



**Matawa Education and Care Centre (Matawa Learning Centre)**  
**9th Annual Report**  
**Seven Youth Inquest**  
**Academic 2024-2025**

**During academic 2024-2025, Indigenous Services Canada made significant changes to Jordan’s Principle and Choose Life funding programs which Matawa Education and Care Centre heavily relies on for important life-saving Youth Inquest Recommendations. If Matawa Education and Care Centre loses this funding it will result in a:**

- **Significant reduction in staffing within the Matawa Education Department, which includes the Matawa Education Centre (MEC- our secondary school), Matawa Student Care Centre (MSCC- student accommodations), Matawa Safe Sobering Site (SSS) and our After-Hours Support.**
- **Significant reduction in academic, mental wellness, addiction, and student safety programming and supports.**
- **Significant reduction in cultural, language, and land-based programming.**
- **Significant reduction in special education, distance education and skilled trades education.**

<b>RECOMMENDATION 6</b>		
In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau 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.		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO) and Matawa Education and Care Centre (MECC)	<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>	<b>A – Accepted C – Complete</b>

	<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 1<sup>st</sup> 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>In academic 2018-2019, the 2<sup>nd</sup> 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.</p> <p>In academic 2019-2020, the 3<sup>rd</sup> 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.</p> <p>In academic 2020-2021, the 4<sup>th</sup> 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.</p> <p>In academic 2021-2022, the 5<sup>th</sup> 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.</p> <p>In academic 2022-2023, the 6<sup>th</sup> 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.</p>	
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	<p>In academic 2023-2024, the 7<sup>th</sup> annual JWMA's were celebrated at the MECC Graduation on June 19 2024; extra special guests included Jordan Wabasse's mother, brothers, grandma and uncle! Six awards were distributed to students at Matawa Education and Care Centre in Thunder Bay and Simon Jacob Memorial Education Centre/Keewaytinok Internet High School in Webequie First Nation.</p> <p>In academic 2024-2025, the 8<sup>th</sup> annual JWMA's were celebrated at the MECC Graduation on June 18 2025 and Simon Jacob Memorial Education Centre grad June 25 2025. Six awards were distributed to students at Matawa Education and Care Centre and Hammarskjold High School in Thunder Bay as well as Simon Jacob Memorial Education Centre and Keewaytinok Internet High School in Webequie First Nation.</p>	
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#### 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;**
- **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.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Service, NAN, NNEC, KO, DFCHS and MECC	<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>	<b>A – Accepted C – Complete</b>

	<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"> <li>• Increasing Programs and Service to Eliminate Educational Gaps</li> <li>• On Reserve Education (i.e., Early Childhood, Elementary, Secondary, and Adult Education)</li> <li>• Funding Needs</li> <li>• Living Conditions</li> <li>• Health Issues</li> <li>• Youth Substance Abuse on Reserve</li> <li>• Community Based Transition Programs</li> <li>• Youth Participation in Decisions</li> <li>• Fostering Greater Collaborations and Partnerships</li> </ul> <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 the experience of the MECC the most significant funding and policy barrier continue to be:</p> <ul style="list-style-type: none"> <li>• The refusal to fund MECC directly because it is off-reserve. MECC will not be covered under Canada's new Education Transformation Formula.</li> <li>• No long-term funding commitments from the federal government for Inquest Recommendations.</li> <li>• No specific funding source for Inquest Recommendations.</li> <li>• Lack of funding for staffing resources to implement Inquest Recommendations, especially at the First Nation community level.</li> <li>• Lack of policy changes from the provincial and federal government to ensure long-term sustainable change for Inquest Recommendations.</li> </ul>	
<p align="center"><b>RECOMMENDATION 49</b></p> <p><b>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.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO, DFCHS and MECC	<u>Student Transition Workshops on Reserve:</u> Matawa Education's Pathways to Achieving Student Success (PASS) Department hosted Transition Workshops in Matawa First Nation communities. Several sessions were done in person, and some were facilitated remotely. PASS Staff traveled to communities to spend time with Grade 7 and 8s to speak about what it is like to transition to high school and what supports are in place for students. Guests from Thunder Bay Police Service were brought to communities so they could meet students as well and provide some safety guidelines about moving into the city. This year's workshops were focused on	<b>A – Accepted C – Complete</b>

	<p>art and expression and were presented in a fun, engaging manner with games and informal discussion. At the end of each session students were presented with an art kit that gave them a creative outlet for healthy expression and creativity. These sessions also presented an opportunity where students could speak about their hopes and fears in regards to attending high school with engaged and caring staff members. Rich discussion and laughter were enjoyed by all. The Transition Workshops were extremely well received this year and coordinated by the Education Partnership Liaison.</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> Matawa Education staff also regularly meet with Matawa First Nation's Education Directors and Education Counsellors to help grade 8 students and their family members prior to their transition to an urban centre like Thunder Bay.</p> <p><u>Supporting the Rebuild and Transition of Students John C Yesno Education Centre:</u> The Executive Director of Education, MECC Programs Administrator and PASS staff have been supporting Eabametoong First Nation after the devastating fire that destroyed the community's only school – the John C Yesno Education Centre. Matawa Education has been supporting the community in opening a temporary school for students set to open in Fall 2024 and a permanent school thereafter. Staff have continued to provide support through strategic planning, material procurement and professional development. Community outreach activities are also in place through activities like Welcome to Kindergarten that provide students and families information about attending school.</p> <p><u>Community Cultural Curriculum Resource Gathering/Information Session:</u> The Curriculum Development Officer facilitated a Student Learning Circle to gather input from students.</p>	
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#### RECOMMENDATION 51

**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.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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>	<p><b>B – Accepted</b>  <b>C – Complete</b></p>

	<ul style="list-style-type: none"> <li>• Political Table</li> <li>• Education Table</li> <li>• Task Team Tables <ul style="list-style-type: none"> <li>• Student Well Being</li> <li>• Programs, Funding and Services</li> <li>• Infrastructure</li> <li>• Legal</li> </ul> </li> <li>• Inquest Coordinators Working Group</li> </ul> <p><u>Past Working Groups with Canada and NNEC:</u></p> <ul style="list-style-type: none"> <li>• IR # 64 – Programs/Services with ISC</li> <li>• IR#114 – Safe Sobering Site Working Group</li> <li>• IR #91 – Missing Students Working Group</li> <li>• IR #97 – LCBO Anti-Runners Social Media Campaign</li> <li>• IR #112 – Anti-Hate Crimes Public Education Campaign</li> <li>• IR#115 – River and Waterways Safety Working Group</li> <li>• IR#116 – Anti-Racism Social Media Campaign and Public Forum</li> <li>• NAN Seven Youth Inquest Marketing Campaign</li> <li>• NAN Student Safety Dispatch Call Line</li> <li>• NAN ID Challenges Working Group</li> <li>• Thunder Bay Regional Health Sciences Centre Working Group</li> </ul> <p><u>One Central Facility:</u> 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.</p> <p><u>About the Matawa Education and Care Centre Facility:</u> 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 and changed our name to the Matawa Education and Care Centre (MECC). Also in academic 2018-2019, the Matawa Student Care Centre opened in 2022-2023 and can accommodate 100 students while they attend school in Thunder Bay. In academic 2023-2024, we celebrated the grand opening of our brand new school gymnasium!</p> <p><u>Key features of the Matawa Education and Care Centre include:</u></p> <ul style="list-style-type: none"> <li>• Class structure that promotes thinking and experiential learning, with a strong focus on cultural teachings and land-based learning.</li> <li>• Year round enrollment offering 3 different education delivery models.</li> <li>• Evening and weekend activities and educational support.</li> <li>• 24/7/365 after hours student support provided by our Matawa Safe Sobering Site available to all Matawa high school students.</li> <li>• Integration of best practices and research-based curriculum development.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Trades and Co-Operative education.</li> <li>• Comprehensive assessments for all students attending school.</li> <li>• All the necessary physical spaces, including: <ul style="list-style-type: none"> <li>• Brand new gymnasium</li> <li>• General Purpose Classrooms</li> <li>• Science Lab</li> <li>• Learning Kitchen</li> <li>• Art Classroom</li> <li>• Elder's Kitchen</li> <li>• Counselling Spaces</li> <li>• Fitness Centre</li> <li>• Outdoor Hockey Rink</li> <li>• Cafeteria</li> <li>• Outdoor Learning Classroom</li> <li>• Administration Offices</li> <li>• Safe Sobering Site</li> </ul> </li> </ul> <p><u>Key Features of Matawa Care Centre, our 100 bed student accommodation centre, include:</u></p> <ul style="list-style-type: none"> <li>• Matawa Student Care Centre opened September 2022 and is going into the third upcoming school year, 2024-2025.</li> <li>• 24 Hour Support with a 10:1 ratio of care.</li> <li>• Manage the safety and security of the student, including accommodation, food services, laundry services, three (3) zero-barrier rooms, recreational, spiritual, cultural activities and health services.</li> <li>• 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 7 days a week from 1:00pm-9:00pm.</li> <li>• Regular and scheduled access to the Fitness centre and gymnasium</li> <li>• Health care services and mental health counselling (individual or group) for all students.</li> <li>• An assessment and application process to be accepted to the Care Centre where each student and guardians will have to complete a comprehensive education, health and cultural evaluation.</li> <li>• Positive working relationships with all the school boards in Thunder Bay, students have the option on which school they would like to attend while residing at the Care Centre.</li> <li>• A team of 5 Mental Health and Crisis Workers (7 days a week until 2:00am)</li> <li>• A team of 5 Cultural and Activities Workers</li> <li>• A team of 25 Youth Care Leader ( Part-time and Full-time)</li> <li>• Administration team of 1 Manager and 2 Youth Care Lead Supervisors.</li> <li>• A Tutor available 5 days a week (evenings and weekends)</li> <li>• Student Safety Support Liaison working with MECC and other service providers such as EMS and TBPS</li> <li>• A Developmental Service Worker (DSW) available 5 days a week. They contribute to emotional and behavioural support during times of crisis or transitions, personal care and life skills coaching to build independence, advocacy and collaboration with families, school boards, and health</li> </ul>	
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	<p>professionals, monitoring and reporting to ensure student safety and goal progression, and the consistent and encouragement that promotes self-worth and stability.</p> <ul style="list-style-type: none"> <li>• Access to health services from Monday-Friday 830am-430pm and access to Nurse support during the evenings, and access to Safe Sobering Site.</li> <li>• Student Support Workers that provide support to all MSCC students to secure ID's, ensure appointments are booked, engagement and providing updates to guardians, ensuring all medical needs are being addressed, and providing transportation to all medical appointments.</li> </ul>	
<p align="center"><b>RECOMMENDATION 64</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>i. Appropriate ratio of education assistants to students;</b></li> <li><b>ii. Appropriate number of Elders (male and female) to be available during school hours;</b></li> <li><b>iii. Dedicated space for Elders to spend time with students and resources for the activities that they wish to engage in with the students;</b></li> <li><b>iv. Curriculum development that supports language, culture and traditional activities;</b></li> <li><b>v. Regular professional development for teachers regarding how to incorporate traditional language, culture and activities in day-to-day teaching;</b></li> <li><b>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;</b></li> <li><b>vii. Funding for land-based learning; and</b></li> <li><b>viii. Funding to facilitate development of Ojibway/Cree immersion programming.</b></li> </ul>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, NNEC, KO and MECC	<p><b><u>Education Assistants – i:</u></b> MECC has in-house Education Assistants.</p> <p><b><u>Elders – ii:</u></b> The MECC provides Elder supports at 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.</p> <p><b><u>Curriculum Development – iv:</u></b></p> <p><b><u>a) Curriculum Development Officer:</u></b> MECC has a Curriculum Development Officer that develops 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</p>	<p><b>A – Accepted</b> <b>B – Complete</b></p>



	<p>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.</p> <p><u>b) Critical Thinking Consortium:</u></p> <p>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.</p> <p>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 Nince Geography (CGC1P), Grade Nine Mathematics (MTH1W), Grade Nine Science (SNC1W) and Grade Ten History (CHC2P).</p> <p>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.</p> <p>The MECC has begun a third phase and is in the conceptualization stage in collaboration with the TC2 in developing an additional lessons that can be used in a variety of courses (law, civics, careers) to assist in the integration of Indigenous ways of knowing and the academic success of our Matawa youth. 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.</p> <p>The MECC and TC2 have also successfully presented several resource sharing sessions on a local, national, and international basis. This year, we presented at INDSPiRE in November. 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 updated and shared an in-depth presentation that highlighted project context, approach, materials, and successes and challenges.</p>	
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	<p>The MECC and TC2 have published a Matawa resource sharing website. This website showcases 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.</p> <p><u>c) Examples of Culturally Relevant Curriculum:</u></p> <p><u>English: Contemporary Aboriginal Voices (NBE3C):</u> 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.</p> <p><u>Healthy Active Living Mobile Credit:</u> 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.</p> <p><u>Dynamics of Human Relationships (HHD3O):</u> 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, has created 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 &amp; Mental Health, Rehabilitative Care, and Seniors' Health across nine (9) 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.</p> <p><u>Expressions of Indigenous Cultures (NAC1O):</u> 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.</p> <p><u>Aboriginal Youth Entrepreneurship Program (BDI3C):</u> 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</p>	
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	<p>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.</p> <p><u>Technology and the Skilled Trades (TAS 20):</u> This course is a technology and co-operative education program with a focus on Indigenous Artisans and art. It runs for ½ a day for the entire semester. Students work with guests as well as with school staff to learn about culture, traditions and participating in project-based learning. In 2024-2025, students learned about: moccasins, tikinagans, quillwork, beading, drum-making, belt-making, leather work and regalia.</p> <p><u>d) Culturally Relevant Resources:</u> The Curriculum Development 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.</p> <p><b><u>Professional Development for Teachers – v:</u></b></p> <p><u>a) Teacher Coach:</u></p> <p>The Teacher Coach along with Administration lead weekly meetings and mini lessons with whole group regarding the following:</p> <ul style="list-style-type: none"> <li>• Daybook reviews and updates</li> <li>• Review of ministry of education documents such as Growing Success</li> <li>• Achievement chart indicators</li> <li>• Assessment and Evaluation</li> <li>• Report card comments</li> <li>• Course outlines</li> <li>• Reviewing Ontario Student Records</li> <li>• Progress reports</li> <li>• Conversations, observations, and student product.</li> <li>• Lesson planning.</li> <li>• Classroom management strategies.</li> <li>• Finding and updating resources for courses</li> <li>• Using Promethean boards to assist in the classroom.</li> <li>• How to use online videos to post for student engagement.</li> <li>• Online Learning Management System.</li> <li>• Incorporating Anishinabek teachings in lessons</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Applied Suicide Intervention Skills Training</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Non-violent Crisis Intervention Training</li> <li>• First Aid Training</li> <li>• Art Therapy and Compassion Fatigue</li> <li>• Kairos Blanket Exercise</li> <li>• Outdoor ed therapy</li> <li>• Laughter Yoga</li> <li>• Team Building exercises.</li> <li>• Mental Health First Aid Training</li> <li>• Strengths Assessment Inventory with Dr. Rawana</li> <li>• Turtle Island Teachings with Cultural Lead</li> <li>• Collaborated with Curriculum Development Officer, Trades Development Officer, Elders, and cultural lead to make more indigenous connections to curriculum.</li> <li>• Incorporating experiential learning with traditional values in courses.</li> </ul> <p>The Teacher Coach worked individually with Teachers to set goals such as:</p> <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Organization skills</li> <li>• Collaboration skills</li> <li>• Online content creation and recording</li> <li>• Lesson creation and content development</li> <li>• Classroom management strategies</li> <li>• Report card writing</li> <li>• Anecdotal notes recording</li> <li>• Managing work production</li> <li>• Assessment and Evaluation of student work</li> <li>• Review and update Course outlines along with Curriculum Development Officer</li> <li>• Daybook maintenance and updates</li> <li>• Lesson Planning</li> <li>• Student Information System support</li> <li>• Inputting marks and comments</li> <li>• Reviewing OCT expectations</li> <li>• Supporting students with an IEP</li> <li>• Making cultural connections to lessons.</li> <li>• Worked with Trauma informed and Care Coordinator to support teachers to help students be successful through a trauma informed approach.</li> </ul> <p>Teachers have attended conferences and have taken their own initiatives Such as:</p> <ul style="list-style-type: none"> <li>• Physical Education Conference</li> <li>• Additional Qualifications</li> <li>• CESBA webinars</li> <li>• Mental health training</li> <li>• Wilderness First Aid Training</li> <li>• Webinars with Skaabe Makwa</li> <li>• Nishinawbe Aski Nation Conferences</li> <li>• Online webinars</li> <li>• Certifications</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Further educational opportunities</li> </ul> <p><u>b) Critical Thinking Consortium:</u> 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.</p> <p><b><u>Land Based Learning – vi:</u></b> 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.</p> <p><u>Examples of MECC’s Outdoor Education Activities:</u></p> <ul style="list-style-type: none"> <li>• Year round weekly traditional drumming teaching MECC students’ songs, styles and how they signify our natural surroundings</li> <li>• Moose Hunting Trip up the Graham Road</li> <li>• Mountain Biking Around City</li> <li>• Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region</li> <li>• Forest Meets Farm Program at Roots to Harvest</li> <li>• Sleeping Giant Hike at Sleeping Giant Provincial Park</li> <li>• Sleepy G Farm Visit</li> <li>• Walking Food Tour of Thunder Bay</li> <li>• Visiting a Fish Hatchery in Dorion</li> <li>• Camping Trip at Sleeping Giant Provincial Park where students learn hand drum making, land history, and cooking of wild foods</li> <li>• Visiting a Water Treatment Plant</li> <li>• Ice Fishing at Whitefish Lake</li> <li>• Dog Sled Trip to the Kitchi Siipi (Albany) River</li> <li>• Cross Country Ski Trip at Kamview Nordic</li> <li>• LU Student Programming on GPS, Fire Starting, etc. at LU</li> <li>• Hunter Education and Canadian Firearms Safety Certification at MECC</li> <li>• Geese and Duck Hunting in Neebing</li> <li>• Wilderness First Aid Course</li> <li>• Walleye Fishing at Black Sturgeon River</li> <li>• Youth Fusion Gala in Toronto</li> <li>• Climate Change Session at MECC</li> <li>• Mountain Biking at McIntyre River Trails</li> <li>• Intro to Moving Water Canoeing at Dog River</li> </ul> <p><u>2024-2025 Land Based Learning Programming:</u></p> <ul style="list-style-type: none"> <li>• Day programs: Land-Based Group</li> </ul>	
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	<ul style="list-style-type: none"> <li>○ December 3<sup>rd</sup>-5<sup>th</sup>: Ice Rescue Course</li> <li>○ December 17<sup>th</sup>-19<sup>th</sup>: Archery</li> <li>○ January 17<sup>th</sup>: Fire Building for Cultural Day</li> <li>○ February 3<sup>rd</sup> and 5<sup>th</sup>: Firearms Safety Course</li> <li>○ February 7<sup>th</sup>: Fire Building for Cultural Day</li> <li>○ February 11<sup>th</sup>: Ice Fishing</li> <li>○ February 19<sup>th</sup>: Snowshoeing with Gym Class</li> <li>○ February 21<sup>st</sup>: Snowshoeing with Gym Class</li> <li>○ February 21<sup>st</sup>: Fire Building for Cultural Day</li> <li>○ February 25<sup>th</sup>: Cross-country Skiing with Gym Class</li> <li>○ March 7<sup>th</sup>: Fire Building for Cultural Day</li> <li>○ April 11<sup>th</sup>: Ice Fishing</li> <li>○ April 16<sup>th</sup>: Firearm Target Practice</li> <li>○ April 28<sup>th</sup>-29<sup>th</sup>: Firearms Safety</li> <li>○ May 12<sup>th</sup>-16<sup>th</sup>: White Water Rafting</li> <li>○ May 22<sup>nd</sup>-24<sup>th</sup>: Gill Netting</li> <li>○ June 11<sup>th</sup>-12<sup>th</sup>: White Water Rescue Course</li> </ul> <ul style="list-style-type: none"> <li>● Multi-day: Overnight Land-based Programs <ul style="list-style-type: none"> <li>○ June 27<sup>th</sup>- July-15<sup>th</sup>, 2024: Annual Kitchi Siipi Canoe Expedition</li> <li>○ September 24<sup>th</sup>-30<sup>th</sup> 2024: Annual Fly-in Moose Hunt</li> <li>○ November 4<sup>th</sup>-9<sup>th</sup>, 2024: Drive-to Moose Hunt</li> <li>○ March 17<sup>th</sup>-22<sup>nd</sup>, 2025: Annual Dogsled Expedition</li> <li>○ April 20<sup>th</sup>-April 24<sup>th</sup>, 2025: Annual Spring Goose &amp; Duck Hunt</li> <li>○ June 19<sup>th</sup>- June 30<sup>th</sup>, 2025: Annual Kitchi Siipi Canoe Expedition</li> </ul> </li> </ul> <p><u>Examples of MECC's 2024-2025 Cultural Programming:</u></p> <ul style="list-style-type: none"> <li>● Sweat Lodge ceremony construction with students (Teachings, Stories, Protocols) at MECC</li> <li>● Grandfather work gathering of Sweat rocks and firewood at MECC</li> <li>● Clan roles and responsibilities taught in classrooms at MECC</li> <li>● Wiindiwaasowin Ceremony (Ojibwe Naming and colors) at MECC</li> <li>● Weekly Big drum teachings/singing practice with students at MECC</li> <li>● Funeral Ceremonies/singing for Matawa Community members who have passed on in Thunder Bay and surrounding areas</li> <li>● Pow wow dancing demonstration on all dance styles at MECC</li> <li>● Medicine harvesting (Bam Buds, Pine pich, Plantain) to make "Minigan" and the cooking process at MECC</li> <li>● Medicine Protocols (What it takes to earn medicines and rightfully earn protocols) in classrooms at MECC</li> <li>● Weekly Cedar tea for students at MECC</li> <li>● Smudge kits available for students.</li> <li>● Well-being teachings and life practices for a healthy emotional/physical/spiritual/mental taught in classrooms at MECC</li> <li>● Weekly Traditional Cedar Tea making</li> <li>● Personal Traditional Smudging available for Students.</li> <li>● Traditional Oral Cultural Teachings for Classroom visits for a variety of School subjects.</li> <li>● Ojibwe Dodem "Animal Clan" teachings. "Traditional Identity"</li> </ul>	
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	<ul style="list-style-type: none"> <li>Supporting Matawa Community events, ex. Community Powwows and Community celebrations.</li> <li>Weekly Powwow Drumming and Traditional Big Drum Teachings.</li> <li>Beadwork projects for different classroom projects/assignments such as Traditional Medicine Bags/Pouches. Beaded Lanyard Keychains,</li> <li>Powwow Dance style teachings/Demonstrations</li> <li>Powwow Regalia Sewing and Handmade items ex. Leather Belts, Dance Bells, Breastplates, Sashes, Vests.</li> <li>Hand drum Workshop.</li> <li>Traditional Sweat lodge ceremonies. "Students receive traditional names, colors, Clan. Etc."</li> <li>Critical Thinking Group-Supporting and providing First nations Indigenous content for Curriculum development of new courses.</li> <li>Traditional Fall/Winter/Spring Feasts.</li> <li>1<sup>st</sup> Annual MECC Grad. Powwow.</li> </ul>	
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#### RECOMMENDATION 65

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.

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO and MECC	MECC is able to translate documentation given to parents or guardians in their preferred Matawa First Nation language.	A – Accepted B – Complete

#### RECOMMENDATION 71

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:

- 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	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	A – Accepted B – Complete

	<p>limited to: special education, substance and/or alcohol abuse, mental health issues and academic supports.</p> <p><b><u>Special Education – i:</u></b></p> <p><b><u>a) About Special Education:</u></b> 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:</p> <ul style="list-style-type: none"> <li>• 1 Special Education Coordinator</li> <li>• 5 Special Education Resource Teachers</li> <li>• 2 PLAR Teachers</li> <li>• 4 Education Assistants</li> <li>• 1 Special Education Coordinator</li> <li>• 6.5 Special Education Resource Teachers</li> <li>• 2 PLAR Teachers</li> <li>• 7 Educational Assistants</li> </ul> <p>MECC is now able to provide the following special education supports to our students:</p> <ul style="list-style-type: none"> <li>• Comprehensive Psychoeducation Assessments, including diagnostic summary and recommendations, which are completed by a psychologist with St. Joseph’s Care Group</li> <li>• Reading intervention and assessment</li> <li>• Direct skill and strategy instruction</li> <li>• Individual and small group instructional support</li> <li>• Relationship building and classroom community development</li> <li>• Promotion of self-awareness of individual students’ learning strengths and needs</li> <li>• Teacher mentoring to provide direction on best practices for working with special needs youth</li> <li>• 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.</li> <li>• Special education equipment, software, and assistive technology</li> <li>• Provide transitional support for graduating students who are moving on to post-secondary education. Recognizing the challenges that come with this transition, our special education team helps students connect with the appropriate services and resources. This support assists them in adapting to a more self-directed approach, encouraging them to take responsibility for their education and manage their time effectively.</li> </ul> <p><b><u>b) Instructional Support:</u></b> Each student is assigned a Special Education Resource Teacher (SERT) and a Classroom Assistant for in-person and remote learning deliveries.</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Upon entry, each student has a learning plan developed and implemented to meet their individual, unique learning needs;</li> <li>• The school identifies further actions, such as additional interventions and assessments, included as part of their IEP;</li> <li>• The development of a <i>Literacy Support Booklet</i> 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.</li> <li>• The development of a <i>Writing Toolkit</i> is in progress. A reference guide with accompanying activities for students to practice and enhance their writing skills.</li> <li>• The development of a <i>Math Reference Booklet</i> is in progress for Grade Nine students. A quick reference guide on math definitions and concepts supported by diagrammed examples.</li> <li>• Created a <i>Special Education Fact Sheet</i> 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;</li> <li>• Implemented an <i>IEP Instructional Planning Guide</i> 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;</li> <li>• As part of daily support, students have access to the Resource Room for additional 1:1 support or a quiet space.</li> <li>• The development of the <i>Grammar Booklet</i> is completed and is implemented as a supplementary classroom tool for the Grade Nine English class. The purpose is to enhance vocabulary, sentence structure, and grammar and usage.</li> </ul> <p><u>c) Classroom &amp; Programming Support:</u> In addition to their respective roles, the Special Education Resource Teachers (SERT) and Educational Assistants (EA) provide support by enhancing daily classroom and school programming delivery.</p> <ul style="list-style-type: none"> <li>• Our Special Education Resource Teachers are responsible for teaching specific courses. They are the instructors for Locally Developed English for 9 and 10 (ENG1L/2L), Grades 9 and 10 English (ENL1W/ENG2P), and Advanced Learning Strategies (GLS4O). This diverse range of subjects reflects their expertise and dedication to our students' education.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Our diligent Educational Assistants play a vital role in our school community. They assist our school Elders with their weekly programming, ensuring a smooth flow of activities. They also maintain an inventory of supplies and resources, a task that is essential for the efficient functioning of our school. Additionally, they prepare educational displays pertaining to the communities' cultural significance, enriching the learning experience for our students and staff alike.</li> <li>• Our Special Education Resource Teachers are responsible for teaching specific courses. They are instructors for Locally Developed English for Nine and Ten (ENG1L/2L), Grades Nine and Ten English (ENL1W/ENG2P), Learning Strategies 1: Skills for Success in Secondary School (GLE2O), Entrepreneurship: The Venture (BDI3C), and Learning Strategies 1: Skills for Success in Secondary Schools (GLS1O).</li> <li>• Language and Math Intervention: Additional supports for those students identified with significant gaps. Students receive one-on-one assistance weekly or as needed.</li> <li>• Assistive Technology: Students receive one-on-one sessions with assistive technology such as Google Read and Write, and Orbit Note.</li> <li>• Digital Literacy Assessment that focuses on the three areas: word processing skills, internet navigation on a laptop, and email. It is to identify some common gaps in students' digital literacy skills and to provide support where needed.</li> </ul> <p><u>d) Resource Room:</u> 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.</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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.</li> </ul> <p><u>e) Assistive Technology:</u> 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).</p> <ul style="list-style-type: none"> <li>• Provide professional development for classroom teachers and educational assistants on how to use Google Read and Write, and Orbit Note.</li> <li>• Review Google Read and Write, and Orbit Note one-on-one or in small groups for all students who have Individual Education Plans (IEPs) as priority, and review with all new students, teachers, and support staff as part of the onboarding process.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Provide professional development for classroom teachers and educational assistants on how to use “Speech” and “Reader View” features on MacBooks and iPads and meet with students one-on-one to show how to use the same features in their daily learning.</li> <li>• In addition to iPads and MacBooks, thirty new devices and mobile carts are available for classroom use. An additional thirty new Surface LAPTOP Go 3s and noise-cancelling headphones are also available for classroom instruction and student use. Every student in the school has access to a device of their choice if needed.</li> </ul> <p><u>f) Math Programming:</u> A diagnostic assessment has been created as a classroom tool to profile students' strengths and areas of need for Mathematics.</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> <li>• Furthermore, math skill-building workbooks are in the process of being created, which will help enhance student learning and support.</li> </ul> <p><u>g) Confederation College:</u> The staff from the <i>Community Integration Through Co-operative Education from Confederation College (CICE)</i> 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.</p> <ul style="list-style-type: none"> <li>• Throughout the school year, the Special Education Coordinator, Guidance Counselor, and students participated in campus visits with the CICE Facilitator.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><u>h) Special Education Related Professional Development:</u></p> <ul style="list-style-type: none"> <li>• Kairos Blanket Exercise – Lakehead University</li> <li>• Team Building Through Art Therapy – Creative Counselling</li> <li>• Maximizing Outcomes for Individuals with FASD in a Learning Environment – Donna Debolt</li> <li>• Integrated Foundational Autism and Mental Health Training, Part 1 &amp; 2 – Canadian Mental Health Organization and Autism Ontario</li> <li>• Kurzweil Assistive Technology</li> <li>• Art Therapy – Jennifer LaFrance</li> <li>• Fetal Alcohol Spectrum Disorder – Nookiwin Tribal Council</li> <li>• Reading for the Love of It Conference</li> <li>• 2SLGBTQQIAP+ and Allies Workshop – Nishnawbe Aski Nation</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Land-Based Learning Gathering – Nishnawbe Aski Nation</li> <li>• Specialized Advanced Training for Autism Providers, Part 1 &amp; 2 – Canadian Mental Health Organization and Autism Ontario</li> <li>• Applied Suicide Intervention Skills Training (ASIST) – Matawa Education</li> <li>• Best Practices in First Nation Education – Nishnawbe Aski Nation</li> <li>• Indspire National Gathering</li> <li>• uLead – The Summit of Educational Leadership</li> <li>• Association For Special Education Technology Ontario (ASET) Spring Conference 2024</li> <li>• JigSaw Learning: Educational Assistant Learning Series</li> <li>• 4 Seasons of Reconciliation Education with Productions Cazabon Inc.</li> <li>• FASD Workshop with Maureen Parkes, Norwest Community Health Centre</li> <li>• Applied Suicide Intervention Skills Training (ASIST)</li> <li>• Traditional Games in the Curriculum with Lamarr Oksasikewiyan</li> <li>• Indspire National Gathering on Education, Winnipeg, MB</li> <li>• Sweet Grass Teaching, Nookiiwin Tribal Council, Thunder Bay, ON</li> <li>• Council for Exceptional Children (CEC) Annual Special Education Conference, Toronto, ON</li> <li>• Reading for the Love of It Conference 2025, EYS Reading Association, Toronto, ON</li> <li>• Applied Suicide Intervention Skills Training (ASIST), Thunder Bay, ON</li> <li>• Best Practices in First Nation Education, Nishnawbe Aski Nation, Thunder Bay, ON</li> <li>• Embers of Knowledge a First Nations Digital Learning Summit, MFNERC, Winnipeg, MB</li> <li>• uLead 2025 - The Summit on Educational Leadership, Alberta Teacher Association, Banff, AB</li> <li>• Association for Special Education Assistive Technology Ontario (ASET), Niagara Falls, ON</li> <li>• Ontario Council for Technology Education (OCTE), Ottawa, ON</li> <li>• Ontario Association for Mathematics (OCTE), Oshawa, ON</li> <li>• Land-based Learning Gathering, Nishnawbe Aski Nation, Thunder Bay, ON</li> <li>• Principal Qualification Program (PQP), Part 1, Ontario Principal's Council (Special Education Coordinator)</li> <li>• RISE Kickoff with LEARNstyle (Special Education Coordinator and Principal)</li> </ul> <p><b><u>Substance and/or Alcohol Abuse Issues – ii:</u></b></p> <p><b><u>a) After Hours Student Support Department:</u></b> Matawa Education's After Hours Student Support Department is located at the MECC, 2002 Lillie Street N, and operates a number of safety related supports for Matawa high school students aged 13-22 years attending any high school in Thunder Bay. Programs and services operate 24/7/365 and include the following:</p> <ul style="list-style-type: none"> <li>• Youth Inquest Manager</li> <li>• Night Supervisor</li> <li>• Safe Sobering Site</li> <li>• On Call Service</li> <li>• Student Outreach</li> <li>• Youth Crisis Intervention Service</li> <li>• Security</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Nurse</li> </ul> <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. 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 with one of three 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 Margaret 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. SJCG counsellors also provide education sessions to students on substance use, assisting with identifying problematic usage patterns and focusing on harm-reduction intervention techniques.</p> <p><u>c) Thunder Bay Drug Strategy Committee and Opioid Task Force:</u> MECC an active participant on the Thunder Bay Drug Strategy committee and Opioid Task Force which helps coordinate efforts in prevention, education, outreach, etc.</p> <p><u>d) Thunder Bay Situation Table Member:</u> 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.</p> <p><u>e) Drug Implementation Panel Committee:</u> 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.</p> <p><b><u>Mental Health Issues – ii:</u></b></p> <p><u>a) Mental Health Team:</u> Every MECC student has access to an assigned Mental Health Worker. Our Mental Health Team continues to provide student support, mental health check ins, assessments, after care, case management and coordination, referrals, and daily student access to walk-in and appointment-based counselling. The Mental Health Team works interprofessionally with other school staff and focuses on students' wellbeing, self-care, coping skills, life skills, leadership skills, and the promotion of healthy choices and healthy living.</p> <p>The Mental Health Team is comprised of:</p> <ul style="list-style-type: none"> <li>• 1 FT Mental Health Coordinator</li> <li>• 3 FT Mental Health Workers</li> <li>• 1 FT Cultural Mental Health Worker</li> <li>• 1 FT Wellness Systems Navigator</li> <li>• 1 FT Student Safety Coordinator</li> <li>• 1 FT Mental Health Development Assistant</li> </ul>	
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	<p><u>b) St. Joseph's Care Group Partnership:</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. 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. The SJCG staff also provide therapeutic outreach to students whose mental health is impacting their ability to attend school. Staff meet with students in the community or in their homes to address mental health needs, develop care plans, and build coping skills in hopes that they will be able to attend school more regularly. 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 SJCG youth workers are also involved throughout the school year with the MECC Land-Based team, with one joining the team on various excursions as a mental health support, including the 12-day canoe expedition. The addition of youth workers to land-based programming demonstrates the continued evolution and success of the SJCG-Matawa Partnership. 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:</p> <ul style="list-style-type: none"> <li>1 FT Clinical Supervisor</li> <li>2 FT Mental Health and Addiction Counsellors</li> <li>1 FT Mental Health and Addiction Counsellor Trauma Specialist</li> <li>2 FT Child and Youth Workers</li> <li>1 0.25 Nurse Practitioner</li> <li>1 PT Psychologist</li> <li>1 PT Family Therapist</li> </ul> <p><u>c) Mental Wellness Education Sessions:</u> The SJCG and MECC mental health teams provides several education sessions to students over the course of the year. The content focuses on mental health and wellbeing, substance use awareness and safety.</p> <ul style="list-style-type: none"> <li>Introduction to the Mental Health Team: an overview of the MECC mental health services are provided, including what types of support are available and how to access the supports</li> <li>Safer Partyng: where students learned how to stay safe if they make the choice to use substances. Key highlights include learning the alcohol content of alcoholic beverages, understanding how alcohol is processed by the body, what to do if someone is unconscious, signs of alcohol or drug</li> </ul>	
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	<p>poisoning, strategies to consume in a safer way, having safe phone numbers on hand and utilizing On-Call and SSS.</p> <ul style="list-style-type: none"> <li>• TIIPS Program: an educational program designed to provide injury prevention information for Indigenous youth in an interactive and relatable way through sharing information, building relationships, developing trust and empowerment. Over several sessions youth learn about the impacts of impairment, and receive information about opioids, specifically signs and symptoms of an opioid overdose and how to acquire and use a Nasal Naloxone kit. In the final portion of the educational program, youth hear about stories from potential role models, relevant to their life experiences and are encouraged to use similar prevention strategies in their own journeys. Finally, the youth are provided an opportunity to explore different perspectives shared by their peers, and experience healthy dialogue and debate in a safe setting.</li> </ul> <p><u>d) Dialectical Behaviour Therapy (DBT) Curriculum course:</u> SJCG and MECC staff worked collaboratively together to create a unique course offering for students, combining life skills and the DBT therapeutic skills teachings to offer the Dynamics in Human Relationships course. Two SJCG staff member joined the class 2 days per 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. 2024/2025 was the third year of offering this credit.</p> <p><b><u>Additional Supports – iv:</u></b></p> <p><u>a) Elders:</u> 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.</p> <p><u>b) Thunder Bay Situation Table:</u> 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.</p> <p><u>c) Additional Tables and Committees:</u> 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</p>	
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	<p>(i.e. community closures) and this task force develops safe release plans utilizing partners at the table.</p> <p><u>d) Brain Break Wellness Walks:</u> The MECC and SJCG Mental Health Teams offer a brief daily walk to students in the afternoon as a short reprieve from school work as well as a motivation and mood booster. This programming was developed out of a request from student's council that they would like to have more wellness walks available. This is also an extra opportunity for students to connect with mental health support staff in a different way.</p> <p><u>e) Mental Health Promotion and Event Planning for Recognized Causes:</u> The MECC Mental Health Program works in collaboration with the SJCG team to plan and host events related to various recognized days to honor, celebrate, and promote causes such as: youth mental health, inclusivity, reconciliation, substance use awareness, pride, grief, and trauma. These events provide students with resources, support and the opportunity to be recognized and celebrated.</p> <p><u>f) Streamlined Matawa Service Collaboration:</u> This school year, the MECC Mental Health Program and SJCG Team worked in collaboration with the new Matawa 21 Bed Unit transitional housing program. This program offered secured spots for MECC students facing struggles related to housing and displacement. Together MECC and the 21 Bed Unit worked to house students while ensuring coordination among the programs, regular meetings, and bridging gaps in service to promote stability among the students and progress towards personal and educational goals.</p> <p><u>g) Student Success Team (SST):</u> The SST includes: Head Teacher, Student Achievement Officer, MECC Mental Health Coordinator, St. Joseph's Care Group Coordinator, Special Education Coordinator, Safe Sobering Site representative, and a Matawa Student Care Centre representative. The SST meets weekly to discuss student successes, challenges, and concerns. Each SST member shares updates from their positional perspective and open discussions occur to facilitate supports and solutions that may increase the student's likelihood of being successful.</p> <p><u>h) Student Safety Team:</u> The Student Safety Team meets weekly and includes MECC administration, Head Teacher, MECC Mental Health Coordinator, St. Joseph's Care Group Coordinator, MECC Security Lead, MECC Police Officer, MSCC Supervisor, and Safe Sobering Site Supervisor. The team meets to share information about student safety concerns so that all programs can be aware and knowledgeable in order to prepare to ensure student safety.</p>	
<p style="text-align: center;"><b>RECOMMENDATION 73</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>i. Resisting negative peer pressure;</b></li> <li><b>ii. Reporting incidents of racism;</b></li> </ul>		



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 Land Based Learning Program which has been going great as mature students help younger students with trip planning, preparation, and mentor them out on the land.</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>	<b>A – Accepted</b> <b>C – Complete</b>
<p align="center"><b>RECOMMENDATION 81</b></p> <p><b>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:</b></p> <p>i. Recognition, management and care of intoxicated students;  ii. Crisis intervention;  iii. Suicide prevention; and  iv. First aid, including cardiopulmonary resuscitation.</p>		
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"> <li>• Individual MECC department trainings led by their staff supervisor</li> <li>• 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</li> <li>• PowerSchool Student Information System by IT Department</li> <li>• Humans Resources, IT and Duty to Report by Senior Staff</li> <li>• Trauma Training from St. Joseph's Care Group</li> <li>• Missing Person Training from Thunder Bay Police Service</li> <li>• Substance Use and Harm Reduction by St. Joseph's Care Group</li> <li>• Vicarious Trauma from St. Joseph's Care Group</li> <li>• Resiliency Skills from St. Joseph's care Group</li> </ul>	<b>A – Accepted</b> <b>C – Complete</b>

	<ul style="list-style-type: none"> <li>• Assessing Student Intoxication from Matawa Safe Sobering Site</li> <li>• Critical Incident Stress from St. Joseph's Care Group</li> <li>• Youth Mental Health &amp; Substance Use from St. Joseph's Care Group</li> <li>• Staff Wellness &amp; Self-Care from St. Joseph's Care Group</li> <li>• Substance Use &amp; Trauma from St. Joseph's Care Group</li> <li>• Mental Health Needs in the Classroom from St. Joseph's Care Group</li> <li>• Low Impact Debriefing &amp; Critical Incident Response from St. Joseph's Care Group</li> <li>• Safety, Connection, Calm: A Practical Guide to Building a Trauma-Informed School Environment from St. Joseph's Care Group</li> <li>• Supporting our Students and Ourselves from St. Joseph's Care Group</li> <li>• Putting on Your Own Oxygen Mask First: Navigating Stress and Cultivating Resilience from St. Joseph's Care Group</li> <li>• Beyond Academics: Meeting the Mental Health Needs of our Students from St. Joseph's Care Group and MECC Mental Health</li> </ul> <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"> <li>• Applied Behaviour Analysis</li> <li>• Applied Suicide Intervention Skills Training</li> <li>• Feather Carriers Training</li> <li>• Life Skills Training</li> <li>• Mental Health First Aid</li> <li>• Moccasin Curriculum (Trainer Status)</li> <li>• Non-Violent Crisis Intervention Training</li> <li>• SNAP: Facilitator</li> <li>• Standard First Aid</li> <li>• The Power of Story: Dialectical Behaviour Therapy</li> <li>• Wilderness First Aid</li> </ul> <p><u>MECC staff have also completed the following additional Professional Development:</u></p> <ul style="list-style-type: none"> <li>• 2SLGBTQ Workshop</li> <li>• 4 R's Training</li> <li>• Applied Suicide Intervention Skills Training</li> <li>• Assessing Suicide in Kids Training</li> <li>• Basics of Grief and Loss</li> <li>• Bring It Together Conference</li> <li>• CESBA Conference</li> <li>• Chiefs of Ontario Special Education Conference</li> <li>• Cognitive Behavioural Therapy</li> <li>• Collaboration and Development of Grade 11 College Preparation course (NBE3C) English: Contemporary Aboriginal Voices</li> <li>• Cannexus Career Development Conference</li> <li>• COVID-19 and Mental Health Webinars</li> <li>• Critical Incident Group Debriefing</li> <li>• Critical Thinking Individual Educator Coaching Sessions</li> <li>• Critical Thinking Professional Development: Reinforcing Critical Thinking Concepts in the Classroom</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Dialectical Behaviour Therapy Skills Training (DBT)</li> <li>• Effective Multigenerational Trauma Techniques</li> <li>• Foundations of Cybercounselling</li> <li>• Google Education</li> <li>• Healthy Relationships Plus Program</li> <li>• Introduction to Learning Disabilities and ADHD</li> <li>• Ice-Safety and Rescue Training</li> <li>• Lakehead Search and Rescue Training</li> <li>• Lakehead University Additional Qualification Course: Teaching and Learning Through e-Learning by Lakehead University</li> <li>• Lakehead University Technology in the Classroom</li> <li>• Lateral Violence</li> <li>• Learning Disabilities of Ontario Professional Workshop Series</li> <li>• Matawa Health Co-op Forum</li> <li>• Mindfulness Training</li> <li>• Minute Taking workshop (2-day)</li> <li>• Mental Health First Aid Training</li> <li>• Moving Water Instructor Training</li> <li>• Naloxone Training</li> <li>• Nishnawbe Aski Nation Best Practices in First Nation Education Forum</li> <li>• Nishnawbe Aski Nation Parent, On Call and Prime Workers Training</li> <li>• Non-Violent Crisis Intervention Training</li> <li>• Outdoor Survival Training</li> <li>• Ontario Association of Adult and Continuing Education School Board Administrators Conference</li> <li>• Paddle Canada Lakewater Canoe Instructor Course</li> <li>• PLAR Training by Seven Generations</li> <li>• Prolonged Grief Disorder Training</li> <li>• Psychological First Aid</li> <li>• Resolving PTSD Training</li> <li>• 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)</li> <li>• Right To Play Community Mentor Training</li> <li>• SafeTALK</li> <li>• School Crisis Response</li> <li>• Solution Focused Therapy</li> <li>• Special Education Specialist Training</li> <li>• Standard First Aid</li> <li>• Strategic Planning Session</li> <li>• Strength Assessment Inventory Training</li> <li>• Stress Lessons for Grade 7-12 from the Psychology Foundation of Canada</li> <li>• Suicide Prevention and Intervention</li> <li>• Telehealth for Mental Health Distance Therapy Training</li> <li>• Teaching within a Strength-Based Framework Session</li> <li>• Trauma Informed Care</li> <li>• Trauma Counselling</li> <li>• Walking with Grief, Helping Others Deal with Loss</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Wilderness First Aid</li> <li>• White Water Rescue Training</li> </ul> <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>	
<p style="text-align: center;"><b>RECOMMENDATION 83</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>i. <b>The health and social issues associated with alcohol, substance and solvent use;</b></li> <li>ii. <b>The legal consequences of underage drinking;</b></li> <li>iii. <b>The resources available in the community to address issues relating to alcohol, substance and solvent use;</b></li> <li>iv. <b>Current misconceptions relating to accepted drinking practices; and</b></li> <li>v. <b>The importance of assisting and staying with intoxicated peers and reporting any concerns to boarding parents, on-call workers and other support workers.</b></li> </ul>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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 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 Margaret 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.</p>	<b>A – Accepted</b> <b>C – Complete</b>

	<p>c) <u>TBRHSC TIIPS Program</u>: 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. Our Mental Health Team, Student Care Centre and Safe Sobering Site staff have all been trained in the TIIPS program and can now facilitate groups with students on their own.</p> <p>d) <u>Student Education and Harm Reduction Training</u>: 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:</p> <ul style="list-style-type: none"> <li>• <b>National Addiction Awareness Week</b> where students learn what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.</li> <li>• <b>Harm Reduction</b> 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.</li> <li>• <b>Addictions Personal Testimony</b> 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.</li> <li>• <b>Harm Reduction</b> with Ontario Aboriginal HIV/AIDS Strategy presented education around STI's, drug and alcohol dangers as well has medical information that pertain to STI's, drugs and alcohol.</li> <li>• <b>Safer Partying</b> 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).</li> <li>• <b>Stages of Substance Use and Harm Reduction Strategies</b> 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 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.</li> <li>• <b>Superior Points Harm Reduction Presentation</b> 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.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Adult and Teen Challenge</b> 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.</li> <li>• <b>Harm Reduction Workshops</b> are mandatory for students living at our Matawa Student Care Centre and are intended to educate, encourage sobriety, teach harm-reduction, and also help develop trusting relationships among students and staff.</li> </ul> <p><u>e) Cultural and Elder Programming:</u></p> <ul style="list-style-type: none"> <li>• Creating an in-school support system that brings a holistic and cultural lens to the dangers of drinking, and substance abuse.</li> </ul> <p><u>f) School Resource Officer (Thunder Bay Police Services):</u></p> <ul style="list-style-type: none"> <li>• The School Resource Officer plays a crucial role in the daily operations of the Matawa Education and Care Centre (MECC).</li> <li>• The MECC School Resource Officer (RO) will act as a liaison between the MECC and the Ontario Provincial Police, Thunder Bay Police Services and Nishnawbe Aski Police Services. The primary role is to provide support to the school community, which includes students, parents, school staff, and administrators.</li> <li>• This RO establishes standards of community policing and programming to create a setting that is safe and secure, with a focus on prevention and early intervention activities.</li> <li>• The RO provides relationship building and positive role modelling, problem solving, and law enforcement supports with students who may be struggling with and/or who have had incident reports related to substances.</li> </ul>	
<p style="text-align: center;"><b>RECOMMENDATION 84</b></p> <p><b>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.</b></p>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC, KO, DFCHS 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 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.</p>	<p><b>A – Accepted</b> <b>A – Complete</b></p>

	<p>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>The Distance Education Program:</u> To further support students continuing education, MECC has the Distance Education Program, which is also available to all eligible students registered with Matawa. The Distance Education Program provides students with online learning supports <del>or</del> and offline printed lesson resources, with remote academic support offered via Google Classroom, Google Meet, phone, text, email, and fax. The Distance Education Program 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 learning have the option to receive instruction using alternative learning approaches. At the Matawa Education &amp; 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. Students in the Distance Education Program 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. 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 homework related questions.</p>	
<p align="center"><b>RECOMMENDATION 85</b></p> <p><b>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.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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-</p>	<p><b>A – Accepted</b>  <b>C – Complete</b></p>

	<p>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"> <li>• 1 FT Clinical Supervisor</li> <li>• 3 FT Mental Health and Addiction Counsellors</li> <li>• 2 FT Child and Youth Workers</li> <li>• 1 0.25 Nurse Practitioner</li> <li>• 1 PT Family Therapist</li> </ul> <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 three years from 2021-2024 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 required 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 were referred through the SJCG Mental Health and Addiction Counsellors who continued to work with them on their mental health and substance use goals during their stay at the Lodge.</p>	
<p align="center"><b>RECOMMENDATION 86</b></p> <p><b>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.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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.	<b>A – Accepted B – Complete</b>



RECOMMENDATION 87		
<p>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.</p>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MECC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, NAN, NNEC, KO, DFCHS and MECC	<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>The Distance Education Program:</u> Provides students with a blended learning opportunity for continuing education supports. The Distance Education Program supports integrated 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. Matawa Education Remote Learners are invited to join their classes through classroom teacher-led Google Meet "live sessions." With synchronous learning, students can access lessons and resources, listen in on "live teaching" and instructions, participate in classroom discussions, receive feedback on assignments in real time &amp; seek academic support.</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. Through weekly Student Success Meetings, 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 continue to provide mental health support to students while back in their communities via email, telephone, text and virtual video platforms with regular check-ins and as needed supports.</p>	<p><b>A – Accepted</b>  <b>A – Complete</b></p>

<b>RECOMMENDATION 90</b>		
<p>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>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, NNEC, KO, DFCHS and MECC	<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 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>	<p><b>A – Accepted</b>  <b>C – Complete</b></p>
<b>RECOMMENDATION 91</b>		
<p>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.</p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NAN, City of Thunder Bay, TBPS, NAPS, NNEC, KO, DFCHS and MECC	<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,</p>	<p><b>A – Accepted</b>  <b>C – Complete</b></p>

	<p>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>Matawa Student Care Centre is accommodations for students to reside at during the school year. Guardians give the MSCC temporary guardianship while the student lives at the MSCC. The MSCC has created policies and procedures that supports best practices when a student is not back in the residence by curfew time. A student safety committee has been created among the departments at the MECC to discuss and address safety concerns in a timely manner.</p>	
<p align="center"><b>RECOMMENDATION 107</b></p> <p><b>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.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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"> <li>• 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.</li> <li>• 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.</li> <li>• Thunder Bay Transit First Nations Secondary School Pass was implemented for students which provides discounted bus passes for First Nation students.</li> <li>• MECC students continue to have increased access to City events at discounted prices (or for free);</li> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p>

	<ul style="list-style-type: none"> <li>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;</li> <li>MECC students continue to have increased access to City volunteer opportunities;</li> <li>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);</li> <li>The input of students at MECC has been sought and received with respect to Parks and Recreations Planning;</li> <li>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;</li> <li>The City provided discounted or free transportation to support students to attend events;</li> <li>The City of Thunder Bay has approved a strong box at Wilson Park to permit students to store their athletic equipment at the park.</li> <li>The City of Thunder Bay has partnered with the MECC Co-operative Education program. MECC has the option to facilitate co-op placements through the City where applicable;</li> <li>The City of Thunder Bay held an information session for students at MECC to understand which co-op placement positions students could be interested in for the following semester. Information about seasonal City job positions was also provided.</li> </ul> <p>Overall, MECC students have had greater opportunities to participate in recreational activities in Thunder Bay.</p>	
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#### 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 (NWLHN) , 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
Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO and MECC	<p>Matawa Education's After-Hours Student Support Department consists of the following programs and services: <b>Safe Sobering Site, On Call Service, Student Outreach, Youth Crisis Intervention, Night Supervision, Indigenous Cultural Revitalization and supporting the First Nation Seven Youth Inquest.</b></p> <p>After Hours Student Support Department staff are the front-line workers once school operations are closed for the evening, night and weekends. All programs and</p>	<b>A – Accepted</b> <b>C – Complete</b>

	<p>services support Matawa high school students ages 13-22 attending any high school in Thunder Bay. All staff work as a team to support students as well as answer calls for help from parents, boarding home parents, and community members. These staff often call emergency services, such as Thunder Bay Police Service, Thunder Bay EMS, and Thunder Bay Crisis Response, to ensure the overall safety of Matawa high school students.</p> <p><b><u>Matawa Safe Sobering Site:</u></b>  Matawa Safe Sobering Site supports Matawa students in need of safe and supervised short-term stabilization from alcohol or drugs. The site is housed in the Matawa Education building, operational 24/7/365, and monitored by Addictions Crisis Workers and Youth Residential Workers.  Matawa Safe Sobering Site provided Alcohol and Drug Stabilization Services for the following student incidents involving acute intoxication from alcohol or drugs from April 1, 2024, to March 31, 2025:</p> <ul style="list-style-type: none"> <li>• Five-hundred and twenty (520) student incidents related to alcohol and drug stabilization services due to intoxication.</li> </ul> <p><b><u>Matawa On Call Service:</u></b>  Matawa On Call Service provides free and safe transportation to Matawa students. For Matawa students experiencing intoxication, On Call Workers transport students to the Matawa Safe Sobering Site or call emergency services if necessary. On Call Workers also respond to calls from students, guardians, and local community members pretraining to Matawa students. Matawa On Call Service Ride Requests from April 1, 2024, to March 31, 2025, helped:</p> <ul style="list-style-type: none"> <li>• Six thousand, one hundred and eleven (6111) Matawa students attending ANY high school in Thunder Bay access free and safe transportation.</li> <li>• Summer 2024 (July 1, 2024, to August 31, 2024) On Call Service provided three hundred sixty-six (366) free and safe rides to urban Matawa students. Staff also supported community evocations and students coming to visit Thunder Bay for the CLE.</li> <li>• Christmas Break (December 20, 2024, to January 5, 2025) and our statistics during that time include On Call Service helping one-hundred and fourteen (114) students access safe rides were essential in ensuring the safety and accessibility of transportation during the holiday break. Matawa Safe Sobering Site helped students with forty-three (43) incidents involving safety concerns like Assault, Major Intoxication, and Missing Students.</li> <li>• March Break (March 7, 2025, to March 16, 2025) and our statistics during that time include On Call Service helping eighty-four (84) students access safe rides and eighteen (18) incidents involving Emergency 911 Calls, Uncooperative Students, and Prohibited Item Disposal (Alcohol).</li> </ul> <p><b><u>Student Outreach:</u></b>  Outreach Workers help students with issues that they are facing, ensure that students are in their boarding homes by curfew, and patrol high risk areas in Thunder Bay to help at-risk Matawa students. Outreach workers work during the evening, night and weekend.</p> <p><b><u>Youth Crisis Intervention:</u></b>  Youth Crisis Intervention Workers are mental health professionals that provide</p>	
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	<p>counselling and support services to youth under emotional distress or experiencing a crisis. These staff provide crisis intervention and support to stabilize students in crisis who are being serviced in any of the After-Hours Department Program and Services. Suicide Attempts and Self-Harm Interventions for the following student incidents from April 1, 2024, to March 31, 2025:</p> <ul style="list-style-type: none"> <li>• Forty (40) active Suicide Attempts Interventions completed</li> <li>• Thirty-three (33) active Self-Harming Interventions completed</li> </ul> <p><b><u>Indigenous Cultural Revitalization:</u></b></p> <p>Indigenous Cultural Revitalization Youth Workers provide programming for Matawa students relating to cultural revitalization and Indigenous mental health promotion and practices. These staff work with youth during lunchtime, evenings and weekends. These staff often support the Matawa Student Care Centre Cultural Workers.</p> <p><b><u>Registered Nurse:</u></b></p> <p>Matawa Education and Matawa Health Co-Operative launched an important partnership in academic 2024-2025, which provides two (2) in-house Registered Nurses to better support our vulnerable Matawa high school student's needs, while accessing the Matawa Safe Sobering Site. This increases both staff and student safety. Our Registered Nurse opportunities include securing medical directives and possibly establishing an on-call physician to expand service availability and less visits to the Emergency Department; as well as, exploring ways to provide after-hours care to students at the Matawa Student Care Centre (MSCC), improving access and responsiveness.</p> <p><b><u>Night Supervisor:</u></b></p> <p>The Night Supervisor is responsible for the After-Hours Department's operation after hours, attending to student and staff needs and concerns. The Night Supervisor manages staff workflow, team schedules, training new hires, evaluating after-hours performance, student data, and coordinating appropriate staff to respond to student crisis.</p> <p><b><u>Youth Inquest Manager:</u></b></p> <p>The Youth Inquest Manager provides direct support to the tracking and implantation of each recommendation connected to the MECC. The Youth Inquest Manager annually compiles the Matawa Education and Care Centre's Seven Youth Inquest Annual Report to the Ontario Coroner's Office for review. The Youth Inquest Manager also provides support to MECC staff working on various projects associated with the inquest recommendations. The Youth Inquest Manager acts as liaison between MECC and government, as well as First Nation Inquest partners, to complete items associated with the Political Table, Education Table, and Task Team Tables. The Youth Inquest Manager also oversees the Matawa Safe Sobering Site by providing direct supervision to attending staff and students. The Youth Inquest Manager also supports MECC School Administration, when requested, by aiding in the completion of reports, proposals, projects, and other initiatives associated with the Inquest Recommendations.</p> <p><b><u>Youth Inquest Assistant:</u></b></p> <p>Youth Inquest Assistant provides support with the implementation of the</p>	
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	recommendations and related activities delivered by the Jury for the Thunder Bay Seven Youth Inquest as they pertain to Matawa First Nations Management (MFNM), Matawa First Nations communities, Matawa Education Department (MED), and the Matawa Education and Centre (MECC). The Youth Inquest Assistant aids the Youth Inquest Manager, Education Department Manager and MECC Principal and Vice Principal in the implementation of the jury recommendations and undertakes activities related to the Inquest. The Youth Inquest Assistant also assists in the development and distribution of communication and promotional materials related to the Inquest Recommendations, including tracking the status and progress of Inquest Recommendations.	
<b>RECOMMENDATION 115</b>		
<p>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.</p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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>	<b>A – Accepted</b> <b>C – Complete</b>
<b>RECOMMENDATION 116</b>		
<p>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:</p> <ul style="list-style-type: none"> <li>i. the obstacles and challenges faced by First nations students in Thunder Bay;</li> <li>ii. the health and social issues often experienced by First Nations students in Thunder Bay;</li> <li>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;</li> <li>iv. the current misconceptions relating to First nations students from remote communities who are residing in Thunder Bay;</li> <li>v. racism experienced by First nations students in Thunder Bay; and</li> <li>vi. facilitates discussion regarding how to address and report racism towards First Nations students in Thunder Bay.</li> </ul>		

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, 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.</p>	<b>A – Accepted</b> <b>B – Complete</b>
<p align="center"><b>RECOMMENDATION 117</b></p> <p><b>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.</b></p>		
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.	<b>A – Accepted</b> <b>C – Complete</b>
<p align="center"><b>RECOMMENDATION 143</b></p> <p><b>All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</b></p> <p><b>i. Indicates whether each recommendation is accepted, accepted in part or rejected;</b></p>		



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.

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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 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.	<b>A – Accepted</b> <b>C – Complete</b>

#### **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.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MECC, LCBO, P.A.R.T.Y.	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.	<b>A – Accepted</b> <b>C – Complete</b>

Program, Office of the Chief Coroner		
<p align="center"><b>RECOMMENDATION 145</b></p> <p><b>Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</b></p>		
<b>PARTIES TO WHOM RECOMMEN- DATION ADDRESSED</b>	<b>MECC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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	<p>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.</p> <p>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.</p>	<p><b>A – Accepted</b> <b>C – Complete</b></p>