



**Matawa Education and Care Centre (Matawa Learning Centre)
7th Annual Report
Seven Youth Inquest
Academic 2022-2023**

School Name Change: It's important to note that we changed our school name from Matawa Learning Centre to the Matawa Education and Care Centre (MECC) beginning in academic 2019-2020; however, Matawa Learning Centre was our official name throughout the Seven Youth Inquest proceedings.

RECOMMENDATION 6		
In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrissette and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven (7) youths were gifted.		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
<p>Canada, Ontario, Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO) and Matawa Education and Care Centre (MECC)</p>	<p>At Matawa First Nations Management's 2016 Annual General Meeting, the Chief's Council directed the Matawa Education Department, in consultation with Jordan Wabasse's family and the Matawa Education Authority Board of Directors, to develop criteria for a scholarship in Jordan's name to be awarded annually to a student from a Matawa First Nation. The Chiefs Council acted by way of resolution dated July 28, 2016.</p> <p>The Jordan Wabasse Memorial Awards honours graduating Matawa students who share Jordan Wabasse's dedication, commitment and passion for sports and outdoor education. Each year six memorial awards totaling a \$1000 each are awarded to graduating students who excel in Athletics and Outdoor Education from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation; as well as, the Matawa Education and Care Centre (MECC) and Provincial Schools in Thunder Bay.</p> <p>Each academic year funding is received from Ontario to implement this Inquest Recommendation.</p> <p>The Jordan Wabasse family, Webequie Education Authority and MECC hosted the 1st annual Jordan Wabasse Memorial Awards (JWMA) in academic 2017-2018 on June 27, 2018 at Simon Jacob Memorial Education Centre in Webequie First Nation which celebrated six graduating students. Awarded students graduated from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation and Matawa Education and Care Centre in Thunder Bay.</p>	<p>A – Accepted C – Complete</p>

In academic 2018-2019, the 2nd Annual JWMA's were held at the graduations of the six winners. In addition, Webequie Education Authority and MECC coordinated Jordan Wabasse's family; which included, his mother, grandmother, brothers, uncle and cousin to attend the graduations to help distribute the JWMA's to the winners. Awarded students graduated from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation; as well as, Matawa Education and Care Centre and Westgate Collegiate and Vocational Institute in Thunder Bay.

In academic 2019-2020, the 3rd annual JWMA's looked different this year as June 2020 graduation celebrations were celebrated remotely or from a safe distance due to the COVID-19 pandemic. MECC, Webequie Education Authority, and the Jordan Wabasse Family awarded another six graduating students with a Jordan Wabasse Memorial Award this year. Awarded students graduated from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation; as well as, Matawa Education and Care Centre and Superior Collegiate and Vocational Institute in Thunder Bay.

In academic 2020-2021, the 4th annual JWMA's continue to be celebrated remotely or from the safe distance due to the COVID-19 pandemic. MECC, Webequie Education Authority, and the Jordan Wabasse Family awarded another six graduating students with a Jordan Wabasse Memorial Award this year. Awarded students graduated from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation and Matawa Education and Care Centre in Thunder Bay.

In academic 2021-2022, the 5th annual JWMA's were celebrated safely in person once again! MECC, Webequie Education Authority, and the Jordan Wabasse Family awarded another six graduating students with a Jordan Wabasse Memorial Award this year. Awarded students graduated from Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation and Matawa Education and Care Centre in Thunder Bay.

In academic 2022-2023, the 6th annual JWMA's was another in person celebration and this year was extra special because Jordan's family attended the MECC Gradation on June 15/23 to distribute another six JWMA to winners from Matawa Education and Care Centre and Hammarskjold High School in Thunder Bay. Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation will be hosting their own JWMA ceremony June 28/23.

RECOMMENDATION 7

In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:

- **All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations;**
- **First Nation governments exercise inherent control over their education systems;**
- **First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social and economic affairs;**

<ul style="list-style-type: none"> • Without improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain; • Canada should support individual First Nations Communities as they develop local solutions to the effects of colonial policy; and • In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply. 		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
<p>Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Service, NAN, NNEC, KO, DFCHS and MECC</p>	<p>The Matawa Education and Care Centre (MECC) has always and continues to: support treaty rights, First Nation control over First Nation education, spiritual life, cultural life, social life and economic affairs.</p> <p>The MECC is painfully aware of the need for Canada’s support on these fronts and that a lack of improvement on these fronts will mean that the gap in education outcomes between Indigenous and non-Indigenous students will persist.</p> <p>Past failures to respect treaty rights and First Nation control over education, spiritual life, cultural life, social life and economic life have resulted in the underfunding of on and off-reserve education for First Nation youth.</p> <p>At the Matawa First Nation community level the Seven Youth Inquest Recommendations calls for the government of Canada to address the following areas in each Matawa community:</p> <ul style="list-style-type: none"> • Increasing Programs and Service to Eliminate Educational Gaps • On Reserve Education (i.e., Early Childhood, Elementary, Secondary, and Adult Education) • Funding Needs • Living Conditions • Health Issues • Youth Substance Abuse on Reserve • Community Based Transition Programs • Youth Participation in Decisions • Fostering Greater Collaborations and Partnerships <p>MECC has been advocating for Canada to address these areas to improve the conditions within the Matawa First Nations communities, eliminating the gap in education outcomes between Indigenous and non-Indigenous students.</p> <p>In addition, MECC has receive NO direct funding from Indigenous Services Canada as a result of the new Education Transformation Formula for the 2020-2021, 2021-2022, and 2022-2023 academic years.</p> <p>In the experience of the MECC the most significant funding and policy barrier continue to be:</p>	<p>A – Accepted C – Complete</p>

	<ul style="list-style-type: none"> • The refusal to fund MECC directly because it is off-reserve. MECC will not be covered under Canada’s new Education Transformation Formula. • No long-term funding commitments from the federal government for Inquest Recommendations. • No specific funding source for Inquest Recommendations. • Lack of funding for staffing resources to implement Inquest Recommendations, especially at the First Nation community level. • Lack of policy changes from the provincial and federal government to ensure long-term sustainable change for Inquest Recommendations. <p>MECC believes in Jordan’s Principle, and we continue to engage in discussions with Canada and Ontario, with a view towards working together to ensure the above-noted issues are addressed for First Nation youth from our communities. IF these discussions are successful, MECC’s funding partners will be taking significant, concrete steps towards respect for treaty rights and First Nation control over education.</p>	
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RECOMMENDATION 49

In order to provide students from First Nations communities in NAN territory and their families with firsthand information regarding the community supports and opportunities that are available when they attend school in Thunder Bay, consult with other community partners to encourage and facilitate visits by those community partners to the NAN communities to speak and engage with students prior to their move to Thunder Bay.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO, DFCHS and MECC	<p><u>Community Education Sessions on Reserve:</u> Matawa Education continues to present to Matawa First Nations when requested to talk about Thunder Bay and the supports and opportunities available for students who attend high school at MECC or elsewhere. Regular presentations are made to students, families, and leadership. Presentations are open for all community members to attend. Matawa Education also attends annual career fairs, pow-wows, and graduations within our communities. For the first time this school year St. Joseph’s Care Group staff joined MECC staff on their visits to community career fairs. During these visits, information was provided about the St. Joseph’s Care Group specialized services available to MECC students. In addition, wellness supplies were handed out to children, youth and other community members.</p> <p><u>Community Education Sessions in Thunder Bay:</u> MECC staff are regularly invited to present at a number of First Nation led Community Education Sessions held in Thunder Bay for their membership. At these sessions, MECC staff are invited to present to community members and leadership our various programs and services.</p> <p><u>Working with Community Staff and Leadership:</u> MECC and Matawa Education continue to work closely with our Matawa community school staff to meet with teachers, grade 8 students and their family members prior to their transition to an urban centre like Thunder Bay. Matawa Education staff also regularly meet with</p>	A – Accepted C – Complete

	<p>Matawa First Nation’s Education Directors, Principals, Education Counsellors and On Call Workers which further aids in grade 8 student transition.</p> <p><u>Community Cultural Curriculum Resource Gathering/Information Session:</u> The Curriculum Development Officer arranged community visits in community and Matawa members on several occasion throughout the 2023/2024 year to obtain valuable input from community members, youth, Elder’s, and Knowledge Keepers. Members provided meaningful responses through a variety of ways for the MECC to develop effective and meaningful learning resources for our youth attending out school. The Curriculum Development Officer arranged community consultations in Webequie on October 19th, 2022, community members gathering for those residing in Thunder Bay on November 2, 2022 and Matawa community members information session on March 7-9, 2023 for all communities.</p>	
<p>RECOMMENDATION 51</p> <p>Canada, NNEC and MECC should form a working group to establish a mutually beneficial relationship regarding sharing of resources in one central facility in Thunder Bay.</p>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC and MECC	<p>Throughout the process of implementing the jury’s Inquest Recommendations, MECC has established a mutually beneficial relationship with Canada and NNEC which includes sharing resources and expertise on the following tables, working groups, projects, etc.:</p> <p><u>Tables with Canada and NNEC:</u></p> <ul style="list-style-type: none"> • Political Table • Education Table • Task Team Tables <ul style="list-style-type: none"> • Student Well Being • Programs, Funding and Services • Infrastructure • Legal <p><u>Working Groups with Canada and NNEC:</u></p> <ul style="list-style-type: none"> • IR # 64 – Programs/Services with ISC • IR#114 – Safe Sobering Site Working Group <p><u>Additional Projects and Working Groups with NNEC/DFC:</u></p> <ul style="list-style-type: none"> • First Nations Inquest Coordinators Working Group • Inquest Coordinators Teleconference with Ontario/Canada • NAN Seven Youth Inquest Marketing Campaign • NAN Student Safety Dispatch Call Line • NAN ID Challenges Working Group • Thunder Bay Regional Health Sciences Centre Working Group • IR #91 – Missing Students Working Group 	<p>B – Accepted C – Complete</p>

- IR #97 – LCBO Anti-Runners Social Media Campaign
- IR #112 – Anti-Hate Crimes Public Education Campaign
- IR#115 – River and Waterways Safety Working Group
- IR#116 – Anti-Racism Social Media Campaign and Public Forum

One Central Facility: As you can see MECC and NNEC have an excellent working relationship, regularly consult on many recommendations and share resources often in our working groups. However, given that we are two different organizations with different governance structures and the sheer magnitude of the number of students who must leave their home communities to attend high school (because their home communities do not have high schools) in NNEC and Matawa First Nation communities, it is not practical to believe that these students can be safely or appropriately accommodated in one facility.

About the Matawa Education and Care Centre Facility:

In academic 2017-2018, the City of Thunder Bay sold Grandview Lodge, a former long-term care facility, to Matawa First Nations Management for a nominal fee. Four phases of renovation started and the Matawa Education Department which includes the MECC moved into the new building in phases. In academic 2018-2019, MECC completed our first school year at new site (i.e., Grandview Lodge) and changed our name to the Matawa Education and Care Centre (MECC). Also in academic 2018-2019, Canada invested \$19,000,000 for our Care Centre which will accommodate 100 students while they attend school in Thunder Bay. Renovations started in 2018-2019 and student accommodations will open in the 2021-2022 school year.

Key features of the Matawa Education and Care Centre include:

- Courses offered from 9:00am to 8:00pm.
- Evening and weekend activities and educational support.
- After hours student support which includes On-Call Services and Safe Sobering Site for all Matawa students in Thunder Bay.
- Integration of best practices and research-based curriculum development.
- Class structure that promotes thinking and experiential learning, with a strong focus on cultural teachings and land-based learning.
- Trades and Co-Operative education.
- Comprehensive assessments for all students attending school.
- All the necessary physical spaces, including a full-size gymnasium; computer and science labs; multimedia rooms; arts, music, drama classes, exercise rooms; and traditional and cultural spaces.

Key Features of Matawa Care Centre, our 100 bed student accommodation centre, include:

- 24 Hour Support with a 10:1 ratio of care.
- Manage the safety and security of the student, including accommodation, food services, recreational, spiritual, cultural activities and health services.
- After hours recreational, cultural and spiritual activities that will provide students with the opportunity to get to know each other, learn new skills and participate in safe and healthy activities.
- Health care services and mental health counselling for all students.

	<ul style="list-style-type: none"> • An assessment and application process to be accepted to the Care Centre where each student will have to complete a comprehensive education, health and cultural evaluation. • Care Centre is opening in September 2022 <p><u>The following newly renovated school spaces are available to students:</u></p> <ul style="list-style-type: none"> • General Purpose Classrooms • Science Lab • Learning Kitchen • Art Classroom • Elder’s Kitchen • Counselling Spaces • Fitness Centre • Matawa Safe Sobering Site • Outdoor Hockey Rink • Administration Offices • Lobby • Cafeteria • Additional Classrooms • Outdoor Learning Classroom 	
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RECOMMENDATION 64

In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MECC, provide on-going, predictable and reliable funding to ensure there is appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MECC students starting for the 2016-2017 school year, including:

- i. **Appropriate ratio of education assistants to students;**
- ii. **Appropriate number of Elders (male and female) to be available during school hours;**
- iii. **Dedicated space for Elders to spend time with students and resources for the activities that they wish to engage in with the students;**
- iv. **Curriculum development that supports language, culture and traditional activities;**
- v. **Regular professional development for teachers regarding how to incorporate traditional language, culture and activities in day-to-day teaching;**
- vi. **Additional staff member or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land-based learning;**
- vii. **Funding for land-based learning; and**
- viii. **Funding to facilitate development of Ojibway/Cree immersion programming.**

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC, KO and MECC	<p><u>Education Assistants – i:</u> MECC received funding for Education Assistants through Canada’s Jordan’s Principle program which is set to expire in March 2022.</p> <p><u>Elders – ii:</u> MECC received funding for two Elders through Canada’s Choose Life program which is set to expire in March 2022. The MECC provides Elder supports at</p>	A – Accepted B – Complete

the school during school hours and scheduled after-school activities to allow for Matawa students to access cultural teachings and traditional guidance during and after their class time. MECC's Elders are both from a Matawa First Nation so they are very familiar with the students and their home communities. MECC created a dedicated Elders space which includes a full-sized kitchen, dining, and lounge area in academic 2018-2019.

Curriculum Development – iv:

a) Curriculum Development Officer:

MECC has received a three-year funding commitment from Ontario to hire a Curriculum Development Officer to develop curriculum that supports Matawa student's language, culture and traditional activities. MECC's Curriculum Development Officer supports the staff and students at the MECC through the development, redesign and implementation of culturally appropriate curricula and experiential learning opportunities. The Curriculum Development officer is also responsible for creating curriculum that actively supports the academic and social needs of each student which will assist with student retention and provide necessary one-on-one guidance for new MECC students. In collaboration with the Seven Generations Education Institute (SGEI) the Curriculum Development Officer has successfully completed in developing and updating culturally relevant Prior Learning Assessment Recognition (PLAR) courses for mature students attending the MECC.

b) Critical Thinking Consortium:

The Curriculum Development Officer plays a key role in our partnership with the Critical Thinking Consortium (TC2), a leading educational provider that offers exemplary services and products that are innovative, inclusive, responsive, and proactive, which leads to meaningful change regarding learning. The Critical Thinking Consortium has formed an effective partnership with our school to create higher quality thinking skills for our students that will provide long-lasting resiliency skills and wellbeing for Matawa youth. The TC2 aides in instructional consulting, professional development and to adapt and develop independent learning resources which are tailor made for Matawa First Nation students. The Critical Thinking Framework has been implemented into all courses delivered at the MECC.

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In collaboration with TC2 and the MECC, there has been a successful completion of three phases of curriculum redevelopment for integrated Indigenous content into specifically designed learning material for our school. These successful phases have

led to the completion of new course material for six courses offered in our course calendar, Grade Nine English (ENG1P), Grade Nine Learning Strategies (GLS1O), Grade Nine Geography (CGC1P), Grade Nine Mathematics (MTH1W), Grade Nine Science (SNC1W) and Grade Ten History (CHC2P).

The grade nine English project successfully developed twelve lessons that are all connected and focus on Indigenous content to connect to ministry curriculum expectations. The grade nine geography, science, math, learning strategies and grade ten history courses are in the final phase in the complete creation twenty lessons for each subject, which is a total of one-hundred and twenty resources. These focus on integrating Indigenous ways of knowing and contexts that meet the needs of our students and provide opportunities for engaging and deeper learning.

The MECC has begun a third phase and is in the conceptualization stage in collaboration with the TC2 in developing an additional three courses to assist in the integration of Indigenous ways of knowing and the academic success of our Matawa youth. The next three courses are a grade ten civics, a grade ten careers course. and an interdisciplinary credit that focuses on celebrating Indigenous culture, language, histories, and traditions. This phase is also working on to create teacher learning guides and instructional slides to support teachers in providing these lessons to students. This partnership is integral to providing culturally specific content for our students and provide them an opportunity to learn valuable content that is relatable to them.

The MECC and TC2 have also successfully presented several resource sharing sessions on a local, national, and international basis. As a partnership, we were successful in having our research proposal accepted to the 36th International Congress for School Effectiveness and Improvement (ICSEI) 2023 conference in Santiago, Chile. The presentation was titled, “Redesigning Teaching and Learning Resources to Enhance Indigenous Students’ Outcomes: A Collective Approach to Decolonizing Education.” The Curriculum Development Office and TC2 developed an in-depth presentation that highlighted project context, approach, materials, and successes and challenges. It was presented to an international education community who all focus their work on global perspectives, collaboration, and local solutions for reimagining schooling. This same proposal has also been accepted to the the 2023 Learning Forward Annual Conference, Evidence into Action in Washington, D.C. We are currently in the process of submitting a proposal to the 2024 ICSEI conference to showcase our progress and development since the previous year.

The MECC and TC2 are also currently working on the construction and design of a Matawa resource sharing website. This website will showcase all the developed resources on a learning platform that will be accessible for both educators and students alike. The goal of the website is to make it available across Canada for Indigenous students nationally, to have culturally reflective curriculum available to them in the classroom. The Curriculum Development Officer and TC2 successfully hosted 3 online learning sessions to school boards and curriculum leads across Ontario to gain interest and support in accessing this site for their students.

c) Examples of Culturally Relevant Curriculum:

English: Contemporary Aboriginal Voices (NBE3C): The MECC saw a desirable need to have a stronger presence of Indigenous studies available in the classroom for student access. In consultation with The Thunder Bay Catholic District School Board, the grade eleven English: Contemporary Aboriginal Voices College Preparation course was introduced to replace the existing grade eleven English College course previously used, designed around the Independent Learning Centre structure. This new course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and looks at the perspectives and influences of texts that relate to those cultures.

Healthy Active Living Mobile Credit: Each summer Matawa students paddle from one Matawa First Nation to another along the Kitchi Siipi (Albany River) for this unique course. Students had training and real-life experience in canoeing, canoe rescues, swimming in rapids, team roles, etc. Students learn their communities traditional canoeing routes, knowledge, and skills through professional guides and a Knowledge Keeper who paddles along with students.

Outside Looking In, Dance (ATC30): Outside Looking In (OLI) is a partnered organization that provides a high school credit dance program for indigenous youth that revolves around a community-based partnership and positive mental growth and expression. Students participated in a structured class where they learned unique skills like composition skills, while also growing their self-confidence to perform on stage in front of a live audience. Students who completed the course attended a two-week dance, leadership camp where they met Indigenous students from across Canada and performed their dance routine live at the Meridian Hall Performing Arts Centre in Toronto, Ontario.

Dynamics of Human Relationships (HHD30): The MECC values its goals to provide its students with educational success and positive wellbeing upon their graduation. The Curriculum Development Officer, in consultation with St. Joseph's Care Group Wellness workers, is outlining the parameters in creating a Mental Wellness Credit that teaches Matawa students' new skills and strategies that can be utilized so they can build lives they feel are worth living. St. Joseph's Care Group (SJCG) combines tradition and innovation in responding to the unmet needs of the people of Northwestern Ontario. They offer a broad range of programs and services in Addictions & Mental Health, Rehabilitative Care, and Seniors' Health across eight (8) sites in the City of Thunder Bay. The partnership with SCJG has allowed for permanent staff and supports placed in the MECC for our students and community members to access.

Expressions of Indigenous Cultures (NAC10): The MECC sees a desirable need to have a stronger presence of Indigenous studies available in the classroom for student access. This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures.

First Nations, Métis, and Inuit Studies in Canada (NAC20): The MECC sees a desirable need to have a stronger presence of Indigenous studies available in the classroom for student access. This course explores the histories of First Nations and Inuit in Canada from pre-contact, as well as Métis from their beginnings to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities.

Aboriginal Youth Entrepreneurship Program (BDI3C): The Aboriginal Youth Entrepreneurship Program (BDI3C) is for Grades 11 and 12 students, designed to introduce Indigenous students to the full range of business opportunities available within the Canadian economy. This program was developed by the Martin Family Initiative and has been successfully partnered with our school to implement to our students. The curriculum teaches students how entrepreneurs and other people in business recognize opportunities, generate ideas, and organize resources to plan successful ventures. Indigenous youth learn the perspective and skills required to achieve success in secondary school, the workplace, post-secondary education, or training programs, and in daily life.

d) Culturally Relevant Resources:

The Curriculum Development Officer and Teacher Coach researched and ordered culturally specific resources that can be implemented into the course curriculum. The resources are to assist in indigenizing curriculum and include poetry, short stories, graphic novels, etc. These cultural significant resources assist students in need of various supports such as mental health, providing a connection to community and creating authentic life experiences and learning opportunities while in the classroom.

Professional Development for Teachers – v:

a) Teacher Coach:

The Teacher Coach along with Administration lead weekly meetings and mini lessons with whole group regarding the following:

- Daybook reviews and updates
- Review of ministry of education documents such as Growing Success
- Achievement chart indicators
- Assessment and Evaluation
- Report card comments
- Course outlines
- Reviewing Ontario Student Records
- Progress reports
- Conversations, observations, and student product.
- Lesson planning.
- Classroom management strategies.
- Finding and updating resources for courses
- Using Promethean boards to assist in the classroom.
- How to use online videos to post for student engagement.
- Online Learning Management System.

- Incorporating Anishinabek teachings in lessons

The Teacher Coach worked with members of the Admin team to develop over 10 days worth of Professional development for educators That included activities such as:

- Applied Suicide Intervention Skills Training
- Non-violent Crisis Intervention Training
- First Aid Training
- Art Therapy and Compassion Fatigue
- Kairos Blanket Exercise
- Outdoor ed therapy
- Laughter Yoga
- Team Building exercises.
- Mental Health First Aid Training
- Strengths Assessment Inventory with Dr. Rawana
- Turtle Island Teachings with Cultural Lead
- Collaborated with Curriculum Development Officer, Trades Development Officer, Elders, and cultural lead to make more indigenous connections to curriculum.
- Incorporating experiential learning with traditional values in courses.

The Teacher Coach worked individually with Teachers to set goals such as:

- Time management skills
- Organization skills
- Collaboration skills
- Online content creation and recording
- Lesson creation and content development
- Classroom management strategies
- Report card writing
- Anecdotal notes recording
- Managing work production
- Assessment and Evaluation of student work
- Review and update Course outlines along with Curriculum Development Officer
- Daybook maintenance and updates
- Lesson Planning
- Student Information System support
- Inputting marks and comments
- Reviewing OCT expectations
- Supporting students with an IEP
- Making cultural connections to lessons.
- Worked with Trauma informed and Care Coordinator to support teachers to help students be successful through a trauma informed approach.

Teachers have attended conferences and have taken their own initiatives Such as:

- Physical Education Conference
- Additional Qualifications
- CESBA webinars
- Mental health training

- Wilderness First Aid Training
- Webinars with Skaabe Makwa
- Nishinawbe Aski Nation Conferences
- Online webinars
- Certifications
- Further educational opportunities

b) Critical Thinking Consortium:

MECC continues to partner with Critical Thinking Consortium (TC2) for instructional consulting and professional development. These professional development opportunities have aided our educators abilities to better integrate critical thinking content into their teaching practices, and also assist in their ability to utilize the resources developed by TC2 in the classroom.

Land Based Learning – vi: MECC’s Land-Based Learning programs: which include, our Outdoor Education program, Cultural Program, and Elders program all follow the seasons which is traditional to our First Nation student’s way of life. MECC uses the natural environment and its teachings as a guide in lesson planning and programming. MECC’s staff work together to provide comprehensive, experiential and culturally appropriate learning and programming for students. MECC students also have access to drop in cultural and elder programming each evening and weekend; as well as, access to faith-based teachings and programming.

In our Outdoor Education program, students can obtain 6 Outdoor Education Credits during the school year and 2 during the annual summer canoe expedition.

Funding for Land Based Learning – vii: Funding from Canada was received from Nishnawbe Aski Nation’s Choose Life Program for an Outdoor Education Teacher, Cultural Workers, Elders and Mental Health Land-Based Coordinators. At this time, NAN’s Choose Life program is set to expire in March 2022 which will negatively impact Matawa students by taking away MECC and Matawa communities land-based programming and thereby putting First Nation youth at greater risk of suicide. MECC is working with our First Nation Inquest partners to advocate for Choose Life to continue because this is a life-saving program for First Nations youth. Therefore, at this time MECC’s land-based funding is dependent on the Government of Canada continuing to support at-risk First Nations youth and continuing NAN’s Choose Life program which has been proven to make positive impacts on First Nation youth and communities by Lakehead University and Queen’s University researchers.

Ojibway/Oji-Cree Immersion Programming – viii: No commitment to funding by Canada or Ontario for the 2017-2018 school year.

Examples of MECC’s Outdoor Education Activities:

- Year round weekly traditional drumming teaching MECC students’ songs, styles and how they signify our natural surroundings
- Moose Hunting Trip up the Graham Road
- Mountain Biking Around City
- Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Forest Meets Farm Program at Roots to Harvest

- Sleeping Giant Hike at Sleeping Giant Provincial Park
- Sleepy G Farm Visit
- Walking Food Tour of Thunder Bay
- Visiting a Fish Hatchery in Dorion
- Camping Trip at Sleeping Giant Provincial Park where students learn hand drum making, land history, and cooking of wild foods
- Visiting a Water Treatment Plant
- Ice Fishing at Whitefish Lake
- Wolverine Biologist Visits MECC
- Wolverine Field Study with Johnny Therriault Memorial School Students in Aroland FN
- Winter Camping Trip at Whitelily Lake
- Dog Sled Trip at Vermillion Bay
- Cross Country Ski Trip at Kamview Nordic
- LU Student Programming on GPS, Fire Starting, etc. at LU
- Hunter Education and Canadian Firearms Safety Certification at MECC
- Geese and Duck Hunting in Neebing
- Wilderness First Aid Course
- Walleye Fishing at Black Sturgeon River
- Youth Fusion Gala in Toronto
- Climate Change Session at MECC
- Mountain Biking at McIntyre River Trails
- Intro to Moving Water Canoeing at Dog River

2022-2023 Land Based Learning Programming:

- Day programs: Land-Based Group
 - September 7th-10th, 2022 Orientation Week: Daily land-based activities for students. Activities include gardening, archery, wood burning and mountain biking.
 - September 20th, 2022: Firearms practice for moose hunt
 - September 21st, 2022: Mountain Biking with Gym class
 - October 12th-13th, 2021: Safe Firearms handling training (In preparation for school moose hunting trip)
 - October 19th, 2022: Mountain Biking with Gym class
 - October 21st: Marten Box building with Shop class
 - November 8th-10th, 2022: Firearm Safety Course
 - December 13th, 2022: Archery Training
 - January 5th, 2023: Snowshoeing with gym class
 - January 19th, 2023: Cross Country skiing with gym class
 - February 8th, 2023: Ice Fishing Trip
 - February 9th, 2023: Snowshoeing with gym class
 - February 13th, 2023: Archery with gym class
 - February 15th, 2023: Dogsled Day Trip
 - February 16th, 2023: Cross Country skiing with gym class
 - March 8th, 2023: Dogsled Day Trip
 - April 6th, 2023: Fire building workshop
 - May 23rd-26th, 2023: School-wide Whitewater Rafting Programs

- Multi-day: Overnight Land-based Programs
 - June 28th- July-14th, 2022: Annual Kitchi Siipi Canoe Expedition
 - September 26th- October 1st, 2022: Annual Fly-in Moose Hunt
 - October 24th-28th,2022 Drive-to Moose Hunt
 - November 28th- December 2rd, 2022: Wilderness First Aid & Ice Rescue Course
 - January 10th-13th, 2023: Winter Wellness Week
 - February 26th- March 4th, 2023: Dogsled Expedition
 - April 22nd -26th,2023: Annual Spring Goose & Duck Hunt
 - June 19th -23rd, 2023: Canoe Expedition Scouting Trip
 - June 27th- July-12th,2023: Annual Kitchi Siipi Canoe Expedition

Examples of MECC’s Cultural Programming:

- Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation
- Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Climate Action Project “Agents of Change Conference” at Fort William Historical Park
- Moccasin Making at MECC
- NAN Regional Chief Alvin Fiddler, opening circle and resource sharing at MECC
- Youth Fusion, Creating models of connections and straws at MECC
- Aniin Walk at Thunder Bay local businesses and sharing of stories of immigration
- Cleaning camping sites and harvesting spruce roots at Armstrong road
- Christy Belcourt Art Gallery Expo at Thunder Bay Art Gallery
- Senator Murray Sinclair “Restorative Justice Teachings” at Thunder Bay Law School
- Forest Meets Farm Program at Roots to Harvest
- Harvesting Cedar at Anemki Wajiw
- Learning the rabbit’s environment, habitat and setting snares at FWFN
- Camping Trip at Sleeping Giant Provincial Park where students learned Hand drum making, land history, and cooking of wild foods
- Feast, Land-Animal identification and the teachings around the legend of the Falls in regards to the Ojibway and Sioux Nations at Kakabeka Falls
- Land identification and setting rabbit snares at FWFN
- Harvesting Ash and taking down snares at FWFN
- Red Willow Harvest and winter teachings at FWFN
- Hockey equipment Smudge and Feast at MECC
- Ice Fishing at Whitefish Lake
- Cooking fish in Elders Space at MECC
- Snow Shoeing and placing out Feasting plate at Fort William First Nation
- Student Art Mural Project with Anishinaabe Artist Joseph Sagaj from Toronto at MECC
- Forest Meets Farm Project, Ice-fishing on Lake Superior with Trak Outfitters on Lake Superior
- Art Teacher and Artist Joseph Sagaj from Toronto feasting and revealing of completed Student Art Mural
- Cleaning Beaver and Otter at MECC
- Wolverine Ecology and Research methods at MECC
- Snow Shoe Walk and harvesting Red willow with Youth Fusion at FWFN

	<ul style="list-style-type: none"> • Mini Wigwam and Sweat Lodge Models with Youth Fusion at MECC • Winter Survival Camping near King Fisher • Types of Composters with Youth Fusion at MECC • Cultural Team Feasting the Kakabeka Falls • Youth Fusion • Forest Meets Farm Indoor Greenhouse with Roots to Harvest • Lighting fire by flint/steel and compass teaching at Lakehead University • Wigwam/ Sweat Lodge Models with Youth Fusion at MECC • Building Eco system and Planting our seeds with Youth Fusion at MECC • Planting seeds and pods” Tobacco/ Sage/ Sister plants with Youth Fusion at MECC • Harvesting/ Planting and classifying trees with Youth Fusion on Armstrong Highway • Bow and Arrow Teaching with Thunder Bay Police • Learning about Food Preservation with Roots to Harvest Forest Meets Farm Program at MECC • Jams and making moose sausages with Roots to Harvest Forest Meets Farm Program at MECC • Moose Sausage and smoking Fish with Roots to Harvest Forest Meets Farm Program at MECC • Building a blind and hunting preparations • Safety, Outdoor Hunting Teachings and Geese Hunting • Goose and Duck from Spring Hunt • Geese and Duck with Roots to Harvest Forest Meets Farm Program at MECC • Smelts and harvesting of Matawa Vegetables with Youth Fusion at MECC • Green House Plants and creating homemade Pasta with Roots to Harvest Forest Meets Farm Program at MECC • Harvesting 13 Poles for Wigwam/ Sweat Lodge with Youth Fusion at Anemki Wajiw • Making adult size Wigwam/ Sweat Lodge with Youth Fusion at MECC • Roots to Harvest gifting students with Rose Hip Jelly. Culturally, this has been our way of helping one another with leaving and with departure. • Youth Fusion Trip to Toronto Expo • Climate Change Studies with Lakehead University • Youth Fusion Confederation College Presentation on Wigwam/ Sweat Lodge Teachings at Confederation College • Teachings in regards to youth playing a part in our ceremonies at Thunder Bay Anishinaabe Art Gallery • Matawa Student Pow Wow at MECC • Outdoor Education Fall Fair Activities • Archery Programming, and Mountain Biking • Student Barbecue • Manoomin (wild rice) harvest trip at Whitefish Lake • Forest Meets Farm, Garden Harvest, and Apple Cider Making • Kitchi Siipi Canoe trip • Paddle Canada Introduction to Lakewater Canoeing Course • Birch Bark Basket Making • Mountain Biking (students volunteering to teach elementary students) 	
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	<p>Preparing Geese, cooking program</p> <ul style="list-style-type: none"> • Forest Meets Farm Programming, Students Cooking Class Forest Meets Farm Programming Visit Sleeping Giant Farm • Dip Netting, Ecology Study • 3 days of baking classes in the learning kitchen Rabbit Harvesting, and Cooking Program • Hike and cookout in Fort William First Nation Butchering Deer Canadian Fire Arms Safety Certification • Outdoor Cooking in the new school firepit Outdoor Programming with Lakehead University • Wilderness First Aid, and Ice Safety and Rescue Course Tour of the Thunder Bay Landfill • Ice Skating on the McIntyre River • Cooking Program: Student Volunteer night at Shelter House • Forest Meets Farm, Tour of the Dorion Fish Hatchery • Forest Meets Farm, Greenhouse Gardening • Cross Country Skiing in Friendship Gardens • Pond Hockey • Cross Country Ski Days: Every Tuesday and Thursday in January and February 2020 • Safe Food Handling Course • Emergency First Aid Course • Aroland First Nation Trip, Wolverine Study, Cross Country Skiing, and Ice Fishing • Dogsled and Trapping Trip (Vermillion Bay) • Sleeping Giant MECC Youth Forum • Expedition packing and food prep • Kitchi Siipi Expedition student Presentation at Matawa Ed. Conference • Moccasin Making and Teachings • Dream Catcher Making and Teachings • Moose Teachings and Hunting Trip up the Graham Road • Ribbon Skirt Teachings to reflect First Nation communities • Project with Elders - Winter Glove and Hat making and designs • Legends and community history to reflect First Nation communities • Snow Shoe Harvesting and Teachings • Beading Poppies and relating our own First Nation warriors. • Harvesting Wild Rabbits and creating hides; as well as, preparing geese and harvesting fall crops. • Land base mountain and safety recognition near Anemki Wajiw in Fort William First Nation • Wilderness First Aid, and Ice Safety and Rescue Course with Outdoor Education • Fort William Historical Park Star Walk Teachings and Original Canadian Maps Teachings with MECC Teachers • Identity and Tobacco Bag Teachings • Legends and Sharing with Elders • Creating Traditional Gifts • Tanning and Smoking Hide • Tobacco Tie color coordination and feasting protocols. 	
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	<ul style="list-style-type: none"> • Red Willow Teachings and crafting/repairs. • Hand Drum Teachings and Hand Drum Making with Mental Health Worker and Art Teacher • Fan/Feather Case and Drumstick Making 	
RECOMMENDATION 65		
<p>All intake forms, behaviour contracts, report cards and any other documentation that is given to the parents regarding their children should be provided to them in their preferred language.</p>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO and MECC	<p>MECC is happy to announce that we are now able to translate documentation given to parents or guardians in their preferred Matawa First Nation language. MECC also has several staff on site that speak Ojibway and Oji-Cree and are available to translate for parents or guardians.</p> <p>MECC still continues to engage in discussions with Canada, Ontario and others for additional funding to facilitate even more documentation translation to parents in their preferred Matawa First Nation language.</p>	<p>B – Accepted A - Complete</p>
RECOMMENDATION 71		
<p>In order to ensure that any special needs or supports required by First Nation students are identified and addressed while attending secondary school in Thunder Bay, ensure that funding and resources are in place upon arrival of students in Thunder Bay to identify:</p> <ul style="list-style-type: none"> i. Special education needs; ii. Substance and/or alcohol abuse issues; iii. Mental health issues; iv. Any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation 		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC, KO and MECC	<p>MECC currently does everything within its power to ensure that it has funding and resources in place to assist its students with all of their needs including but not limited to: special education, substance and/or alcohol abuse, mental health issues and academic supports.</p> <p><u>Special Education – i:</u></p>	<p>A – Accepted B – Complete</p>

a) About Special Education: MECC was successful in obtaining funding from Canada's Jordan's Principle program for our Special Education program which was formed in academic 2019-2020 and is comprised of:

- 1 Special Education Coordinator
- 4 Special Education Resource Teachers
- 2 PLAR Teachers
- 3 Education Assistants

MECC is now able to provide the following special education supports to our students:

- Education screening assessments and the development of individual special education plans which include the necessary resources and instructional supports required to meet individual learning needs
- Reading intervention and assessment
- Direct skill and strategy instruction
- Individual and small group instructional support
- Relationship building and classroom community development
- Promotion of self-awareness of individual students' learning strengths and needs
- Teacher mentoring to provide direction on best practices for working with special needs youth
- Fill in gaps for young adult learners that have been away from school for an extended period of time or have not achieved the required number of junior credits necessary for graduation. Alternative learning courses in PLAR (Prior Learning Assessment and Recognition) are taught to support the grade ten equivalency process.
- Special education equipment, software, and assistive technology

b) Instructional Support: Each student is assigned a Special Education Resource Teacher (SERT) and a Classroom Assistant for in-person and remote learning deliveries.

- Instructional and classroom support are assessed based on student needs; for the most part, the highest demand is usually within the academic courses such as English, Maths, and Science;
- Additional classroom support for MAT1L/MTH1W and ENG1L/ENG1W, individual or small groups are paired with a Special Education Resource Teacher (SERT) or an Educational Assistant (EA) to provide 1:1 assistance;
- Due to learning difficulties that were not readily apparent in their earlier years and did not have the proper support or interventions, many students enter MECC with a wide range of skills and abilities;
- Upon entry, each student has a learning plan developed and implemented to meet their individual, unique learning needs;
- The school identifies further actions, such as additional interventions and assessments, included as part of their IEP;
- The development of a *Literacy Support Booklet* is completed and implemented as a supplementary classroom tool for the Grade Nine/Ten English classes. The purpose is to reinforce basic literacy skills in parts of language, figurative language, parts of sentence, parts of speech, reading and writing strategies.

- The development of a *Writing Toolkit* is in progress. A reference guide with accompanying activities for students to practice and enhance their writing skills.
- The development of a *Math Reference Booklet* is in progress for Grade Nine students. A quick reference guide on math definitions and concepts supported by diagrammed examples.
- Created a *Special Education Fact Sheet* on Disabilities for the classroom teachers to review and use as a classroom resource, which highlights general characteristics and instructional practices that are effective within the classroom;
- Implemented an *IEP Instructional Planning Guide* as a collaborative tool to use between the classroom teacher and the Special Education Resource Teacher, which details the important elements of the IEP that will provide the foundation for transforming that IEP into instructional practices;
- As part of daily support, students have access to the Resource Room for additional 1:1 support or a quiet space.

c) Resource Room: Students who have an Individual Education Plan (IEP) at MECC have access to a safe, quiet space to work in daily, as required by the student.

- The space is staffed daily with a Special Education Resource Teacher (SERT) to provide students with one-on-one instruction and assistance with their daily classroom assignments;
- An alternative space for those students who have specialized programming with a SERT and a Classroom Assistant who help facilitate their individualized, unique learning plans;
- For many of our students facing wellness challenges, attending to their academic needs is not at the forefront. The Resource room is an option for them if they need a quiet space, school-related or otherwise. As a staff, we recognize and support our students, but we continue to reach out and encourage them to connect when they are ready to do so.

d) Assistive Technology: Classroom tools to help students with learning disabilities includes computer programs and tablet applications that provide text-to-speech (i.e. Kurzweil 3000 and Google Read and Write).

e) Math Programming: A diagnostic assessment has been created as a classroom tool to profile students' strengths and areas of need for Mathematics.

- The purpose of the classroom tool is to see what students know or retain from previous years and where their gaps are. The results identify students who may need more support or intervention;
- The goal is to find the strengths and gaps in the student's knowledge and skills, which allows the classroom teacher and other team members to move forward with practical instruction and identify where to monitor student progress.
- Furthermore, math skill-building workbooks are in the process of being created, which will help enhance student learning and support.

f) Confederation College: The staff from the *Community Integration Through Co-operative Education from Confederation College (CICE)* presented to MECC an overview of the program designed for individuals with a wide variety of learning needs, tailored to fit those needs and their academic abilities, and provides the academic and life skills needed to pursue a successful employment or a career after college.

- Throughout the school year, the Special Education Coordinator, Guidance Counselor, and students participated in campus visits with the CICE Facilitator.
- Two students, who are identified with an Individual Education Plan (IEP), applied this past school year and have been successfully admitted into the CICE program.
- The Special Education Coordinator is part of the Community Integration Through Co-operative Education Program Advisory Committee to ensure the program is current, relevant and meets the needs of learners and industry.

g) Special Education Related Professional Development:

- Kairos Blanket Exercise – Lakehead University
- Team Building Through Art Therapy – Creative Counselling
- Maximizing Outcomes for Individuals with FASD in a Learning Environment – Donna Debolt
- Integrated Foundational Autism and Mental Health Training, Part 1 & 2 – Canadian Mental Health Organization and Autism Ontario
- Kurzweil Assistive Technology
- Art Therapy – Jennifer LaFrance
- Fetal Alcohol Spectrum Disorder – Nookiiwin Tribal Council
- Reading for the Love of It Conference
- 2SLGBTQQIAP+ and Allies Workshop – Nishnawbe Aski Nation
- Land-Based Learning Gathering – Nishnawbe Aski Nation
- Specialized Advanced Training for Autism Providers, Part 1 & 2 – Canadian Mental Health Organization and Autism Ontario
- Applied Suicide Intervention Skills Training (ASIST) – Matawa Education
- Best Practices in First Nation Education – Nishnawbe Aski Nation
- Indspire National Gathering

Substance and/or Alcohol Abuse Issues – ii:

a) Matawa Safe Sobering Site: Matawa Safe Sobering Site is located at the MECC and is available for all eligible Matawa students aged 13-22 years that are in need of a safe, supervised and culturally appropriate stabilization from substances. A Supervisor, Addiction Crisis Workers and Youth Residential Workers currently support students at the Matawa Safe Sobering Site.

b) St. Joseph's Care Group's Mental Health and Addictions Counsellors and Sister Margaret Smith Centre: MECC formed a partnership with St. Joseph's Care Group (SJCG) for the purpose of helping MECC to deliver fully integrated holistic student-centered programs and services. See Mental Health Issues (iii) below for more information. As a result, numerous MECC students struggling with substance and/or alcohol issues have regular sessions between 3 in-school SJCG Mental Health and Addiction Counsellors. These staff are skilled in assessing substance use, developing

appropriate treatment plans and supporting students through the stages of change. For students requiring more intensive treatment for addictions, students are fast-tracked into SJCG's Sister Margret Smith Centre, a live-in treatment centre, which has been utilized with success by MECC students. The partnership also allows for students to access addiction medicine supports as required through the Rapid Access to Addiction Medicine (RAAM) Clinic, as well as physician specialists, to help manage and treat withdrawal symptoms, reduce or abstain from substance use and manage cravings.

c) Thunder Bay Drug Strategy Committee and Opioid Task Force: MECC an active participant on the Thunder Bay Drug Strategy committee and Opioid Task Force which helps coordinate efforts in prevention, education, outreach, etc.

d) Thunder Bay Situation Table Member: MECC is an active participant on the Thunder Bay Situation Table that provides immediate support for individuals experiencing acute at risk situations such as drug and alcohol use.

e) Drug Implementation Panel Committee: MECC is also an active member on the Drug Implementation Panel that meets quarterly to address drug use in Thunder Bay and surrounding area. This panel meets to discuss current and share new programs that are being created to help individuals and communities overcome addictions.

Mental Health Issues – ii:

a) Mental Health Team: Our Mental Health Team continues to provide student assessments, after care and referrals and daily student access to walk-in and appointment-based counselling. The Mental Health Team runs our Small Groups Program on Thursdays and teaches student's wellness lessons in Self-Care, Coping Skills, Leadership Skills, etc. The Mental Health Team is comprised of:

- 1 FT Mental Health Coordinator
- 2 FT Mental Health Workers
- 1 FT Trauma-Informed Care Coordinator
- 1 FT Wellness Systems Navigator
- 2 FT Mental Health Land-Based Coordinators
- 2 FT Language Coordinators
- 1 FT Student Safety Coordinator

b) St. Joseph's Care Group Partnership: MECC formed a partnership with St. Joseph's Care Group (SJCG) for the purpose of helping MECC to deliver fully integrated holistic student-centered programs and services. SJCG counsellors are skilled in providing evidence-based therapeutic approaches, such as Cognitive Behaviour Therapy (CBT), Dialectical Behaviour Therapy (DBT), and Solution-Focused Therapy to treat emotional/mental health concerns, as well as Eye Movement Desensitization and Reprocessing (EMDR) for the treatment of trauma symptoms. The counsellors meet with students regularly to provide these supports, either in person at the school, or through virtual meetings and/or telephone support for students residing in their communities. SJCG works with our Mental Health Team to conduct a student assessment called the Strength Assessment Inventory that will be utilized in program development and further implemented in both academic and social settings. The SJCG Youth Workers offer daily lunch time recreational and

wellness programming that helps to build skills and interests which contribute to healthy development, prevent high risk behaviours, and increase overall engagement and attendance in school. The physical activity provides a healthy outlet for youth, which assists them in being more grounded and able to learn during the rest of the school day. The youth workers are able to make meaningful connections with youth who may not wish to engage in traditional mental health services, and they are then able to provide support and mentoring. The Adventure Therapy program consists of weekly sessions included time engaging in novel communication, leadership and team-building activities, as well as time spent engaging in activities such as hiking, orienteering, skiing, cycling, and rock climbing. Evidence shows that this type of therapy helps to engage hard-to-reach individuals, by building motivation, self-esteem and a sense of belonging. SJCG staff are fully integrated into the school environment, including our classrooms and after school programs, as their offices are actually located within the MECC which provides seamless support to staff and students. SJCG staff include:

- 1 FT Clinical Supervisor
- 2 FT Mental Health and Addiction Counsellors
- 1 FT Mental Health and Addiction Counsellor Trauma Specialist
- 2 FT Child and Youth Workers
- 1 0.25 Nurse Practitioner
- 1 PT Psychologist
- 1 PT Family Therapist

b) Wellness Wednesday: Each school week mental health education and programming is fully integrated into the classroom experience for students through a program called “Wellness Wednesday”. MECC’s Mental Health Workers or invited health professionals from local partner health organizations provide students with a variety of presentations and interactive workshops which teach students about health, wellness, safety and their culture. Examples of Wellness Wednesday Presentations:

- **Thunder Bay Crisis Response** spoke to students about services they have, how to contact them and gave students resources.
- **Ontario Aboriginal HIV/AIDS** strategy presented on services they offer, how to access them and students received reading resources and business cards.
- **Healthy Boundaries** workshop on what healthy boundaries look like in different types of relationships, tips on how to be assertive and recognizing unhealthy boundaries.
- **Hand Drum Making** where students learned about the significance hand drums have in our culture, connecting wellness to hand drumming and students got to make a hand drum.
- **Sharing Circle** with an elder from Marten Falls who shared with students some of his teachings, talking about sacred medicines and items and getting students to share some of their own teachings.
- **Hand Drum Birthing and Feast** for student hand drums with Cultural Workers who taught students about the strong connection each student will have with their drum, mother earth and all their relationships.
- **Thunder Bay District Health Unit Healthy Relationships** presentation that got the students to participate in activities to help them understand healthy relationships, ways to get out of an unhealthy relationship, and different resources in Thunder Bay they could seek to help as well.

	<ul style="list-style-type: none"> • What Makes Teens Tick with St. Joseph’s Care Group helped students identify and understand their personal triggers, pet peeves, and overall moods. • Ontario Aboriginal HIV/AIDS Strategy Healthy Relationships presentation with students where they learned what is a healthy relationship vs an unhealthy relationship, how to identify what type of relationship students a currently in and ways to encourage leaving unhealthy relationships. • Lac La Croix Video where students watched a video talking about traditional culture and how it travels with us no matter where we go. The video and discussion encouraged students to be themselves and celebrate who they are and what they believe in. • Coping Skills where students learned about what unhealthy and healthy coping skills and they were asked to identify their own coping skills and ways to aim for healthier coping skills and the importance of self-care. • Human Trafficking presentation which focused on education around keeping safe, supports with Matawa and other community services. • Keeping Safe presentation where staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students were encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services. • Healthy Boundaries/Setting Boundaries where students learned about personal boundaries, different types of boundaries, and ways to help us set healthy boundaries in all of our relationships. • Moose Hide and Discussion where students learned about moose hide, the importance of moose hide, the various uses and how traditional activities such as hunting/fishing help with our well-being. • Anishnawbe Mushkiki’s HEAL program presented on Self-Esteem and did Mask Making. • Seven Grandfather Teachings where students learned about the Seven Grandfather Teachings, how they practice these teachings in their daily lives and what each teaching looks like. • Yoga and Mindfulness where students participated in a yoga class presented where learned different breathing techniques and yoga poses that help with stress and overall well-being. • Confederation College staff spoke to the students about various services the college offers and different courses/classes available. • Sleep Hygiene with St. Joseph’s Care Group where students learned the importance of having good sleep hygiene and learned about different techniques to help them achieve good sleep hygiene. • Anishnawbe Mushkiki’s HEAL program conducted a cedar Wash where students participated in a few activities related to team building and leadership skills and did a cedar wash. • Mental Health Week had students learning about traditional items, smudging, coping skills, sleep hygiene, self-care and participated in a day trip of fishing. • Happiness where students learn what happiness looks like and that all of us deserve to be happy and safe. Each student completed a questionnaire to help them determine what truly makes them happy and how to incorporate healthy activities, positive self-talk and celebrating all accomplishments. • Holistic Wellness where students learned about their own wellness in a holistic approach. 	
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	<ul style="list-style-type: none"> • Strengths and Pizza Party where students identify their strengths and the positive qualities they bring to all aspects of their lives such as being friendly, caring, smart, a good sister, an awesome hockey player, etc. Students celebrated their strengths with peers and staff. Another part of the workshop discussed the importance of working at certain areas in our lives to gain strength in such as school work. • Cedar Bowl/ Self-Care where students learned how important of self-care is and how it can relate to the medicine wheel. Students participated in a Cedar Bowl Cleansing and learned about cedar and the benefits cedar can have on our self-care. • Mindfulness where students learned the basic concepts and benefits of being in the present moment, and engaged in a mindful walk in the neighbouring park. • Safe partying where students learned how to stay safe if they make the choice to consume alcohol. Key highlights included learning the alcohol content of alcoholic beverages, understanding how alcohol is processed by the body, always drinking with someone and at an indoor location, spacing in water consumption and using “mix”, having safe phone numbers on hand and utilizing On-Call and SSS. • Consent and the law where students learned about how and when and individual can consent to sexual activity and how to seek assistanc • Preventing Emotional Vulnerability where students were taught the DBT Skill ABC Please which outlines key steps in taking care of one’s general emotional wellness, such as engaging in pleasant activities, building mastery, practicing coping skills and taking care of our physical bodies. • Goal-Setting/Self Motivation where students participated in creating their own SMART goals. They learn ways to set, monitor and achieve goals themselves. Students also learn about the importance of what motivates them and how to motivate thems to achieve goals successfully • Harm Reduction Trivia where Students participated in a session on harm reduction, what it is, how it is safer, what it looks like in practice. All the educational information on Harm Reduction was put into a game of Trivia. • Tea with our Elders is a culturally-based session where students and the Mental Health Coordinator had the opportunity to make their own tea, talk about traditional/cultural coping skills such as, medicine picking/making, smudging, ceremonies. Students were provided with the opportunity to share with their peers about what traditional/cultural coping skills they use to help with their wellness. • Stress Management where students explored stress and tools that can help manage the stress. Students learned about being able to identify how they react to stressful situations and how sometimes these situations can help them and how to work through the situations. • Minute to Win it in which students play in games and ice breakers. This session students discussed what makes them happy. They learned about the therapeutic effects of laughter and how it effects mental health. • Body Positivity where students had the opportunity to talk about body image, the pressures placed on everyone to be a certain way through media. Students participated in an exercise to help them recognize all the important things their bodies do for them, regardless of how they look on the outside. Students encouraged to celebrate and honour their bodies and the differences they all have. 	
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- **Safe Sobering Site Tour** where students had the opportunity to take a tour of the Safe Sobering Site at MECC. They were informed of the services they offer, given harm reduction supplies and shown how to use them and students also learned about the Good Samaritan Act. This tour helped students be more comfortable accessing the site and reaching out to the staff there.
- **Guest Speaker Kris Carlson presented Healthy Relationships, Sex Education and Human Trafficking** where students continued to learn about what a healthy intimate relationship looks like vs. unhealthy. They also learned about safe sex such as types of birth control, protection items from STI and also about STI's. Students also learned about human trafficking and how to be able to identify potential traffickers.
- **Guest Speaker Ron Kanustki conducted a Colour Teaching** that encouraged students to identify which colour they are currently in as it relates to Wellness. Students also learned about positive ways and ideas on how to work through the colours. Each colour relates to wellness and how we individually deal with our own wellness. Students left the session having a good idea on where each were at for their wellness and areas to work on.
- **Guest Speaker Diana Lindmark did a Healing Blanket Workshop** where each student had the opportunity to make healing blankets for someone they care for or for themselves. During this session students heard about how arts and crafts can help us work through our wellness struggles and how doing things we are proud of can boost our self-worth.

c) **Fourth R – Healthy Relationship Plus Program:** MECC'S comprehensive school-based prevention based on extensive research. The program promotes healthy relationships and targets violence (bullying, peer and dating violence), high-risk sexual behaviors and substance use among youth. The students learn through best-practice approaches to building skills and reducing harm among youth.

- **Lesson #1 The Fourth R - Getting to know You:** During this session students developed group discussion guidelines and identify stressors/pressures that impact them (friends, family, relationships, etc.). Students participated in activities that encouraged them to get to know their peers and staff.
- **Lesson #2 The Fourth R - It's Your Choice Friendships/Relationships:** The session helped students to identify ways they choose friends/partners, consider how others choose them, understand that gender-based stereotypes may impact relationships and how the stereotypes affect relationships. Student learned to identify qualities of a supportive friend.
- **Lesson #3 - The Fourth R- Shaping our Views:** This session encouraged students to identify influences that affect how they think about people, relationships and to consider how influences impact our decisions about relationships.
- **Lesson #4- The Fourth R - Influences on Relationships:** This session helped students identify negative media messages, critically deconstruct media messages, understand how power imbalances affect relationships, the outcomes of misusing power, including: bullying, sexual harassment, sexual assault, physical violence, dating violence, racism, homophobia, substance use, etc. The session also helped students understand how substance use influences relationships.
- **Lesson #5 - The Fourth R - Impact on Substance Use and Abuse:** During this session students learned about the different levels of substance use, understand

	<p>the impact of substance use on themselves and others, understand harm reduction and ways to help a friend who is struggling with substance use.</p> <ul style="list-style-type: none"> • Lesson #6 - The Fourth R- Healthy Relationships: The students identified the difference between healthy and unhealthy relationships, understand the role of active listening and practicing the skill of active listening. • Lesson #7- The Fourth R - Early Warning Signs of Dating Violence: During this session myths related to dating violence dispelled, identifying reasons why someone might be abusive, identify early warning signs of dating violence, how to talk to a friend who is in an abusive relationship and gain awareness of resources available to support related to dating violence. • Lesson #8 - The Fourth R- Safety and Unhealthy Relationships: In this session student spoke about reason why people stay in abusive relationships, gained awareness about sexual exploitation and ways to keep themselves safe and develop a safety plan. • Lesson #9 - The Fourth R - Rights and Responsibilities in Relationships: Students learned to identify and control in relationships, identify equality and respect in relationships and understand their rights in relationships. • Lesson #10 - The Fourth R- Boundaries and Assertive Communication: Students learned the importance of knowing their own values and boundaries, consent and the importance of respecting others' boundaries, understand that many influences challenge our boundaries, the difference between assertive, passive and aggressive communication styles, practice assertive communication, analyze messages communicated from body language and to identify communication barriers with parents. • Lesson #11 - The Fourth R - Taking Responsibility for Emotions: Students gained an understanding of signs of anger/stress, practice behavior modification to manage stress/anger, understand how we have to own our actions, recognize the need to learn how to apologize, practiced giving an apology, identify coping mechanisms for anger/stress, identify support system for themselves and practice and gain an understanding of mindfulness. • Lesson #12 - The Fourth R- Standing up for what is Right: Students learned the difference between delay, refusal and negotiation skills, practice skills (delay, refusal, negotiation) to handle situations when boundaries are being challenged. • Lesson #13 - The Fourth R- When Friendships and Relationships End: Students identified ways to help a friend, practice skills to help a friend, understand why a friendship/relationship should end, practice ending a friendship/relationship in a healthy way and identify rights and responsibilities of a healthy relationship. • Lesson #14 - The Fourth R- Mental Health and Well-Being: Students learned emotional/mental health, identify some issues that can impact emotional/mental health, identify some signs/symptoms of mental health issues, identify their responsibilities to themselves, their friends, and their partners should they be experiencing a mental health issue, assess their own level of wellness, set goals for wellness, understand the connection between healthy relationships and good mental health. All students were provided with resources to access help and information about mental health issues. <p>d) Dialectical Behaviour Therapy (DBT) Curriculum course: SJCG and MECC staff worked collaboratively together to create an unique course offering for students, combining life skills and the DBT therapeutic skills teachings to offer the Dynamics in Human Relationships course. One SJCG staff member joined the class 2 days per</p>	
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week to offer lessons on distress tolerance, emotion regulation, interpersonal skills and mindfulness. All of these modules have a core purpose of helping individuals build a life worth living through the use of skills designed to improve overall wellness.

Additional Supports – iv:

a) Elders: MECC's two Elders continue to be regularly requested by students to help when students were experiencing alcohol/substance related issues and mental health distress.

b) Thunder Bay Situation Table: To further ensure that students are receiving the support they require MECC became an official member of the Thunder Bay Situation Table in academic 2017/2018. The Situation Table is a community-led initiative which started in November 2017 and includes representatives from more than 30 local organizations across sectors – including mental health and addictions, justice, social services, employment and education – to help those at acutely-elevated risk of imminent harm, victimization or criminalization. Since MECC students face complex situations and multiple risk factors it was important for MECC to receive official Situation Table membership and fortunately the Situation Table process has successfully helped our students.

c) Additional Tables and Committees: MECC continues to sit on the Thunder Bay Drug Strategy Committee, Youth Tragic Event Response Committee, Youth Violence Prevention Project in Thunder Bay and the District Advisory Committee. In response to the COVID-19 pandemic, MECC now sits on the COVID-19 Responses in NW Region Info-Sharing Committee which provides updates on changes to services being offered during the COVID-19 pandemic. We have also joined the Release from Custody Task Force Committee which was developed due to the COVID-19 pandemic and the concerns/barriers individuals were facing when being released from custody (i.e. community closures) and this task force develops safe release plans utilizing partners at the table.

d) Mental Health Wellness Hikes: MECC's Small Group Program incorporates physical health into mental and emotional wellbeing. Each week a different location is chosen for a hike and each week also focuses on a specific mental wellness topic.

e) Mental Wellness Workbook Series: Seven workbook have been created by the Mental Health Team and provided to students who choose to participate in the activities. The workbook series is modelling after the Seven Grandfather Teachings and incorporates traditional knowledge and teachings, as well as activities that promote mental wellbeing and mindfulness. This Newsletter continues to be put out every month to both in-person learners and remote learners.

f) Monthly Newsletter: MECC's newsletter was developed in response to the COVID-19 pandemic to stay connected with students and share resources. Topics include cultural/traditional teachings, mental wellness tips, mindfulness exercises and information, crosswords puzzles, jokes, riddles and a colouring page.

RECOMMENDATION 73

In order to ensure that students receive orientation at the time of their arrival as well as ongoing support as they transition to life in Thunder Bay, in addition to the current orientation sessions conducted by DFCHS, MECC and the City of Thunder Bay and other community partners, new students should be partnered with peer mentors who have experience in Thunder Bay and are willing to assist with day-to-day issues that may arise, including:

- i. Resisting negative peer pressure;
- ii. Reporting incidents of racism;
- iii. Encouraging students to attend school and apply themselves to their studies;
- iv. Reporting concerns regarding boarding homes;
- v. Promoting healthy lifestyles; and
- vi. Organizing activities to reduce risk factors.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO, DFCHS and MECC	<p>MECC has been unsuccessful in obtaining funding for a formal peer mentorship program and continues to implement an alternative recommendation in which students learn leadership skills and act as informal peer mentors to new students through our MECC Student Council, Outdoor Education Program, City of Thunder Bay Youth Inclusion Program and in academic 2019-2020 MECC started the following new initiatives to implement this recommendation:</p> <p><u>Martin Family Initiative for Aboriginal Youth Entrepreneurship Program:</u> The program teaches students about business, and the way that it functions, its role in Canadian society, the opportunities for individuals and Indigenous Communities, and the impact it can have on their lives.</p> <p><u>Student Youth Forum:</u> Outdoor Education staff took students to Sleeping Giant Provincial Park from February 24-26, 2020 where students had opportunities to share their stories and brainstorm ways to combat barrier Indigenous youth face within Thunder Bay.</p> <p><u>Outside Looking In Dance Program:</u> The dance program is guided by a professional choreographer and supported by educators and teaches Indigenous youth choreography and provides multiple opportunities to perform virtually and/or within their communities. High school students are also eligible to earn a Dance credit at the discretion of the principal.</p> <p>MECC continues to engage in discussions with Canada, Ontario and others for funding to provide a formal peer mentorship program to students.</p>	<p>A – Accepted C – Complete</p>

RECOMMENDATION 81

In order to ensure the safety of all First Nation students while going to school on-reserve or off-reserve, conduct annual training of all staff and boarding parents associated with First Nation schools with respect to:

- i. Recognition, management and care of intoxicated students;

ii. Crisis intervention; iii. Suicide prevention; and iv. First aid, including cardiopulmonary resuscitation.		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NAN, NNEC, KO, DFCHS and MECC	<p><u>MECC’s Annual Staff Training:</u> Each August MECC has annual staff training from MECC staff, St. Josephs Care Group staff and partner organizations before we welcome back MECC students in September.</p> <ul style="list-style-type: none"> • Individual MECC department trainings led by their staff supervisor • The Distance Education Program supported multiple trainings both in small groups and one-on-one with teaching staff about best practices using the online Learning Management Systems, Google Classroom and the Virtual Learning Environment • PowerSchool Student Information System by IT Department • Humans Resources, IT and Duty to Report by Senior Staff • Trauma Training from St. Joseph’s Care Group • Missing Person Training from Thunder Bay Police Service • Substance Use and Harm Reduction by St. Joseph’s Care Group • Vicarious Trauma from St. Joseph’s Care Group • Resiliency Skills from St. Joseph’s care Group • Assessing Student Intoxication from Matawa Safe Sobering Site • Critical Incident Stress from St. Joseph’s Care Group • Youth Mental Health & Substance Use from St. Joseph’s Care Group • Staff Wellness & Self-Care from St. Joseph’s Care Group • Substance Use & Trauma from St. Joseph’s Care Group • Mental Health Needs in the Classroom from St. Joseph’s Care Group • Low Impact Debriefing & Critical Incident Response from St. Joseph’s Care Group <p><u>MECC In-School Staff Trainers:</u> After much advocacy, MECC was successful in obtaining train-the-trainer funding in academic 2019-2020. MECC staff are now certified to train Matawa staff, students and community members the following certified training programs:</p> <ul style="list-style-type: none"> • Mental Health First Aid • Applied Suicide Intervention Skills Training • Non-Violent Crisis Intervention Training • Standard First Aid <p><u>MECC staff have also completed the following additional Professional Development:</u></p> <ul style="list-style-type: none"> • 2SLGBTQ Workshop • 4 R’s Training • Applied Suicide Intervention Skills Training • Assessing Suicide in Kids Training • Basics of Grief and Loss • Bring It Together Conference • CESBA Conference 	A – Accepted C – Complete

	<ul style="list-style-type: none"> • Chiefs of Ontario Special Education Conference • Cognitive Behavioural Therapy • Collaboration and Development of Grade 11 College Preparation course (NBE3C) English: Contemporary Aboriginal Voices • Cannexus Career Development Conference • COVID-19 and Mental Health Webinars • Critical Incident Group Debriefing • Critical Thinking Individual Educator Coaching Sessions • Critical Thinking Professional Development: Reinforcing Critical Thinking Concepts in the Classroom • Effective Multigenerational Trauma Techniques • Foundations of Cybercounselling • Google Education • Healthy Relationships Plus Program • Introduction to Learning Disabilities and ADHD • Ice-Safety and Rescue Training • Lakehead Search and Rescue Training • Lakehead University Additional Qualification Course: Teaching and Learning Through e-Learning by Lakehead University • Lakehead University Technology in the Classroom • Lateral Violence • Learning Disabilities of Ontario Professional Workshop Series • Matawa Health Co-op Forum • Mindfulness Training • Mental Health First Aid Training • Moving Water Instructor Training • Naloxone Training • Nishnawbe Aski Nation Best Practices in First Nation Education Forum • Nishnawbe Aski Nation Parent, On Call and Prime Workers Training • Non-Violent Crisis Intervention Training • Outdoor Survival Training • Ontario Association of Adult and Continuing Education School Board Administrators Conference • Paddle Canada Lakewater Canoe Instructor Course • PLAR Training by Seven Generations • Prolonged Grief Disorder Training • Psychological First Aid • Resolving PTSD Training • Respect in Sport, Hockey Online Checking Certificate, Online Hockey University, and Hockey Northwestern Ontario Coach 'Level 2' certification (allows eligibility to run Hockey Canada Skills Academy) • Right To Play Community Mentor Training • SafeTALK • School Crisis Response • Solution Focused Therapy • Special Education Specialist Training • Standard First Aid • Strategic Planning Session 	
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	<ul style="list-style-type: none"> • Strength Assessment Inventory Training • Stress Lessons for Grade 7-12 from the Psychology Foundation of Canada • Suicide Prevention and Intervention • Telehealth for Mental Health Distance Therapy Training • Teaching within a Strength-Based Framework Session • Trauma Informed Care • Trauma Counselling • Walking with Grief, Helping Others Deal with Loss • Wilderness First Aid • White Water Rescue Training <p><u>Annual Boarding Home Parent Training:</u> MECC does not operate boarding homes; therefore, it is likely not the correct party to train boarding parents. We do however act as liaison between our Matawa First Nation Education Authorities and Nishnawbe Aski Nation to ensure that our Matawa members are aware of and participate in NAN’s annual Boarding Home Parent training.</p>	
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RECOMMENDATION 83

In order to increase awareness regarding risks related to alcohol, substance and solvent use and ensure consistent mandatory education of First Nations students attending school in Thunder Bay, in consultation with community partners, including the Centres for Addiction and Mental Health, the Thunder Bay District Health Unit and Dilico ensure that students are provided with regular, appropriate, accurate, up-to-date information relating to:

- i. The health and social issues associated with alcohol, substance and solvent use;**
- ii. The legal consequences of underage drinking;**
- iii. The resources available in the community to address issues relating to alcohol, substance and solvent use;**
- iv. Current misconceptions relating to accepted drinking practices; and**
- v. The importance of assisting and staying with intoxicated peers and reporting any concerns to boarding parents, on-call workers and other support workers.**

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO, DFCHS and MECC	<p><u>a) Matawa Safe Sobering Site:</u> During each student discharge from the Matawa Safe Sobering Site the Addiction Crisis Workers and Youth Residential Workers provide each student with specific harm reduction information based on the substance(s) the student consumed prior to their stay at the site.</p> <p><u>b) St. Joseph’s Care Group’s Mental Health and Addictions Counsellors and Sister Margaret Smith Centre:</u> MECC formed a partnership with St. Joseph’s Care Group (SJCG) for the purpose of helping MECC to deliver fully integrated holistic student-centered programs and services. As a result, numerous MECC students struggling with substance and/or alcohol issues have access to 3 in-school SJCG Mental Health and Addiction Counsellors who are trained in providing harm reduction education and strategies, including managing cravings, safe reduction of use, relapse</p>	A – Accepted C – Complete

prevention skills and referral to peer support groups (such as AA). For students requiring specialized youth treatment for addictions, students are fast-tracked into SJCG's Sister Margret Smith Centre, a live-in treatment centre, which has been utilized with success by MECC students. SJCG counsellors are also able to make referrals to addiction medicine supports as required through the Rapid Access to Addiction Medicine (RAAM) Clinic, as well as physician specialists, to help manage and treat withdrawal symptoms, reduce or abstain from substance use and manage cravings.

c) TBRHSC TIIPS Program: MECC continues to partner with the Thunder Bay Regional Indigenous Injury Prevention Strategies (TIIPS) which delivers hands-on information about the dangers of alcohol and drugs each semester. MECC Mental Health Team and Safe Sobering Site have been trained in the TIIPS program and can now facilitate groups with students on their own.

d) Student Education and Harm Reduction Training: MECC staff hold various harm reduction sessions throughout the school year for students and also work closely with community partners to ensure that students are provided with the information they need around the risks relating to alcohol, substance and solvent use. MECC regular harm reduction sessions include:

- **National Addiction Awareness Week** where students learn what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.
- **Harm Reduction** with Ontario Aboriginal HIV/AIDS Strategy where students learned the importance of harm reduction, what harm reduction is and various tips on how to practice harm reduction in their own lives.
- **Addictions Personal Testimony** from a St. Joseph's Care Group worker who presented to the students his personal testimony on his addictions and the obstacles/trauma he experienced while growing up into his adulthood, he spoke about ways he worked through them, talked about different supports within the school and community for students.
- **Harm Reduction** with Ontario Aboriginal HIV/AIDS Strategy presented education around STI's, drug and alcohol dangers as well as medical information that pertain to STI's, drugs and alcohol.
- **Safer Partying** is offered by SJCG during the first month of school where students learned how to stay safer if they make the choice to consume alcohol or drugs. Key highlights included learning the alcohol content of alcoholic beverages and understanding how alcohol is processed by the body, always consuming substances with someone and at an indoor location, carrying a naloxone kit, signs of alcohol or drug poisoning, having safe phone numbers on hand and utilizing On-Call and SSS. During this workshop students are also provided numerous resources in the city of Thunder Bay such as AA/NA Meetings, Crisis Response, and Path 525 (a safe injection site).
- **Stages of Substance Use and Harm Reduction Strategies** is an Educational workshop offered by SJCG that teaches students about numerous types of drugs both legal and illegal, the short-term and long-term side-effects and the risks associated with each drug. Students are taught about the stages of substance use (non-user, experimental use, regular use and dependence) and the key features that define these stages, including the impact that significant substance use can have on all areas of a person's life. As well, different harm reduction

	<p>strategies are discussed that could be applied to the stages and how to know when to ask for help. Students are provided with resources and informed of different treatment methods/options.</p> <ul style="list-style-type: none"> • Superior Points Harm Reduction Presentation about the services they offer within the city of Thunder Bay. Students are provided with harm reduction items such as condoms, learn about Naloxone, how it works and when it should be administered. • Adult and Teen Challenge presents about the dangers and long-term effects from using alcohol and drugs and teaches students about their program and how they can access it. 	
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RECOMMENDATION 84

In order to allow students to continue their education in Thunder Bay while dealing with substance or alcohol issues, in consultation with local community partners, NNEC, KO and MECC should continue to develop harm reduction programs to address alcohol and substance use by students. The development of such programs should consider including a day program (if necessary) or a course option for students at the school. Canada should sufficiently fund MECC for these activities.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
<p>Canada, NNEC, KO, DFCHS and MECC</p>	<p><u>St. Joseph’s Care Group’s Mental Health and Addictions Counsellors and Sister Margaret Smith Centre:</u> MECC’s Mental Health Team make student referrals to our St. Joseph’s Care Group in-house Mental Health and Addictions Counsellors who who can assess levels of substance use and are trained in providing a spectrum of interventions including harm reduction education and strategies, abstinence-based practices, relapse prevention skills, and referral to peer support groups (such as AA). For students requiring more intensive treatment for addictions, students are fast-tracked into SJCG’s Sister Margret Smith Centre, a youth live-in treatment centre, with a max wait time of 5 weeks. SJCG counsellors are also able to make referrals to addiction medicine supports as required through the Rapid Access to Addiction Medicine (RAAM) Clinic, as well as physician specialists, to help manage and treat withdrawal symptoms, reduce or abstain from substance use and manage cravings. As outlined in recommendation 83 the SJCG team offers education sessions to students on the effects of substance use, risks, stages of addiction, how to use substances in a safer way, harm reduction strategies and how to access local resources.</p> <p><u>Distance Education:</u> To further support students continuing education, MECC has Distance Education which is also available to all eligible students registered with Matawa. Distance Education provides students with online learning supports or offline printed lesson resources, with remote academic support offered via phone, text, email, and fax. Distance Education utilizes the Ontario Ministry of Education Virtual Learning Environment (the VLE) and Google Classroom as their primary Learning Management Systems. The Distance Education Coordinator shares information about the process for exemption from synchronous learning on an as needed basis to Matawa students and families. Students participating in remote</p>	<p>A – Accepted A – Complete</p>

	<p>learning have the option to receive instruction using alternative learning approaches. At the Matawa Education & Care Centre these may include correspondence, telecommunication, and print instruction that is based on individual student needs and circumstances.</p> <p>The flexibility of the two Learning Management Systems supports improved lesson management, a greater variety of learning materials, engaging online activities, and other digital instructional accommodations. Student in Distance Education receive Student Learning Profiles to coordinate remote supports both in terms of academic engagement, and mental health and wellness. The Student Learning Profiles point to an increased capacity to provide equitable and flexible supports through online learning tools and video conferencing platforms.</p> <p>Students not able to attend school in person have the option to receive Home Instruction supports. Teachers are available to meet with students in their homes to teach and answer home work related questions.</p>	
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RECOMMENDATION 85

In order to assist First Nations students in Thunder Bay with alcohol/substance use and addiction problems, in consultation with community partners, including the Centres for Addiction and Mental Health, Dilico, and St. Josephs' Care Group, explore alternatives to sending students back to their home communities, including treatment programs that would allow students to pursue their studies in Thunder Bay.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO and MECC	<p><u>St. Joseph's Care Group's Mental Health and Addictions Counsellors and Sister Margaret Smith Centre:</u> MECC's Mental Health Team make student referrals to our St. Joseph's Care Group in-house Mental Health and Addictions Counsellors who who can assess levels of substance use and are trained in providing a spectrum of interventions including harm reduction education and strategies, abstinence-based practices, relapse prevention skills, and referral to peer support groups (such as AA). For students requiring more intensive treatment for addictions, students are fast-tracked into SJCG's Sister Margret Smith Centre, a youth live-in treatment centre, with a max wait time of 5 weeks. SJCG counsellors are also able to make referrals for students to addiction medicine supports as required through the Rapid Access to Addiction Medicine (RAAM) Clinic, as well as physician specialists, to help manage and treat withdrawal symptoms, reduce or abstain from substance use and manage cravings. In addition, SJCG staff regularly provide information to students about the programs and services being offered. Regularly scheduled wellness programming focusing on building strengths, recreational and leisure activities, and self-care/coping are all designed with the intention to be resilience building, with the hopes to be preventative and decrease likelihood of problematic substance use. Students also have access to the following St. Joseph's Care Group staff in-school meaning they work alongside MECC staff and are in school with our students:</p> <ul style="list-style-type: none"> • 1 FT Clinical Supervisor • 3 FT Mental Health and Addiction Counsellors • 2 FT Child and Youth Workers 	A – Accepted C – Complete

	<ul style="list-style-type: none"> • 1 0.25 Nurse Practitioner- not on site • 1 PT Family Therapist <p><u>St. Joseph’s Care Group The Lodge on Dawson:</u> The Lodge on Dawson is a transitional housing program for individuals affected by addiction, mental health and homelessness. The MECC was able to acquire funding to purchase 4 beds at the Lodge for a period of two years so that there was always a safe, supportive environment for students to access should they find themselves homeless and/or struggling to continue to live in their current accommodations. The Lodge requires residents to be abstinent during their stay and to follow specific guidelines in place to enhance safety/well-being and to promote recovery and stability. Students can be referred through the SJCG Mental Health and Addiction Counsellors who continue to work with them on their mental health and substance use goals during their stay at the Lodge.</p>	
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RECOMMENDATION 86

In order to increase awareness of DFCHS and MECC students regarding the risks associated with the purchase of alcohol through second party purchasers (“runners”), consider incorporating the Crimestoppers video made by DFCHS students into the orientation session held upon the arrival of new students in Thunder Bay each September. If the Crimestoppers video is not incorporated, include information in the orientation regarding the risks associated with the purchase of alcohol through second party purchasers.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO and MECC	MECC’s Student Orientation and regular programming involves harm reduction education directed to our students which includes information on the risks associated with second party purchases. DFC/NNEC and the LCBO have also completed a public education social media campaign about second party purchases. MECC students were also involved in a LCBO led focus group exploring the barriers Indigenous youth face and what youth would like to see in the community which would help them to face those barriers.	A – Accepted B – Complete

RECOMMENDATION 87

In order to ensure continuity of care and increased prospect (where desired) of a return to Thunder Bay for those students who are sent home due to health and safety concerns, make all efforts to ensure that community supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE

<p>Canada, Ontario, NAN, NNEC, KO, DFCHS and MECC</p>	<p>MECC ensures that students who are sent home for health and safety concerns continue their education and have the supports they need at home through our Distance Education Program as well as our Mental Health Program.</p> <p><u>Distance Education Program:</u> Provides blended learning opportunities for continuing education supports. Distance Education remote supports integrate technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences through online resources and teacher supports.</p> <p>The Distance Education Program also organizes and collects data detailing staff and students accessing online learning platforms, online and printed course materials, student portfolios, and assessment tools. This information is accessible for applicable staff and supports to inform their own professional practice and next steps for academic and wellness supports.</p> <p>The Distance Education Coordinator further participates in routine student check ins along with another designated Distance Education Teacher. Routine staff and department collaboration improve the quality of wraparound student services, particularly those that directly correlate to student safety, and health and wellbeing. Students receiving Distance Education supports have the option to receive a MECC Chromebook and/or a MECC student mobile phone to connect virtually with relevant supports should they not have the means to do so with the devices available to them in their residence.</p> <p><u>MECC’s Mental Health Team and St. Joseph’s Care Group:</u> Prior to a student going home, every effort is made to work together with the student, family, education counsellor and other supports to develop a wellness plan that the student can work on when they return to their home community. Staff and are able to provide support to students while back in their communities via email, telephone, text and virtual video platforms.</p>	<p>A – Accepted A – Complete</p>
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RECOMMENDATION 90

In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO and MECC, with the support of Canada and NAN, should consider creating a special seat on their Board of Directors for a youth representative who is a student or former student of DFCHS or MECC under the age of 25. Canada should provide the funding for any costs associated with this position.

<p>PARTIES TO WHOM RECOMMENDATION ADDRESSED</p>	<p>MECC RESPONSE/ACTION</p>	<p>STATUS OF RESPONSE</p>
<p>Canada, NNEC, KO, DFCHS and MECC</p>	<p>Student participation in the day-to-day operation and direction of MECC activities is continues to be significant.</p> <p>The MECC Student Council works directly with the MECC Teachers, Student Activities Coordinators, Cultural Workers, Mental Health Workers, Student Support</p>	<p>A – Accepted C – Complete</p>

	<p>Workers, and Elders to determine the school’s activity schedule and priorities. The MECC Student Council helps to guide the overall direction and goals of MECC.</p> <p>The MECC also has a 2Spirit and Friends group which advises MECC on issues affecting the 2SLGBTQ+ community, determines the schools schedule and priorities, and hosts special events for staff and students.</p>	
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RECOMMENDATION 91

In order to ensure timely reporting of missing students and consistent practice among institutions when students are reported missing or during sudden death investigations, the City of Thunder Bay; TBPS; NAN; NAPS; NNEC; DFCHS; KO; and MLC should establish a working group to discuss best practices applicable to their respective roles pertaining to students from remote First Nation communities attending secondary school in Thunder Bay.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
<p>NAN, City of Thunder Bay, TBPS, NAPS, NNEC, KO, DFCHS and MECC</p>	<p>MECC has developed numerous policies, procedures, forms and training related to Missing Student Protocol. MECC took the lead in developing a series of Student Information Form templates for First Nation partner organizations to use. It was not possible for each organization to create one set of MSPG policies and procedures as each organization operates under different structures. However, the Working Group discussed and came up with best practices that each organization could use in developing their own policies and procedures.</p> <p>MECC is a part of an annual “Am I Missing?” Public Awareness Campaign with Inquest Partners which emphasizes the importance of reporting a missing person to police without delay. The campaign includes a video suitable for social media and public service announcements; as well as, postcards for distribution to students, parents, and boarding parents. Postcards have been translated into Ojibway, Cree and Oji-Cree and distributed to Matawa First Nations.</p> <p>MECC continues to work with the Thunder Bay Police Service in supporting our students who may encounter legal issues.</p> <p>Each year MECC staff participate in training provided by Thunder Bay Police Service and Lakehead Search and Rescue on missing person investigations and missing person searches. We have also liaised with Matawa Education Authorities to ensure their staff participate in all trainings offered.</p> <p>MECC is not a boarding home. Accordingly, there are aspects of this recommendation that do not really fit in MECC’s mandate. MECC has none-the-less participated in the establishment of a working group among Inquest Partners in an effort to ensure best practices are applied to missing person investigations and searches involving its community members and its students.</p>	<p>A – Accepted C – Complete</p>

RECOMMENDATION 107

The City of Thunder Bay Aboriginal Liaison, NNEC, KO, DFCHS and MECC should work together – perhaps through designated contact people in the schools – to co-ordinate participation of DFCHS and MECC students in Thunder Bay recreation programs and City sponsored events that students may be interested in attending throughout the school year – for example, the use of skating rinks in the winter.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
City of Thunder Bay, NNEC, DFCHS, KO and MECC	<p>MECC and the City of Thunder Bay have worked together to coordinate the participation of Matawa students in City recreation programs and City sponsored events throughout the school year; including:</p> <ul style="list-style-type: none"> • Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation Sept 21-23, 2018 which was a City of Thunder Bay event for Recommendation 115. • Youth Inclusion Grant in which a City of Thunder Bay Youth Inclusion Program youth worker provides in-school support and programming for our students and MECC has been provided with additional funding to support school programming for our students. • Thunder Bay Transit First Nations Secondary School Pass was implemented for students which provides discounted bus passes for First Nation students. • MECC students continue to have increased access to City events at discounted prices (or for free); • Increased access was achieved through: more information about events, the provision of chaperones by the City (for free) when required, discounted prices and ensuring that venues are aligned with the expressed interests of MECC students; • MECC students continue to have increased access to City volunteer opportunities; • Relationships between MECC and service groups within the City that offer recreational activities and spaces have been strengthened (for example MECC’s relationship with the Kinsmen Youth Centre); • The input of students at MECC was been sought and received with respect to Parks and Recreations Planning; • The City provided \$11,000.00 in funding for an equipment lending library to be established by and for Matawa First Nation community students and other youth; • The City provided discounted or free transportation to support students to attend events; • The City of Thunder Bay has approved a strong box at Wilson Part to permit students to store their athletic equipment at the park. <p>Overall, MECC students have had greater opportunities to participate in recreational activities in Thunder Bay.</p>	<p>A – Accepted C – Complete</p>

RECOMMENDATION 114

Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-Term Care and Child and Youth Services, the Northwest Local Integration Network (NWLHIN), EMS, the Thunder Bay Regional Health Sciences Centre (TBRHSC), NAN, NNEC, KO,

Shibogama, Independent First Nations Alliance (IFNA) and MECC in order to develop an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.

PARTIES TO WHOM RECOMMENDED DIRECTED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
<p>Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO and MECC</p>	<p><u>Matawa Safe Sobering Site:</u> MECC received funding from Ontario and Canada for a Matawa Safe Sobering Site. The Matawa Safe Sobering Site is a service accessible to all Matawa First Nation’s Youth from ages 13-21 who are under the influence of alcohol and other substances. Staff provide a safe, culturally appropriate and judgement free zone where students can come in, sleep it off and access Mental Health supports, harm reduction strategies and a referral to treatment. The Matawa Safe Sobering Site staff are fully trained to provide care and monitor students while they safely achieve a level of sobriety.</p> <p>During intake, staff gather as much information as possible to determine eligibility or ineligibility of a student. The intake tools such as; the HACK, Sedation and Respiration Scales determine initial student intoxication, monitor student intoxication, level of sedation, and their number of respirations per minute. This ensures a stable recovery from intoxication.</p> <p>Staff will then inform students about harm reduction strategies, and gather additional student information that will be used when completing the Discharge and Mental Health referral. The referral is sent to the Mental Health Team and they create and implement an after-care plan for the student.</p> <p>The Matawa Safe Sobering Site is open 24 hours, 7 days a week during the school calendar with the exceptions of Christmas and March breaks. The site is conveniently located within the Matawa Education and Care Centre.</p> <p>Other services that operate out of the Matawa Safe Sobering Site include Naloxone Distribution, Harm Reduction Supplies Distribution, and Emergency Clothing Distribution.</p> <p><u>Safe Sobering Site Working Group:</u> MECC continues to work with the City of Thunder Bay’s Drug Strategy Coordinator and other Inquest Partners to develop existing sites and a 4th Safe Sobering Site for City of Thunder Bay youth not serviced by existing sites.</p>	<p>A – Accepted C – Complete</p>

RECOMMENDATION 115

The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama and MECC should consult on the terms of reference for a safety audit of the river areas frequented by First Nation students and youth in the evenings. The consultation and resulting audit should be undertaken as soon as practicable. Subject to the findings of the audit, some possible responses to identified issues could include improved lighting, emergency button poles, under-bridge barricades, or increased police patrols.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama and MECC	<p>MECC participated in the planning and execution of the safety audit of the river areas. MECC participated in the training and audit organized by the City of Thunder Bay. MECC has been a part of the implementation of the final report.</p> <p>MECC participated in Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation on September 21-23, 2018. MECC worked with the City of Thunder Bay and First Nation organizations to host the special event which celebrated and recognized the importance of Indigenous people’s connection to the land and water in Thunder Bay.</p>	A – Accepted C – Complete

RECOMMENDATION 116

In order to increase public awareness in the City of Thunder Bay regarding the issues raised during this Inquest, including the obstacles and challenges faced by First Nation students from remote communities who are residing in Thunder Bay, the City should work with First Nations expertise to develop a local and social media campaign as well as a public forum which highlights and addresses:

- i. the obstacles and challenges faced by First nations students in Thunder Bay;**
- ii. the health and social issues often experienced by First Nations students in Thunder Bay;**
- iii. the subject of this Inquest through a discussion of the various roles and responsibilities of community partners and members of the community in assisting First nations students in Thunder Bay;**
- iv. the current misconceptions relating to First nations students from remote communities who are residing in Thunder Bay;**
- v. racism experienced by First nations students in Thunder Bay; and**
- vi. facilitates discussion regarding how to address and report racism towards First Nations students in Thunder Bay.**

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
The City of Thunder Bay, NAN, DFCHS and MECC	<p>On Monday April 4, 2022 the Partnership for the Seven Youth Inquest launched the “Dear Thunder Bay” public education campaign, as part of the collective implementation of Recommendation 116. The Partnership consists of the Nishnawbe Aski Nation, Dennis Franklin Cromarty High School/Northern Nishnawbe Education Council, Matawa Education and Care Centre, Keewaytinook Okimakanak, and the City of Thunder Bay. Generator helped guide partners throughout the campaign process.</p> <p>The “Dear Thunder Bay” public education campaign goal was to heighten public awareness of – and change – attitudes, obstacles, challenges and misconceptions faced by First Nations students attending high in Thunder Bay. The campaign was developed with Indigenous students, including MECC’s own students, as a way for them to anonymously write a message to Thunder Bay to share their thoughts,</p>	A – Accepted B – Complete

	fears, critique, hopes and vision for the future of being a student in Thunder Bay. The messages in the video, print and social media posts come directly from MECC, KOSSS, and NNEC/DFC youth. The goals of the project are to provide a platform for youth to share their voice, for the broader community to understand that First Nations students face many unfair challenges just to get an education, and to spark more discussion about how to address racism experienced by Indigenous youth in Thunder Bay.	
RECOMMENDATION 117		
The City of Thunder Bay, NNEC, KO, DFCHS and MECC should consult with community partners to arrange for speakers or skills instructors to attend the schools in order to make presentations on topics which are aimed to engage and provide information to the students.		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
The City of Thunder Bay, NNEC, KO, DFCHS and MECC	As you can see in Recommendation's #64, #71 and #83 MECC is very active in consulting with our community partners to attend our school and provide a variety of information to our students to help them on their educational journey.	A – Accepted C – Complete
RECOMMENDATION 143		
All organizations that receive recommendations should prepare an annual report following up on the recommendations that:		
<ul style="list-style-type: none"> i. Indicates whether each recommendation is accepted, accepted in part or rejected; ii. Provides an explanation for any recommendations that are not accepted in whole or in part and indicates an alternative approach to achieve the same aim; iii. Indicates, for all recommendations that are accepted, whether the implementation is pending, in progress or complete; iv. Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations; v. Is sent by email to any person who requests to receive a copy; vi. Is prepare each year for delivery at 10:00 a.m. on the anniversary date of the release of the inquest recommendations until the party has provided an annual report indicating that all of the recommendations it received have either been rejected or implemented. 		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay,	MECC has prepared an annual report to indicate its follow up on the recommendations that were aimed at the MECC; as well as, the recommendations MECC is completing with other parties.	A – Accepted C – Complete

TBPS, NAPS, NAN, NNEC, KO, DFCHS, MECC, LCBO, P.A.R.T.Y. Program, Office of the Chief Coroner		
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RECOMMENDATION 144

The Organizations receiving recommendations should endeavour to agree on a process whereby the annual reports will be posted in a central location on the internet (e.g., on a website of one of the organizations). Acknowledging that the First Nations parties who receive recommendations have limited resources, those parties should prioritize actual actions responding to recommendations over reporting on those actions and should only be expected to provide annual reports if they have the resources to do it.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MECC, LCBO, P.A.R.T.Y. Program, Office of the Chief Coroner	MECC shares our annual report with our Matawa community and with local media; in addition, we also post our annual report on the Nishnawbe Aski Naion website which hosts all parties reports in a central location.	A – Accepted C – Complete

RECOMMENDATION 145

Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MECC, LCBO,	After the Inquest concluded MECC has continuously worked to update and create new policies and procedures to reflect new tasks and procedures within our school's various programs and services. MECC also created a COVID-19 Staff Working Group to adapt to the Matawa Chiefs Council directives and Ministry of Education guidelines for safe educational instruction during the COVID-19 pandemic.	A – Accepted C – Complete

P.A.R.T.Y. Program, Office of the Chief Coroner		
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