link below.
- · Deadline to complete the survey is July 28th, 2023 by 5:00PM.

Chi-Milgwetch for your participation.



https://www.surveymonkey.com/r/ HIFN-CEP



### **HIFN - Community Energy Questionnaire**

### Welcome

Henvey Inlet First Nation is updating its Community Energy Plan (CEP). The CEP update will help the Community of Henvey Inlet to plan for future energy initiatives.

By completing this short questionnaire, you will help us better understand how energy is used in our community. It will also help us to understand the energy related needs of community members.

Upon completion of the questionnaire, your name will also be entered into a draw for a chance to win an iPad!

All Henvey Inlet members (both on and off reserve) are eligible and will be entered into the draw. Responses must be submitted by July 28th at 5:00PM. Contact information must be provided in order to be entered into the draw. All personal information collected as part of this questionnaire will not be shared.

We appreciate your time and look forward to presenting the results to the community. If you have any questions or concerns, please contact:

Maureen Kagagins Councillor, Community Energy Champion representative Email: maureen.kagagins@henveyinlet.com

Phone: (705) 698-7435



### HIFN - Community Energy Questionnaire

Part 1 - Home Energy Use

<ol> <li>Participant Info be kept confident</li> </ol>	rmation. Required to be eligible for draw. All personal information will ial.
Full Name	
Address	
City/Town	
Postal Code	
Email Address	
Phone Number	
2. Are you a me	ember of Henvey Inlet?
Yes	
○ No	
3. Do you curre	ntly reside within Henvey Inlet?
○ Yes	
○ No	

ability:		
When was your home originally built?		
Excluding the basement, how many storeys (levels) does your home have?		
Excluding unheated areas, what is the total square footage of your home?		
How would you rate the overall condition of your home (good, moderate, poor)?		
5: How do you	primarily heat your home?	
Electricity	**	
O Natural Gas	S	
Ooil		
O Propane		
○ Wood		
O I don't knov	v	
Other (plea	se specify)	

4. Please provide the following information with regards to your home to the best of your

6. Which best describes your primary heating system?
○ Furnace
○ Boiler
○ Baseboards
O I don't know
Other (please specify)
7. What is the age of your primary heating system? You may be able to find this information on your heating system.
C Less than 14 years old
○ 15 years or older
O I don't know
8. Do you use any secondary of back-up heating in your home? Select all that apply.
○ Electricity
O Natural Gas
Oul
○ Propane
○ Wood
O I don't know
Other (please specify)
O I don't know

your water hea	age of your water neater ter.	? You may be able to f	and this information on
C Less than 9	years old		
10 years or	o der		
O I don't knov	,		
currently owned b	te the following table to by you or members of you d with your household.		
	Type (car, SUV, minivan/van pickup other)	Fuel Type (gasoline, diesel, electric, hybrid, other)	Estimated kilometers driven per year
Vehicle #1	<b>+</b>	<b>\$</b>	<b>\$</b>
Vehicle #2	<b>+</b>	<b>\$</b>	<b>\$</b>
Vehicle #3	<b>\$</b>	<b>\$</b>	<b>\$</b>
Vehicle #4	•	<b>\$</b>	<b>\$</b>
Vehicle #5	•	•	<b>\$</b>
Other (please speci	(y)		
HENVEY INLE	` <b>&gt;</b>		
( Salwhile			

### **HIFN** - Community Energy Questionnaire

Part 2 - Understanding Your Thoughts on Energy

	14. How concerned are you with making your home more energy efficient?
	O Very concerned
	Moderately concerned
	O Not concerned
	O I don't know
	15. How concerned are you with improving the air quality and thermal comfort in your home?
	O Very concerned
	Moderately concerned
	O Not concerned
	O I don't Know
ē	16. Would you be interested in land-based training programs and events if offered?
	○ Yes
	○ No
	○ I need more information to make a decision

• 1

### 17. Please identify if the following statements are true or false.

	True	F	alse
I understand how to read my Hydro One bill.	0		O Carrott By Unit
I know what LED lightbulbs are.	0	(	0
I know what the term "phantom load" refers to.	0		
I know what the EnerGuide rating system and what EnergyStar certified appliances are.	0		
I know what a programmable thermostat is.	0		
I know what my homes "building envelope" is and why its important to keep in a good condition.	0		
I know what an on demand hot water heater is.	0		
I know what Time-of-Use (TOU) is.	0		)

18. Please identify if the following statements are true, false, or if you don't know.

	True	False	I don't know
I look at my electricity bill to see how much electricity I use and try to reduce it.			
I purchase LED lightbulbs when I can.	0	0	0
I turn off lights and other electricity using appliances when I'm not using them.	0	0	
I actively try to reduce phantom loads within my home.	O	0	0
I choose appliances based on their EnerGuide rating and/or if they're EnergyStar certified.	O	0	
I use a programmable thermostat in my home.	0	0	0
I make sure to stop any drafts in my home to the best of my ability.	0	0	0
I actively try to conserve water within in my home	0	0	0

19. How important do you feel it is for the Community Energy Plan to focus on each of the following:

	Very important	Moderately Important	Not Important	I dor 't know
Educating community members about energy	0		0	0
Making homes more comfortable and energy efficient	O	O	0	0
Making community owned assets more energy efficient	0	0	0	
Making energy more reliable	0	0	0	0
Making energy more affordable		0		
Being less reliant on energy suppliers	0	0	0	0
Helping to stop climate change	0	$\circ$	0	0
Understanding the impacts of climate change	0	0	0	0
Investigating innovative energy solutions	0	$\circ$	0	
Developing clean energy projects	0	$\circ$	0	$\circ$
Encouraging economic development	0	0	0	0
Creating energy related careers and employment	0	0	0	0
Ensuring that harvesting activities will be sustainable for the future	0	0	0	0
Increasing the quality of life for Henvey Inlet residents	0	0	0	0

Other (please speci	fy)				
				<i>(</i> c)	
20. Please tell us	your level of int	terest for the f	following.		
	Very Interested	Interested	Somewhat Interested	Not Interested	Undecided
I am interested in learning more about energy efficiency and conservation in my home.	0	0	0	0	0
I am interested in learning more about clean and renewable energy	0	0	0	0	0
I am interested in learning more about climate change and how we can help prevent it.	O	0	0	0	0
21. Please identify make an informed of the following cle	decision in reg can energy tech	ards to the Co nnologies:	mmunity ma	king an invest	w enough to ment in each on't know enough to make an informed
Solar	Support	Oppose	in	different	decision
Wind					0
Hydroelectric					0
Geothermal					0
	0	0		0	0
Bio-energy		0		$\bigcirc$	0
Energy-from-	$\bigcirc$			0	$\bigcirc$

Energy Storage

22. Would you consider purchasing an ele	ectric or hybrid vehicle?
○ Yes	
○ No	
O I don't know	
	question, which of the following describes the nasing an electric or hybrid vehicle? Select all the previous question.
They are too expensive to purchase	
I am worried about the range of the vehi	cle
☐ I am worried that the vehicle won't have	enough "power"
I am concerned about reliability and mai	ntenance costs
There are not enough charging stations in	n the community
idon't know	ES.
will be completed by a trained profession	y audit done on your home? The energy audit al using special equipment and should only gy audit will help you and the Community better and ways to reduce it.
Yes	
○ No	
O I don't know	
25. If you have any additional comments, qu update of the Henvey Inlet Community Ener	_



### SHAWANAGA FIRST NATION

#### **CONTRACT OPPORTUNITY**

Position: Auxiliary Water Truck Driver, Weekends, Holidays, Annual Christmas Shut Down & when Weekday Driver is unavailable.

Term: As Needed

Start Date: As soon as possible

Salary: \$40/Load - Weekend/Holiday/Shut Down, \$40/Load - Regular Weekday

Reports to: Shawanaga First Nation Public Works Manager

#### Overview of Responsibilities:

- Availability to Truck Water Loads, all weekends, Holidays, Shut Downs, and when the Weekday Driver is unavailable.
- Operate the Chevrolet C8500 Water Tanker, Diesel Engine, Standard Transmission, Air Brakes.
- Fill Tanker at Well Site #3 Fill Station Shebeshekong Road location, and deliver water load to main water building on Village Road.
- Ensure water reservoirs are as full by the end of each day.
- Observe speed limits and drive according to conditions.
- Work independently to instructions.
- Maintain an accurate load sheet.

#### Required Qualifications and Skills:

- Ontario DZ or AZ Drivers License, in good standing.
- Physical ability to operate truck through all four seasons.
- Physical ability to operate 3" Cam Lock hoses at Fill Station and Water Building.
- Wear proper PPE, Work Boots, Work Gloves, etc.

### Other Considerations:

Preference may be given to Aboriginal candidates with relevant on reserve employment experience and/or those with knowledge and understanding of Shawanaga First Nation history and community.

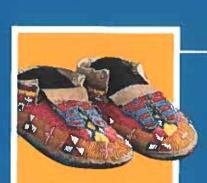
Expectations: Average 5 loads per day, at 1 hour per round trip. Flexible hours.

Successful candidate must be able to produce and maintain a clean Criminal Record Check (CPIC). Only those who qualify for an interview will be contacted, thank you for your interest.

Please submit a cover letter, resume and three recent work-related reference letters with current contact information, via email or in person to:

Courtney Mullen
HR Administrator
Shawanaga First Nation
2 Village Road, Nobel Ontario
Tel: (705) 366-2526
hradministrator(@shawanagafirstnation.ca









## THE ROM OFFERS FREE GENERAL ADMISSION TO INDIGENOUS PEOPLES

Canada's largest museum takes you on a journey from 4.5 billion years ago to today

rom.ca | rom.on.ca/fr

ROYAL ONTARIO MUSEUM

Offer can be redeemed onsite at the ROM's admissions desks. No ID is required.

Other is valid on General Adms soon only. Visitors can opprade to see the special exhibitions at an addition of cost. This office are not apply to special programs and annual memberships, All images \$ROM, 2019 unless otherwise galed. Photo of AOM: Sam Jackson Jopes All on a program of Annual Manicha, Edition of Annua



### SPECIAL OFFER FOR **HENVEY INLET FIRST NATION**

### **SAVE 25% OFF REGULAR ADMISSION**



### **HOW TO USE BIRD KINGDOM PROMO CODE:**

- Visit Bird Kingdom's Online Gift Store > Products > Tickets 1. shop.birdkingdom.ca/products/bird-kingdom-admission
- Add tickets to Shopping Cart 2.
- Enter promo code HIFN25 before clicking checkout 3.
- After promo code has been applied, proceed to checkout 4.
- Follow prompts to complete purchase 5.
- 6. Present tickets upon arrival (print or mobile version accepted).





### **GENERAL INFORMATION:**

Bird Kingdom Niagara Falls Ltd. 5651 River Road, Niagara Falls, ON L2E 7M7

www.birdkingdom.ca



905-356-8888 🔯 info@birdkingdom.ca

\*5-Minute Walk from the Falls • Next to Rainbow Bridge • Open All Year 💍







July 2023

#### Kerri Campbell Band Rep Lead



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
BAND REP LEAD	KERRI CAMPBELL					Canada Day
	Office Closed	HOLIDAYS 4	HOLIDAYS 5	HOLIDAYS	HOLIDAYS 7	
9	Avaanz Meeting 1pm	OUT OF OFFICE	OUT OF OFFICE	BAND REVIEWS	14	
-	17	CWBL Community Engagement	19 Family Circle Bear Island	Harry Potter 1-3 pm	21	
Babysitter's Course – All Day	24 Band Rep Training – Out of Office	Band Rep Training – Out of Office	Internet Safety 10am	Parenting Program 10 am Harry Potter 1-3	28	Bos Dance - Noelville 1 PM
	31					

# Band Representative On-Call Schedule

Staff Member	Start Date	End Date
Naomi	2023-06-26 16:30	2023-07-10 8:30
Kerri	2023-07-10 16:30	2023-07-17 8:30
Jodi	2023-07-17 16:30	2023-07-24 16:30
Kerri	2023-07-24 16:30	2023-07-31 8:30
Jodi	2023-07-31 16:30	2023-08-07 16:30
Kerri	2023-08-07 16:30	2023-08-14 8:30
Naomi	2023-08-14 16:30	2023-08-21 8:30
Kerri	2023-08-21 16:30	2023-08-28 8:30
Naomi	2023-08-28 16:30	2023-09-04 16:30

All On-Call Shifts are from day of week @ 4:30 PM to day of week @ 8:30 AM, Holidays are all day

Contact Numbers:		
Kerri	(705) 921-5202	
Naomi	(705) 690-6829	-
Jodi	(705) 690-9146	

\* Our office is open Monday-Thursday from 8:30 - 4:30 and Friday from 8:30 -12 to provide necessary items (food, diapers, etc.). On-Call is for Child Welfare emergencies ONLY \* Aanii,

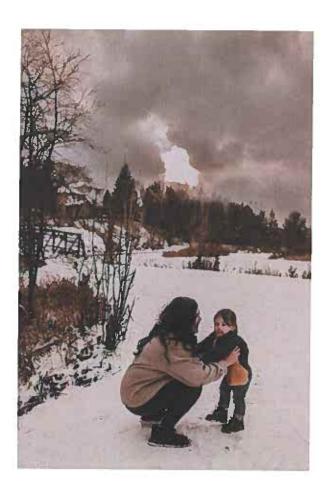
My name is Kiana Moses and I'm a band member of Henvey Inlet First Nation. My new position is the Community Access Worker with the Child and Family Wellbeing team.

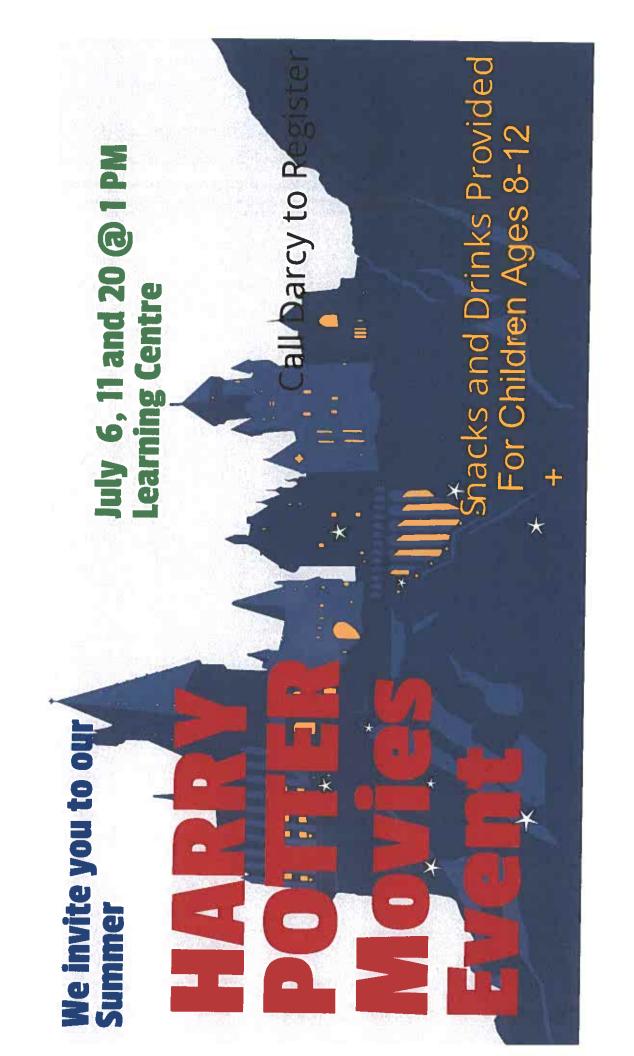
I'm a mama to my almost 2 year old son and two fur babies. I've been a stay-at-home mom for 2.5 years upon completing my Social Work diploma from Cambrian College.

It's always been a goal of mine to help children, individuals and families in our community. I love children. I'm grateful that with all my hard work I was able to achieve this career. I'm looking forward to this new journey and to be a part of something meaningful.

Miigwetch,

Kiana Moses Community Access Worker Henvey Inlet First Nation





#### **Hand Drumming and Singing**

Come out a learn a few songs, laugh and have fun!





JODI CONTIN

Band Representative HIFN

Hand Drummer and Singer for 20 years



July 11, 2023 6:00 pm

# CALL DARCY AT 1-705-857-1221 TO SIGN UP OR IF YOU NEED A RIDE

Snacks and Drinks provided
Extra Drums and Shakers available



#### JULY 24 AND 25 2023



# REPRESENTATIVE TRAINING

PROGRAM STAFF WILL BE OUT OF THE OFFICE

#### Internet Safety Presentation

#### For Ages 9 to 17



Wednesday, July 26<sup>th</sup>
Learning Centre

First 5 People to sign up will recieve a special kit. Call Darcy to register!



#### LET'S PARTY

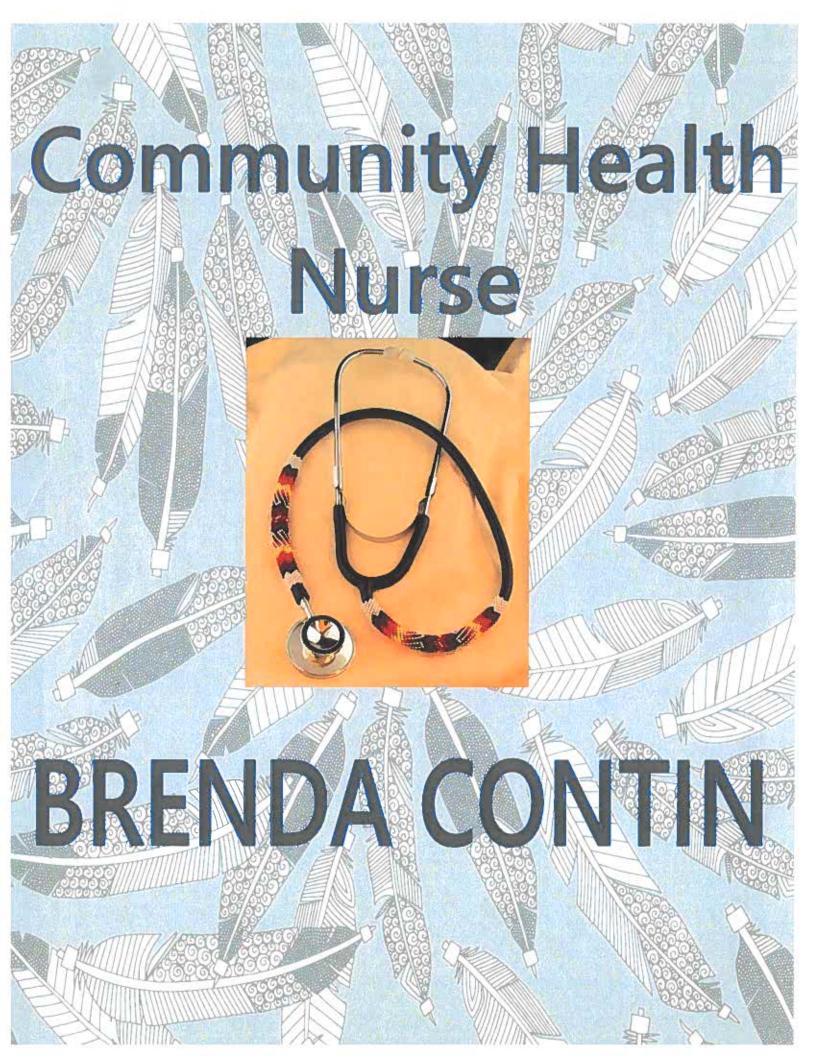
### 80s DANCE PARTY

1 PM NOELVILLE COMMUNITY CENTRE JULY 29 2023

NO ALCOHOLIC BEVERAGES!

MUSIC FOOD PRIZES

REGISTER WITH DARCY TO ATTEND



Brenda C	Brenda CONTIN, CHN				July	7073
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
SCHEDULE IS	SUBJECT TO CHANGE!!				e	2
STAT HOLIDAY METHADONE CLINIC	4 Methadone Clinic/OFFICE	5 Methadone Clinic/OFFICE	6 Methadone Clinic/OFFICE	7 Methadone Clinic/OFFICE	0	Methadone Clinic
10 Methadone Clinic/OFFICE	11 Methadone Clinic/OFFICE	12 Methadone Clinic/OFFICE	13 Wonderland Trip	14 OFFICE	15	16 Methadone Clinic
17 Methadone Clinic/OFFICE	18 Methadone Clinic/OFFICE	19 Methadone Clinic/OFFICE	20 Methadone Clinic/OFFICE	ANNUAL HOLIDAY	22	23 Methadone Clinic
ANNUAL HOLIDAY -	25	26	77	28 First Aid/CPR	59	30 Methadone Clinic
31						

Foot Care Nurse

#### **Billie Hynes**

Welcome everyone, my name is Billie Hynes. I am a CMP, Certified Master Pedicurist trained in diabetic foot care and treating foot ailments.

My main service is cut and file nails while also thinning and sculpting thick nails. This helps keep the nail bed attached and fit comfortably in your shoes.

There are other common issues that I work with and treat. Such as:

- Nail fungus
- Athletes foot
- Ingrown nails
- · Corns & calluses
- Cracked heals

Sessions are 25mins and your feet will always feel better when I am done!

While you are in the chair, I am searching for any small cuts or objects in your skin. So I take over your Foot Care needs on a regular basis. This allowing you to do things you enjoy!

I so look forward to meeting everyone! Health & Well Wishes!

# FOOT CARE



For Elders & Diabetics

#### <u>Date to be</u> <u>Determined!!</u>

Appointments will be approximately 30 mins to 1 hour, depending on the clients needs.

Call Darcy at the Health Centre to book your appointment time!



Brenda Contin-C.H.N. 705-857-1221



Henvey Inlet First Nation Health Centre 354A Pickerel River Road- Pickerel, ON PoG 1Jo

(705)857-1221 EXT: 229



#### TUESDAY JULY 11, 2023

## MEN'S CIRCLE

WITH STAN MOSES & ARLEN TULLOC

**GOLFING OUTTING** 

PLEASE CALL HEALTH CENTRE IF INTERESTED IN ATTENDING.

FOR FURTHUR INFORMATION OR IF A RIDE IS NEEDED WITHIN COMMUNITY, CONTACT:

CULTURAL COORDINATOR- STAN MOSES 705-857-1221



TUESDAY JULY 25, 2023

## MEN'S CIRCLE

WITH STAN MOSES & ARLEN TULLOC

TRAILER #4

PLEASE CALL HEALTH CENTRE IF INTERESTED IN ATTENDING.

FOR FURTHUR INFORMATION OR IF A RIDE IS NEEDED WITHIN COMMUNITY, CONTACT:

CULTURAL COORDINATOR- STAN MOSES 705-857-1221

The History and Making Homony Corn Soup

By Elder Joyce Tabobondung

According to Iroquois Legend corn, bean and squash are three inseparable sisters who only grow and thrive together. Corn provides a natural pole for beans to climb. Beans fix nitrogen on their roots, improving the overall fertility of the plant by providing nitrogen to the following years of corn. Bean vines also help stabilize the corn plants making them less vulnerable to blow over in the wind. Corn was the primary crop providing more energy than any other. Corn provides carbohydrates, the dried beans are rich in protein, balancing the lack of necessary amino acids found in corn. Finally, squash yields both vitamins from the fruit and healthful, delicious oil from the seeds.

Early European settlers would certainly never have survived without the gift of the Three Sisters from the Native Peoples, the story behind our Thanksgiving celebrations.

Prior to colonization we the Great Lake Tribes traded with the southern First Nations as we still do today and Homomy corn was and still is one of our main staples.

I was taught how to cure Homomy corn by my mother as was taught by her mother.

First of all you make a fire with a bundle of hardwood maple wood, if there is no maple stands in your area use hardwood ash. Once the fire has died and cooled down gather two cups of the ashes. In about four or five cups of cold water add the maple ashes, let it come to a boil and let simmer for 15 to 20 minutes. Then you will strain the ashes from the water, now you have lye. Ensure your boiling pot is granite as the lye water will corrode metal and steel and use a wooden spoon for stirring. To eliminate straining the water from the ashes make a bag from cheesecloth to use as an ash bag (tea bag)

Next you will mix the corn with cold lye water, let it come to a boil and simmer for 15 to 20 minutes then you will drain the corn from the lye water and run cold water over the corn. As you are running the cold water over the corn you will take rub the corn with your hands to loosen the jackets (membrane) and they will fall off the kernels as you continue with the boils. You will repeat this process 5 to 6 times, after the 5<sup>th</sup> or 6<sup>th</sup> boil you might try biting a kernel to see if it might need one more boil. You now have Maple cured Homomy Corn.

#### Receipts

When preparing the soup stalk you will use 3 to 4 quarts of water add an onion, celery, carrot, potato, salt pork, and wild meat either deer or moose with the bone. If you do not have wild

meat we use pork hocks, season to your liking. Let simmer for 3 or 4 hours and now you have your stalk. Add your cured corn with kidney beans, you might want to add bean or other favorite ingredients, or creamed corn soup. There are many different receipts that are used.

Legends - There are many legends about the Three Sisters corn, squash and beans here is one I would like to share from Legends and Myths as told by Shelia Wilson that vary from Tribe to Tribe. The following legend is from Legends and Myths: The "Three Sisters" as told by Shelia Wilson.

When Native people speak of the "Three Sisters," they are referring to corn, beans and squash. Known as the "sustainers of life," these are the basic foods of substance. They are seen as three beautiful sisters, because they grow in the same mound in a garden. The corn provides a ladder for the bean vine. The squash vines shade the mound and hold moisture in the soil for the corn and beans. The well-being of each crop planted is said to be protected by another. Many a legend has been woven around the Three Sisters - sisters who should be planted together, eaten together, and celebrated together. Legends vary from tribe to tribe. The legends of the "Three Sisters" originated when a woman of medicine who could no longer bear the fighting among her three daughters asked the Creator to help her find a way to get them to stop. That night she had a dream, and in it each sister was a different seed. In her dream, she planted them in one mound in just the way they would have lived at home and told them that in order to grow and thrive; they would need to be different but dependent upon each other. They needed to see that each was special and each had great things to offer on her own and with the others. The next morning while cooking breakfast, she cooked each daughter and egg, but each was different: one hard boiled, one scrambled, and one over easy. She told her daughters of her dream and said to them. "You are like these eggs. Each is still and egg but with different textures and flavors. Each of you has a special place in the world and in my heart." The daughters started to cry and hugged each other, because now they would celebrate their differences and over one another more because of them. From that day on, Native people have planted the three crops together – Three Sisters helping and loving each other.

#### Introduction

#### **Curing Homomy Corn**

First of all you will make a fire with Maple Hardwood, then take approximately 2 to 3 cups of the ashes and add 3 to 4 quarts of water; the ashes can be in a teabag like sack which makes it easier when separating the ashes from liquid lye. In a pot bring this to a boil and let simmer for 15 to 20 minutes. You now have lye. Ensure you use a granite pot and wooden spoon as lye is an acid will corrode anything metal. The ashes to make lye hard wood must be used. Our area has Hardwood Maple; other areas use White Ash for ashes. In areas where there is no hardwood baking soda is used, and the corn is sort of bland tasting.

Now you are ready to put the corn in the liquid lye water, bring to a boil and let simmer for 15 to 20 minutes.

Next you will pour the lye and corn into a sink with the cold water running. Wash the lye from the corn by rubbing the corn through yours hands. Rubbing the corn through your hands will help loosen the membrane from the corn, my Mom use to call them jackets.

You will repeat the boil and washing of the corn 5 more times. Your corn should be ready for the Soup Pot.

The above boiling process will take 8 to 9 hours so I will do 4 quarts of raw homony corn at one time. Also when burning hard wood for ashes I will do enough to last for a year or so. People will trade with me for the ashes.

This was taught to me by my mother as was taught to her by her mother. I often wonder how it was for our great grandmothers, who did not have running water, I am sure they did their curing by the lake.

#### Receipts

There are many receipts for corn soup

The stalk I use is with onion, carrot, celery, salt pork and poor hocks, instead of pork hocks you can replace them with bones from the deer, moose, or other wild animal s we eat.

Once your stalk is made then you may add your favorite's ingredients with the corn.

Different ways I have had soup is with kidney beans, moose, deer meat, partridge, and chicken