



## RAPID LYNX TELECOMMUNICATIONS



## LOGO DESIGN CONTEST

WINNER  
RECEIVES \$500

DEADLINE  
JANUARY 15, 2018

### CALLING ALL MATAWA ARTISTS!

We invite you to design a new logo for Rapid Lynx Telecommunications (RLT), a company that provides broadband carrier services for the Matawa First Nations communities in Northwestern Ontario. RLT delivers advanced, reliable and cost-effective fibre network access. Its objectives is to support social, economic and community development and to eliminate the digital divide between the Matawa First Nations and the rest of the world.

RLT will be building a telecommunications superhighway accessible to all, interconnecting the regions and at the best possible prices while providing access to services and modern contents similar to large urban areas.

The Rapid Lynx Fibre Network will provide broadband telecom transport using advanced technologies with high redundancy and high reliability equipment and fibre optic infrastructures designed for the Northern climate and very long distances. This network, suited for voice, data, video and internet transit, will support the delivery of all services to the population and businesses including health, education, public and governmental services, business services, employment and training, and much more.

SEND SUBMISSIONS BY EMAIL TO: [JRASEVYCH@MATAWA.ON.CA](mailto:JRASEVYCH@MATAWA.ON.CA)  
OR BY FAX: 807.344.2977



## Message from Stantec - Designing with Community in Mind

Stantec is very pleased to assist Matawa First Nations Management and Rapid Lynx in the design portion of this exciting project which aims to bring high-speed broadband internet to your communities. We recognize that the social and economic development of First Nations communities is greatly dependent on having access to high-speed internet. We believe this access will facilitate economic growth and may help bring new services to the population, such as e-learning and telemedicine.

At the end of November and beginning of December, members of Stantec visited each community to meet with community members and get a better understanding of their needs. These meetings served to fine tune the route for connecting each of these five communities and prepare the design for fibre distribution in each community.

We appreciate this opportunity to work with you and look forward to providing our creative solutions for your project to ensure a thriving community with a strong future.



## Matawa Learning Centre Welcomes Grandfather Drum



Last April, staff Steve Achneepineskum (Cultural Worker) and Paul Francis (Mental Health Worker) along with Matawa Learning Centre (MLC) students Todd M (Neskantaga) and Ricky Ostamus (Neskantaga) put together a new Grandfather Drum for the MLC. Shortly after, the new Drum was feasted with a ceremony led by Elder Sam Achneepineskum. The ceremony took place at the MLC with staff, students and community members. Since the birth of the Grandfather Drum at MLC, every Wednesday evening students have the opportunity to learn songs and teachings. The MLC Drum was also invited this summer to the Neskantaga and Nibinamik community powwows (photos above). The drum has also been active in Thunder Bay being invited to the City of Thunder Bay kick off of Youth Week and Superior C & VI School powwow. For information or requests for the MLC drum, please contact drum keeper Steve Achneepineskum.

## Matawa Learning Centre Spend Week in Quetico



Sixteen students from the Matawa Learning Centre spent the week at Quetico College School from October 23rd to 27th. The students participated in a wide range of cultural, outdoor education, and art activities while having the chance to bond and grow as a school community. The school trip gave students a chance to have fun while completing coursework in a hands-on learning environment. Canoeing, fishing, having campfires, and hiking were among some of the fun outdoor activities the students participated in enjoying time out on the land, and away from the busy city.

With the lead from the Cultural Worker, the students turned deer hides into rawhide that they will be making hand drums

with while back at school. Many of the students participated and learned valuable skills including stretching, fleshing, and scraping the hides and are excited to use the finished rawhide. The students prepared and cooked traditional foods throughout the week including geese, preparing wild rice and making traditional teas.

While out in Quetico the season shifted from Fall to Winter overnight allowing us to enjoy a beautiful snowy day completing a variety of crafts and artwork. Clay sculpting, making dream catchers, carving walking sticks, and painting with watercolours were some of the different art workshops the students enjoyed and demonstrated their amazing artistic abilities.

A major highlight for the students were the campfires they kept burning throughout the week, each night many of the students would sit around the fire drumming, sharing stories, roasting marshmallows, and creating strong friendships with their classmates. We are really excited to keep the fire burning and the community growing at the Matawa Learning Centre and have more opportunities for students to get on the Land, have fun, and grow as a school community.

## What Makes a Successful Student?

**1. Reading at Home:** You are your child's first teacher. This means that your child's lifelong success starts with you! Try to read with your child every day. It is the single most important thing you can do to help them succeed in school. To help your child with reading comprehension (understanding what they read), you can:

- Help them make a connection – What does the book remind you of?
- Ask your child to start at the beginning and tell you what the book was about.
- For Fiction Books ask: "Tell me the characters, setting, problem and solution."
- For Non Fiction Books ask: "Tell me the topics and facts you learned."

**2. Growth Mindset:** When students believe they can succeed or learn something new, they put in extra time and effort and keep working even if it is hard. How to encourage Growth Mindset in your child or students:

- Praise their efforts, not their intelligence. "I'm proud of how you worked so hard on your math".

Students Can:

- Figure out what study and learning skills you are not good at. Practice those skills whenever possible. Recognizing and correcting your weaknesses is a strength.

**3. Family Connectedness:** Speaking with children about their day at school helps to connect children with their parents. It also assists with building a community of learners and helps bridge the gap between parent and school. Ask children:

- "What did you learn to day?"
- "What mistake did you make that taught you something?"
- "What did you try hard at today?"

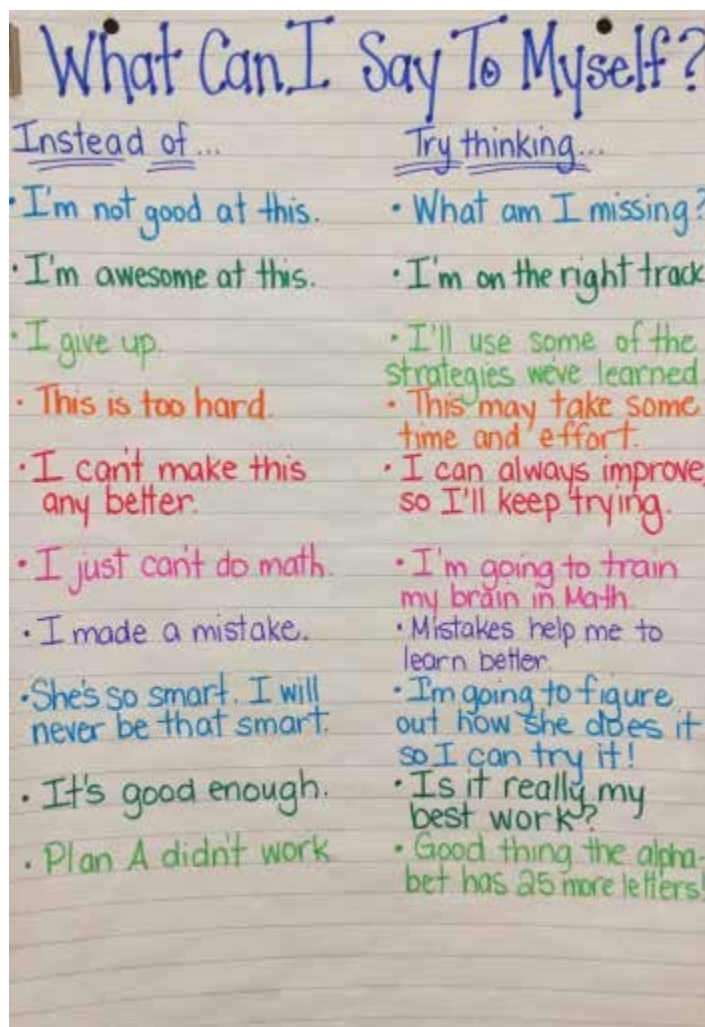
**4. Learn from Failure:** Failure teaches children important life lessons and how to grow. When your child fails, celebrate the lessons in the failure. When children encounter failure, remind them of what they can say to themselves instead >>>

Would you like a take-home book program for your child's school? Do you want to talk about reading at home? Do you have any questions or tips?

**Please contact us!**

Danielle Gibson, Parent-Student Engagement Lead  
dgibson@matawa.on.ca

Direct: (807) 786-3318  
Main: (807) 768-3300  
Toll Free: 1-888-283-9747



# Reading at Home

- Read 15 minutes each day
- Find a comfy place, sit next to your child
- Give them your full attention
- Take turns reading
- Read with expression (use funny voices!)
- Read all different kinds of books (chapter books, story books, joke books, poetry, non-fiction)
- Read the same books over and over if they want!
- Talk about the pictures
- Ask questions before, during, and after reading
- Help them visualize the story

## Praise :)

- I like the way you tried to work that out!
- You looked at the first sound!
- You looked at the picture!
- That's what good readers do!
- I'm proud of you!
- I love reading with you!

## Open Questioning

Give them a chance to say more than "yes" or "no"

- What's going to happen in this story?
- Tell me about this picture
- What will happen next?
- How would you feel if this happened to you?
- What would you do?
- How did the character feel when...?
- Who is your favourite character? Why?
- What do you like about this book?

## What do I do When they Get Stuck?

- WAIT TIME (Count to 5)
- What sound does the word begin with?
- Do you see any chunks?
- Can you say the sounds in the word?
- Is there anything in the picture that could help us?
- Go back to the beginning and try it again
- Let's skip that word, and we'll come back to it
- Ok, so what would make sense here?
- Does that sound right?

# Resource Room and Library Building at Henry Coaster Memorial School in Marten Falls First Nation

This Fall, PASS Literacy and Numeracy, School Success, and Parent-Student Engagement Leads supported Henry Coaster Memorial School in Marten Falls by helping to create a resource room, mini-library and take-home book program. This year, school staff has been working hard at organizing their huge collection of leveled readers, fiction, and non-fiction books. When the staff requested some help tackling this major project, we jumped in to lend a hand!

First, we created a resource room to store leveled readers. These are the books designed for small-group lessons and independent reading to support students through all stages of their literacy development as they expand their reading skills and strategies. To simplify this process for the educators and students, we labelled the books and sorted them into groups based on levels. Now the educators can easily go in and grab the books each student may need, without having to search each time!

Next, we transformed one of the rooms in the school into a student-friendly library. We sorted through stacks and stacks of books in the school storage and chose the most engaging, high-quality, and culturally-appropriate books to display in the library. We created age-appropriate sections for fiction storybooks and chapter books, and a non-fiction section sorted by subjects. Students, staff, and families can now browse, borrow, and enjoy the amazing books their school has to share!

Finally, we gathered a selection of take-home books and created book bags for our students to use to take their books home to keep! We used plastic food storage bags and patterned duct tapes to make a variety of bag styles, so students can choose bags that fit their personality best. Students will be “going book shopping” and taking home both leveled readers and books to read to support their love of reading!



*Library*



*Resource Room*

Would you like a take-home book program for your child's school? Do you want to talk about reading at home? Do you have any questions or tips?

**Please contact us!**

Danielle Gibson, Parent-Student Engagement Lead  
dgibson@matawa.on.ca

Direct: (807) 786-3318  
Main: (807) 768-3300  
Toll Free: 1-888-283-9747



*Take-home Book Bags*



## MATAWA BUSINESS SUPPORT PROGRAM

*Christmas Message*

ZOOOOOMMMM...time is flying at a high rate! The holidays are upon us and with the wintery cold season, make sure to bundle up!

The Business Support Program had kicked off its first set of visits in September. We travelled into the 9 communities. A total of 90 participants attended the introduction workshops with several community members approaching us with great ideas to start their entrepreneurial careers. A lot of information was learned throughout the visits which helped us get a clear indication for our next set of workshops in 2018.

As the new year rolls out, the Business Support Program will be coming into your neck of the woods in January, our focus with the workshops will be Financial Planning and building your Business Plan. So, if you would like to join us, watch for posters and community notices.

If you have any questions, or ideas of a business, please don't hesitate to give me a call at 1-807-344-4575, or email me at [bedwards@matawa.on.ca](mailto:bedwards@matawa.on.ca)

On behalf of the Business Support Program, we would like to wish you and your family a very safe and glorious holiday season.

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## Four Rivers Map Makes 2018 Esri Calendar

Congratulations goes out to Jennifer Duncan, Project Manager/Geomatics Technician for producing a map that will be part of the 2018 Esri Calendar! Using Esri software ArcGIS Desktop 10.5.1. to draw it, this map illustrates the First Nation communities in northern Ontario and the treaties associated with each community. It was created to act as a conversation piece for regional gatherings, conferences and workshops where First Nations from across the region come together to discuss current issues. This map allows First Nation community members to see where other communities are located in relation to them, which helps in discussing both their similarities and differences. It also helps individuals outside of northern Ontario understand where these First Nation communities are located in relation to familiar landmarks. 2018 calendars can be ordered at [www.esri.ca](http://www.esri.ca) - get yours today!

To the right is a recent map produced on the different mineral exploration activities taking place on Matawa First Nations homelands and traditional territory.

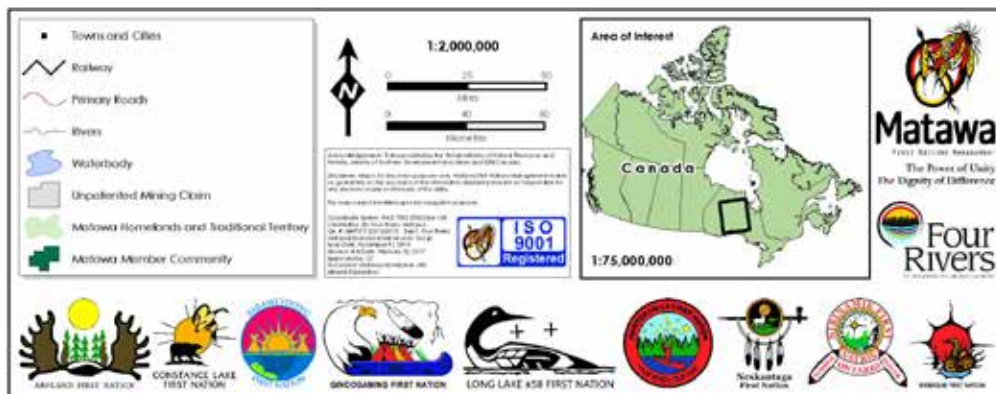
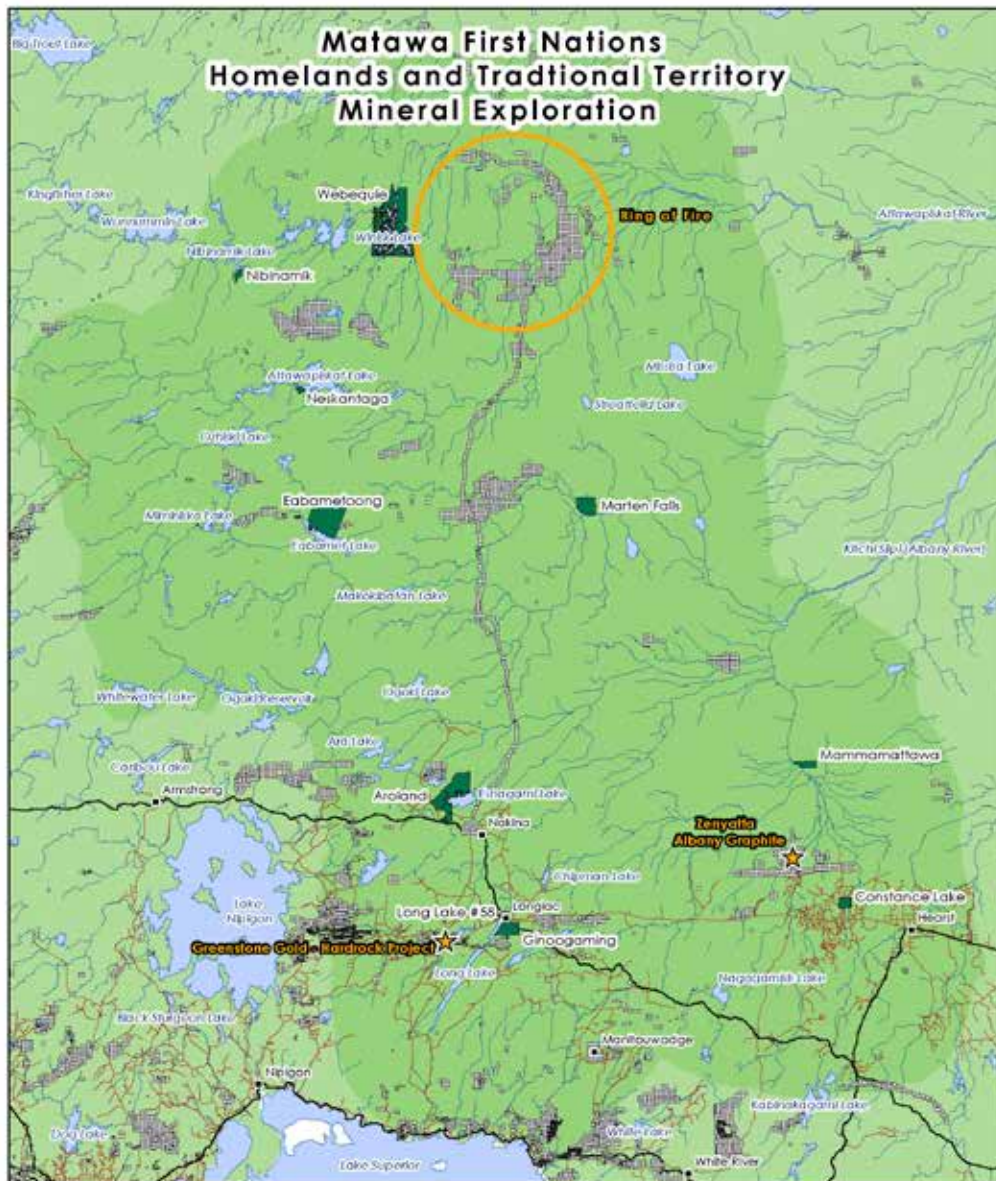
**TUNE IN EVERY 2ND TUESDAY  
FROM 4:00 - 4:30 EST  
(3:00 - 3:30 CST)**

[www.wawataynews.ca/radio](http://www.wawataynews.ca/radio)  
89.9 FM in Sioux Lookout  
106.7 FM in Timmins  
BellTV Channel 962

### UPCOMING SHOWS

December 5 and 19  
January 16 and 30  
February 13 and 27  
March 13 and 27





## Bat White-Nose Syndrome

Bats across North America are facing an epidemic. The Little Brown Myotis, Northern Myotis, and Tri-coloured Bat have been emergency listed as Endangered on Schedule 1 of the federal Species at Risk Act (SARA) in 2014 because of sudden and dramatic declines across the eastern portions of the ranges because of a disease called “white-nose syndrome.” Scientists believe this disease kills bats by causing them to use too much energy during winter hibernation, so that they do not have enough stored energy to survive the winter, or do not have enough energy left over to thrive in the spring time when they emerge. This has resulted in a high number of deaths in recent years. The disease, which caused by a fungus called *Pseudogymnoascus destructans*, leaves the bats with white fungal growth around the nose and sometimes on the wings of the bats.

### Little Brown Bats and their Importance for Humans

Little brown bats eat pests that transmit diseases and eat agricultural products. They are also predators of mosquitoes and other insects around human habitats. This creature consumes about 1500 insects each evening.

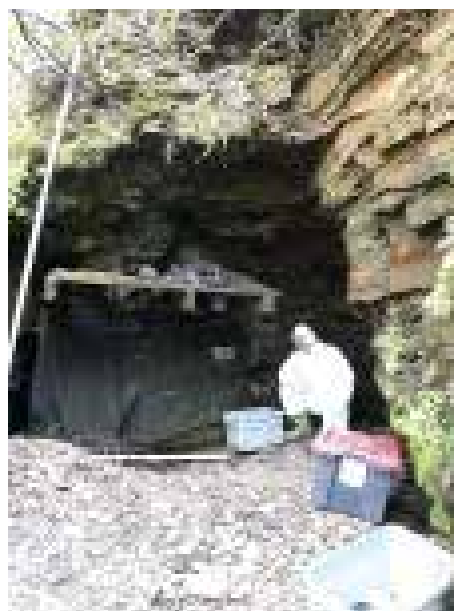
The most current Myotis research that has happened within the Matawa territory is around Aroland, Eabametoong, and Webequie First Nations. If you are interested in Bat species in your area, or know of a place where bats live and you are interested in White Nose Syndrome research, please contact Gord Parker at our Four Rivers Office.



*Photo of Little Brown Myotis*



*Range map of suspected range of Little Brown Myotis and WNS infected areas*



*One of the bat caves being studied (Gord Parker, Four Rivers)*

# Community Engagement by Four Rivers on Greenstone Gold Mine's Environmental Impact Statement/Environmental Assessment Report

From October 23rd to November 7th, 2017 Four Rivers Group facilitated a 5 part Community Engagement Session Series in Ginoogaming First Nation to capture community feedback specific to Greenstone Gold Mines' Final Environmental Impact Statement/Environmental Assessment Report on the proposed Hardrock Gold Mine Project near Geraldton, Ontario. The topics of the sessions included; environmental assessment basics, the legacy of historic mining in the area, the Hardrock Project plans, mining processes and impacts to the environment, including water, waste, fish and wildlife, plants and traditional land use and food sources, and the mine closure and beyond. The second session, held on October 25th, 2017, was hosted by Greenstone Gold Mine and provided the community with an opportunity to ask questions and voice concerns directly to the proponent. The sessions were well attended and captured community feedback, questions and concerns. The information gathered was compiled by Four Rivers Group and submitted to the Canadian Environmental Assessment Agency (CEAA) and the Ontario Ministry of Environment & Climate Change (MOECC). All community comments submitted to CEAA and MOECC will be reviewed and considered in the final decision about the Environmental Assessment for the Proposed Hardrock Gold Mine Project. The engagement sessions provided a great learning opportunity for everyone who participated and allowed for community concerns to be voiced and open dialogue to occur regarding the proposed project.



*Photo (Four Rivers): Conrad Chapais and Jennifer Duncan discussing the 3D mine site model*

## Regional Framework Working Group

The Matawa Chiefs passed a "RFA Working Group" Resolution #21-03-08-17 on September 13, 2017 in Constance Lake supporting the creation of a Regional Framework Working Group (RFWG). The RFWG consists of a member from each of the nine Matawa First Nations; who were each appointed by their Chief to sit on the working group. Staff from the Regional Framework and Chiefs' Council departments at Matawa First Nations, as well as the Lead Negotiations Team support, facilitate and coordinate the work of the RFWG. Since its establishment in September, the RFWG has met numerous times in Thunder Bay and Toronto. The RFWG members are:

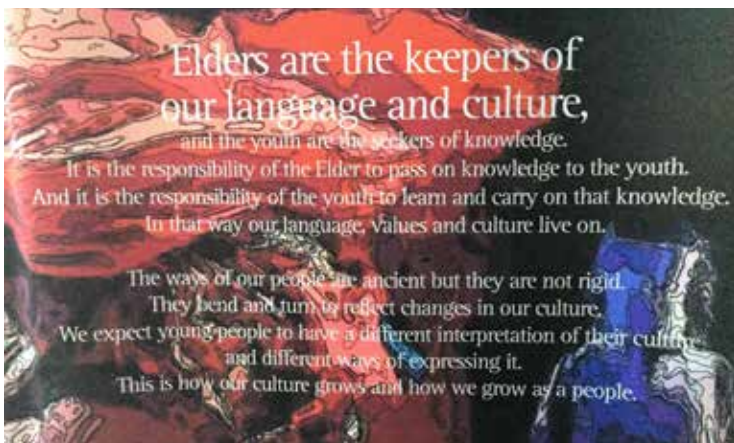
Aroland First Nation – Joe Baxter  
Constance Lake First Nation – Charlene Neegan  
Eabametoong First Nation – Terry Waboose  
Ginoogaming First Nation – Priscilla Fisher  
Long Lake #58 First Nation – Ervin Waboose  
Marten Falls First Nation – Tom Moonias  
Neskantaga First Nation – Chris Moonias  
Nibinamik First Nation – Roger Oskineegish  
Webequie First Nation – Gordon Wabasse



The mandate of the RFWG is to review the work done to date on the Regional Framework Agreement (RFA). They are to make recommendations to the Matawa Chiefs on best approaches to set priorities for discussions with Ontario. The Four Pillars of the RFA include: Environment, Infrastructure, Socio-Economics and Revenue Sharing.

## Chiefs' Meeting at Eagle's Earth Historical Centre

On September 12-14, 2017, Constance Lake First Nation hosted a Matawa Chiefs' Meeting at Eagle's Earth Historical Centre, located approximately 20 kilometres west of the community. All nine Chiefs were in attendance for the meeting along with numerous members from their First Nations; community members included: Elders, Councillors, Regional Framework Team Members, Matawa Jurisdiction Working Group (MJWG) Members, Youth and Advisors. Two main agenda items were the Jurisdiction Table and the Regional Framework Agreement (RFA). Many good discussions and conversations took place over the duration of the three days; unity was a reoccurring theme.



## KKETS NEAT Team Attend Indigenous Workplace Inclusion Workshop

By: Syndyn Baxter, N.E.A.T. Administrative Assistant

On November 20-21, 2017 the N.E.A.T team were pleased to attend the *Indigenous Workplace Inclusion: Strategies for Moving Forward* workshop that was hosted by the Local Employment Planning Council and the Anishinabek Employment and Training Services. The workshop consisted of two Indigenous keynote speakers that facilitated the 2-day event: Trina Maher and Diane Carriere. They brought their knowledge and experience of working to build the bridges in the workplace between Indigenous and non-Indigenous employees in various organizations around the country. The workshop had six modules that each consisted of a PowerPoint presentation and numerous group activities. The participants had plenty of opportunities to interact and share what they learned, their personal experience, their workplace practices that they have in place regarding workplace inclusion and also identified some of the gaps and came up with ideas on how to build those bridges within our organizations and partnerships in the community. The facilitators were great at mixing up the group so that you were constantly meeting, learning and sharing from new people with the different organizations that were present. The modules explored: a brief introduction of the cultural demographics of Indigenous people in Canada, unconscious bias and identified ideas to address bias, insight into the verbal and non-verbal communication styles, guiding principles for engaging with Indigenous communities and building healthy partnerships and retaining recruitments for hired employees and working with Indigenous leadership in the communities. The skills acquired are beneficial in our profession to keep building those bridges with current and new partnerships.



## WE'RE PUTTING TOGETHER A MENTAL WELLNESS TEAM

### PROJECT FACILITATOR/COORDINATOR

- short-term contract that could lead to longer term
- to ensure all project objectives are carried out
- to ensure appropriate personnel, response team members, specialists are readily available upon request by First Nations in crisis
- to ensure administrative requirements are met (i.e. reporting, data and file management, development of forms, etc.)

### INDIGENOUS MENTAL HEALTH COUNSELLOR(S)

- short-term contracts for on-call direct service
- to provide expertise input into the development of crisis response plans, protocols and case management systems in Matawa First Nations
- to be part of the Mental Wellness Team

### CLINICAL CASE MANAGER(S)

- short-term contracts that could lead to longer term
- to work with First Nations to ensure an appropriate, well coordinated crisis response plans and case management systems are in place
- to provide technical and clinical expertise for First Nations to design, establish and/or implement their community-based crisis response plan and case management system
- to be a part of the Mental Wellness Team

### OTHER CONTRACTS

- short-term contracts for on-call specialists as identified by First Nations including child/youth specialists, psychiatrists, psychologists, Elders, Traditional Medicine Specialists, etc.

Seeking individuals to fill these positions from November 2017 - March 31, 2018 with possible extensions beyond . Requires frequent travel to some remote communities within Matawa.

Send your resume, cover letter and 3 employment references to Matawa Health & Social Meno Biimadeswin Health Manager Francine Pellerin at:  
fpellerin@matawa.on.ca or visit  
matawa.on.ca/departement/health/



**WWW.MATAWA.ON.CA**  
**(807) 344-4575**

## KKETS ASAP 2017/2018 GRADUATES

### AROLAND GRADUATES

Gagnon, Cheyenne  
Gagnon, Duncan  
Jabic, Merle

### CONSTANCE LAKE GRADUATES

Bunting, Crystal  
Sutherland, Loretta

### EABAMETOONG GRADUATES

Achneepineskum, Liana  
Atlookan, Dillon  
Atlookan, Kayla  
Keeskitay, Laura  
Mishenene, Cauly  
Moonias, Vernon  
Ooshag, Noah  
Ostamus, Cheyenne  
Sagutcheway, Bruce  
Shawinimash, Jenna  
Tait, Victoria  
Waboose, Mandy  
Wapoose, Tyson

### LONG LAKE #58 GRADUATES

DePerry, Garrett  
Deschamps, Frank  
Muckaday, Gillian

### GINOOGAMING GRADUATE

Fisher, Angela

### NESKANTAGA GRADUATES

Moonias, Gerald  
Moonias, Nina  
Moonias, Warren  
Sakane, Leona  
Sakane, Melissa  
Sakane, Wilfred  
Sugarhead, Elizabeth/Ruby

### NIBINAMIK GRADUATES

Beardy, Dennis  
Beaver, Shallum  
Wabasse, Marilyn

### MARTEN FALLS GRADUATES

Achneepineskum, Patricia  
Achneepineskum, Renee  
Baxter, April  
Baxter, Corrina  
Baxter, Shane  
Coaster, Jason  
Coaster, Tina  
Ritch, Magell

## Aboriginal Skills Advancement Program Winter Update 2017



Boozhoo!! It's hard to believe winter is here and the Aboriginal Skills Advancement Program (ASAP) will be entering into the 3rd quarter - last year in its' 3-year fiscal year agreement with Ministry of Advanced Education and Skills Development (MAESD). Although, the amended program end date is June 30, 2018, we are working hard on the program renewal at this moment with MAESD and are optimistic for ASAP to continue the successful momentum.

Here at KKETS, ASAP staff continue to work hard in supporting Matawa First Nation members obtain their grade 12 Ontario Secondary School Diploma (OSSD), Basic Industrial Certifications and be ready for their next steps whether it's attending college, university, training or directly to employment.

As of October 27, 2017, ASAP has achieved 40 OSSD graduates in 2017/18 fiscal year. KKETS extends congratulations to its 2017/2018 graduates (see list to the left).

ASAP graduates will be recognized at a formal graduation ceremony at the Thunder Bay Community Auditorium on March 7th, 2018. We encourage graduates to R.S.V.P. their attendance to Angela Sofea at (807)768-4490 or email at [asofea@matawa.on.ca](mailto:asofea@matawa.on.ca) if they will be attending the ceremony. The program is expecting an additional 21 students to achieve their OSSD status by the ceremony date.

Since the program's pilot years from 2012-14, ASAP has achieved 298 OSSD graduates which is a proud accomplishment for the organization and achievement for ASAP students of Matawa First Nations.

We want to encourage Matawa members to obtain your high school diploma if you haven't already done so by completing an intake application with your Employment Community Coordinator or by visiting KKETS' website at [www.kkets.ca](http://www.kkets.ca) or contacting KKETS' Intake Referral Officer, Mellissa Gagnon at [mgagnon@matawa.on.ca](mailto:mgagnon@matawa.on.ca) or 888-688-4652. If you have already completed an intake application, we encourage you to contact our office to advise us of your interest in participating, and to ensure we have your up to date contact information and the required documents such as personal identifications and high school transcript on file.

Miigwetch

Carolyn Zadnik, ASAP Project Coordinator

# KKETS Employment Integration Services Program



Photo: Elaine Keesick, Employment Integration Services Assistant

The primary objective of the Employment Integration Services Program (EISP) is to remove barriers and obstacles to employment for Matawa First Nations members. This can be achieved by:

- Preparing and empowering Matawa First Nations members for employment opportunities through work ethics / discipline training, workplace orientation sessions, ongoing monitoring.
- Providing one-on-one job development assistance in securing employment opportunities for Matawa First Nations members which includes resume/cover letter assistance, job search strategies, employment readiness assessments, matching participants with employers/First Nations' job opportunities, and database matching/tracking systems.
- Seeking employment agreements with KKETS, Matawa First Nations and employers.
- Providing cultural sensitivity awareness to employers through educating and access to Elder supports, guiding, mentoring and monitoring activities.

As of November 15th, 2017, the Ministry of Advanced Education and Skilled Developed issued correspondence to its partners indicating that employers registering a new apprentice can apply for a new grant. The Graduated Apprenticeship Grant for Employers (GAGE) is replacing the previous tax benefit. The grant amount increases as the apprentice achieves milestones through to completion. There's also a BONUS for employers hiring from an underrepresented group (women, Indigenous, disabilities, etc.)

The EISP will continue to work with current employers and look forward to increased participation from new employers in providing employment/apprenticeship opportunities for the Matawa membership in the skilled trades with this new incentive.

For more information, please contact the EISP Program at KKETS at (807) 768-4470 or the Ministry of Advanced Education and Skills Development local office or the local Employment Ontario Contact Centre.

## KKETS Nishnawbe Education and Training Programs



Photo: Angie Britt, NEAT Project Coordinator

### Tier 1 Programs:

2x Mining Essentials: 12 participants per session – 12 weeks

3x Mining Common Core: 10 participants per session – 5 weeks

### Tier 2 Programs:

2x Basic Line Cutting: 12 participants per session – 5 weeks

2x Remote Camp Cook: 12 participants per session – 16 weeks \*

3x Kitchen Helper: 12 participants per session – 7 weeks no placement

3x Remote Camp Support: 12 participants per session – 6 weeks

2x Surface Diamond Driller Helper: 10 participants per session – 5 weeks

### Tier 3 Programs:

3x Heavy Equipment Operator: 10 participants per session – 12 weeks

3x Construction Craft Worker: 10 participants per session – 7 weeks

2x Pre-Trades Carpentry: 10 participants per session – 12 weeks \*

2x Pre-Trades Welder: 10 participants per session – 12 weeks \*

2x Pre-Trades Heavy Duty Equipment Mechanic: 10 participants per session – 12 weeks \*

### Please Note:

- Programs are in the process of being scheduled
- Keep informed by visiting your ECC also by KKETS Facebook and website
- We are planning to visit your community to make a presentation
- All applications must have copy of Status Card and/or (letter from band)
- All applications must have copy of SIN and/or (document; EI, OW statement etc.)
- Must be from the Matawa Communities
- Programs will be scheduled over the course of the next 2 ½ years
- Selected participants will receive training allowance/transportation/accommodations
- Programs with asterisk require Grade 12

### FOR FURTHER INFO, PLEASE CONTACT:

Intake and Referral Officer,  
Mellissa Gagnon

NEAT Project Coordinator,  
Angie Britt

NEAT Administrative Assistant,  
Syndyn Baxter

NEAT Project Support Officer,  
Vivian Bird

NEAT Project Support Officer,  
Daren Sakanee

NEAT Recruitment Officer,  
Jason Bilcowski

# KKETS and Matawa Welcomes New Staff

Nishnawbe Education and Training (NEAT), formerly known as ROFATA are highlighted with an \*

## Nishnawbe Education and Training (NEAT)

### Project Coordinator, Angie Britt\*



Greetings, my name is Angie Towegishig Britt and I am a band member of Long Lake #58 First Nation. I am a Confederation College Alumni and a graduate of the Indigenous Wellness Addictions Prevention Program. I have been employed with Matawa/KKETS since approximately 2014. I am honored to be a part of the KKETS team. I am passionate, eager

and excited to be in a new role as the Nishnawbe Education and Training Project Coordinator. I am confident that the NEAT Project will offer our members with programs of value and most importantly I look forward to working with you to achieve your trades training goals. Miigwetch.

## Nishnawbe Education and Training (NEAT)

### Project Support Officer, Daren Sakanee\*



Hello, Boozhoo. Allow me to introduce myself, my name is Daren Sakanee, I'm originally from Neskantaga First Nation, I also speak my fluent language as ojicree. I've been recently hired as Project Support Officer for KKETS. I'm very proud and pleased to work for Matawa memberships and KKETS organization. I'm looking forward to accomplishing the tasks that are set out for me, but my main role as project

support officer will be to act as a liaison between KKETS, clients, training partners, and employment partners. As for my education and work experience, I have been in school for years developing my skills and knowledge. My philosophy with education as an aboriginal person is that education got us into this mess and education will get us out with perseverance. As for my work experience and personal characteristics, I'm a team player, energetic, accountable and very easy going, I have worked in various employment to share my experience with KKETS. Therefore, I'm looking forward to working for Matawa and other organizations with the best of my ability and please if you have any ideals and suggestion don't hesitate to share them with me. Meegwetch.

## Nishnawbe Education and Training (NEAT)

### Project Support Officer, Vivian Bird\*



Wacheyah. I am a member of Constance Lake First Nation. I am one of the Project Support Officers recently hired at Kiikenomaga Kikenjigewen Employment and Training Services (KKETS). My previous work experience was in education as a support staff member in my community of Constance Lake. My education

background includes an Office Administration certificate from St. Lawrence College through the First Nations Technical Institute (FNTI). I am also currently enrolled in courses in the Canadian Public Administration and Indigenous Governance at Ryerson University through FNTI. I am thankful for this new opportunity and to be working with the KKETS team. I look forward to supporting and assisting our people in the Matawa communities. I believe learning and new experiences are endless in life's journey, with this I wish everyone well. Kitchi -meegwetch!

## Nishnawbe Education and Training (NEAT)

### Recruitment Officer, Jason Bilcowski\*



Boozhoo, hello my name is Jason Bilcowski and I am thrilled to have begun this new journey as the Nishnawbe Education and Training (N.E.A.T.) Recruitment Officer at Kiikenomaga Kikenjigewen Employment and Training Services. (K.K.E.T.S.) Born and raised in Thunder Bay, I attended Confederation College and graduated with a diploma in Human Resources

and Human Resources Management. The following years found me working in various sectors including the Service, Health Care, Mining and International Military Support. Most recently, I was on contract as a Mining Readiness Instructor in the communities of Eabametoong and Aroland. I enthusiastically look forward to providing assistance within the team and facing new challenges together. Miigwetch, Thank you.

## Nishnawbe Education and Training (NEAT)

### Administrative Assistant, Syndyn Baxter\*



Booshoo, my name is Syndyn Baxter. My First Nation's community is Eabametoong First Nation but I was born and raised in Thunder Bay, Ontario. During the ages of 10-14; my family lived in Lansing, Michigan for four years. In high school I returned back to Canada and spent the summers in Eabametoong. This past year, I simultaneously attended two educational institutions in Thunder Bay. I graduated from the 1 year Office Administration program at the Confederation College and I graduated from a 1 Year Ministry Training program at Faith Life Bible School. I had a lot on my plate last year but I managed to succeed academically. Originally, I wanted to take a break after a busy academic year but it is in my nature to be busy so I put myself out there to apply for jobs in my professional field. I know that this position will provide the experience I need to apply the skills I learned from college. I am excited to be working and learning alongside many amazing people in the Matawa and Kiikenomaga Kikenjigewen Employment and Training Services organization. Miigwetch.

## Aboriginal Skills Advancement Program (ASAP)

### File/Administrative Clerk, Angela Sofea



Booshoo, my name is Angela Sofea and I am a band member from Webequie First Nation. I recently moved back to Thunder Bay after 17 years with my husband and 3 children. During that time, I have been in Webequie working in Health Promotion and Front line work in Diabetes education, Family Violence and Addictions. I have

also worked in Finance, customer service and I am a certified fitness instructor. I am looking to building my skills in this fitness as I have done when I left Webequie. I am currently enrolled in my last year with the Health Services Management Program with Native Education Training College. It is a big change, and I am learning a lot and happy to work alongside with some amazing and helpful staff.

# KKETS and Matawa First Nations Management Welcomes New Staff

## Matawa Education

### MLC On-Call Worker, Aaron Beardy



Hello my name is Aaron Beardy from Muskrat Dam First Nation. I also have strong ties to the Community of Fort Hope First Nation where my mother is from. I am familiar with the land and bodies of water where I frequently hunt and fish with family members. I am humbled and honored to be chosen for the supervisor position for the On Call Team for Matawa. I

have been living in the city of Thunder Bay for 17 years. I was one of the first students to open up at Dennis Franklin Cromarty High School where most of my experience comes from. I have a certificate in General Arts & Science from Confederation College. I am currently in the Social Service Worker: Native specialization program at Oshki Education & Training Institute. I am currently in my 5th and final semester. With this recent position, I hope to utilize my outdoorsmen skills as well as the recent education I received to teach the respect of the land, mind, body and soul. My goal is to ensure the safety of the students and all bodies of life surrounding the Matawa Learning Centre. Happy to be part of this new process and look forward to meeting and working with you all. P.S. If you have any questions about my passion for hunting, please ask me, I like talking about it. Miigwetch Have a nice day!

## Matawa Education

### MLC On-Call Worker, Ashley Nate



I am originally from Eabametoong First Nation aka Fort Hope, Ontario. I have been living in Thunder Bay for the last ten (10) years as I was attending Hammarskjold High School. I am currently working on my Post Secondary Diploma from Fanshawe College Located in London, Ontario. I am enrolled in Golf and Club Management and Recreation Leisure program. I

am expected to be graduating in the spring/summer of 2018. The Position that I have accepted at the MLC is to be apart of the On-Call Worker Team that will consist of night shifts and ensuring that the students are to be safe and to give timely transportation as requested. I am going to do the best of my ability to make sure that every student feels comfortable with giving me a call if they have any questions or if they feel comfortable enough to talk to one of us On-Call Workers. I am very excited to be apart of the On-Call team and also very interested to learn about the different outcomes or situations that we will be facing while out patrolling the city of Thunder Bay to ensure Student Safety. I am very honored to be apart of the organization and I look forward to meeting you all. Thank you for being so welcoming and please do not hesitate to say hi if we ever come across each other either outside of work hours or during work hours. Miigwetch.

## KKETS

### Finance Clerk, Harriet Matthews



My name is Harriet Matthews from Fort Severn. KKETS welcomed me as their new Finance Clerk in mid-October. Joining a new organization is always a good learning experience, meeting new people and acquiring new job skills. My work experience is quite extensive in bookkeeping; twenty years plus with my first nation and seven years with our tribal council. My children were my inspiration in getting my financial diploma at Confederation College and Oshki-Pimache-O-Win. My life was blessed with three wonderful children and one cute little grandson. Thank you for welcoming me into your organization and I'm looking to do well. Meegwetch.

## Matawa Education

### MLC On-Call Worker, Diane Gustafson



Boozho niin Diane Gustafson (married Ed Fisher). My home is Ginoogaming First Nation, originated from my Grandmother, Mothers community of Long Lake #58. I am a mother of 4 adult children and a loving grandmother of 8 boys and 2 girls. I have been hired with MLC as On-Call-Worker.

We have a team of 6 members. I am excited and honored to be apart of our team with confidentiality, integrity and availability. To communicate with all Matawa students and members with safety, preventative measures and goals to participate in education and awareness to all of Matawa region. My background is in Education, Social work and representative in First nation work environment. The Youth are our Future. Feel free to contact myself at the MLC. Chi miigwetch.

## Matawa Education

### MLC On-Call Worker, Clinton Quisses



Boozhoo, Hello, everyone. My name is Clinton Quisses, I am from Neskantaga First Nation. I've been living in Thunder Bay for 15 years and I recently started working for Matawa Learning Centre as a on-call worker. As for my education and hobbies, I went to westgate high school and transferred to MLC when it started and open up. I like to play hockey, baseball, and paintball on my free time. I enjoy working for Matawa Learning Centre so far and being around the youth, students, and the rest of the Matawa staff. I hope to make a difference and help the youth and students in the near future. I would like to thank the Matawa Learning Centre for giving me this opportunity to join this staff and thank everyone else for being so welcoming and I truly hope everyone has a great year. Thank you, Miigwetch. Clinton.

# Matawa First Nations Management Welcomes New Staff

## Matawa Education

### MLC On-Call Worker, Kayla Baxter



Hi, my name is Kayla Baxter and I am part of the Matawa Learning Centre On-Call team. I was born and raised here in Thunder Bay. I am registered with Bearskin Lake First Nation, but I also have family roots in Fort Hope or Eabametoong, First Nation. I recently graduated from Political Science Pre-Law and Indigenous Learning at Lakehead University. I have always

enjoyed working with youth and I always strive to be a good role model within the city and in my personal life. I am thankful for this opportunity, and I am excited to start working with the students and staff of the Matawa Learning Centre as we move forward together, to create a safe and positive school year.

## Matawa Education

### Student Support Worker, Tim Sofea



My name is Tim Sofea, I am a Webequie First Nation member. The past 10 years I have worked in the employment/training, social services field. I look forward to working with the students, staff and communities as the student support worker for Matawa Learning Centre. I enjoy playing volleyball and hockey. I am also a certified fitness instructor I usually run classes

2-3 per week.

## Matawa Education

### Student Support Worker, Carly Ducharme-Skinner



Hello! My name is Carly Ducharme-Skinner and I have been hired to work with our Matawa students, as a Student Support Worker. My Educational background consists of a degree in Education and a diploma in Child and Youth Work. For the past nine years I have worked in varying capacities with First Nation children, youth, and families. I am excited to have been given an opportunity to join the team at MLC, and look forward to getting to know the students and serving the Matawa communities.

## Matawa Education

### MLC Cultural Worker, Rowena Moonias



Boozhoo, my name is Rowena Moonias and I am from Marten Falls F.N. I have been living in Thunder Bay for the past 6 years with my husband and 3 great children. I am happy to report that I have been hired as a Cultural Worker for the Matawa Learning Centre. I was last working as Student Support for Marten Falls and am really looking forward to continuing working with our youth as well as the staff at Matawa. I

believe that reconnecting our youth with our culture can have nothing but positive impacts. I am very proud to be a part of this great program at MLC and can't wait to get started! Miigwetch!

## Matawa Education

### MLC Cultural Worker, Shirley Mekanak



Boo shoo, Hello, My name is Shirley Mekanak. I am originally from Webequie First Nation, I moved here to Thunder Bay on June 2017 to come and help my family with the stuff they can't do by themselves. When I was living back in my reserve, I worked in our local school SJMEC as Tutor Escort for 10 plus years. I also worked in various other jobs like Distance

Education, Early Years and Aboriginal Head Start, mostly in the Education field. That is how much Education is important to me and I enjoy working and helping the students in reaching their goals and aspirations. Education is the most important tool anyone can have in the world to survive and to help yourself or your family, living wise. Now a days we have to pay everything, everywhere, as soon as you walk out of your door step basically. I recently started working for Matawa Learning Center as a Cultural worker. I like working and helping our First Nations youth in their learning to be successful in their future. I look forward in working with the MLC students and the staff this school year. Meegwetch

## Matawa Education

### MLC Cultural Worker, Marcel Bananish Sr.



Boozhoo. Marcel Bananish Sr, Niidizhinikaaz. Makwa- Niin Dodem. I am a proud member of Long Lake #58 First Nation. Being raised in my home community by my Grand Parents, I took the Teachings of my Family, Community and incorporate it into my Education, Language, Culture and Identity. Chii-Miigwetch, Matawa Education Department for granting the position of Cultural Worker. I have been a Drum Keeper for over 25

years and a Youth educator for over 20 years, ranging in different fields of youth programming. I graduated from Victoria, British Columbia World College and at Confederation College in Thunder Bay. It all gave me wonderful options and insights of different Community levels working diligently together for our Youth and Nation. Miigwetch.

## Matawa Education

### MLC Elder, Emily Jacob



Booshoo – My Name is Emily Jacob, originally from Webequie First Nations but now living in Thunder Bay. My background information is: Worked for 30 + years in my community. I also traveled a lot to other northern communities. My main duties were scattered during my years of work, but being in the Health field most of the time. I had an opportunity to

work in a school setting as well, working with people of all ages at a community level. So, now that I'm an elder, I like to pass on my knowledge that I have been taught and learned first-hand from different elders in my time. As an elder for the Matawa Learning Centre, I will do the best of my ability to fit in to the Learning Centre to give support, guidance, and encouragement to the students of Matawa Learning Centre.

# Matawa First Nations Management Welcomes New Staff

## Matawa Education

### MLC Arts Teacher, Brittany Kennedy



Hello, my name is Brittany Kennedy and I am honored to be working with the Matawa Learning Centre as the new arts teacher. Born and raised in Newfoundland, I came to Thunder Bay to study Fine Arts at Lakehead University in 2009. Along with being an O.C.T. I/S teacher I am also a practicing artist here in Thunder Bay focusing on portraiture and

soft sculptures. Aside from my passion for the arts I am equally passionate about teaching young people about the power of creativity. I look forward to encouraging students to tap into their imagination and to explore the incredible art opportunities in the North. I am beyond thankful to be a part of the Matawa team and look forward to our future endeavors.

## Matawa Education

### Ass't Community Liaison Officer, Michael Whitehead



Hi/ booshoo, my name is Michael Whitehead. I am a Webequie First Nation member. Recently, I just moved to Thunder Bay with my wife and kids in August 2017 after living in Eabametoong First Nation for ten years. It seemed like I am moving further and further away from my hometown but now that I work for Matawa Education Department as the

Assistant Community Liaison Officer, I will definitely be visiting Matawa communities. This is a milestone for me where I'm at, I'll be learning new things at another level by whom I consider my mentor(s). I will be sharing information and collecting input from your community. So those that don't know me, I like to hunt and fish when I can. I do speak in my own language still which is Ojibway. Lately, I realize how important and delicate the language is. I'm lucky to understand it. So anyway, meequetch and see you around!

## Matawa Education

### Human Resource Policy Officer, Manish Agarwal



My name is Manish Agarwal, I was born, raised and have lived in Thunder Bay all my life. Recently, I was fortunate enough to be appointed Human Resource Policy Officer for Matawa's Education Division. When I was asked why I wanted to be a part of the Matawa organization the answer was simple, "I wanted to help and be a part of the solution". I know the

youth that attend schools in the city from the northern reserves and communities face numerous obstacles and challenges. I wanted to be part of an organization whose sole purpose is to ensure the safety and future success of those students. As someone who was born and raised in this city I want to see it thrive which I know is in large part contingent on the success of these youth. I look forward to seeing what we as a team can accomplish.

## Matawa Education

### Ed Partnership Program Liaison, Skylene Metatawabin



Greetings, wacheya. My name is Skylene Metatawabin, I am a Fort Albany First Nation Member from the Mushkegowuk territory, I am a mother of 4 and a grandmother to 2 beautiful granddaughters, and wife to Brent Edwards. My humble background for the past 17+ years has been in Education, coming from a small First Nation Community, I knew I needed my

Education, not only to fulfill my passion in Teaching our Children, but to be and continue on being a positive First Nation role model for them as well. I was fortunate enough to be the successful candidate as your Education Partnership Program (EPP) Liaison, with Matawa Education, and I look forward to working alongside a progressive educational team, as well as serving our Matawa First Nations communities. My door is always opened and if you need more information, please do not hesitate in contacting me. Until then, meegwetch and wacheya. "We cannot always build the future for our YOUTH, but we can build our YOUTH for the future." ~Franklin D. Roosevelt~

## Matawa Education

### MLC Math Teacher, Samantha Renaud



Hello my name is Sam, and I am so delighted and proud to be the new math teacher at the Matawa Learning Center. Teaching has been my passion ever since I was a young girl. I'm from Long Lake #58 First Nation, but born in Thunder Bay and raised in Dryden. I graduated from Lakehead University in 2011 with a B.Ed in Mathematics and Geography. I have

had the pleasure and opportunity to teach in London England where I spent a lot of my free time travelling and learning from my students. Aside from personal fitness training in my free time I hunt, fish, and play hockey.

## Matawa Education

### MLC Teacher (OCT), Dallas Watson



Boozhoo, Hello, my name is Dallas Watson and I am ecstatic to become a part of the Matawa Learning Centre. I am committed to moving forward with Matawa Education in the implementation and creation of an excellent program designed to best suit our students' individual learning styles and needs. I achieved my Bachelors Degree in Education

from the University of New Brunswick with a Double Major in Language and Social Studies. I am certified to teach High School courses in English, Social Sciences, History and Special Education. I have several years experience teaching in Northwestern Ontario with the Superior-Greenstone District School Board and enjoy integrating traditional ways of learning and knowing into the curriculum.

## Matawa Education

### MLC Outdoor Education Teacher (OCT), Joey Miller



I have recently completed a Masters degree in Education at Lakehead University that involved working with the Matawa Learning Centre to develop outdoor education and Land based education programs. My interests in outdoor education have lead me to pursue an undergraduate degree with a double major in Outdoor Recreation and Geography, as well as a BEd degree with certification with the Ontario College of Teachers. I have spent over a decade working in YMCA camps and outdoor education centres affiliated with school boards, as well as facilitating technical skills instruction and professional guiding. This work has allowed me the good fortune to paddle rivers all over the country. I am now proud to be teaching at the Matawa Learning Centre, continuing to work with students and staff in developing Land-based and outdoor education programs, offering students a fun and alternative way to learn. My passions include hunting, fishing, and outdoor adventure, come by and chat anytime!

## Matawa Education

### Student Activities Coordinator, Sarah Nelson



Boozhoo, I am very excited to be one of your new Student Activities Coordinators and serve the interests of the students at the MLC. I was born and raised in Thunder Bay and have family from Couchiching First Nation, Lac Seul First Nation and Navan, Ottawa. I hold a Bachelor of Arts in

Indigenous Learning from Lakehead University, where I began community organizing and taking on leadership roles such as the President of the Lakehead University Native Student Association, organizing social and cultural activities for the Indigenous student body. A passion developed for supporting community spaces and advocating for community needs which I brought forward in my work. I have worked mainly with First Nations youth, hosting large and small youth gatherings and developing workshops through my roles as Youth Amplifier for the Feathers of Hope youth movement, Reconciliation Youth Leader for Canadian Roots Exchange and Northwest Lead for Youth Social Infrastructure Collaborative. I look forward to bringing the skills and networks from my previous roles by offering activities that are shaped by the students and collaborating with community members and staff of Matawa. Miigwech.

## Living with Us... WHIP-POOR-WILL



You may have heard their distinct call in the summer and fall. A repeated trill that sounds like 'Whip-poor-will' over and over again. But did you know that Eastern Whip-poor-wills are on Ontario's Species At Risk list? These ground-living birds are currently listed as 'Threatened', which means they're not endangered yet, but they are likely to be if we don't take steps to protect them. The Eastern Whip-poor-will is a medium sized bird that is covered in mottled brown/black/white plumage that make it very difficult to spot when they on the forest floor, which is where they lay their eggs and spend most of their day. If a whip-poor-will is spotted by a predator, they will often fake an injury, slowly leading the predator away from their eggs. Once the predator is far enough away, they will take flight and return home. Whip-poor-wills are nocturnal and they

fly at night to catch their prey. They are known to eat mosquitoes, flying beetles, ants, grasshoppers, and crickets, but moths make up most of their diet. They are incredibly useful to have around to keep the insect population down! Because they hunt at night, they have large eyes, adapted to see in the dark. Whip-poor-wills are migratory birds, that means that during the winter, they fly south to Central and South America where it's warm, returning in the spring to breed in the Eastern US and Canada.

**Fun Fact:** Eastern Whip-poor-wills lay their eggs in phase with the lunar cycle, so that they hatch on average 10 days before a full moon. When the moon is near full, the adults can forage the entire night and capture large quantities of insects to feed to their nestlings! To-date, Whip-poor-will have been recorded in Aroland First Nation. If you see or hear Whip-Poor-Wills in your area, please contact Gord Parker at our Four Rivers office.



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