



**Matawa Learning Centre (MLC)  
3<sup>rd</sup> Annual Report  
Seven Youth Inquest  
Academic 2018-2019**

**RECOMMENDATION 6**

**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>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
<p>Canada, Ontario, Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO) and Matawa Learning Centre (MLC)</p>	<p><u>Matawa 2016 AGM:</u> The Chief’s Council of Matawa First Nations Management 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><u>About the JWMA’s:</u> 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 6 memorial awards totaling a \$1000 each are awarded to graduating students who excel in Athletics and Outdoor Education from Simon Jacob Memorial Education Centre (SJMEC) in Webequie First Nation; as well as, the Matawa Learning Centre (MLC) and Provincial Schools in Thunder Bay.</p> <p><b><u>Academic 2017-2018:</u></b></p> <p>Funding was received from Ontario to implement this Inquest Recommendation. The Jordan Wabasse family, Webequie Education Authority and MLC hosted the 1<sup>st</sup> annual Jordan Wabasse Memorial Awards (JWMA) held June 27, 2018 at Simon Jacob Memorial Education Centre in Webequie First Nation.</p> <p><b><u>Academic 2018-2019:</u></b></p> <p>Funding has been received from Ontario to implement this Inquest Recommendation for the 2018-2019 school year. The 2<sup>nd</sup> Annual JWMA’s were held at the graduations of the winners. In addition, Webequie Education Authority and MLC 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.</p>	<p><b>A – Accepted C – Complete</b></p> <p><u>Lack of Stable Funding:</u> MLC wishes to continue accepting and implementing the inquest recommendation on fully; however, in the absence of new and stable funding MLC may not be able to fully achieve this recommendation.</p>

	<p><b><u>Academic 2019-2020:</u></b></p> <p>No commitment to funding by Canada or Ontario for the 2019-2020 school year.</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>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
<p>Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Service, NAN, NNEC, KO, DFCHS and MLC</p>	<p>The MLC 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 MLC is painfully aware of the need for Canada’s support on these fronts and that a lack of improvement on these fronts will mean that the gap in education outcomes between Indigenous and non-Indigenous students will persist.</p> <p>Past failures to respect treaty rights and First Nation control over education, spiritual life, cultural life, social life and economic life have resulted in the underfunding of on and off-reserve education for First Nation youth.</p> <p>At the Matawa First Nation community level the Seven Youth Inquest Recommendations calls for the government of Canada to address the following areas in each Matawa community:</p> <ul style="list-style-type: none"> <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> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p>

	<ul style="list-style-type: none"> <li>Youth Participation in Decisions</li> <li>Fostering Greater Collaborations and Partnerships</li> </ul> <p>MLC 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 MLC the most significant funding and policy barrier continue to be:</p> <ul style="list-style-type: none"> <li>The refusal to fund MLC directly because it is off-reserve. MLC will not be covered under Canada’s new Education Transformation Formula.</li> <li>No long-term funding commitments from the provincial or 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>MLC believes in Jordan’s Principle, and we continue to engage in discussions with Canada and Ontario, with a view towards working together to ensure the above-noted issues are addressed for First Nation youth from our communities. <b>IF</b> these discussions are successful, MLC’s funding partners will be taking significant, concrete steps towards respect for treaty rights and First Nation control over education.</p>	
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**RECOMMENDATION 49**

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

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO, DFCHS and MLC	<p><b><u>Academic 2017-2018:</u></b></p> <p>MLC sent staff to Matawa First Nations to talk about Thunder Bay and the supports and opportunities available for students who attend high school at MLC or elsewhere. Presentations were made to students, families, and leadership. Presentations were open for all community members to attend. MLC staff and students completed an MLC Orientation Video for students in Matawa communities who will be moving to Thunder Bay to attend school. It has been shown in the Matawa First Nations to students, parents, community members and leadership.</p> <p><b><u>Academic 2018-2019:</u></b></p>	<b>A – Accepted C – Complete</b>

MLC staff formalized the presentations this year and traveled to all the remote Matawa communities for Grade 7/8 Matawa Student Transition and Orientation Presentations which provided firsthand information regarding community supports and opportunities that are available to students if they attend school in Thunder Bay.

Grade 7/8 Matawa Student Transition and Orientation Presentation Topics:

- A brief history of Thunder Bay and Fort William First Nation which included lessons on:
  - Early inhabitants (10,000 years ago)
  - Establishment of settlements in 1600's
  - Fur trade
  - Growing of Port Arthur and Fort William
  - Amalgamation
- A general overview of Thunder Bay which included information on:
  - Census information
  - Transportation
  - Four seasons
- An overview of Thunder Bay's supports and opportunities; such as:
  - Health and Wellness programs and services
  - Public safety services
  - Transportation services
  - Local School Information on the Lakehead District School Board, Thunder Bay Catholic District School Board, Dennis Franklin Cromarty High School, Matawa Learning Centre, Lakehead University, Confederation College
  - Outdoor recreational opportunities
  - Sports opportunities
  - MLC's programs and services (i.e. student council, outdoor education, elder and cultural program, hockey credit, student activities, on-call, mental health, student support, tutoring, distance education, art education, student nutrition, etc)
- Issues that students commonly face when transitioning to a high school in Thunder Bay; such as:
  - Four stages of culture shock
  - Coping strategies
  - Advice from former students
  - Staying safe in Thunder Bay
  - Experiencing racism, coping strategies, what to do if you see or experience; as well as, available anti-racism supports

Grade 7/8 Matawa Student Transition and Orientation Presentation Information:

- **Nibinamik First Nation** - Tuesday, March 26, 2019
  - 7 students and 2 staff – grade seven and eight classroom
    - 5 female students and 2 male students
    - Principal and grade seven and eight teacher
- **Webequie First Nation** - Thursday, March 28, 2019
  - Presentation #1:
    - 8 students and 2 high school teachers
      - 5 male students and 3 female students
      - 4 grade nine students, 1 grade ten student, 3 grade eleven students

	<ul style="list-style-type: none"> <li>○ <u>Presentation #2:</u> <ul style="list-style-type: none"> <li>▪ 8 students, 1 classroom teacher, and principal <ul style="list-style-type: none"> <li>- 4 female students and 4 male students</li> <li>- 3 grade seven students and 5 grade eight students</li> </ul> </li> </ul> </li> <li>● <b>Neskantaga First Nation</b> - Friday March 29, 2019 <ul style="list-style-type: none"> <li>○ Due to circumstances beyond our control a formal presentation did not occur but educational material was delivered and staff situated themselves in a space to answer any questions parents and students may have pertaining to the MLC and Thunder Bay.</li> </ul> </li> <li>● <b>Marten Falls First Nation</b> - Monday April 8, 2019 <ul style="list-style-type: none"> <li>○ 10 students and 1 teacher <ul style="list-style-type: none"> <li>▪ 2 grade six, 7 grade seven, 1 grade eight, 1 teacher</li> </ul> </li> </ul> </li> <li>● <b>Eabametoong First Nation</b> - Monday April 15, 2019 <ul style="list-style-type: none"> <li>○ Attended by 19 students and 2 teachers <ul style="list-style-type: none"> <li>▪ 19 grade eight, 2 teachers</li> </ul> </li> </ul> </li> </ul> <p><u>Grade 8 Matawa Student Orientation Trip in Thunder Bay:</u>  The Matawa Grade 8 Student Orientation Trip was May 6-10, 2019 and aimed to provide students an opportunity for remote Matawa First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay and its high schools in a positive and supervised environment. Students were able to be part of City of Thunder Bay, MLC and provincial school orientation sessions so that they can familiarize themselves with the community and schools prior to beginning high school. MLC brought in 24 Matawa Grade 8 students and chaperones from the following remote Matawa First Nation communities to attend an orientation tour:</p> <ul style="list-style-type: none"> <li>● Eabametoong First Nation <ul style="list-style-type: none"> <li>○ 7 students &amp; 2 chaperones (Male and Female)</li> </ul> </li> <li>● Marten Falls First Nation <ul style="list-style-type: none"> <li>○ 1 student &amp; 1 chaperone</li> </ul> </li> <li>● Neskantaga First Nation <ul style="list-style-type: none"> <li>○ 2 students and 2 chaperones (Male and Female)</li> </ul> </li> <li>● Nibinamik First Nation <ul style="list-style-type: none"> <li>○ 3 students and 2 chaperones (Male and Female)</li> </ul> </li> <li>● Webequie First Nation <ul style="list-style-type: none"> <li>○ 2 students and 2 chaperones (Male and Female)</li> </ul> </li> </ul>	
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**RECOMMENDATION 51**

**Canada, NNEC and MLC 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>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, NNEC and MLC	MLC is an active participant in several working groups with Canada and NNEC/DFC in which parties work together to implement recommendations; which include:  <u>Working Groups with Canada and NNEC:</u> <ul style="list-style-type: none"> <li>● Political Table</li> </ul>	<b>B – Accepted in Part</b> <b>C – Complete</b>

- Education Table
- Task Team Tables
  - Student Well Being
  - Programs, Funding and Services
  - Infrastructure
  - Legal
- IR # 64 – Programs/Services with ISC
- IR#114 – Youth Detox Working Group

Additional Working Groups with NNEC/DFC:

- IR #91 – Missing Students Working Group
- IR #97 – LCBO Anti-Runners Social Media Campaign
- IR #112 – Anti-Hate Crimes Public Education Campaign
- IR#115 – River and Waterways Safety Working Group
- IR#116 – Anti-Racism Social Media Campaign and Public Forum

One Central Facility: As you can see MLC 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.

**Academic 2017-2018:**

Grandview Lodge Acquisition and Renovation: The City of Thunder Bay sold Grandview Lodge (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 MLC moved into the new building in phases.

**Academic 2018-2019:**

MLC just completed our first school year at new site (i.e. Grandview Lodge). We will be changing our name to the Matawa Education and Care Centre (MECC) beginning in academic 2019-2020. For the purposes of the Seven Youth Inquest annual reporting MECC continues to use MLC as that was our official name throughout the proceedings.

Key Features of the MECC:

- Courses offered from 9:00am to 8:00pm.
- Evening and weekend activities and educational support.
- After hours student support which includes On-Call Services and Safe Sobering Site for all Matawa students in Thunder Bay
- Integration of best practices and research-based curriculum development.
- Class structure that promotes thinking and experiential learning, with a strong focus on cultural teachings and land-based learning.
- Trades and Co-Operative education.

- Comprehensive assessments for all students attending school.
- All the necessary physical spaces, including a full-size gymnasium; computer and science labs; multimedia rooms; arts, music, drama classes, exercise rooms; and traditional and cultural spaces.

The following school renovations have been completed thus far:

- Matawa Safe Sobering Site
- General Purpose Classrooms
- Science Lab
- Learning Kitchen
- Art Classroom
- Elder’s Kitchen
- Counselling Spaces
- Fitness Centre
- Administration Offices

Upcoming school renovations to be completed January 2020:

- Cafeteria
- Additional Classrooms
- Care Centre (Accommodations for 100 Matawa students)

Upcoming school renovations to be completed September 2021:

- New Gymnasium

Canada Investment Announcement:

- Canada invested \$19,000,000 for our Care Centre which will accommodate 100 students while they attend school in Thunder Bay
- Renovations started in academic 2018-2019

Key Features of our Care Centre:

- 24 Hour Support with a 10:1 ratio of care.
- Manage the safety and security of the student, accommodation, food services, recreational, spiritual, cultural activities and health services.
- After hours recreational, cultural and spiritual activities that will provide students with the opportunity to get to know each other, learn new skills and participate in safe and healthy activities.
- Health care services and mental health counselling for all students.
- An assessment and application process to be accepted to the Care Centre where each student will have to complete a comprehensive education, health and cultural evaluation.

**RECOMMENDATION 64**

**In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, 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 MLC students starting for the 2016-2017 school year, including:**

- i. Appropriate ratio of education assistants to students;**
- ii. Appropriate number of Elders (male and female) to be available during school hours;**

	<ul style="list-style-type: none"> <li>iii. Dedicated space for Elders to spend time with students and resources for the activities that they wish to engage in with the students;</li> <li>iv. Curriculum development that supports language, culture and traditional activities;</li> <li>v. Regular professional development for teachers regarding how to incorporate traditional language, culture and activities in day-to-day teaching;</li> <li>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;</li> <li>vii. Funding for land-based learning; and</li> <li>viii. Funding to facilitate development of Ojibway/Cree immersion programming.</li> </ul>	
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC, KO and MLC	<p><b><u>Academic 2017-2018:</u></b></p> <p><u>Education Assistants – i:</u> No commitment to funding by Canada or Ontario for the 2017-2018 school year.</p> <p><u>Elders – ii:</u> MLC received funding for two Elders. MLC’s Elders are both from a Matawa First Nation so they are very familiar with the students and their home communities. Our Elders are available to students each school day.</p> <p><u>Elders Space – iii:</u> MLC designed an Elders space for our new school site.</p> <p><u>Curriculum Development – iv:</u> MLC has developed a partnership with the Critical Thinking Consortium (CTC) for instructional consulting and professional development. The CTC helped adapt and develop independent learning resources which are tailor made for Matawa First Nation students. For instance, MLC developed culturally appropriate curriculum in Outdoor Education, Physical Education and Art in which First Nations culture and traditional activities are the foundation.</p> <p>Examples of new curriculum include:</p> <ul style="list-style-type: none"> <li>• <u>Healthy Active Living Mobile Credit</u> – Each summer students paddle from one Matawa First Nation to another for this credit. In July 2018 Matawa students aged 15-20 participated in a 2-week long Grade 12 credit where they paddled 240 km along the Kitchi Siipi (Albany River). Students went from Eabametoong First Nation to Marten Falls First Nation with an instructor team consisting of MLC’s Outdoor Education Teacher, a local guide and knowledge keeper, and professional river guides. Students had training and real-life experience in canoeing, canoe rescues, swimming in rapids, team roles, etc. Students learn traditional Ojibway and Oji-Cree canoeing routes, knowledge, and skills.</li> <li>• <u>Healthy Active Living and Large Group Activities</u> – A Ministry of Education approved course where students participate in ice time 2 days a week and 50 hours off ice time for instruction and floor hockey. MLC follows the Hockey Canada Skills Academy national guidelines for individual player development. MLC has been approved to be a licensed Hockey Canada Skills Academy (in</li> </ul>	<p><b>A – Accepted</b> <b>B – Complete</b></p> <p><u>Education Assistants (i) and Immersion Programming (viii):</u> MLC continues to engage in discussions with Canada, Ontario and others for funding to hire Education Assistants (i) and facilitate the development of Ojibway/Oji-Cree immersion programming (viii).</p> <p><b>IF</b> these discussions are successful, MLC will be in a position to implement this recommendati</p>

	<p>2018-2019). The hockey credit helps students who play competitive hockey while in Thunder Bay. Instruction comes from our MLC teacher who is a certified hockey coach as well as guest coaches. Open to MLC students of all abilities and all equipment is provided and there are no additional costs for students. Cultural workers work with the teacher by smudging the students and their hockey bags before tournaments and conducting seasonal teachings with students.</p> <p><u>Professional Development – v:</u> CTC has been working closely with MLC administration and educators to facilitate professional learning sessions, conduct community consultation sessions and review how new learning resources are impacting student learning.</p> <p><u>Outdoor Education Teacher and Cultural Workers – vi:</u> In all of our classes and excursions Cultural Workers and even Elders are embedded into the classroom experience for students. At MLC all teachers have been working closely with Cultural Workers and Elders to incorporate educational lessons, activities and programming that is reflective of student’s traditional activities and culture.</p> <p><u>Funding for Land Based Learning – vii:</u> Funding was received for an Outdoor Education Teacher, Art Teacher, Cultural Workers and Elders which worked together to educate students on:</p> <ul style="list-style-type: none"> <li>• Traditional knowledge and skills from local First Nations artists,</li> <li>• Creating First Nation inspired art through a variety of media,</li> <li>• Learning wilderness skills and going camping,</li> <li>• Learning to cook with traditional First Nation ingredients over an open fire in in the kitchen,</li> <li>• Participating in water safety training and going canoeing and white-water rafting,</li> <li>• Building garden boxes for our Spirit Garden where students are learning about growing and harvesting traditional First Nation medicines and ingredients,</li> <li>• And participating in weekly outdoor education activities.</li> </ul> <p><u>Ojibway/Oji-Cree Immersion Programming – viii:</u> No commitment to funding by Canada or Ontario for the 2017-2018 school year</p> <p><b><u>Academic 2018-2019:</u></b></p> <p><u>Education Assistants – i:</u> No commitment to funding by Canada or Ontario for the 2018-2019 school year.</p> <p><u>Elders Space – iii:</u> MLC created a dedicated Elders space which includes a full-sized kitchen, dining, and lounge area in academic 2018-2019.</p> <p><u>Curriculum Development – iv:</u> MLC continues to partner with Critical Thinking Consortium (CTC) for instructional consulting and professional development. MLC continues to enhance and develop culturally appropriate curriculum with an increased emphasis this year on cross-curricular instruction.</p> <p>Examples of new curriculum include:</p>	<p>on. However, in the absence of sustained and additional funding and other support from both Canada and Ontario, it will be very difficult for MLC to fully implement this recommendati on.</p> <p><u>Lack of Long-Term Stable Funding:</u> MLC wishes to continue accepting and implementing the inquest recommendati ons we’ve obtained funding for; however, in the absence of new and stable funding from Canada, Ontario and others the MLC may not be able to fully achieve this recommendati on moving forward.</p>
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- Forest Meets Farm with Roots to Harvest (Outdoor Education): Instruction is provided by our Outdoor Education teacher with support from Cultural Workers and Elders; as well as, Roots to Harvest staff. Students learn about wild and cultivated foods through hands on experiences with locals who grow, forage, fish and farm food all while deepening their food literacy and traditional knowledge and skills.
- Sweat Lodge Installation with Youth Fusion (Outdoor Education, Science and Geography): Cross-curricular instruction is provided by multiple teachers specialized in their field of study with support from Cultural Workers and Youth Fusion staff. Students have been working on an environmental design project from start to finish. The students choose to build a Sweat Lodge which will sit on the east side of our school property. One of our Cultural Workers is a Sweat Lodge Keeper who is helping students harvest materials and provide teachings associated with the creation of our Sweat Lodge.

Professional Development – v: CTC continues to work with MLC to facilitate professional learning sessions, conduct community consultation sessions and review how new learning resources are impacting student learning. Teachers also participate in regular PD sessions which include conferences, presentations, etc.

Outdoor Education Teacher and Cultural Workers – vi: Our Outdoor Education Teacher and Cultural Workers; in addition to, our elders, continue to take the lead in teaching traditional skills, culture and land-based learning.

Funding for Land Based Learning – vii: Funding was again received for an Outdoor Education Teacher, Art Teacher, Cultural Workers and Elders.

About MLC’s Outdoor Education & Cultural Programming:

MLC’s Outdoor Education and Cultural Program follows the seasons which is traditional to our Ojibway and Oji-Cree student’s way of life. MLC uses the natural environment and its teachings as a guide in lesson planning and programming. MLC’s staff work together to provide comprehensive, experiential and culturally appropriate learning and programming for students. In addition to the programming below MLC students also have access to drop in cultural programming each evening and weekend; as well as, access to faith-based teachings and programming.

MLC’s elders are also very involved in student workshops, excursions, special events, etc.

2018-2019 Outdoor Education Student Excursions/Training/Workshops:

- Sept 5, 2018 - Mountain Biking Around City
- Sept 7, 2018 - Mountain Biking Around City
- Sept 11-12, 2018 - Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Sept 25, 2018 - Mountain Biking Around City
- Oct 2, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 12, 2018 – Sleeping Giant Hike at Sleeping Giant Provincial Park

- Oct 18, 2018 – Sleepy G Farm Visit
- Oct 18, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 23, 2018 – Walking Food Tour of Thunder Bay
- Nov 8, 2018 - Forest Meets Farm Program at Roots to Harvest
- Nov 9, 2018 - Visiting a Fish Hatchery in Dorion
- Nov 19-23, 2018 - Camping Trip at Sleeping Giant Provincial Park where students learned Hand drum making, land history, and cooking of wild foods
- Nov 30, 2018 Visiting a Water Treatment Plant
- Dec 4, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 12-13, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 18-19, 2018 – Ice Fishing at Whitefish Lake
- Jan 14, 2018 – Community dialogue on resource development at Prince Arthur Hotel
- Jan 22-24, 2019 – Safe Food Handling Course
- Jan 25, 2019 - Forest Meets Farm Program at Roots to Harvest
- Jan 30, 2019 - Wolverine Biologist Visits MLC
- Feb 12, 2019 - Forest Meets Farm Program at Roots to Harvest
- Feb 19-21, 2019 - Wolverine Field Study with Johnny Therriault Memorial School Students in Aroland FN
- Feb 26-28, 2019 - Winter Camping Trip at Whitelily Lake
- March 3-5, 2019 - Winter Camping Trip at Whitelily Lake
- March 19-21, 2019 - Dog Sled Trip at Vermillion Bay
- March 26, 2019 - Cross Country Ski Trip at Kamview Nordic
- March 27, 2019 - LU Student Programming on GPS, Fire Starting, etc. at LU
- April 2-5, 2019 - Hunter Education and Canadian Firearms Safety Certification at MLC
- April 23-25, 2019 - Geese and Duck Hunting in Neebing
- April 29-May 1, 2019 - Wilderness First Aid Course
- May 2-3, 2019 - Forest Meets Farm Program at MLC
- May 8, 2019 - Forest Meets Farm Program at MLC
- May 10, 2019 - Walleye Fishing at Black Sturgeon River
- May 22-24, 2019 - Youth Fusion Gala in Toronto
- May 29-31, 2019 - Climate Change Session at MLC
- June 3-4, 2019 - Mountain Biking at McIntyre River Trails
- June 17-18, 2019 - Intro to Moving Water Canoeing at Dog River

2018-2019 Cultural Workshops:

Fall:

- Sept 21-23, 2018 - Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation
- Sept 11-12, 2018 - Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Sept 19- 20, 2018 - Climate Action Project “Agents of Change Conference” at Fort William Historical Park
- Sept 24-30, 2018 - Moccasin Making at MLC
- Oct 2, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 10, 2018 - NAN Regional Chief Alvin Fiddler, opening circle and resource sharing at MLC

- Oct 16, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 23, 2018 - Youth Fusion, Creating models of connections and straws at MLC
- Oct 24, 2018- Aniin Walk at Thunder Bay local businesses and sharing of stories of immigration
- Nov 3, 2018 - Cleaning camping sites and harvesting spruce roots at Armstrong road
- Nov 5, 2018 - Christy Belcourt Art Gallery Expo at Thunder Bay Art Gallery
- Nov 5, 2018 - Senator Murray Sinclair “Restorative Justice Teachings” at Thunder Bay Law School
- Nov 8, 2018 - Forest Meets Farm Program at Roots to Harvest
- Nov 10, 2018 - Harvesting Cedar at Anemki Wajiw
- Nov 17, 2018 - Learning the rabbit’s environment, habitat and setting snares at FWFN
- Nov 19-23, 2018 - Camping Trip at Sleeping Giant Provincial Park where students learned Hand drum making, land history, and cooking of wild foods
- Nov 24, 2018 - Feast, Land-Animal identification and the teachings around the legend of the Falls in regards to the Ojibway and Sioux Nations at Kakabeka Falls
- Dec 4, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 8, 2018 - Land identification and setting rabbit snares at FWFN
- Dec 9, 2018 - Harvesting Ash and taking down snares at FWFN
- Dec 11, 2018 - Red Willow Harvest and winter teachings at FWFN
- Dec 12, 2019 - Hockey equipment Smudge and Feast at MLC
- Dec 12-13, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 18-19, 2018 – Ice Fishing at Whitefish Lake
- Dec 20, 2018 - Cooking fish in Elders Space at MLC

Winter:

- Jan 10 - 11 2019 - Snow Shoeing at Fort William First Nation
- Jan 13, 2019 - Snow Shoeing and placing out Feasting plate at Fort William First Nation
- Jan 22, 2019 - Student Art Mural Project with Anishinaabe Artist Joseph Sagaj from Toronto at MLC
- Jan 24, 2019 - Forest Meets Farm Project, Ice-fishing on Lake Superior with Trak Outfitters on Lake Superior
- Jan 25, 2019 - Forest Meets Farm Project at Roots to Harvest
- Jan 25, 2019 - Art Teacher and Artist Joseph Sagaj from Toronto feasting and revealing of completed Student Art Mural
- Jan 28, 2019 - Cleaning Beaver and Otter at MLC
- Feb 5, 2019 - Wolverine Ecology and Research methods at MLC
- Feb 12, 2019 - Forest Meets Farm Project at Roots to Harvest
- Feb 14, 2019 – Snow Shoe Walk and harvesting Red willow with Youth Fusion at FWFN
- Feb 15, 2019- Mini Wigwam and Sweat Lodge Models with Youth Fusion at MLC
- Feb 26-28, 2019 - Winter Survival Camping near King Fisher
- March 8, 2019 Types of Composters with Youth Fusion at MLC

Spring:

- March 23, 2019 - Cultural Team Feasting the Kakabeka Falls

- March 25, 2019 - Youth Fusion
- March 28, 2019 - Forest Meets Farm Indoor Greenhouse with Roots to Harvest
- March 29, 2019 - Lighting fire by flint/steel and compass teaching at Lakehead University
- March 29, 2019 - Forest meets Farm with Roots to Harvest at MLC
- April 4, 2019 - Wigwam/ Sweat Lodge Models with Youth Fusion at MLC
- April 6, 2019 - Building Eco system and Planting our seeds with Youth Fusion at MLC
- April 10, 2019 Planting seeds and pods" Tobacco/ Sage/ Sister plants with Youth Fusion at MLC
- April 14, 2019 Harvesting/ Planting and classifying trees with Youth Fusion on Armstrong Highway
- April 15, 2019 - Bow and Arrow Teaching with Thunder Bay Police
- April 17, 2019 Learning about Food Preservation with Roots to Harvest Forest Meets Farm Program at MLC
- April 17, 2019 - Jams and making moose sausages with Roots to Harvest Forest Meets Farm Program at MLC
- April 18, 2019 - Moose Sausage and smoking Fish with Roots to Harvest Forest Meets Farm Program at MLC
- April 22, 2019 - Building a blind and hunting preparations
- April 23, 24 2019 – Safety, Outdoor Hunting Teachings and Geese Hunting
- April 25, 2019 - Goose and Duck from Spring Hunt
- April 26, 2019 - Geese and Duck with Roots to Harvest Forest Meets Farm Program at MLC
- May 8, 2019 - Smelts and harvesting of Matawa Vegetables with Youth Fusion at MLC
- May 13, 2019 - Harvesting and identifying Red Willow and Ash with Youth Fusion at Anemki Wajiw
- May 15, 2019 - Green House Plants and creating homemade Pasta with Roots to Harvest Forest Meets Farm Program at MLC
- May 16, 2019 - Cooking fresh pasta students made with Lake Trout with Roots to Harvest Forest Meets Farm Program at MLC
- May 17, 2019 - Harvesting 13 Poles for Wigwam/ Sweat Lodge with Youth Fusion at Anemki Wajiw
- May 18, 2019 - Making adult size Wigwam/ Sweat Lodge with Youth Fusion at MLC
- May 21, 2019- Cultural Teaching with Students for Preparation to Youth Fusion Toronto Expo at MLC
- May 21, 2019 – Roots to Harvest gifting students with Rose Hip Jelly. Culturally, this has been our way of helping one another with leaving and with departure.
- May 22, 24, 2019 - Youth Fusion Trip to Toronto Expo
- May 30, 2019 - Climate Change Studies with Lakehead University
- June 6, 2019 - Youth Fusion Confederation College Presentation on Wigwam/ Sweat Lodge Teachings at Confederation College
- June 7, 2019 - Teachings in regards to youth playing a part in our ceremonies at Thunder Bay Anishinaabe Art Gallery
- June 12, 2019 - Preparations for Matawa Student Pow Wow at MLC
- June 13, 2019 - Matawa Student Pow Wow at MLC

Summer:

	<ul style="list-style-type: none"> <li>Paddle the Kitchi Siipi – Earn a High School Credit with Matawa Education Centre – July 1-15/19 – Paddling from Eabametoong First Nation to Marten Falls First Nation</li> </ul>	
<b>RECOMMENDATION 65</b>		
<p><b>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.</b></p>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
NNEC, KO and MLC	<p>MLC has staff on site that speak Ojibway and Oji-Cree and are available to translate for parents.</p> <p>MLC continues to engage in discussions with Canada, Ontario and others for funding to provide funding to facilitate documentation to parents in their preferred language.</p> <p><b><u>IF</u></b> these discussions are successful, MLC will be in a position to implement this recommendation. However, in the absence of sustained and additional funding and other support from both Canada and Ontario, MLC cannot fully implement this recommendation.</p>	<p><b>B – Accepted</b> <b>A - Pending</b></p>
<b>RECOMMENDATION 71</b>		
<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>i. Special education needs;</b></li> <li><b>ii. Substance and/or alcohol abuse issues;</b></li> <li><b>iii. Mental health issues;</b></li> <li><b>iv. Any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation</b></li> </ol>		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, NNEC, KO and MLC	<p>MLC currently does everything within its power to ensure that it has funding and resources in place to assist its students with all of their needs including but not limited to: special education, substance and/or alcohol abuse, mental health issues and academic supports.</p> <p><b><u>Academic 2017-2018:</u></b></p>	<p><b>A – Accepted</b> <b>B – Complete</b></p> <p><u>Special Education Needs (i):</u></p>

<p><u>St. Joseph’s Care Group Partnership:</u> MLC has established a major partnership with St. Joseph’s Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services. MLC staff were trained by St. Joseph’s Care Group staff to effectively deliver mental health supports to students this academic year. MLC had two Youth Workers hired by St. Joseph’s Care Group who were fully integrated into the classroom and after school program.</p> <p><u>Mental Health Workers:</u> MLC received funding for Mental Health Workers. Mental Health Workers provided student assessments and after care and daily student access to walk-in and appointment-based counselling. The Mental Health Workers also provided the necessary referrals required for students to access a variety of health services and supports.</p> <p><u>Wellness Wednesday:</u> Each school week mental health education and programming is fully integrated into the classroom experience for students through a program called “Wellness Wednesday” (see recommendation 117). MLC’s Mental Health Workers or invited health professionals from local partner health organizations provide students with a variety of presentations and interactive workshops which teach students about health, wellness, safety and their culture.</p> <p><u>Elders:</u> MLC has also received funding for two Elders to deliver Elder programming to students. Our two Elders have been regularly requested by students to help when students were experiencing alcohol/substance related issues and mental health distress.</p> <p><u>Thunder Bay Situation Table:</u> To further ensure that students are receiving the support they require MLC 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 MLC students face complex situations and multiple risk factors it was important for MLC to receive official Situation Table membership and fortunately the Situation Table process has successfully helped our students.</p> <p><u>Thunder Bay Drug Strategy Committee:</u> In addition, MLC is also an active participant on the Thunder Bay Drug Strategy committee which helps with prevention, treatment, education, outreach, etc.</p> <p><b><u>Academic 2018-2019:</u></b></p> <p><u>St. Joseph’s Care Group Partnership:</u> MLC continues to form our partnership with St. Joseph’s Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services. This year, students begun the process of completing comprehensive education, health and cultural evaluations. MLC has one Youth Worker hired by St. Joseph’s Care Group who is fully integrated into the classroom and after school program. In addition, we have a 1 Counsellor working every Tuesday doing individual sessions with students who have been identified as needing next level supports. We also have 1 supervisor who will be overseeing St. Joseph’s Care Group staff.</p>	<p>MLC receives no funding for a special education program within our school even though it is needed for our students.</p> <p>MLC continues to engage in discussions with Canada, Ontario and others with a view to ensuring that MLC students receive the care and support they need to complete their studies.</p> <p><b>IF</b> these discussions are successful, MLC will be in a position to continue to implement this recommendation. However, in the absence of sustained and additional funding and other support from both Canada and Ontario, it will be very difficult for MLC to fully implement this</p>
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	<p><u>Mental Health Workers:</u> Mental Health Workers continue to provide student assessments, after care and referrals and daily student access to walk-in and appointment-based counselling. New this year is the</p> <p><u>Mental Health Small Groups Program:</u> This new program ran on Thursdays and taught student’s wellness lessons in self-care, coping skills, leadership skills, etc.</p> <p><u>Elders:</u> MLC’s two Elders continue to be regularly requested by students to help when students were experiencing alcohol/substance related issues and mental health distress. They are also more embedded into the classroom this academic year.</p> <p><u>Tables and Committees:</u> MLC continues to sit on the Situation Table and the Thunder Bay Drug Strategy Committee. MLC also joined the Youth Tragic Event Response Committee and Youth Violence Prevention Project in Thunder Bay and District Advisory Committee this academic year.</p> <p>Wellness Wednesday: MLC continues to invite health professionals from local partner health organizations to provide students with a variety of presentations and interactive workshops which teach students about health, wellness, safety and their culture.</p> <p><u>2018-2019 Wellness Wednesday Presentations:</u></p> <ul style="list-style-type: none"> <li>• Sept 19/18 - <b>A New Beginning</b> Presentation on what the Wellness Workers and Program offers and introduction among students and staff.</li> <li>• Oct 3/18 - <b>Ice Breakers</b> to encourage students to get to know one another, helping workers develop therapeutic relationships with students and building trust.</li> <li>• Oct 17/18 – <b>Crisis Response</b> spoke to students about services they have, how to contact them and gave students resources.</li> <li>• Oct 24/18 - <b>Adult and Teen Challenge</b> presented about the dangers and long-term effects from using alcohol and drugs and spoke to students about the program and how they can access it.</li> <li>• October 31/18 - Student <b>Halloween Dance</b></li> <li>• Nov 7/18 - <b>Ontario Aboriginal HIV/AIDS</b> strategy presented on services they offer, how to access them and students received reading resources and business cards.</li> <li>• Nov 14/18 – <b>Healthy Boundaries</b> (i.e. what healthy boundaries look like in different types of relationships, tips on how to be assertive and recognizing unhealthy boundaries).</li> <li>• Nov 21/18 - <b>National Addiction Awareness Week</b> – Presentation on what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.</li> <li>• Nov 28/18 - <b>Hand Drum Making</b> where students learned about the significance hand drums have in our culture, connecting wellness to hand drumming and students got to make a hand drum.</li> <li>• Dec 5/18 - <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> </ul>	<p>recommendati on.</p>
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	<ul style="list-style-type: none"> <li>• Dec 19/18 - <b>Sharing Circle</b> with an elder from Marten Falls who shared with students some of his teachings, talking about scared medicines and items and getting students to share some of their own teachings.</li> <li>• Jan 9/19 - <b>Hand Drum Birthing and Feast</b> - The students that made hand drums joined in for the birthing and feast of their drums and cultural workers took lead and spoke about the strong connection each student will have with their drum, mother earth and all their relationships.</li> <li>• January 16/19 - <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>• Jan 23/19 – <b>Thunder Bay District Health Unit Healthy Relationships</b> presentation about healthy relationships and got the students to participate in activities to help them understand healthy relationships, ways to get out of an unhealthy relationship, and different resources in Thunder Bay they could seek to help as well.</li> <li>• Jan 30/19 – <b>Addictions</b> - Personal Testimony from a St. Joseph's Care Group worker who presented to the students his personal testimony on his addictions and the obstacles/trauma he experienced while growing up into his adulthood, he spoke about ways he worked through them, talked about different supports within the school and community for students.</li> <li>• Feb 6/19 - <b>What Makes Teens Tick</b> by St. Joseph's Care Group staff which helped students identify and understand their personal triggers, pet peeves, and overall moods.</li> <li>• February 13/19 – <b>Ontario Aboriginal HIV/AIDS Strategy Healthy Relationships</b> presentation with students where they learned what is a healthy relationship vs an unhealthy relationship, how to identify what type of relationship students a currently in and ways to encourage leaving unhealthy relationships.</li> <li>• Feb 27/19 - <b>Lac La Croix Video</b> - Students watched a video talking about traditional culture and how it travels with us no matter where we go. The video and discussion encouraged students to be themselves and celebrate who they are and what they believe in.</li> <li>• March 6/19 - <b>Coping Skills</b> - students learned about what unhealthy and healthy coping skills and they were asked to identify their own coping skills and ways to aim for healthier coping skills. The importance of self-care was also discussed.</li> <li>• March 20/19 – <b>Human Trafficking</b> presentation which focused on education around keeping safe, supports with Matawa and other community services.</li> <li>• March 27/19- <b>SAFE</b> - Staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services.</li> <li>• April 3/19 - <b>Healthy Boundaries/Setting Boundaries</b> where students learned about personal boundaries, different types of boundaries, and ways to help us set healthy boundaries in all of our relationships.</li> <li>• April 10/19 - <b>Moose Hide and Discussion</b> where students learned about moose hide, the importance of moose hide, the various uses and how traditional activities such as hunting/fishing help with our well-being.</li> <li>• April 24/19 – <b>Crisis Response</b> reminded students about the services available to them, how to access them and students got a few reading resources.</li> <li>• May 1/19 – <b>Anishnawbe Mushkiki's HEAL</b> program presented on Self-Esteem and did Mask Making</li> </ul>	
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	<ul style="list-style-type: none"> <li>• May 8/19 - <b>Seven Grandfather Teachings</b> where students learned about the Seven Grandfather Teachings, how they practice these teachings in their daily lives and what each teaching looks like.</li> <li>• May 15/19 - <b>Yoga and Mindfulness</b>- Students participated in a yoga class presented where learned different breathing techniques and yoga poses that help with stress and overall well-being.</li> <li>• May 29/19 - <b>Confederation College</b> staff spoke to the students about various services the college offers and different courses/classes available.</li> <li>• June 5/19 – <b>Sleep Hygiene with St. Joseph’s Care Group</b> where students learned the importance of having good sleep hygiene and learned about different techniques to help them achieve good sleep hygiene.</li> <li>• June 15/19 – <b>Anishnawbe Mushkiki’s HEAL</b> program conducted a cedar Wash where students participated in a few activities related to team building and leadership skills and did a cedar wash.</li> <li>• May 6-10/19 – <b>Mental Health Week</b> – Students learned about traditional items, smudging, hand-outs on coping skills, sleep hygiene, self-care and a day trip of fishing.</li> </ul> <p><b><u>Academic 2019-2020:</u></b></p> <p><u>St. Joseph’s Care Group Partnership:</u> MLC’s major partnership with St. Joseph’s Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services will evolve further. In September 2019 the school will house:</p> <ul style="list-style-type: none"> <li>• 1 FT Coordinator/Supervisor</li> <li>• 3 FT Mental Health and Addiction Counsellors</li> <li>• 2 FT Child and Youth Workers</li> <li>• 1 FT Therapeutic Recreationalist</li> <li>• 1 0.25 Nurse Practitioner (2 half days a week on-site)</li> <li>• 1 PT Psychologist</li> <li>• 1 PT Family Therapist</li> <li>• 0.2 Psychiatrist</li> </ul>	
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**RECOMMENDATION 73**

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

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

<b>PARTIES TO WHOM RECOMMEN-</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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<b>DATION ADDRESSED</b>		
NNEC, KO, DFCHS and MLC	<p>Currently, MLC continues to implement an alternative recommendation in which students learn leadership skills and act as informal peer mentors to new students through our:</p> <ul style="list-style-type: none"> <li>• MLC Student Council</li> <li>• MLC Student Training and Workshops <ul style="list-style-type: none"> <li>○ Curriculum Related Education and Training i.e. Outdoor Education, Hockey Credit, etc. (Recommendation 64)</li> <li>○ Wellness Wednesday (Recommendation 71)</li> <li>○ Small Group Sessions (Recommendation 71)</li> </ul> </li> </ul> <p>MLC continues to engage in discussions with Canada, Ontario and others for funding to provide a formal peer mentorship program to students.</p> <p><b>IF</b> these discussions are successful, MLC will be in a position to implement this recommendation. However, in the absence of sustained and additional funding and other support from both Canada and Ontario, MLC cannot fully implement this recommendation.</p>	<b>A – Accepted</b> <b>C – Completed</b>

**RECOMMENDATION 81**

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

- i. Recognition, management and care of intoxicated students;**
- ii. Crisis intervention;**
- iii. Suicide prevention; and**
- iv. First aid, including cardiopulmonary resuscitation.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NAN, NNEC, KO, DFCHS and MLC	<p>At this time, MLC does not operate a boarding home.</p> <p>MLC has received some funding for staff training which meets part of this recommendation.</p> <p>MLC staff have completed the following training in these areas:</p> <ul style="list-style-type: none"> <li>• Applied Suicide Intervention Skills Training</li> <li>• SafeTALK</li> <li>• Mental Health First Aid Training</li> <li>• Assessing Suicide in Kids Training</li> <li>• Naloxone Training</li> <li>• First Aid</li> <li>• Wilderness First Response</li> <li>• White Water Rescue Training</li> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p> <p><u>Boarding Home Parent Training:</u> MLC conducts staff training when resources are available but because MLC does not operate boarding homes, it is</p>

	<p>MLC is currently engaged in discussions with Canada and Ontario and others with a view to ensuring that MLC staff and students receive the training and support they need to help MLC students. MLC is advocating for train-the-trainer type of training to build capacity within our organization, be able to train new staff immediately upon start and to take the training into the Matawa communities.</p> <p><b>IF</b> these discussions are successful, MLC will be in a position to implement this recommendation. However, in the absence of additional funding and other support from both Canada and Ontario, it will be very difficult for MLC to fully implement this recommendation.</p>	likely not the correct party to train boarding parents.
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**RECOMMENDATION 83**

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

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

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NNEC, KO, DFCHS and MLC	<p>MLC works 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.</p> <p><u>Student Education and Training:</u> The following student training in this important area is a major annual focus of the MLC and has been delivered by:</p> <p><u>Student Training by Community Partners:</u></p> <ul style="list-style-type: none"> <li>• Alcohol and Risk-Related Trauma in Youth (delivered by P.A.R.T.Y. Program – Thunder Bay Regional Hospital)</li> <li>• Indigenous Party Program (delivered by P.A.R.T.Y. Program – Thunder Bay Regional Hospital)</li> <li>• Harm Reduction (delivered by Baysafe)</li> <li>• Naloxone Training (delivered by Elevate)</li> <li>• Thunder Bay Situation Table</li> <li>• St. Joseph’s Care Group</li> <li>• Thunder Bay Drug Strategy</li> <li>• Safe Food Handling Course</li> <li>• Lakehead University Student Training on GPS, Fire Starting, etc</li> <li>• Hunter Education</li> </ul>	<b>A – Accepted</b> <b>C – Complete</b>

	<ul style="list-style-type: none"> <li>• Canadian Firearms Safety Certification</li> <li>• Wilderness First Aid Course</li> </ul> <p><u>Student Training by All MLC Staff:</u> All staff provide students with regular, appropriate, accurate, and up-to-date information relating to the health and social issues associated with alcohol, substance and solvent use, the consequences of underage drinking, resources available to help, education on harm reduction, and the importance of assisting and staying with intoxicated peers and reporting any concerns.</p> <p><u>Student Training by MLC’s Outdoor Education and Mental Health Team 2018-2019 Wellness Wednesday Presentations (for a complete list see recommendation 71):</u></p> <ul style="list-style-type: none"> <li>•</li> <li>• Oct 17/18 – <b>Crisis Response</b> spoke to students about services they have, how to contact them and gave students resources.</li> <li>• Oct 24/18 - <b>Adult and Teen Challenge</b> presented about the dangers and long-term effects from using alcohol and drugs and spoke to students about the program and how they can access it.</li> <li>• Nov 21/18 - <b>National Addiction Awareness Week</b> – Presentation on what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.</li> <li>• Dec 5/18 - <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>• January 16/19 - <b>Harm Reduction</b> with Ontario Aboriginal HIV/AIDS Strategy presented education around STI’s, drug and alcohol dangers as well as medical information that pertain to STI’s, drugs and alcohol.</li> <li>• Jan 30/19 – <b>Addictions</b> - Personal Testimony from a St. Joseph’s Care Group worker who presented to the students his personal testimony on his addictions and the obstacles/trauma he experienced while growing up into his adulthood, he spoke about ways he worked through them, talked about different supports within the school and community for students.</li> <li>• March 27/19- <b>SAFE</b> - Staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services.</li> <li>• April 24/19 – <b>Crisis Response</b> reminded students about the services available to them, how to access them and students got a few reading resources.</li> </ul>	
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**RECOMMENDATION 84**

**In order to allow students to continue their education in Thunder Bay while dealing with substance or alcohol issues, in consultation with local community partners, NNEC, KO and MLC 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 MLC for these activities.**

<b>PARTIES TO WHOM RECOMMEN-</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
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<b>DATION ADDRESSED</b>		
Canada, NNEC, KO, DFCHS and MLC	<p>MLC works closely with community partners to address substance or alcohol issues for students. In addition, MLC makes every effort to accommodate students to complete their studies at the same time that they address substance and/or alcohol issues. Currently this is achieved mainly through:</p> <p><u>St. Joseph's Care Group:</u> MLC's Mental Health workers make referrals to St. Joseph's Care Group AA programs and provide students with their monthly calendars which highlight their programs and services. In academic 2019-2020, 1 fulltime Mental Health and Addiction Counsellor provided through St. Joseph's Care Group will focus solely on substances.</p> <p><u>Distance Education:</u> MLC now has Distance Education which is also available to all eligible students registered with Matawa. Teachers are available to meet with students in their homes to teach and answer home work related questions.</p> <p>To date, MLC has received no funding to facilitate a formal day program to address this recommendation. MLC is currently engaged in discussions with Canada and Ontario and others with a view to ensuring that MLC students receive the care and support they need to complete their studies. <b>IF</b> these discussions are successful, MLC will be in a position to implement this recommendation.</p>	<p><b>A – Accepted</b> <b>A - Pending</b></p> <p>MLC wishes to accept and implement the recommendation; however, in the absence of funding, MLC cannot fully achieve this recommendation.</p>

**RECOMMENDATION 85**

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

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NNEC, KO and MLC	<p>MLC's main avenue for addressing alcohol and substance use by students and obtaining necessary treatment for our students is through our partnership with St. Joseph's Care Group which has evolved as follows:</p> <p><u>Academic 2017-2018:</u> MLC established a major partnership with St. Joseph's Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services (see recommendation 71).</p> <p><u>Academic 2018-2019:</u> MLC students have had access to Sister Margaret Smith Residential Treatment Program.</p> <p><u>Academic 2019-2020:</u> The school will house:</p> <ul style="list-style-type: none"> <li>• 1 FT Coordinator/Supervisor</li> <li>• 3 FT Mental Health and Addiction Counsellors</li> <li>• 2 FT Child and Youth Workers</li> <li>• 1 FT Therapeutic Recreationalist</li> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p>

	<ul style="list-style-type: none"> <li>• 1 0.25 Nurse Practitioner (2 half days a week on-site)</li> <li>• 1 PT Psychologist</li> <li>• 1 PT Family Therapist</li> <li>• 0.2 Psychiatrist</li> </ul>	
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**RECOMMENDATION 86**

**In order to increase awareness of DFCHS and MLC 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>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NNEC, KO and MLC	<p>MLC, DFC and the LCBO are together creating a video which will addresses the risks associated with purchasing alcohol from runners.</p> <p><u>Academic 2017-2018:</u> MLC and the LCBO conducted a focus group with MLC students which will help guide the messaging in the video.</p> <p><u>Academic 2018-2019:</u> The working group met to discuss the production of the video then the video production stalled. No new production plan has been received thus far from LCBO.</p> <p>MLC students are excited to create their own product and will use it in their orientation process and information sessions going forward.</p>	<p><b>A – Accepted</b>  <b>B – In Progress</b></p>

**RECOMMENDATION 87**

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

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, NAN, NNEC, KO, DFCHS and MLC	<p>MLC strives to ensure that students who are sent home for health and safety concerns continue their education and have the supports they need at home.</p> <p>Matawa Health-Cooperative and Education departments are currently exploring health planning and a health database system which will connect MLC students to health care providers within their home communities.</p>	<p><b>A – Accepted</b>  <b>A – Pending</b></p>

	<p>However, unless new resources are provided to Matawa First Nation communities so that these supports actually exist in the home communities, it will not be possible to achieve this recommendation.</p> <p>MLC is currently engaged in discussions with Canada and Ontario and others with a view to ensuring that MLC students receive the continued care and support they need to complete their studies. <b>IF</b> these discussions are successful, MLC will be in a position to implement this recommendation.</p>	
<b>RECOMMENDATION 90</b>		
<p><b>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 MLC, 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 MLC under the age of 25. Canada should provide the funding for any costs associated with this position.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, NNEC, KO, DFCHS and MLC	Student participation in the day-to-day operation and direction of MLC activities is continues to be significant. The MLC Student Council works directly with the MLC Teachers, Student Activities Coordinators, Cultural Workers, Mental Health Workers, Student Support Workers, and Elders to determine the school’s activity schedule and priorities. The MLC Student Council helps to guide the overall direction and goals of MLC.	<b>A – Accepted C – Complete</b>
<b>RECOMMENDATION 91</b>		
<p><b>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 ML 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.</b></p>		
<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
NAN, City of Thunder Bay, TBPS, NAPS, NNEC, KO, DFCHS and MLC	<p>MLC is not a boarding home. Accordingly, there are aspects of this recommendation that do not really fit in MLC’s mandate.</p> <p>MLC has none-the-less participated in the establishment of a working group since academic 2016/2017 and it participates in the working group in an effort to ensure best practices are applied to missing person investigations and searches involving its community members and its students. This working group is still active in academic 2018-2019.</p> <p>There has been much work done for this recommendation.</p>	<b>A – Accepted C – Complete</b> <p>Aspects of the recommendation that apply to MLC will be implemented.</p>

	<p>MLC has developed a Missing Student Protocol Guide which outlines a clear set of policies and procedures to deal with missing student situations specific to the MLC. MLC 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>MLC was a part of a Public Awareness Campaign subgroup that planned the implementation of a public information campaign which emphasizes the importance of reporting a missing person to police without delay. A public awareness campaign titled “Am I Missing?” which includes a video suitable for social media and public service announcements; as well as, postcards for distribution to students, parents, boarding parents, and the community did launch on June 26, 2018. Postcards will also be translated into Ojibway, Cree and Oji-Cree. MLC plans to re-launch the campaign in the beginning of academic 2019-2020.</p> <p>MLC continues to work with the Thunder Bay Police Service in supporting our students who may encounter legal issues.</p> <p>In academic 2017/2018, MLC staff participated in training provided by Thunder Bay Police Service on missing person investigations and missing person searches. In academic 2019/2020, MLC staff will work with Thunder Bay Police Service and Lakehead Search and Rescue to do on the ground Search and Rescue training for all staff. We have also liaised with Matawa Education Authorities to ensure their staff participate in all trainings offered.</p>	
<b>RECOMMENDATION 107</b>		
<p><b>The City of Thunder Bay Aboriginal Liaison, NNEC, KO, DFCHS and MLC should work together – perhaps through designated contact people in the schools – to co-ordinate participation of DFCHS and MLC 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>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
<p>City of Thunder Bay, NNEC, DFCHS, KO and MLC</p>	<p>MLC and the City of Thunder Bay have worked together to coordinate the participation of Matawa First Nation students, including MLC students, in City recreation programs and City sponsored events throughout the school year. Some examples of their work are set out below:</p> <ul style="list-style-type: none"> <li>• MLC participated in 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>• MLC partnered with the City of Thunder Bay on their Youth Inclusion Grant;</li> <li>• First Nations Secondary School Pass was implemented for students in academic 2017/2018 and 2018-2019;</li> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p>

	<ul style="list-style-type: none"> <li>• MLC students continue to have increased access to City events at discounted prices (or for free);</li> <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 MLC students;</li> <li>• MLC students continue to have increased access to City volunteer opportunities;</li> <li>• Relationships between MLC and service groups within the City that offer recreational activities and spaces have been strengthened (for example MLC’s relationship with the Kinsmen Youth Centre);</li> <li>• The input of students at MLC was 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 Part to permit students to store their athletic equipment at the park.</li> </ul> <p>MLC 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 (NWLHIN) , EMS, the Thunder Bay Regional Health Sciences Centre (TBRHSC), NAN, NNEC, KO, Shibogama, Independent First Nations Alliance (IFNA) and MLC 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.**

<b>PARTIES TO WHOM RECOMMEN-DED DIRECTED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, NAN, NNEC, KO and MLC	<p><u>Academic 2017-2018:</u> A Working Group to address this recommendation was formed to formulate a process of working with Ontario and Canada to fund this recommendation for each education organization. MLC submitted a proposal to the North West Local Health Integration Network for a Safe Sobering Site at our new Matawa Education and Care Centre site.</p> <p><u>Academic 2018-2019:</u> MLC received funding from Ontario and Canada for a Matawa Safe Sobering Site. Matawa Safe Sobering Site is available for all eligible Matawa students aged 13-22 years that are in need of a safe and supervised short term detoxification and stabilization. Youth exhibiting major intoxication or injuries are not eligible and must go to the hospital to receive appropriate medical care. Staff will accompany students to the hospital. A Coordinator, Addiction Crisis Worker and Youth Residential Worker currently run the site and an expanded staffing model is being planned for next year.</p>	<b>A – Accepted C – Complete</b>

	<p><u>Matawa Safe Sobering Site Benefits:</u></p> <ul style="list-style-type: none"> <li>• Providing one on one culturally appropriate care in a safe and supervised home-like environment</li> <li>• Prevents intoxicated youth from sobering up in jail or the hospital (unless needed)</li> <li>• Open when our students need it</li> <li>• Recognizing students who are addicted to substances</li> <li>• Connecting students with Mental Health and treatment services</li> </ul>	
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**RECOMMENDATION 115**

**The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama and MLC 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.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
<p>The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama and MLC</p>	<p>MLC participated in the planning and execution of the safety audit of the river areas. MLC participated in the training and audit organized by the City of Thunder Bay. MLC has been a part of the implementation of the final report.</p> <p>In academic 2018-2019, MLC participated in Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation on September 21-23, 2018. MLC 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> <p>In academic 2019-2020, MLC will be establishing formal educational partnerships with local institutions to expand curriculum to meet audit recommendation 3.</p>	<p><b>A – Accepted</b> <b>C – Complete</b></p> <p>MLC has implemented the portions of this recommendation that apply to MLC.</p>

**RECOMMENDATION 116**

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

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

vi. facilitates discussion regarding how to address and report racism towards First Nations students in Thunder Bay.		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
The City of Thunder Bay, NAN, DFCHS and MLC	MLC is working with its partners named in this recommendation to develop the recommended social media campaign and public forum to increase awareness regarding issues raised during the Inquest. The working group has met several times with a local creative consultant to help with parts of this recommendation.	<b>A – Accepted</b> <b>B – In Progress</b>
<b>RECOMMENDATION 117</b>		
The City of Thunder Bay, NNEC, KO, DFCHS and MLC should consult with community partners to arrange for speakers or skills instructors to attend the schools in order to make presentations on topics which are aimed to engage and provide information to the students.		
PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
The City of Thunder Bay, NNEC, KO, DFCHS and MLC	<p>MLC continues to work very hard to achieve this recommendation. Wellness Wednesday was launched in academic 2016-2017 and continues to be a successful forum for such presentations in 2018-2019. Workshops, activities and presentations included but were not limited to the following:</p> <p><u>Health and Well-Being Presentation/Workshops:</u></p> <ul style="list-style-type: none"> <li>• <b>Ontario Aboriginal HIV/AIDS</b> strategy presented on services they offer, how to access them and students received reading resources and business cards.</li> <li>• <b>Healthy Boundaries</b> (i.e. what healthy boundaries look like in different types of relationships, tips on how to be assertive and recognizing unhealthy boundaries).</li> <li>• <b>National Addiction Awareness Week</b> – Presentation on what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.</li> <li>• <b>Hand Drum Making</b> where students learned about the significance hand drums have in our culture, connecting wellness to hand drumming and students got to make a hand drum.</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>Thunder Bay District Health Unit Healthy Relationships</b> presentation about healthy relationships and got the students to participate in activities to help them understand healthy relationships, ways to get out of an unhealthy relationship, and different resources in Thunder Bay they could seek to help as well.</li> <li>• <b>Addictions</b> - Personal Testimony from a St. Joseph's Care Group worker who presented to the students his personal testimony on his addictions and the</li> </ul>	<p><b>A – Accepted</b> <b>C – Complete</b></p> <p>MLC was already doing this; however, arising from the Inquest, MLC has been able to forge new partnerships and therefore provide a broader spectrum of presentations and workshops.</p>

	<p>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.</p> <ul style="list-style-type: none"> <li>• <b>What Makes Teens Tick</b> by St. Joseph’s Care Group staff which helped students identify and understand their personal triggers, pet peeves, and overall moods.</li> <li>• <b>Ontario Aboriginal HIV/AIDS Strategy Healthy Relationships</b> presentation with students where they learned what is a healthy relationship vs an unhealthy relationship, how to identify what type of relationship students a currently in and ways to encourage leaving unhealthy relationships.</li> <li>• <b>Coping Skills</b> - students learned about what unhealthy and healthy coping skills and they were asked to identify their own coping skills and ways to aim for healthier coping skills. The importance of self-care was also discussed.</li> <li>• <b>Anishnawbe Mushkiki’s HEAL</b> program presented on Self-Esteem and did Mask Making</li> <li>• <b>Seven Grandfather Teachings</b> where students learned about the Seven Grandfather Teachings, how they practice these teachings in their daily lives and what each teaching looks like.</li> <li>• <b>Yoga and Mindfulness</b>- Students participated in a yoga class presented where learned different breathing techniques and yoga poses that help with stress and overall well-being.</li> <li>• <b>Sleep Hygiene with St. Joseph’s Care Group</b> where students learned the importance of having good sleep hygiene and learned about different techniques to help them achieve good sleep hygiene.</li> <li>• <b>Anishnawbe Mushkiki’s HEAL</b> program conducted a cedar Wash where students participated in a few activities related to team building and leadership skills and did a cedar wash.</li> <li>• <b>Mental Health Week</b> – Students learned about traditional items, smudging, hand-outs on coping skills, sleep hygiene, self-care and a day trip of fishing.</li> </ul> <p><u>Harm Reduction and Safety Presentation/Workshops:</u></p> <ul style="list-style-type: none"> <li>• <b>Alcohol and Risk-Related Trauma in Youth</b> delivered by P.A.R.T.Y. Program at Thunder Bay Regional Hospital</li> <li>• <b>Indigenous Party Program</b> delivered by P.A.R.T.Y. Program at Thunder Bay Regional Hospital</li> <li>• <b>Harm Reduction</b> delivered by Baysafe</li> <li>• <b>Naloxone Training</b> delivered by Elevate</li> <li>• <b>Canadian Firearms Safety Certification</b></li> <li>• <b>Safe Food Handling Course</b> by Thunder Bay District Health Unit</li> <li>• <b>Crisis Response</b> spoke to students about services they have, how to contact them and gave students resources.</li> <li>• <b>Adult and Teen Challenge</b> presented about the dangers and long-term effects from using alcohol and drugs and spoke to students about the program and how they can access it.</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>Human Trafficking</b> presentation which focused on education around keeping safe, supports with Matawa and other community services.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>SAFE</b> - Staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services.</li> <li>• <b>Healthy Boundaries/Setting Boundaries</b> where students learned about personal boundaries, different types of boundaries, and ways to help us set healthy boundaries in all of our relationships.</li> <li>• <b>Crisis Response</b> reminded students about the services available to them, how to access them and students got a few reading resources.</li> </ul>	
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**RECOMMENDATION 143**

**All organizations that receive recommendations should prepare an annual report following up on the recommendations that:**

- i. **Indicates whether each recommendation is accepted, accepted in part or rejected;**
- ii. **Provides an explanation for any recommendations that are not accepted in whole or in part and indicates an alternative approach to achieve the same aim;**
- iii. **Indicates, for all recommendations that are accepted, whether the implementation is pending, in progress or complete;**
- iv. **Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations;**
- v. **Is sent by email to any person who requests to receive a copy;**
- vi. **Is prepare each year for delivery at 10:00 a.m. on the anniversary date of the release of the inquest recommendations until the party has provided an annual report indicating that all of the recommendations it received have either been rejected or implemented.**

<b>PARTIES TO WHOM RECOMMENDATION ADDRESSED</b>	<b>MLC RESPONSE/ACTION</b>	<b>STATUS OF RESPONSE</b>
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MLC, LCBO, P.A.R.T.Y. Program, Office of the Chief Coroner	MLC has prepared an annual report to indicate its follow up on the recommendations that were aimed at the MLC; as well as, the recommendations MLC is completing on behalf of 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.**

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MLC, LCBO, P.A.R.T.Y. Program, Office of the Chief Coroner	MLC will post its annual report on its web-site and will cooperate with other parties regarding posting its annual report in a central location.	<b>A – Accepted</b> <b>C – Complete</b>

**RECOMMENDATION 145**

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

PARTIES TO WHOM RECOMMENDATION ADDRESSED	MLC RESPONSE/ACTION	STATUS OF RESPONSE
Canada, Ontario, the City of Thunder Bay, TBPS, NAPS, NAN, NNEC, KO, DFCHS, MLC, LCBO, P.A.R.T.Y. Program, Office of the Chief Coroner	<p>MLC will continue to work diligently in the creation of policies, procedures, and protocols for our new school site, Safe Sobering Site, and future student Care Centre.</p> <p>Policies, procedures, and protocols already implemented are constantly being updated to reflect best practices, Seven Youth Inquest Recommendations and Ontario’s Ministry of Education legislation.</p>	<p><b>A – Accepted</b> <b>C – Complete</b></p> <p>The intention of this recommendation was already in place and it will continue to be implemented.</p>