

FIRST NATIONS YOUTH INQUEST: 2019 REPORT CARD ON RECOMMENDATIONS



INDEX

SHORT-TERM	Should have already been completed
MEDIUM-TERM	2-4 years (from date recommendations were made)
LONG-TERM	5 years or more
	Complete
	In-progress
	Nothing done

REC	TIME-FRAME	CANADA	ONTARIO	CITY OF THUNDER BAY	THUNDER BAY POLICE SERVICE	NAN	MLC	NNEC & DFC	KO	OVERALL GRADE
1	Short-term									
2	Short-term									
3	Medium-term									
4	Medium-term									
5	Medium-term									
6	Short-term									
7	Short-term									
8	Long-term									
9	Long-term									
10	Short-term									
11	Medium-term									
12	Medium-term									
13	Short-term									
14	Medium-term									
15	Short-term									
16	Medium-term									
17	Medium-term									

18	Medium-term	Yellow								Yellow
19	Medium-term	Green								Green
20	Medium-term	Green								Green
21	Short-term	Green				Green				Green
22	Short-term	Yellow	Yellow							Yellow
23	Short-term	Green	Green							Green
24	Long-term	Yellow								Yellow
25	Long-term	Yellow								Yellow
26	Long-term	Yellow								Yellow
27	Long-term	Yellow								Yellow
28	Medium-term	Red								Red
29	Short-term	Yellow	Yellow							Yellow
30	Short-term	Red								Red
31	Short-term	Yellow								Yellow
32	Short-term	Green	Green							Green
33	Short-term	Green				Green				Green
34	Long-term	Yellow								Yellow
35	Medium-term	Yellow	Yellow			Yellow				Yellow
36	Short-term	Green	Green			Green				Green
37	Medium-term	Green	Green							Green
38	Medium-term		Green							Green
39	Medium-term		Green							Green
40	Short-term	Yellow	Yellow			Yellow				Yellow
41	Medium-term	Yellow	Yellow							Yellow
42	Short-term	Green								Green
43	Short-term	Green	Green							Green
44	Short-term	Red	Green			Yellow				Yellow
45	Short-term	Green								Green
46	Short-term	Yellow								Yellow
47	Short-term					Yellow				Yellow
48	Short-term				Green					Green

143	Short-term									
144	Short-term									
145	Medium-term									

RECOMMENDATION 1

In order to ensure transparency in this process, we recommend that the verdict and verdict explanation be translated into Cree, Ojibway and Oji-Cree and be easily accessible to the citizens of Nishnawbe Aski Nation (“NAN”).

PARTY	ONTARIO
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Updated in Cree and working with translators to complete Ojibway and Oji-Cree. 2019 Update Continue attempting to secure a translator that will complete Ojibway and Oji-Cree translation work due to size of the document.

RECOMMENDATION 2

In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, work with the families of the seven youths, students and former students of Dennis Franklin Cromarty High School (“DFCHS”) and the Matawa Learning Centre (“MLC”), and other interested parties to develop a memorial in their honour.

PARTY	ONTARIO
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	<p>As of March 2018, memorials have been held and funded for two of the youth, Kyle Morrisseau and Robyn Harper.</p> <p>The memorial for Kyle Morrisseau was held on November 17, 2017 on Keewaywin First Nation.</p> <p>The memorial for Robyn Harper was held on January 13, 2018, also on Keewaywin First Nation.</p> <p>It was determined by Matawa Learning Centre (MLC) that the memorial for Jordan Wabasse will be held in three years, to honour the ten year anniversary of his death. In the meantime, the memorial award created in his name in response to Recommendation #6 will be presented.</p> <p>2019 Response The three remaining memorials are being planned in 2019/20 and 2020/21, upon request of the families. The family of one of the seven youth has opted not to proceed with a memorial through the Inquest process.</p>
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Note: Memorials have been held for Kyle Morrisseau and Robyn Harper and will be held for Jordan Wabasse. However, memorials must still be held for Jethro Anderson, Curran Strang, Paul Panacheese, and Reggie Bushie.

RECOMMENDATION 3

The terms “on-reserve” and “off-reserve” should not be a restriction for any First Nation education and health care funding frameworks.

PARTY	ONTARIO	CANADA
PARTY RESPONSE	1A - Recommendation will be implemented	1- Recommendation has been implemented
GRADE		
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<ul style="list-style-type: none"> • Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations. • Ontario recognizes the role of the federal government in providing many services on-reserve. • The province provides insured health services to all eligible residents of Ontario. Ontario’s approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services regardless of whether they live on- or off-reserve. • In regards to education, the federal government has established guidelines and provides funding for First Nation students normally residing within First Nation communities, whether they attend a First Nation–operated school or a provincially-funded school through an education services agreement. EDU is working to better understand the barriers to this in order to develop a response. • Ontario has been working with the federal government and First Nations partners on jurisdictional 	<p>The terms “on-reserve” and “off-reserve” should not restrict First Nation education or health funding frameworks. Funding follows the student, based on where their parents choose to send their child for education (ie.on-reserve/off-reserve). Through Jordan’s Principle-Child First Initiative and Nishnawbe Aski Nation’s (NAN) Choose Life Initiative, any gaps in services are addressed expediently on a case-by-case basis.</p>
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	<p>issues and linking First Nations children to available services. Ontario continues to discuss service needs, roles and responsibilities with federal and First Nations partners.</p> <ul style="list-style-type: none">• MOHLTC is supporting First Nations Jordan's Principle Navigators with:<ul style="list-style-type: none">• Local Health Integration Network (LHIN) contacts to help address regional service navigation.• Information provided by the province and the LHINs on programs and services that is tailored to their location in the province.• LHIN contacts have supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.	
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RECOMMENDATION 4

To renew the relationship between Canada and Indigenous Peoples, nation-to- nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM

DETAILS PROVIDED BY PARTY

- Ontario has been working with Canada and Indigenous people in order to ensure work underway on the priorities below.

Truth and Reconciliation Commission and *Unite Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*

- On June 5, 2017, IAO released a One-Year Progress Report on Ontario’s response to the developments during the first year of implementation. IAO continue to work across ministries to monitor and share with Indigenous partners updates on the implementation of initiatives under Ontario’s response to the TRC Calls to Action.
- The federal government has the lead role in working with Indigenous peoples on how United Nation Declaration on the Rights of Indigenous People (UNDRIP) can be addressed within Canada. Ontario has been working with the federal government, First Nations, Métis, and Inuit partners in considering policy options to address UNDRIP.
- Many of the principles reflected in UNDRIP are consistent with Ontario’s current approach to Indigenous relations and reconciliation.

National Inquiry on Missing and Murdered Indigenous Women and Girls (MMIWG)

- On August 3, 2016, the federal government officially launched the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) and committed \$53.86 million over two years.
- Ontario hearings were held in Thunder Bay from December 4-7, 2017. The first two days were open to the public and the final day was closed.
- On March 6, 2018, Chief Commissioner Marion Buller submitted a request to the federal government for an extension of two years to complete the Commission’s work.

- The province continues to support work to end violence against Indigenous women, through the Executive Committee to End Violence Against Indigenous Women.

School Curricula

- Ontario worked with Indigenous partners to co-develop a process to include in the Ontario curriculum mandatory learning about residential schools, the legacy of colonialism, and rights and responsibilities of Indigenous and non-Indigenous people. This process involved revising sections of the Ontario curriculum in phases. This work has been guided by an Indigenous steering committee, the Central Policy and Planning Circle of the Chiefs of Ontario, and the presence of an Elder or knowledge keeper.
- The first phase included revisions to the curriculum for Social Studies for Grades 4 - 6 and for History for Grades 7, 8, and 10. The revised curriculum is complete and was released in spring 2018 for implementation in all publicly-funded schools for the 2018-19 school year. The next phase of revisions has begun and focuses on the curriculum for Social Studies, Grades 1 – 3; Geography, Grade 9; Civics and Citizenship, Grade 10; select senior courses from Canadian and World Studies, Grades 11 – 12; and, Social Sciences and Humanities, Grades 9 – 12.
- As part of the strategy, Ontario has been working with Indigenous partners to create a process that supports development of curriculum-linked resources by Indigenous individuals and organisations throughout the province. The first classroom resources are expected to be released and available to schools beginning in the 2018-19 school year.

Early learning and child care

- As part of Ontario's response to the TRC Calls to Action, EDU has invested \$93.5 million over 2017-18 and 2018-19, to support expanded access to early years programming in urban and rural settings off reserve, as well as in First Nations communities on-reserve.
- In urban and rural communities off reserve, up to \$70 million over 2017-18 and 2018-19 (including capital investments and ongoing operating funding) was provided for culturally relevant child care and child and family programs delivered by Indigenous-led organizations through 61 projects.
- Through an investment of up to \$23.5 million over 2017-18 and 2018-19 (including ongoing operating funding), Ontario has also expanded child and family programs in over 40 First Nation communities, including five existing programs on reserve.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. • A co-developed policy approach was ratified by the AFN in December 2017 – it is meant to transform education funding in academic 2019-2020 into a transparent and predictable formula based on provincial education program funding plus additional investments for language and culture and for the unique circumstances of First Nations communities. • Canada full supports the UN Declaration on the Rights of of Indigenous Peoples, and the TRC’s Calls to Action. Canada is working with other federal partners and Indigenous groups on how best to implement these principles.

RECOMMENDATION 5

No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.

PARTY	ONTARIO
PARTY RESPONSE	8 - Content or intent of recommendation is already in place
GRADE	
TIME FRAME	MEDIUM-TERM

DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • In response to the student safety crisis identified by Nishnawbe Aski Nation (NAN) in summer 2017, Ontario provided \$6.7 million in funding for the 2017-2018 school year to address the immediate needs of NAN students. Actions taken included, including tuition funding for First Nation operated schools, to provide students with access to the program of their choice. • For the 2018-2019 school year, the Ministry of Education (EDU) provided further funding to NAN and NAN organisations to support programs that had been previously funded for the stabilisation of the NAN emergency. • EDU provided Matawa Learning Centre (MLC) with requested funding to support a student navigator position. <p>2019 Updates EDU is also providing funding to NAN to support Re-engagement Coordinator meetings to discuss issues, challenges and barriers that re-engagement coordinators have identified, as well as best practices, successes and supports required to continue achievement. NAN has identified this initiative as supporting the implementation of this recommendation.</p>
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PARTY	CANADA
PARTY RESPONSE	1 - Recommendation has been implemented 1A - Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Indigenous Services Canada is not aware of any student who has been denied access to a First Nations high school program due to lack of space or supported living arrangement, but in any such case, is committed to working with First Nations partners to ensure a lack of program space or living arrangement does not create a barrier to students.

PARTY	NAN
PARTY RESPONSE	8 – Content or intent of recommendation already in place
GRADE	
TIME FRAME	MEDIUM-TERM
<p>DETAILS PROVIDED BY PARTY</p> <p>Recommendation is accepted and completed insofar as the content and intent of the recommendation is already in place.</p> <p>NAN has been actively working with NNEC and Canada to navigate government policies in an effort to expedite the development of a new school facility and student living centre for Dennis Franklin Cromarty High School, as well as with respect to upgrades and renovations for Pelican Falls First Nations High School and Pelican Falls Centre. This is further in relation to Recommendation 59.</p> <p>NAN will take part in the Ontario-wide Boarding Home Review, if and when it begins. This is in relation to Recommendation 76 and 77.</p> <p>NAN will provide support to KO, MLC, and NNEC, upon request, as they work to secure the programs, services, and space for their students attending school off-reserve.</p> <p>2019 Updates:</p> <p>NAN continues to work with NNEC and Indigenous Services Canada (“ISC”) for a new school facility and student living centre for Dennis Franklin Cromarty High School in Thunder Bay, and for upgrades and renovations for Pelican Falls First Nations High School and Pelican Falls Centre in Sioux Lookout. NAN is also working to support NNEC in its feasibility study process. This work is also related to Recommendation 59.</p> <p>NAN provided political support to Matawa to address the need for supported living arrangements for Matawa students. Specifically, NAN assisted in facilitating meetings with then-Minister Philpott, and actively advocated between meetings directly with the minister and ministerial staff. In April 2019, the federal government announced that it would invest more than \$16 million in upgrades to the Matawa Education and Care Centre. These upgrades include a student residence, as well as new classrooms and a gymnasium.</p> <p>NAN will lead the Ontario-wide Boarding Home Review. More information on this review is included in NAN’s response to Recommendations 76 and 77 found later in this report.</p> <p>KO has raised awareness of the lack of housing for mental health professionals and others who are retained or hired to work with students in the Sioux Lookout area. In response, NAN coordinated a meeting to bring together KO, NNEC, ISC, and the Municipality of Sioux Lookout to begin exploratory discussions regarding the housing capacity issues in</p>	

Sioux Lookout. This meeting served as a forum to identify how the lack of housing in the Sioux Lookout area is impacting KO and NNEC. For example, while KO and NNEC can access a certain level of funding to hire staff, there is no housing available for additional staff, if they were to be hired. The housing issues in Sioux Lookout includes a lack of student boarding homes, which is disadvantageous for potential students who would like to attend high school in Sioux Lookout. NNEC stated that Sioux Lookout is the preferred choice for NAN First Nations students from northwestern Ontario who want to attend a high school off-reserve. Next steps discussed by the group include determining how to go forward in addressing housing in Sioux Lookout to help the First Nation Inquest parties provide housing or accommodations for students and staff, and to further ensure that no student is denied access due to lack of adequate resources. The Ministry of Education has created a working group to discuss the content of the proposed regulations that would be attached to the new legislation (sections 185 and 188) in the Ontario Education Act. NAN Education has been a member of this working group and has attended all meetings to collect information and to ensure the best interests of all schools within NAN territory are considered. This new Reciprocal Education Approach (“REA”) will help to ensure that student fees are charged as per set regulations and will also ensure that First Nation students are not denied a place in a publicly-funded school. NAN will continue to provide coordination support and advocacy to KO, MLC, and NNEC, upon request, as they work to secure the programs, services, and space for their students attending school off-reserve.

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 youths were gifted.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDES BY PARTY	The Government of Canada is supportive of this recommendation. First Nations parties have proposed scholarships to the Provincial Ministry of Education for the seven youth through the Inquest Education Table, who has agreed to support these initiatives.

PARTY	NNEC
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDES BY PARTY	
<p>To date, initial conversations have been undertaken with each of the families around memorial scholarships. Further consultation and conversation with these families around the finer details of each scholarship will be undertaken as soon as possible.</p> <p>NNEC plans to have these scholarship opportunities available for the graduating classes of the 2018-2019 school year.</p> <p>2019 Updates</p> <p>With help from resources from Ontario, NNEC was able to undertake consultation with the four families that were interested in developing memorial scholarships, to award to students who excelled at the talents in which these youth were gifted.</p> <ul style="list-style-type: none"> • With the guidance of the respective families, we are pleased to report that we were able to successfully develop and implement these memorial scholarships for the end of the 2018-2019 school year as stated as our goal in last year's report. • These awards were presented to recognize a number of different skills and attributes including but not limited to art, sports, academics, language, and humanitarianism during Graduation ceremonies of each of the families choosing. • The annual presentation of these awards, which allows an opportunity for the memory of these students to be celebrated each year, is contingent on funding from Ontario. 	

PARTY	ONTARIO
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDES BY PARTY	
<p>EDU offered funding of up to \$200,000 to each partner organization, to assist in the implementation of education-related recommendations directed to Ontario based on the priorities identified by each partner organization.</p> <p>KO identified recommendation 6 as a priority, and EDU has provided the requested funding to support the establishment and granting of a scholarship and to fund families to attend the scholarship ceremony.</p> <p>To date, NAN and NNEC have not included Recommendation 6 in their workplans submitted to the province.</p> <p>2019 Updates EDU has provided funding to each partner organization, including NNEC, MLC, and KO, to support engagement with families and communities on the establishment of memorial scholarships. Communities and families have been heavily involved in the scholarship development process and it has been noted that this work has played a pivotal role in supporting families. EDU continued to provide funding to support the development of memorial scholarships in the 2018/19 fiscal year.</p>	

PARTY	MLC
PARTY RESPONSE	1- Recommendation has been implemented
	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDES BY PARTY	
<p>Funding has been received from Ontario and as a result, will be hosting the annual Jordan Wabasse Memorial Awards. Four of these awards will be distributed annually to Matawa students attending Simon Jacob Memorial Education Centre, Matawa Learning Centre, and a provincial high school in Thunder Bay.</p>	

The first two awards will be distributed on June 27, 2018 and the second set will be awarded in Fall of 2018.

These awards will be presented annually to students who excel in Athletics and Outdoor Education. These are reflective of Jordan's life and his passion and talent for hockey as he was a goalie for the Current River Comets while in Thunder Bay and the outdoors as he enjoyed hunting with his family in his community of Webequie First Nation.

2019 Updates

Funding has been received from Ontario to implement this Inquest Recommendation for the 2018-2019 school year. The 2nd 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. Academic 2019-2020: No commitment to funding by Canada or Ontario for the 2019-2020 school year.

PARTY	KO
PART RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDES BY PARTY	
<p>KO consulted with the parents of Late Kyle Morriseau from June 2017 up to the presentation of the three (3) scholarships in May 2018. Late Kyle's parents were key in the design and development of the Memorial Scholarship. KO appreciates their ongoing guidance and direction as we move forward in planning for additional years.</p> <p>Funding for the scholarships was secured through the Ministry of Education (MOE) for the inaugural scholarship presentations that was held at Dennis Franklin Cromarty High School (2 recipients) and Pelican Falls Centre High School (1 recipient).</p> <p>Work is ongoing to secure long-term funding for the Seventh</p>	

Generation Memorial Scholarship. A promotional kit and micro-site have been developed and KO will be seeking donors from public/private sectors.

2019 Updates

Under the guidance and direction of Late Kyle Morriseau's parents and siblings, the Seventh Generation Memorial Scholarship (SGMS) was established in 2017. Keewaytinook Okimakanak (KO) was pleased to present three (3) scholarships this year at the Dennis Franklin Cromarty High School (2 recipients) and Pelican Falls First Nation High School (1 recipient) during the 2019 graduation celebrations.

Funding for these presentations was secured through the Ministry of Education's (MOE) surplus funds that were provided to each of the First Nation Inquest Partners (KO, Matawa and Northern Nishnawbe Education Council). While we appreciate the one-time funding, KO continues to seek funding for the long-term security of the SGMS. KO hosted a benefit dinner in November 2018 to raise funds for the Seventh Generation Memorial Scholarship. The purpose of the benefit was to raise funds for future scholarship presentations and to also promote the SGMS, and the memory of Late Kyle Morriseau. KO was honoured to have Late Kyle's parents and siblings in attendance and their ongoing contributions, involvement and support are appreciated.

With the establishment of the SGMS Committee, ongoing work continues to fundraise and expand the eligibility criteria to the Lakehead Public School Board and Keewatin-Patricia District School Board in the 2019/20 academic year. The SGMS Committee has secured funds and will present five (5) scholarships in 2020.

Promotion of the Seventh Generation Memorial Scholarship and the sharing of Kyle's life is hosted on our established website: kmms.ca

KO has completed a formal mail-out to promote the scholarship fund and to seek donations. The mail-out was directed at various art galleries and museums across Canada. KO did receive a fair response of interest and parties seeking further information on the scholarship fund.

KO will continue to support the SGMS Committee in seeking donors from both public/private sectors.

Note: Although NNEC reports to have scholarships underway, Ontario reports that NNEC has not included recommendation 6 in its workplan.

RECOMMENDATION 7

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

- i. 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;
- ii. First Nations governments exercise inherent control over their education systems;
- iii. First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social, and economic affairs;
- iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non- Indigenous students will remain;
- v. Canada should support individual First Nations communities as they develop local solutions to the effects of colonial policy; and
- vi. 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.

TIME FRAME: SHORT-TERM

PARTY	PARTY RESPONSE	GRADE
CANADA	1 – Recommendation has been implemented	
ONTARIO	1A – Recommendation will be implemented	
CITY OF THUNDER BAY	1 – Recommendation has been implemented	
THUNDER BAY POLICE SERVICE	Accepted – No OCC response code	
NAN	8 – Content or intent of recommendation is already in place	
NNEC & DFC	1 – Recommendation has been implemented	
MLC	1 – Recommendation has been implemented 3 – Unresolved issues	
KO	Accepted – No OCC response code	

RECOMMENDATION 8

In order to achieve equity for First Nations students, provide funding for education (on and off-reserve) that is sufficient to ensure that:

- i. First Nations schools on and off-reserve can provide the full range of programs and services that are available to non-Indigenous children in Ontario, including new and innovative programs and services;
- ii. First Nations schools on and off-reserve can provide additional programs and services required as a result of the unique circumstances and challenges faced by First Nations students, their schools and their communities;
- iii. The gap between educational outcomes for First Nations students and non-Indigenous students is substantially reduced every year, and completely eliminated in 10 years so that the next generation of First Nations children will have the same educational advantages as other children in Canada;
- iv. First Nations students from remote communities receive the same educational advantages as other children in Canada regardless of where they are born, where their families choose to reside, and whether they attend school away from their home communities; and
- v. all education decisions regarding First Nations children are made with the best interests of those children in mind.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period. This included: <ul style="list-style-type: none"> ○ \$577 million in the High-Cost Special Education program over 5 years; ○ \$275 million in the New Paths for Education Program to support First Nations language and culture programming; ○ \$330 million in the Youth Employment Strategy; and ○ A lifting of the 2% funding cap for First Nations programs that will lead to a 22% increase in overall funding by 2020-2021 • Education Transformation – In addition to investments made in existing First Nations education programming, the Government of Canada is committed to transforming its support for First Nations education by establishing a new fiscal relationship for First Nations education

through regional approaches that provide sufficient, predictable, and sustainable funding and support strong student outcomes. In fulfilling this commitment Indigenous Services Canada (“ISC”) has worked with AFN, the Chiefs Committee on Education, and the National Indian Education Council to develop a new policy approach for First Nations education that will fundamentally reform the way First Nations education is funded. This approach will implement a co-developed funding model that applies provincial formulas to First Nations on a province-to-province basis, and will engage individual First Nations in 2018-2019 to discuss the formulas and their proposed implementation as part of the ongoing broader education engagement process. In 2019-2020, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.

The Department is working with the Chiefs of Ontario to engage with Ontario First Nations on implementation of the proposed interim formula in 2018-2019, as part of the ongoing broader education engagement and transformation process. In order to develop the new policy approach, ISC provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nations students receive quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the AFN, the Chiefs Committee on Education, and ISC who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education Transformation.

In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. COO has established the Ontario Technical table for Interim Funding Approach (“OTTIFA”), to collaborate and partner on the implementation of the new policy approach and funding formula in Ontario.

2019 Updates

In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education Council to develop a new policy approach for First Nations education that fundamentally reforms the way First Nations education is funded.

In order to develop the new policy approach, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation.

The Department worked with the Chiefs of Ontario in 2018- 19 to engage with Ontario First Nations on implementation of the Interim Funding Formula as part of the ongoing broader education engagement and transformation process. In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.

COO has established the Ontario Technical table for the Interim Funding Approach (OTTIFA), to collaborate and partner on the implementation of the new policy approach and funding formula in Ontario. By working collaboratively through OTTIFA, the Interim Funding Formula was implemented April 1, 2019. The formula fundamentally changes First Nations K-12 Education, touching on recommendations 8-14, in the following ways:

- Provides a stable, reliable, and predictable funding framework based upon the Ontario Grants for Students Needs model, which includes specific amounts for safe school protocol and student retention initiatives
- Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model

	<ul style="list-style-type: none"> • Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities. • Remoteness adaptations were recommended by OTTIFA to provide salary and travel enhancements for educators teaching in isolated communities, enabling remote communities to employ certified instructors to teach students. • Language and culture enhancement is based on the co-developed Education Transformation Policy Approach, which prescribes at least \$1,500 per student • Increased budget flexibility for First Nations educators, in order to make decisions that place the best interest of their students at the forefront, and exercise local control over education. • Increases special education funding for direct services by \$12.1 million in Ontario Region. • Provides funding protection for all education service providers, to ensure critical supports previously-provided through proposal-based programs continue alongside, and become integrated into the Interim Funding Formula. This will help maintain critical initiatives in place for student retention, in particular. ISC will continue to work at the National level to assess the Interim Funding Formula against the principles laid out in the co-developed Education Transformation Policy Approach. Regional tables like OTTIFA will continue to advise on the Interim Funding Formula implementation and discuss Ontario-specific issues related to the formula.
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RECOMMENDATION 9

In order to improve education outcomes of First Nations youth, in consultation with First Nations education providers, provide sufficient funding and necessary resources to ensure that First Nations schools are able to:

- i. develop and implement culturally appropriate curricula and programs. Staff hired for these programs should include on-site Elders; cultural and traditional land-based teachers; and after-school activity co-ordinators;
- ii. develop and implement languages curricula and programs (including individual courses and full/partial immersion);
- iii. assess and identify students with special education needs and provide the necessary supports to those students including, but not limited to, speech and language therapy; occupational and physical therapy;
- iv. ensure the safe transportation of students to and from school;
- v. create and implement safe school protocols;

- vi. decrease absenteeism by hiring a community-school liaison worker or having a community Elder attend at the homes of absent students to reinforce the importance of attending school and to encourage students and their families to make all efforts to attend school on a regular basis;
- vii. increase capacity in new and existing First Nation education institutions;
- viii. analyze current and historical education data as provided by First Nations and organizations designated by First Nations;
- ix. address and overcome the unique challenges facing First Nations students, schools, and communities (e.g. socio-economic disadvantage, remoteness and isolation, small school size, special needs incidence rates, population growth, etc.);
- x. assess needs, develop estimates of cost, and develop processes for adjusting those costs over time to keep pace with inflation, education best practices and changes in legislation and student need; and
- xi. educate students on the United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, then work of the Truth and Reconciliation Commission and Treaty Rights to strengthen the knowledge of students regarding their rights and protections.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

RECOMMENDATION 10

In order to encourage early progress on structural reforms, Canada should immediately and publically commit to the funding criteria listed in recommendations 8 and 9 above, and incorporate that criteria into policy documents prior to March 31, 2017 (ie: the next fiscal year), including the Terms and Conditions and National Program Guidelines for the First Nations education programs.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	

TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

RECOMMENDATION 11

In order to ensure sufficient and stable funding for First Nations education, Canada and First Nations should jointly develop a new and fully transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 8 and 9 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

RECOMMENDATION 12

In order to remove impediments to sound planning and budgeting Canada should ensure that funding under the new framework will be provided via a stable and predictable mechanism that allows for long term strategic planning and discretionary decision making. Canada should cease the practice of providing funding for core or ongoing activities, services and expenses (e.g. salaries, travel, etc.) through proposal based funding.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

Note: As outlined in response for recommendation 8, Canada is working with First Nations groups to develop new funding policy approaches for First Nations education. A co-developed funding model that applies provincial formulas, which will engage individual First Nations in 2018-2019, will be implemented on a province-to-province basis. In 2019-2020 an interim formula will be put in place.

RECOMMENDATION 13

In order to ensure timely implementation of Recommendations 8 through 12, Canada should establish a joint First Nations working group that will determine agreed upon milestones and timelines such that a new funding framework and performance measurement and reporting protocol can be established within one year from the date of these recommendations.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

NOTE: Canada does not report to have established a working group – however, Canada reports to be working with First Nations groups to fulfill recommendations.

RECOMMENDATION 14

In order to promote funding sufficiency, Canada should fund an assessment of the financial cost of fully and adequately funding First Nations education, including the cost of achieving the above recommendations. Canada should provide funding for First Nations to participate as an equal partner in this needs assessment process. This assessment should be updated on a yearly basis in sufficient time for its results to be included in the federal budget. The assessment should be developed through a transparent process and the final report made public.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	

TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

Note: Whereas it wasn't in 2017, progress is being made to fulfill this recommendation, as outlined in Canada's response to recommendation 8. The extent of the progress made to fulfill this recommendation will become more apparent in the next couple of years, and should be documented in a transparent way through a final report made public, as this recommendation suggests.

RECOMMENDATION 15

Newly developed policies, as well as existing policies/procedures amended as a result of this inquest, should be reviewed annually to prevent equity and equality gaps in education, health and living conditions.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 8.

NOTE:

- Whereas it wasn't in 2017, progress is being made to fulfill this recommendation, as outlined in Canada's response to recommendation 8. The extent of the progress made to fulfill this recommendation will become more apparent in the next couple of years, and should be documented in a transparent way through a final report made public, as this recommendation suggests.
- However, Canada's response to recommendation 8 is exclusively directed at educational and employment outcomes. In addition to this, Canada should address gaps in health and living conditions to appropriately respond to recommendation 15.

RECOMMENDATION 16

Establish and fund a Federal Advocate for First Nations Children and Youth to monitor the progress toward closing the outcome gaps between First Nations children and non- Indigenous children in areas such as education, health, economic

well-being and social services and to report directly to Parliament on this progress on an annual basis. The office should also be mandated to assist First Nations in identifying and accessing programs, funding and services. In response to a request, a complaint, or on its own initiative, the Federal Advocate would act on behalf of concerns of Indigenous individuals, families, communities, or organizations and could initiate reviews, make recommendations, and provide advice to governments, facilities, systems, agencies, or service providers.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Canada is supporting children who need help right away and making long-term changes for the future. <ul style="list-style-type: none"> ○ Long-term changes include building better structures and funding models through processes like Education and Health transformation and through a commitment to transforming First Nation Child and Family services program. ○ Short-term changes include Child First Initiative, which is a fund of \$382.5 million which focuses on Jordan’s Principle. It will be available from 2016-2019. Local service coordinators have been hired in communities across Canada to help families who have questions about Jordan’s Principles or would like to submit a request for products, services, or supports. • In the NAN Territory the Chose Life Initiative was launched on April 11, 2017. This project is aimed at providing rapid funding relief to First Nations in NAN Territory with children and youth at-risk of suicide. ISC has also been working with AFN through the Jordan’s Principle Action Table to co-develop options for sustainable, long-term approach to ensure First Nations children have access to services and supports they need. The new approach is targeted to be in place April 1, 2019. <p>2019 Updates For the long-term, we are working to build better structures and funding models through processes like Education and Health transformation, as well as the commitment to transform the First Nations Child and Family Services program to</p>

	<p>ensure we are meeting the needs of First Nation children and families. Jordan's Principle has been established to pay for health, social and education products, services and supports that are needed right away. Jordan's Principle continues and has been extended for three years effective April 1, 2019. Local service coordinators have been hired in communities across Canada, including by local tribal councils, First Nations communities, regional health authorities, and Indigenous non-governmental organizations to help families who have questions about Jordan's Principle or would like to submit a request for products, services, or supports. FNIHB fast-tracks funding proposals developed and designed to support mental health and suicide prevention programs and services for the children and youth. A Choose Life working group exists to oversee implementation of the Choose Life Project; and consists of 4 NAN Representatives; 2 NAN Lawyers; and 3 Indigenous Services Canada officials including the Senior Assistant Deputy Minister of FNIHB.</p>
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Note: Canada is making progress through developing programs and hiring individuals to monitor these programs which work to close outcome gaps between First Nations children and non- Indigenous children. However, recommendation 16 calls for the establishment of Federal Advocate for First Nations Children and Youth, which Canada does not report to be creating. In order to receive a passing grade in the future, Canada must establish this body.

RECOMMENDATION 17

Work with Indigenous individuals, families, communities or organizations on identifying and, where appropriate, creating points of contact within the Ontario government to assist Indigenous communities in identifying and accessing Ontario programs, funding and services.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • This recommendation can be addressed through the collaborative Jordan's Principle work underway. • Ontario is supporting federal and First Nations Jordan's Principle Navigators with: a)

	<p>ministries' points of contact; and b) information on programs and services that is tailored to their location in the province.</p> <ul style="list-style-type: none"> ○ Within MCCSS specifically, the Strategic Policy and Aboriginal Relationships Branch is the lead point of contact for potential Jordan's Principle cases related to child and family services, to connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate programs and services. ○ Please see response under Recommendation 22 for a more detailed update on Jordan's Principle. <ul style="list-style-type: none"> ● MOHLTC is supporting First Nations Jordan's Principle Navigators with: <ul style="list-style-type: none"> ○ Local Health Integration Network (LHIN) contacts to help address regional service navigation. ○ Information provided by the province and the LHINs on programs and services that is tailored to their location in the province. ● LHIN contacts supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models. ● Ontario continues to work with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services, and discussing service needs, roles and responsibilities. ● MHO is working with MCCSS on the points of contact for assistance with access to housing and related support services (e.g., contacts for Municipal Services Offices and District Social Services Administration Boards (DSSABs)). ● MHO is working with MCCSS to provide points of contact for assistance with access to housing and related support services beyond Service Managers and DSSABs (e.g., Ontario Aboriginal Housing Services).
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RECOMMENDATION 18

Canada should develop and fund a program that will ensure that all First Nations pre- school age children have access to early childhood education programs to further their physical, social, emotional, spiritual, and cognitive development and to

prepare them for kindergarten. Canada should develop this program jointly with First Nations and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Canada has committed to complementing its elementary and secondary education investments with \$100 million from Budget 2016 for Indigenous Early Learning and Childcare. Canada will also dedicate a portion of the \$7 billion investment committed in Budget 2017 for early learning and childcare programs for Indigenous children living on and off reserve. Canada is also engaging with Indigenous organizations and parents to determine the best approach to delivering high-quality early learning and child care on reserve as part of a proposed Indigenous Framework on Early Learning and Child Care. • The Indigenous Early Learning and Child Care (ELCC) Framework is being co-developed with Indigenous peoples to reflect the unique needs and priorities of First Nations and Inuit and Metis children and families across Canada. Engagement activities are to be led by Indigenous organizations and Canada. AFN has provided advice on the overall engagement approach and is currently conducting their own engagement process, including regional meetings with First Nations living on-and-off reserve. AFN has also established an ELCC National Expert working group, which includes regional AGN representatives and officials from ESDC, HC, and INAC. The AFN member from Ontario is Yolanda Fobister. The AFN is developing a final report on engagement that will be a key piece as we move into the co-development of the Framework. • ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools. This funding will be maintained through Education transformation for all First Nations-operated schools.

2019 Updates

All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD, CPNP) as a cluster of programs. This allows communities to cluster funding and partner with existing services for children under six and their families. Cluster-based approach integrates all children's programming and allows for flexibility to address gaps at a community level.

On September 17, 2018, the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK), the Métis National Council (MNC) and the Government of Canada jointly released a co-developed Indigenous Early Learning and Child Care (ELCC) Framework. This Framework will help strengthen early learning and child care programs for Indigenous children and families, with the goal of providing Indigenous children with the best possible start in life. Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming. Currently decisions are with Chiefs of Ontario, Social Services Committee, on how the \$12M will be allocated to First Nations. In addition to ELCC on-reserve, ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools.

Note: Canada's response to this recommendation is focused on early education, which includes elementary education (including kindergarten). However, recommendation 18 calls on Canada to ensure that First Nations pre- school age children have access to early childhood education programs. If the programs being co-developed ultimately focus on pre-school age children, Canada may secure a passing grade for recommendation 18 in the next couple of years.

RECOMMENDATION 19

Canada should fund and develop a program that will ensure that all First Nations children and youth have access to a robust offering of high-quality cultural and traditional activities and knowledge. These offerings should focus on developing important values such as self-esteem, cultural pride, resiliency, and leadership. Canada should develop this program jointly with First Nations (including youth and Elders) and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner. The program should ensure comprehensive access for all First Nations children regardless of the communities they live in or the financial means of their parents.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>The importance of robust culturally founded programming is recognized through recent investments in mental wellness programming, such as the Choose Life Initiative and the Mental Wellness Teams. Choose Life funding as of the end of 2017/2018 was just over \$28 million. Through this initiative communities have voices loud and clear the importance of land-based healing activities to promote mental health and well-being and prevent suicides. Mental Wellness Teams have been particularly effective in integrating culture into the design and delivery of mental wellness programs. Other health funding supports a range of culturally relevant components, such as smudging ceremonies, sharing or sacred circles, sweat lodges, sacred fire, as well as traditional and cultural teaching by visiting Elders. Further, Budget 2017 is supporting culturally appropriate health care by investing \$305 million over five years in the Non-Insured Benefit program, thereby increasing access to culturally-appropriate health care and mental health professionals, including Traditional Healers, and expansion of the medical transportation benefit to support pre-natal escorts.</p> <p>2019 Updates</p>

	<p>To date, Choose Life funding invested \$3.4 million in 2017/2018 and \$7.5 million in 2018/2019 towards direct supports to address Inquest recommendations as proposed by First Nation parties.</p> <p>Efforts have been made to improve service levels related to Non-Insured Health Benefits (NIHB). Policy changes have been made to enhance benefits and access, for example, increasing the maximum hourly rate for mental health counsellors. NIHB medical transportation benefits can be provided to access land-based healing and landbased detox. A review of the mental health counselling benefit resulted in the recommendation to cover mental health counselling services provided by traditional healers and elders. Cultural programming including elders and land-based activities have been supported through the New Paths for Education Program, which Budget 2016 increased by \$275 million over 5 years. That program is rolling into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach.</p>
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NOTE: Although Canada reports to implement health and mental-health programs that are culturally focused, recommendation 19 calls on Canada to ensure that all First Nations children and youth have access to a robust offering of high-quality cultural and traditional activities and knowledge. In order to receive a passing grade in the future, Canada should broaden its efforts outside of the health-care framework.

RECOMMENDATION 20

Canada should fund and develop a program that will ensure that all First Nations children and youth have access to a robust offering of high-quality extra- curricular activities including traditional, cultural, recreational, academic, artistic, and athletic activities. The extra-curricular offerings should focus on developing important values such as self- esteem, cultural pride, resiliency, and leadership. Canada should develop this program jointly with First Nations (including youth and Elders) and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner. The program should ensure comprehensive access for all First Nations children regardless of the communities they live in or the financial means of their parents.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	

TIME FRAME	MEDIUM-TERM
<p>DETAILS PROVIDED BY PARTY</p>	<ul style="list-style-type: none"> • Canada provides funding to First Nations education organizations to run extra-curricular activities through its New Parts for Education Program as well as supporting student retention activities, including extra-curricular activities through the First Nations Student Success Program. • In 2018-2019 the Department provided funding for a variety of extra-curricular activities to the First Nations named to the Inquest, including: <ul style="list-style-type: none"> ○ The continued funding of the NAN youth outreach and extra-curricular strategy ○ The continued funding of a tutoring program at MLC ○ Funding for life skills training to KO, MLC, and NNEC ○ The continued funding of after-school arts and recreation programs, graduation trips, and guest speakers at NNEC schools in the past 3 years ○ A critical gap being addressed through the NAN Choose Life Initiative is land-based healing and recreation activities that promote mental wellness and well-being to prevent suicides. Examples of activities being put in place by communities and organizations to address this recommendation includes peer support programs, art and recreational therapy, school based recreation programs, and traditional harvesting of food ○ Choose Life funding has supported the creation of a program at the Matawa Learning Centre, which focusses on developing hockey skills while earning a Physical Education credit. This has translated into stronger relationships across the school community through teamwork and fun small group interaction. Students are engaging in the program and demonstrating individual progress while exploring concepts in long term athletic development and plans for continued healthy eating, wellness and overall fitness • “Education Transformation” will bring a new approach to education funding that will put in place an interim formula in 2019-2020 that is stable, predictable, based on provincial comparability, and includes specific funding for language and culture programming.

	<p>2019 Updates</p> <p>First Nations parties have increased student programming supports in areas such as art and recreation, active wellness coordinator, therapeutic recreation worker, language and culture, land-based learning, and tutoring. Choose Life is also supporting the W.I.N.K.S. Interagency Active Wellness Youth program to encourage healthy living, positive mental health, and success in school. Activities associated with the New Paths for Education program, and the First Nations Student Success Program are being rolled into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach. Recognizing the principle of First Nations control over education, First Nations organizations will be able to use this funding to support the extra-curricular needs of their students.</p>
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RECOMMENDATION 21

Canada should provide funding for NAN to develop a program for youth to receive leadership training so that they can run summer, evening and weekend activities for their peers.

PARTY	CANADA	NAN
PARTY RESPONSE	1 – Recommendation has been implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Canada provided NAN with funding to develop such a program at its annual youth forum, as was proposed by NAN.	Recommendation is accepted and in progress. A two-year work plan was developed to engage youth in the creation of a youth leadership training program. Indigenous Services Canada funded Year 1 in 2017-2018. Funding will be pursued in 2018-2019 for costs associated with Year 2 to continue implementing the recommendation.

		<p>Completed activities include: leadership activities at the NAN youth gathering on February 9-11, 2018; engagement sessions with Oshkaatisak Council and youth participants in January and March 2018 in the creation of a youth leadership resource manual. The NAN recreation resource manual will be modified to build upon the youth leadership training program.</p> <p>Outstanding activities include: the modification of the youth leadership resource manual and implementation at the First Nation level; local youth groups will be the focus of the next development phase of the program.</p> <p>2019 Updates</p> <p>A two-year work plan was developed to engage youth in the creation of a youth leadership training program. NAN will be conducting further engagements with youth or youth leaders and councils before completing the leadership training manual. The plan will include collecting data on youth leaders and youth councils in the NAN territory. Work is ongoing and the goal for 2019-2020 is to conduct 10 community-based leadership training sessions for youth councils.</p> <p>The youth leadership training program will be implemented in 2019-2020 to interested</p>
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		communities with existing or new youth councils. Further funding will be requested beyond 2019-2020 until all potential youth councils are trained.
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RECOMMENDATION 22

*Jordan's principle

Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 - Recommendation has been implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	The wellbeing of First Nations children and families is a priority for Canada. Canada recognizes situations where First Nations children are not receiving the full breadth of services they would be receiving if they lived in urban areas, or if they were not First Nations children. It is through the full implementation of Jordan's Principle that we are working to close these service gaps. We will continue to work with First Nations partners and communities, as well as the provinces and territories, ensuring that First Nations get the care they need.	<ul style="list-style-type: none"> • MOHLTC is collaborating with federal and First Nations partners in the short term to link First Nations children to existing provincially funded services. • Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations. • Ontario recognizes the role of the federal government in providing many services on-reserve. • The province provides insured health services to all eligible residents of Ontario. Ontario's

	<p>Should First Nations children require services and supports related to Jordan's Principle, they should contact the Jordan's Principle Focal Point in their region. Their contact information can be found on the Health Canada Website or families can contact us at 1-800-567-9604.</p>	<p>approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services regardless of whether they live on- or off-reserve.</p> <ul style="list-style-type: none">• Ontario has been working on the government's approach to Jordan's Principle.• Ontario's <i>Child, Youth and Family Services Act 2017</i> (CYFSA) includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle."• Ontario has identified points of contact across several ministries to provide information about provincially-funded programs and services. Ontario is also working with Department of Indigenous Services, federally-appointed Jordan's Principle Navigators in Provincial Territorial Organizations, Six Nations of the Grand River and Independent First Nations, and MCCSS regional staff to make connections with needed services.• MOHLTC is supporting First Nations Jordan's Principle Navigators with:<ul style="list-style-type: none">○ Local Health Integration Network (LHIN) contacts to help address regional service navigation.○ Information provided by the province and the LHINs on programs and
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		<p>services that is tailored to their location in the province.</p> <ul style="list-style-type: none">• LHIN contacts supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.• Ontario is working with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services, and continues to discuss service needs, roles and responsibilities. <p>2019 Update</p> <p>Ontario continues to implement the provincial Child, Youth and Family Services Act, 2017 (CYFSA), which includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle."</p> <p>MCCSS, as Ontario's lead ministry, responds actively to any request that is named or could be considered a Jordan's Principle case for a First Nations child, as well as applying the principle to Métis and Inuit children per the legislation. MCCSS has established work with the federal government to share information and better align service delivery/ address gaps.</p>
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Note: It is encouraging that Canada’s response to recommendation 22 acknowledges that First Nations children are not receiving the full breadth of services that they should be. Until it is clear that this gap is closed, and Jordan’s Principle is fully implemented, Canada and Ontario cannot receive a passing grade for recommendation 22.

RECOMMENDATION 23

This principle (Jordan’s principle) should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council, such as operations and maintenance funding for its off- reserve schools, tuition for First Nations students living off- reserve, and so on.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Indigenous Services Canada has increased the rate it funds for the tuition of students attending NNEC schools off-reserve, in order to be at par with the local board rates. This tuition rates include an operation and maintenance component.</p> <p>The Choose Life Initiative is funding tuition amounts for students attending DFC, not currently registered in a school on-Reserve (normal roll). Once names of non-tuition students are identified, ISC works with NNEC to ensure students funded through Choose Life or Jordan’s Principle, are placed on future nominal rolls where eligible.</p>	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>NNEC included recommendation 23 in their workplan and received \$70,000 from EDU to implement this recommendation. This funding will be used by NNEC to fund a Teacher Coach position to help build programming and curriculum for NNEC.</p> <p>Keewaytinook Okimakanak (KO), Nishnawbe Aski Nation (NAN), and Matawa Learning Centre (MLC) have not</p>

	<p>2019 Updates The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.</p>	<p>included Recommendation 23 in their workplans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table with partners to develop responses to the recommendations.</p> <p>2019 Updates EDU is continuing to provide tuition funding for eligible students for the 2018/19 school year until the regulation to support the Reciprocal Education Approach is complete. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation-operated schools or provincially funded schools, and for students transitioning between school systems.</p>
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RECOMMENDATION 24

Canada and First Nations should develop and implement a comprehensive and holistic plan to close the outcome gaps between First Nations people and other Canadians. Canada should provide funding for First Nations to participate as an equal partner in the development and implementation of this plan, including through the participation of First Nations youth and Elders. The plan should involve the following elements:

- i. The identification of outcome gaps in areas such as health, economic wellbeing, social services, living conditions, and so on;
- ii. The establishment of publically reported targets and timelines for the elimination of those gaps;
- iii. Annual reports to Parliament on the achievement of the targets and timelines for the elimination of health, economic, wellbeing, living conditions and social services gaps;

- iv. The development of new funding mechanisms for programs for First Nations that are transparent and based on robust assessments of needs;
- v. The provision of sufficient funding to implement the plan in the various program areas and to ensure that the targets and timelines are met;
- vi. The enactment of a statutory guarantee of funding sufficiency;
- vii. A program to measure and report on progress in meeting those targets and to revise the plan if targets are not being met; and
- viii. A review of social programs in communities in other countries facing similar circumstances (e.g. socio-economic disadvantage, small communities, dispersed and isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>In addition to “Education Transformation”, the response to Inquest recommendations is also being addressed through Health Transformation activities in NAN territory. ISC and the province are funding NAN to develop a community developed transformative approach to health in NAN Territory. This work is being supported by the tripartite Joint Action Table and includes exploring potential decision-making structure for funding allocation, with guiding principles, as well as addressing immediate needs such as suicide prevention, youth mental wellness, crisis response and social emergencies.</p> <p>2019 Updates While Health transformation does not specifically address any one particular inquest recommendation, its intent is to bring transformative change to the existing health system at the NAN community level and within the NAN territory. During the Inquest Political Table Meeting, held May 28, 2019, NAN indicated that the NAN Health Transformation team would meet with the First Nation partners at the Inquest Table to identify short and long term action items, and continue to work on all health related recommendations. This work is being supported by the tripartite</p>

	Joint Action Table. The goal of health transformation is to build a First Nations Health and Wellness System with communities as decision makers and the system designed based on community needs. It includes exploring potential decision making structures for funding allocation, with guiding principles, as well as addressing immediate needs such as suicide prevention, youth mental wellness, crisis response, and social emergencies.
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Note: Although Canada is taking steps to close outcome gaps between First Nations people and other Canadians, recommendation 24 calls for a comprehensive and holistic plan. Until Canada works with First Nations to develop such a plan, Canada cannot receive a passing grade for recommendation 24.

RECOMMENDATION 25

*On-Reserve

In order to provide the foundation required to achieve better education outcomes, subject to the plans, priorities and needs of each First Nation community in NAN territory, provide additional core funding to expand existing facilities or build new facilities (and thereafter to maintain and operate those facilities) for the purpose of housing the following educational/instructional services sufficient for a growing population:

- i. a day care program/early childhood education program/drop-in program for all pre-school age children in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for kindergarten;
- ii. an elementary school for all children in JK to grade 8 in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for high school. It should also be designed and built to accommodate extra-curricular activities that include traditional, cultural, recreational, academic, artistic and athletic activities;
- iii. a high school for all children grades 9-12 in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for post-secondary education. It should also be designed and built to accommodate extra-curricular activities that include traditional, cultural, recreational, academic, artistic and athletic activities;
- iv. an adult learning centre for adults in the community who wish to complete their high school diploma; and
- v. should ensure that all existing facilities and all new facilities meet the needs of individuals with barriers to accessibility.

PARTY	CANADA
PARTY RESPONSE	2 – Under consideration
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Canada funds a range of programs and services to support Indigenous children and families on-reserve. Some focus on pre-natal and infant/maternal health, while others offer parental/family supports for early learners. Examples of federal Indigenous early learning and child care programs include Aboriginal Head Start On reserve, Aboriginal Head Start in Urban and Northern Communities, the First Nations and Inuit Child Care Initiative. In Ontario, Indigenous Services Canada provides funding for full time K4 and K5 education in First Nations-operate schools. • Employment and Social Development Canada has recently undertaken an engagement campaign, including community-led discussions and feedback, to determine the best approach to delivering high-quality early learning and child care for Indigenous children and families. In NAN Territory, all communities have access to either the Aboriginal Head Start On-Reserve Program or the First Nations and Inuit Child Care Initiative, and many communities also have a full-day daycare funded by the Federal Government through the terms of the 1965 Indian Welfare Agreement with the Province of Ontario. New school projects indicating a need for daycare facilities incorporated as part of a school facility are considered during the feasibility and design phase. • There are currently five school feasibility studies being completed for schools on-reserve in NAN Territory. Three schools have been built on-reserve in NAN Territory in the last 5 years. First Nations identify school projects on the First Nation Infrastructure Investment Plan. Projects are further prioritized through the National Priority Ranking Framework. During the Design phase of the project, First Nations identify the needs for their education priorities within the community. These projects are subject to funding availability within the Region. <p>2019 Updates</p>

Many First Nations communities already offer K4 and K5, with a mix of part-time and full-time. Under the new policy framework, funding will be available to First Nations in the interest of providing full-time universal K4 and K5, regardless of the provincial standard. First Nations interested in exploring the additional of full-time K4 and K5 should contact ISC regional office.

Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming. All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD, CPNP) as a cluster of programs. This allows communities to cluster funding and partner with existing services for children under six and their families. Cluster-based approach integrates all children's programming and allows for flexibility to address gaps at a community level. In NAN territory, all communities have access to either the Aboriginal Head Start On-Reserve Program or the First Nations and Inuit Child Care Initiative, and many communities also have full-day daycare funded by the Federal Government through the terms of the 1965 Indian Welfare Agreement with the Province of Ontario.

Four school feasibility studies have been completed for schools on-reserve in NAN territory, all of which are currently in the design phase of new school projects as well as an additional school under construction in NAN territory. Two school feasibility studies are currently underway for schools on-reserve in NAN territory which will determine the recommended option to provide quality, adequate, healthy, and safe school facilities within the community. Over the last five years, three new school facilities have been built on reserve in NAN territory. First Nations identify school projects on the First Nation Infrastructure Investment

	Plan. Projects are further prioritized through the National Priority Ranking Framework. During the Design phase of the project, First Nations identify the needs for their educational priorities within the community. These projects are subject to funding availability within the Region.
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RECOMMENDATION 26

In order to recruit teachers and encourage them to remain in First Nation communities and build lasting relationships with students, provide funding to:

- i. construct, enlarge, refurbish (as required), and maintain living accommodation for teachers and other professionals;
- ii. ensure all professional accommodations have adequate space to accommodate the staff that will be required for the growing population of the communities and the projected population growth in the coming years;
- iii. develop programs to increase the number of on-reserve teachers who are local First Nations community members through:
 - iv. financial assistance to those seeking education and training as teachers;
 - v. initiatives to encourage First Nations people to become teachers; and
 - vi. initiatives to specifically seek out, train, and recruit First Nations people as teachers;
- vii. support schools in NAN Territory to provide salaries, pension, benefits, compensation and overall remuneration of teachers, principals, administrators, and education staff at a level on par with their provincial counterparts;
- viii. provide all teachers on-reserve with access to the Teach for Canada program; and
- ix. provide isolation pay for teacher retention on remote reserves to help with the high cost of living.

PARTY	CANADA
PARTY RESPONSE	2- Under consideration 8 – Content or intent of recommendation already in place 5 – Not applicable
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • The Department supports First Nations-operated schools to employ certified teachers through the band-operate funding formula, as well as specific program funding to increase teacher salaries in many band-

operated schools. Through Budget 2016, a 10% increase was provided to all eligible recipients of the Band-Operated Funding Formula. In addition to core funding provided for teacher salaries and professional development, the Department also support teacher recruitment and retention activities through the New Paths for Education Program.

- Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Council's, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends it made by the student and their supporting education authority. Under the Post-Secondary Partnerships Program the Department also supports Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, Canada is aware of a number of post-secondary institutions, mainstream and Indigenous, that offer Aboriginal Teacher Education programs in Ontario. Through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the work place, and learn about job and career opportunities.
- First Nations can identify needs for teacherages on the First Nation Infrastructure Investment plan.
- "Education Transformation" will put in place an interim formula that is stable, predictable, based on provincial comparability and includes recognition for remoteness and language and culture.

2019 Updates

The Interim Funding Formula was implemented April 1, 2019. In order to encourage teacher retention and recruitment, it introduced provincially comparable amounts for teacher salary, pension, and benefits, plus adaptations for isolation.

Note: While Canada’s response to recommendation 26 outlines broad funding and programming to address the issues outlined in this recommendation, Canada should more specifically address the issues outlined in this recommendation in order to receive a passing grade in the future.

RECOMMENDATION 27

In order to provide healthy learning environments that encourage attendance and participation by students, provide funding to:

- i. ensure that all education facilities have reliable and sufficient sources of heat, potable water; and sanitation;
- ii. ensure that education facilities have adequate internet bandwidth to support full access to all available on-line learning for all learners;
- iii. ensure that the education facilities include a kitchen capable of producing three (3) hot meals a day for all of the learners, teachers and staff housed in the facilities and for the parents/caregivers who bring their children to the facilities for educational purposes; and
- iv. offer all learners access to well-equipped:
 - a. gymnasium(s);
 - b. exercise space;
 - c. computer labs;
 - d. libraries;
 - e. music rooms;
 - f. art rooms;
 - g. drama classes;
 - h. special education classes;
 - i. science labs (as appropriate);
 - j. spaces for traditional, cultural activities;
 - k. spaces for Elders;
 - l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;
 - m. general purpose classrooms; and
 - n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.

PARTY	CANADA
PARTY RESPONSE	2 – Under consideration 1 – Recommendation has been implemented

	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • Canada has invested significant funding in First Nation education infrastructure through Budget 2016 investments with the objective of providing safe and healthy learning environments for First Nation students. In order to implement these investments, Canada works with individual First Nations to identify their education infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. • First Nations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is assessed for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility. • Capital investments have been made in existing school facilities within NAN to address health and safety priority items and to extend the useful life of the facilities. • The Kuhkenah Network (K-Net) provides information and communication technologies, telecommunications services, and network supports across north-western Ontario, including to over 200 First Nations-operated schools in the Region. This includes all Keewayintook Internet High Schools and Wahsa Distance Education Schools on-reserve. Indigenous Services Canada provides annual funding to K-Net to support the provision of these services. <p>2019 Updates New school projects ensure that education facilities meet health and safety standards including sufficient sources of heat, potable water, and sanitation. Ongoing Operations and Maintenance funding is provided for education facilities, based on the provincially comparable amount plus adaptations for remoteness and diesel use. Issues which cannot be resolved through O&M funding are placed on</p>

	the First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.
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Note: Canada has reported making some progress in implementing parts of this recommendation, however has not addressed how recommendation 27 will be fully implemented. More specificity is needed in the future to determine if this recommendation has been successfully implemented and thus, whether Canada is able to receive a passing grade.

RECOMMENDATION 28

Commencing in 2017, the facility goals set out above should be achieved for a predetermined number of First Nation communities in NAN territory based on priority needs, and an equal number of communities each year thereafter until all of the communities in NAN territory have achieved their facility goals.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 27.

Note: Canada has not predetermined specific First Nations communities in NAN Territory which should receive the facilities set out in recommendation 27. Canada should choose specific communities which will receive these facilities and provide them with such facilities in order to receive a passing grade in the future.

RECOMMENDATION 29

Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to:

- i. receive high school education at home;
- ii. community and family connectivity when youth are away from home for school or for other reasons;
- iii. and career options for youth and their families within their communities.

PARTY	CANADA	ONTARIO
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PARTY RESPONSE	8 – Alternative recommendation has been implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response given as recommendation 27.	<ul style="list-style-type: none"> On October 6, 2017, a joint Ontario-Canada announcement was made in Thunder Bay: Canada committed to invest up to \$37.1 million, through the Federal “<i>Connect to Innovate</i>” program, and Ontario committed up to \$30 million, to expand broadband into five remote Matawa communities in the Ring of Fire Region. ENDM continues to work with Industry, Science and Economic Development Canada and Matawa First Nations on refining the proposal for expanding broadband and developing a work plan with a target to commence construction in the summer of 2019. <p>2019 Updates MOI will release a Broadband and Cellular Action Plan (Action Plan) that will invest \$315 million over five years to expand access in unserved and underserved areas, including First Nations communities. The Action Plan will also outline policy action that will support network expansion and encourage private sector investment.</p>

Note: Although Canada provides funding to Kuhkenah Network (K-Net) and Ontario is committed to expanding broadband into five remote Matawa communities in the Ring of Fire Region, every remote First Nation community is not provided with reliable high speed internet access, which is required by recommendation 29. Until this occurs, Canada and Ontario cannot receive a passing grade.

RECOMMENDATION 30

In order to show its commitment to the implementation of Recommendations 25 through 29, issue a public announcement after the verdict regarding that commitment, and consider incorporating the criteria set out in the recommendations in documents relating to First Nations education programs, including the National Education Program Guidelines.

PARTY	CANADA
PARTY RESPONSE	1B – Alternative recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Indigenous Services Canada has funded NAN to conduct infrastructure needs scan to assess what communities have and what they need. This scan will be used to help understand education infrastructure priorities.

Note: Although Canada has funded NAN to determine community needs in regards to recommendations 25-29, Canada does not report to have issued a public announcement regarding that commitment. After NAN’s infrastructure needs scan is complete, Canada should issue this public announcement in order to receive a passing grade for recommendation 30.

RECOMMENDATION 31

In order to ensure timely implementation of Recommendations 25 Through 29, the joint First Nations working group, as described in Recommendation 13, should develop agreed upon milestones and timelines such that a performance measurement and reporting protocol can be established within one year from the date of these recommendations.

PARTY	CANADA
PARTY RESPONSE	1B – Alternative recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	Same response given as recommendation 27.
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NOTE: In its response to recommendation 13, Canada does not report to have established a working group – however, Canada reports to be working with First Nations groups to fulfill recommendations. In order to receive a passing grade for recommendation 31, Canada, in working with these First Nations groups, should develop agreed milestones and timelines required to implement recommendations 25-29.

RECOMMENDATION 32

Provide resources through the Education Partnerships Program (“EPP”) or another source to establish a First Nation working group in Thunder Bay, Ontario, composed of First Nation education experts who will provide their expertise to assist NAN, the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:

- i. an assessment of the current educational achievement gap in NAN territory;
- ii. an assessment of the educational programs and secondary services that would be required to close the educational achievement gap in NAN territory within one generation;
- iii. an assessment of the amount of resources required to create and implement the educational programs and services required to close the educational achievement gap in NAN territory within one generation;
- iv. an assessment of the feasibility and mechanism for the creation of a database that would collect and store information related to education in NAN territory.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented	1 – Recommendation has been implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Through the First Nations Student Success Program, funding has been provided to First Nations communities to develop, utilize, and maintain student	NAN identified recommendation 32 as a priority, and has requested funding to support the creation of a working group, the development of assessment tools, an

	<p>assessments. Assessments currently being administered include EQAO, as well as those related to literacy and numeracy. All First Nations schools in Ontario are also supported to purchase and maintain education data and information systems that track student and school achievements. All parties named in the Inquest are recipients under the First Nation Student Success Program.</p> <p>Under the Structural Readiness component of the Education Partnerships Programs, NAN has been funded to support the development of an education database system to support NAN as they move forward in exploratory discussions on education jurisdiction. NAN has also been supported to develop a student data base that at this time includes biographical information, and is used by on-call and support workers to maintain student safety. Indigenous Services Canada is supportive of enhancing the data base to include other types of information, at the direction of NAN and affiliated First Nations communities.</p> <p>In “Education Transformation”, funding to develop student assessments to conduct EQAO, literacy, and numeracy</p>	<p>inventory of education programs and services, to develop an education program and service framework in NAN territory, to determine any future funding needs, and to determine the feasibility and design of an education data base. EDU provided this funding to NAN, who indicated that the recommendation will be met with this funding.</p> <p>2019 Updates In 2018/19, EDU provided funding to NAN to continue work on closing the achievement gap. This includes support for engagement and research to assess the educational achievement gap in NAN territory.</p>
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	<p>assessments will be captured in the provincially comparable formula. Through regional education agreements, specific and unique challenges such as educational achievement gaps in a particular region, can be discussed.</p> <p>2019 Update Activities associated with the New Paths for Education program, and the First Nations Student Success Program are being rolled into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach. OTTIFA was mandated to continue looking at issues with the interim funding formula, and amongst other activities, will specifically be looking at how to measure and quantify a First Nations achievement gap.</p>	
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RECOMMENDATION 33

In order to optimize opportunities to increase awareness on the development of a NAN-wide education system:

- i. hold a conference within 6 months of receipt of this verdict for First Nations communities in NAN territory; and
- ii. discuss innovations in First Nation education at the regular Chiefs Assemblies.

PARTY	CANADA	NAN
PARTY RESPONSE	1B – Alternate recommendation has been implemented	1 – Has been implemented
GRADE		

TIME FRAME	SHORT-TERM	SHORT-TERM
<p>DETAILS PROVIDED BY PARTY</p>	<p>Exploratory discussion between Nishnawbe Aski Nation and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and identify a framework for a NAN-wide education system.</p> <p>2019 Update On December 5, 2018, NAN and the Government of Canada signed an education Agreement-in-Principle, paving the way for continued negotiations for First Nations' control and law-making authority K-12 education in communities. The signed Agreement-in-Principle establishes the framework for negotiations towards a final self-government agreement on education. The final agreement will be approved by community member vote.</p>	<p>Recommendation is accepted and was completed in March 2017.</p> <p>Education Systems and Symposium:</p> <p>i) The conference on the development of a NAN-wide education system was held on February 28, March 1-2, 2017.</p> <p>ii) Presentations on innovations in First Nation education continue to be provided to leadership on a regular basis, for example at Chiefs assemblies, to tribal councils, etc.</p> <p>2019 Updates Recommendation was accepted and remains completed. NAN has held a series of education jurisdiction regional meetings with community educators and has since followed that up with an Education Summit meeting in May 2019, regarding FN education jurisdiction. In early 2019 changes were approved surrounding the language outlined in sections 185 and 188 of the Ontario Education Act. The new legislation sets out the framework for a Reciprocal Education Approach (REA) and authorizes the Lieutenant Governor in Council (LGIC) to make new regulations under the Education Act to support the implementation of REA. This new legislation is to come into effect on</p>

		<p>the earlier of either September 1/19 or a date named by proclamation of the LGIC. The Ministry of Education has created a working group to discuss the content of some proposed regulations that would be attached to the new legislation. NAN Education has been a member of this working group and has attended all meetings to collect information and to ensure the best interests of all schools within NAN territory are considered. This new REA process will help to ensure that student fees are charged as per set regulations when students transfer from the community to a publicly funded school. Information and updates regarding the status of the education jurisdiction negotiations has been provided regularly at Chiefs' Assemblies.</p>
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RECOMMENDATION 34

***On-Reserve**

In order to address and improve social determinants of health, provide sufficient funding:

- i. for the building and upgrading/repair of sufficient housing units suitable to the conditions in Northern communities that will address the critical housing shortage and overcrowding that exists in NAN First Nations;
- ii. to review the current water treatment systems in individual communities and identify the need for any upgrades to ensure that NAN First Nations community members have access to safe, healthy, potable water, immediately and in the future. Funding for the projected improvements to the water treatment systems should be provided by Indigenous and Northern Affairs Canada (“INAC”);
- iii. to review the wastewater systems in individual communities and identify the need for any upgrades to ensure that NAN First Nations community members have access to a safe, healthy sewage disposal system in the future that will not compromise the First Nation’s drinking water supply. Funding for the projected improvements to the wastewater system should be provided by INAC;

- iv. to develop an antipoverty strategy for NAN First Nations community members, and to assist individual First Nations in creating economic opportunity that emphasizes self-reliance, local control, and the relationship between the people and the land; and
- v. to develop a sustainable funding framework and plan to address housing needs into the future, based upon population growth expectations. This framework should include a budget for on-going housing maintenance.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>The Government of Canada is supportive of this recommendation. To date the intergovernmental collaboration on Indigenous issues has achieved a number of important successes, including:</p> <ul style="list-style-type: none"> • The recent funding announcement for Wataynikaneyap Power to connect 16 remote communities to the Ontario power grid; • The implementation of 19 co-funded Meeting Wellness Teams to provide crisis response and mental wellness services to all First Nations in Ontario; and • The lifting of 11 long-term drinking water advisories in February 2018, with 6 more lifted in April, 2018. <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada to meet their identified needs and will work with them to support those priorities.</p> <p>In order to implement First Nation infrastructure investments, Canada works with individual First Nations to identify their infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs.</p> <p>2019 Updates</p>

	<p>To date intergovernmental collaboration on Indigenous issues has achieved a number of important successes, including: (It was 19 and now it is 7 wellness teams)</p> <ul style="list-style-type: none"> • Pikangikum was the first community attached to the grid in December 2018. • the implementation of 7 Meeting Wellness Teams to provide crisis response and mental wellness services to NAN communities; and • the lifting of 21 long-term drinking water advisories since September 2016 in NAN territory.
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RECOMMENDATION 35

In order to achieve parity of services, community health and safety, and quality of life as between First Nation and non-First Nation communities, develop a method for measuring and establishing equivalence in health outcomes and services between NAN communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Exploring data systems and data partnership is a priority activity on the tripartite Health Transformation work plan. This work includes identifying what data system and First Nations capacity are required to advance First Nations control over health status and healthcare delivery data as well as looking at mechanisms to support NAN communities in identifying their health data priorities, and developing community-based strategies to support community health and wellness planning using health data.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<ul style="list-style-type: none"> • Ontario has been working with the federal government and NAN to develop recommendations on access to care. • A Charter of Relationship Principles Governing Health System Transformation in the NAN Territory has been signed by NAN, Ontario and Canada to guide the work of health transformation for NAN communities. • The Charter notes: “Continuous evaluation is important for measuring progress and systematically assessing evaluating and improving the structure process and outcomes.” • In May 2016, Ontario announced a number of investments in initiatives focused on Northern First Nations to address gaps in health services. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes. • These initiatives include supporting Sioux Lookout First Nations Health Authority’s “Approaches to Community Wellbeing” model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way. <p>Health System Transformation</p> <ul style="list-style-type: none"> • In July 2017, NAN, Canada and Ontario signed the Charter of Relationship Principles Governing Health System Transformation in the NAN Territory. The Charter is intended to guide the health transformation process. • NAN, Ontario and Canada developed a work plan outlining the process to define and scope potential transformative change in health services in NAN Territory. • NAN is currently undertaking community engagement. <p>2019 Updates</p> <p>Community Wellbeing</p> <p>MOH provides continued support for Sioux Lookout First Nations Health Authority’s (SLFNHA) “Approaches to Community Wellbeing” model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public</p>	

health data to be gathered, analyzed and applied in a culturally appropriate way. In 2018/19, \$4.75 million was provided for public health nursing, public health service capacity and overall support for SLFNHA's Approaches to Community Wellbeing program. \$400,000 was provided for an Associate Medical Officer of Health position dedicated to Indigenous health.

Health System Transformation

MOH has resumed its participation in discussions with the federal government and NAN on health system transformation as well as immediate needs.

Planned/ continued response to recommendation

Health System Transformation

Continue to work with the federal government and NAN on scoping appropriate responses to exploring health system transformation as well as addressing culturally appropriate Indigenous health services.

PARTY	NAN
PARTY RESPONSE	4 – Rejected
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is rejected. An alternative approach will be achieved.</p> <p>(The recommendation was initially accepted and reported as in progress at June 28, 2017)</p> <p>NAN is unable to implement the recommendation in a way that would be effective in establishing an equivalence in health outcomes and services. Parity remains extremely difficult to discuss and address, much less measure, due to the impact of jurisdictional issues and their effect on access to health care.</p> <p>In February 2017, the NAN Chiefs-in-Assembly passed Resolution 17/21 <i>Charter of Relationship Principles Governing Health System Transformation in NAN Territory</i> (the Charter) that states the status quo is not acceptable. A new system is required to replace the current colonial health system to improve the health and wellbeing of First Nations in the NAN territory.</p> <p>On July 24, 2017, Grand Chief Alvin Fiddler met with Federal Minister of Health, Jane Philpott and Ontario Minister of Health, Eric Hoskins to discuss the process of health system transformation in the NAN territory and signed the Charter of Relationship Principles.</p>	

NAN has begun conducting its health transformation activities and part of this work involves ascertaining the deficiencies and needs related to health services delivery in NAN territory.

There is potential through this work for the development of a method to measure and establish an equivalence in health outcomes and services for NAN communities, which continues to be an identified objective of the health transformation process.

NAN will continue to work with its government partners on health transformation and ensure that NAN communities receive high quality health care that is designed and delivered by First Nations in a manner that is consistent with their cultures, values, and needs.

2019 Updates

In May 2019, the NAN Chiefs-in-Assembly passed Resolution 19/10: Nishnawbe Aski Nation Health Self-Determination to formally state NAN's position that the People's Health Care Act, 2019 fails to acknowledge the TRC Calls to Action, particularly those Calls dealing with health and the Verdict of the Coroner's Jury – Seven Youth recommendations, particularly recommendations dealing with health and mental health.

The work for the 2018-2019 fiscal year focused on creating the guiding principles and pillars for a unique NAN Health Transformation Process. Five pillars have been created:

1. Community Participation,
2. Immediate Needs,
3. Fiscal Review & Funding Models,
4. Policy & Legislative Review; and
5. Reclamation of Indigenous Laws.

The work completed under the NAN Health Transformation process will increase and enhance opportunities to address jurisdiction and service issues and create opportunities to form sustainable NAN specific approaches to improving health care for members of NAN First Nations, regardless of their residence.

NAN will continue to work under the Charter of Relationship Principles with the Federal and Provincial partners in honouring their commitment to the NAN Health Transformation process.

RECOMMENDATION 36

In consultation with youth and Elders commencing in 2016, develop a suicide prevention strategy to address the continuing inter-generational suicide trauma experienced by children and youth in the remote NAN First Nation communities. The federal and provincial government should fund the strategy development and implementation.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Addressing this recommendation builds on work already underway or completed such as, funding for a youth engagement strategy on needs for responding to social crises, engagement sessions underway that are supporting health transformation, in NAN as well as upcoming engagement being planned on a longer-term approach for Jordan’s Principle and Choose Life funding.

PARTY	ONTARIO
PARTY RESPONSE	1B – Alternative recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Mental Health and Addictions Initiatives (led by MOHLTC)</p> <ul style="list-style-type: none"> • MOHLTC committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in order to incorporate input and advice from Indigenous communities. <ul style="list-style-type: none"> ○ MOHLTC received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016. <p>The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017.</p> <p>Indigenous Youth Life Promotion (led by MCCSS)</p> <ul style="list-style-type: none"> • As part of Ontario’s response to the TRC Calls to Action, the government announced new investments in: <ul style="list-style-type: none"> ○ Land-based/cultural programming and prevention supports; ○ The Tele-Mental Health Service to reach more Indigenous communities; ○ Indigenous mental health and addictions workers and supports for students in First Nations schools; and ○ Mental Wellness Teams across the province, in partnership with the federal government. • MCCSS is leading the co-development of these initiatives with Indigenous partners, inter-ministerial partners and the federal government. • MCCSS is exploring ways to combine these initiatives with other activities in Indigenous communities. • The funding commitment for these initiatives is \$23 million annually at maturity (2018/19).

Culturally Appropriate Mental Health and Addictions Initiatives

- Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include:
 - In partnership with Indigenous communities and the federal government, establishment of up to six new or expanded Indigenous Mental Health & Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOHLTC and Ministry of Children, Community and Social Services (MCCSS)). The Centres will provide care using a combination of traditional healing and clinical care.
 - New funding into mental health and wellness programs and services aimed at addressing intergenerational trauma. These investments are guided by collaborative partnerships and active engagement with Indigenous partners, and included a dedicated Indigenous engagement process.
- On February 14, 2018, Ontario announced:
 - Funding to support expanding or establishing Indigenous-led Healing and Treatment Centres across Ontario, which will offer a combination of clinical and traditional care for Indigenous people.
 - Funding for Indigenous-led mental health and wellness programs across the province that include traditional healing, to provide culturally appropriate supports for Indigenous youth, adults, families and communities.
- On April 17, 2018, Ontario named the Indigenous partners that the province will be working with to establish or expand these centres.
- Ontario's broader mental health and addictions planning was based on the Final Report of the Legislative Assembly's all-party Select Committee on Mental Health and Addictions, which was informed by extensive public and sector advice, including a dedicated Indigenous engagement process.

Youth Life Promotion

- MCCSS invested \$4.43 million in 2017-18, which will grow to \$5.33 million in 2018-19, to support youth life promotion initiatives in NAN communities. This includes funding for mental health and addictions workers and supports for students in NAN schools and land-based/cultural programming.
 - Funding flowed to NAN in December 2017. NAN is engaging with their member communities to implement the initiatives and roll-out funding for mental health and addictions workers and supports for students in NAN schools.
 - NAN has indicated their intent to use funding for land-based/cultural programming to support in-house cultural and traditional service capacity, with an initial focus on NAN students relocating to Thunder Bay. A Cultural Coordinator will provide programming to students with a connection to their history, culture, and traditions, through land-based programming and activities.
- Mental Wellness Teams (MWT) are providing crisis intervention, land-based healing and treatment and early

intervention as a part of youth life promotion initiatives. A total of \$2 million (jointly funded between MCCSS and the federal government) has been invested in 2017-18, growing to \$3.5 million in 2018-19, to support seven MWTs to serve NAN communities.

- On February 13, 2018, NAN coordinated an orientation session in Thunder Bay for the host organizations of the MWT, which was attended by representatives from MCCSS and Indigenous Services Canada, First Nation and Inuit Health Branch (FNIHB), to discuss roles and responsibilities in relation to the implementation of the MWT as well as communications protocols. MCCSS will continue to work with NAN, host organizations and FNIHB to support implementation of the MWTs.
- MCCSS will continue to support planning discussions with NAN as funding rolls out to inform on-going implementation of the various youth life promotion initiatives
- MCCSS will continue to work with NAN and other Indigenous partners to provide culturally relevant programming that meets the needs of Indigenous children and youth.

2019 Updates

Full accountability for youth life promotion initiatives transferred from MCCSS to MOH as part of the transfer of the child and youth mental health program, effective April 1, 2019.

In 2018/19, youth life promotion investments included: land-based/cultural programming with a focus on students that have relocated to attend school; mental health and addictions workers and other mental health and wellness supports for students in NAN's First Nations schools; and support 7 Mental Wellness Teams that are dedicated to serving NAN communities

Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022).

Ontario has committed to new investments in Ontario's mental health and addictions service sector across the lifespan over ten years.

Ontario is providing funding for culturally appropriate mental health and addictions initiatives

The following communities and organizations in NAN territory are currently receiving funding for mental health and wellness programs and services:

Pikangikum First Nation, Nibinamik First Nation, Fort Severn First Nation, Lac Seul First Nation, Poplar Hill First Nation, Matawa Health Co-operative, Mishkeegogaming First Nation, and Shibogama Tribal Council.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is accepted and is pending.</p> <p>NAN has an internal mental health working group, which was created to address a number of NAN Chiefs Resolutions that touch on suicide prevention. NAN has worked to identify the best and most effective way to implement the recommendation without duplicating other work in progress or without recreating a process.</p> <p>NAN has also developed a work plan to proceed with consulting youth and Elders in 10 NAN First Nations. From the data collected, a strategy will be put into place to address the continuing intergenerational suicide trauma in NAN First Nations.</p> <p>Funding will be pursued in 2018-2019 for costs associated with implementing the recommendation.</p> <p>2019 Updates The NAN Mental Health Interdepartmental group (also known as the Payakatisowin Pimiwicihitowin Mamow Ashitamakwonan) was created in 2017 to address three (3) NAN Chiefs-in-Assembly resolutions, which includes Resolution 17/04: NAN-Wide Life Promotion Strategy. NAN has worked to identify the best way to implement Recommendation 36 and Resolution 17/04 without duplicating other work in progress, recreating a process already undertaken, or overstepping existing activity at the community or tribal council level. NAN had also developed a work plan to consult with youth and Elders from ten (10) NAN communities, which remains unfunded. The data collected would help to inform the draft Life Promotion Strategy that was developed. Plans will proceed to conduct consultation and seek feedback in summer 2019, and to identify the next steps in implementing the Life Promotion Strategy. In the absence of a suicide prevention strategy or similar NAN-wide action plan on suicide prevention, NAN has taken other proactive actions to prevent more young lives from being lost due to suicide, and to address the needs of First Nations children at risk of suicide. In January 2017, Jolynn Winter and Chantell Fox were two 12-year old girls from Wapekeka First Nation who died by suicide; the girls were also part of a youth suicide pact. In response to the situation in Wapekeka, NAN worked with Health Canada to</p>	

create a Choose Life Working Group and the Choose Life Pilot Project. Choose Life is part of Jordan’s Principle, a child-first initiative, which also led to a fast-track funding process to ensure youth have the proper supports in times of crisis. During the three years of the Choose Life Pilot Project, over 22,000 children and youth have benefited from the programs, services and funding provided to NAN communities and First Nation organizations or agencies. The First Nation Inquest Partners – KO, MLC and NNEC – have had their students benefit greatly from Choose Life by accessing mental health professionals or services, as well as address student well-being through land-based programming and other cultural activities.

As mentioned previously in this report, NAN was a vocal advocate of the need for Choose Life to be made a permanent program and succeeded in obtaining a three-year extension of the program. Changes continue to be made to improve funding arrangements in order to allow the continuation of programs and services.

RECOMMENDATION 37

Assist NAN First Nation communities in the development of a comprehensive Mental Health program for children, youth and adults. This program should consider the need for integrated mental health services including models which incorporate traditional practices as defined by the individual First Nation.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented	8 - Content or intent of recommendation is already in place
GRADE		
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	The First Nations Mental Wellness Continuum Framework is a shared vision for First Nations Mental Wellness. It outlined a coordinated, holistic approach to mental wellness programming that takes into account the important role of First Nations culture, traditions, and language.	<p>Health System Transformation See Recommendation #35.</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.</p> <p>Indigenous Youth Life Promotion See Recommendation #36.</p>

	<p>The Government of Canada, in partnership with the province and NAN is supporting communities in adapting, optimizing and realigning their mental wellness programs and services into a comprehensive approach.</p> <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from Canada to meet their identified needs and will work with them to support those priorities.</p>	
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RECOMMENDATION 38

Work with the Federal government and First Nations to improve consistency, enhance coordination, and increase resources to support mental health and wellness, including programs on-reserve.

PARTY	ONTARIO
PARTY RESPONSE	8 - Content or intent of recommendation is already in place
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Health System Transformation See Recommendation #35.</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives</p>

	<p>See Recommendation #36.</p> <p>Indigenous Youth Life Promotion See Recommendation #36.</p> <p>2019 Updates Youth Life Promotion In an effort to reduce administrative burden and reporting requirements, and at the direction of First Nations partners, Ontario worked with the federal government and First Nations partners to develop a model of co-funding by Canada and Ontario whereby funding for federal-provincial jointly funded Mental Wellness Teams (i.e. including provincial funding) flows through existing federal contribution agreements with First Nations recipients. This model allows for enhancements to the Mental Wellness Teams to expand their scope to place a greater emphasis on prevention and mental health promotion rather than crisis intervention alone and increases coverage of the teams across First Nations communities while reducing administrative burden for Indigenous partners. Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022). ISC and MOH continue to work together to explore the opportunity to renew the current co-funding agreement between the province and Canada to enable funds to continue flowing through existing federal agreements with host organizations.</p>
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RECOMMENDATION 39

Review and revise the Ontario Public Health Standards where appropriate and/or develop guidance documents to support the interpretation of the Ontario Public Health Standards, with regard to the provision of services in First Nations communities. These documents should be made available to the people living in First Nations communities.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM

DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • The new Ontario Public Health Standards published by the Minister of MOHLTC under the <i>Health Protection and Promotion Act</i> were finalized and released on January 1, 2018. • The Relationship with Indigenous Communities guideline was drafted in partnership with Chiefs of Ontario and First Nation representatives, urban Indigenous organizations through the Urban Indigenous Health Table and the Association of Ontario Health Centres to provide perspective of the Aboriginal Health Access Centres and Indigenous Community Health Centers. • The guideline document has been released and distributed to Public Health Units and First Nation communities. <p>2019 Updates Boards of health are required to strengthen local relationships with Indigenous communities, as outlined in the Relationship with Indigenous Communities Guideline. Boards of health will provide the steps they have taken to implement the Relationship with Indigenous Communities Guideline under the Ontario Public Health Standards to MOH in their Annual Service Plan.</p>
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RECOMMENDATION 40

In order to raise awareness among youth regarding issues relating to alcohol/substance misuse, through Health Canada, the Ministry of Health and Long-term Care, the Ministry of Finance, the Liquor Control Board of Ontario, and others, develop and deliver health promotion materials aimed at educating Indigenous youth on-reserve regarding the consequences of alcohol/substance misuse.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	<p>To advance First Nations control of education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. Canada is committed to working with organizations named in this recommendation to improve services for youth.</p> <p>Indigenous Services Canada will continue to work with youth to look for ways to further support their activities in the coming year.</p>
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PARTY	ONTARIO
PARTY RESPONSE	8 - Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • MOHLTC provides funding to Ontario’s 36 Public Health Units (PHUs) to promote Canada’s Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities. <ul style="list-style-type: none"> ○ MOHLTC recently updated the Ontario Public Health Standards: Requirements for Programs, Services, and Accountability, which includes the Substance Use Prevention and Harm Reduction Guideline, 2018. The Guideline provides direction to PHUs on required approaches and interventions for substance use prevention and harm reduction, including alcohol. • As part of their work, PHUs are required to collaborate with Indigenous communities on substance use and harm reduction programs and services. This work is guided by the Relationship with Indigenous Communities Guideline (released in May 2018). • Ontario is investing \$26 million over four years to expand support for children, youth and families affected by fetal alcohol spectrum disorder (FASD). To increase awareness and support prevention of FASD, Ontario is supporting six initiatives that: <ul style="list-style-type: none"> ○ Create one-stop access to information/training resources; ○ Provide funding for over 50 FASD workers to support approximately 2,500 Ontarians with FASD; ○ Support parent support networks; ○ Increase access to FASD initiatives developed by Indigenous partners; ○ Establish a consultation group to provide advice and feedback to inform implementation planning and

- prioritization of efforts; and
- Creates a research fund to learn more about FASD, and how to prevent it.
- These initiatives are aimed at helping to reduce the prevalence of the disorder, increase coordination of services, improve the quality of life for those with FASD, and increase support for families and caregivers.
- Ontario has provided \$4.4 million in funding for the Indigenous Fetal Alcohol Spectrum Disorder and Child Nutrition Program. It is administered through service contracts with 21 Indigenous service providers and First Nation communities that deliver programming to more than 180 Indigenous communities on and off reserve. Through this program, frontline workers offer lifestyle and nutrition information; FASD education and interventions; and training for Indigenous and non-Indigenous social service providers, educators, justice and medical professionals.

2019 Updates

MOH will be meeting with NAN to hear their suggestions on recommendation #40 – meeting to be scheduled in 2019

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is accepted and in progress.</p> <p>In the last year, discussions occurred with Health Canada and FNIHB to determine how to implement the recommendation effectively and to raise awareness among youth of issues relating to alcohol/substance misuse.</p> <p>Consideration was also given to training community addiction workers to strengthen their capacity to provide youth with early and brief interventions, as well as providing support services to reduce substance use.</p> <p>NAN has developed a work plan to research what materials currently exist on alcohol/substance misuse and begin the collection of resource materials, e.g. brochures, posters, videos/webinars, social media campaigns, etc. The resource materials collected will be distributed to communities and some may be translated to reach a wider audience in order to expand awareness of alcohol/substance misuse.</p>	

NAN will work in collaboration with community health directors, health authorities, tribal councils, and others. Work is in progress and funding will be pursued in 2018-2019 for costs associated with implementing the recommendation.

2019 Updates

Discussions are ongoing with regional First Nation health authorities/agencies on how they can assist in developing health promotion materials on the consequences of alcohol and substance misuse. Digital materials will include videos and apps. NAN will advocate for funding from its government partners including the Liquor Control Board of Ontario. Short term plans include conducting outreach via radio to the adult population in NAN territory to raise awareness about the consequences of second party purchasers or second party purchases for underage youth.

RECOMMENDATION 41

In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by:

- i. developing detoxification programs;
- ii. funding a culturally-based treatment program and facility that would utilize Elders; and
- iii. funding aftercare programs for youth leaving addictions treatment programs.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented	8 - Content or intent of recommendation is already in place
GRADE		
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>Choose Life and Jordan’s Principle investments are being used to address gaps in existing mental wellness services for youth, including supporting detox services, enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, and reduce risk factors for youth suicide.</p> <p>ISC is aware that in addition to existing and new investments there is a need for changed to the current system of supports, including better alignment of services among education organizations and communities as well as with provincial services. Canada is working with the province and First Nation partners to support better coordination and to address gaps and challenges.</p> <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from Canada to meet their identified needs</p>	<p>Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.</p>
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	<p>and will work with them to support those priorities.</p> <p>2019 Updates In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</p>	
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RECOMMENDATION 42

In order to respond to the ongoing issue of substance and alcohol misuse in First Nations communities, increase funding to the National Native Alcohol and Drug Abuse Program (“NNADAP”).

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	Short-term
DETAILS PROVIDED BY PARTY	Budget 2018 committed \$200 million over 5 years to enhance the delivery of culturally appropriate addictions treatment and prevention services in First Nations communities with high needs. Implementation of this funding is being guided by the First Nations Mental Wellness Continuum Framework as well as recent regional review (completed in December 2016) of the NNADAP.

RECOMMENDATION 43

In order to provide an opportunity for students from remote First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay in a positive, supervised environment, provide sufficient funding to ensure

that grade 7 and 8 students from First Nation communities are able to be part of classroom learning or orientation sessions in Thunder Bay so that they and their families can familiarize themselves with the schools and the community prior to beginning high school away from home.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented	8 - Content or intent of recommendation is already in place
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The Department has provided funding on an annual basis to NAN to facilitate orientation sessions in Thunder Bay, Sioux Lookout, and Timmins, targeted for all students attending secondary school off-reserve. Local service providers, First Nation organizations, local District School Boards, and boarding parents participate to outline the numerous services available to the students. An additional \$100,000 has been provided to NNEC in 2017-2018 and 2018-2019 to conduct local school orientations to their schools and services, and to ensure parents feel comfortable having their children living away from home. In 2017-2018, funding was also provided to NNEC to offer training to prospective students. Funding has also been provided to NNEC in each of the last two years to travel to communities attending NNEC schools. The goal of these trips is to forge stronger bonds with parents and communities by inviting other community organizations to NNEC communities and holding open houses to</p>	<ul style="list-style-type: none"> • EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation. • Northern Nishnawbe Education Council (NNEC) included a funding request for a Transition Coordinator in response to recommendation 49, but identified that this funding will also in part address the needs identified in recommendation 43. • Nishnawbe Aski Nation (NAN) requested funding from EDU to support this recommendation. EDU provided requested funding in the 2017-18 fiscal year. NAN has indicated this will allow for gathering of information and development of an information package detailing school options off-reserve within northern Ontario. The completed information package will be printed and distributed to communities for students, parents, and

	<p>highlight the strengths of NNEC programming. NNEC has also request funding to develop promotional materials and boarding home advertisements for their programming, for which ISC has also provided funding.</p> <p>Specific funding for student transitions will remain in place throughout “Education Transformation”.</p> <p>2019 Updates Choose Life also funded a boarding home pilot project to ensure that students are nurtured in supportive environments while attending school off-reserve. In 2019-20, in order to continue in the spirit of collaboration invoked by the Inquest, the Government of Canada is working with the First Nations parties to the Inquest to collaboratively identify and plan around the needs and priorities on top of the new investments made through the implementation of the Interim Funding Approach; the ongoing funding for the NAN-led student orientation sessions; and other targeted initiatives implemented over the past two years. Budgets have been identified to First Nations partners to continue implementing recommendations and student-centred plans to improve safety and well-being.</p>	<p>guardians.</p> <ul style="list-style-type: none"> • Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support an orientation in Thunder Bay for grade 8 students and their parents/guardians. This funding was provided by EDU. MLC indicated that through this funding, students will be provided with educational sessions to introduce them to MLC educational programs and services, a tour of Thunder Bay, and introduction to programs, services, and recreational opportunities. MLC will also invite the City of Thunder Bay and the Thunder Bay Police Service to present/conduct a workshop for the students. • EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations. <p>2019 Updates EDU continued to provide funding in the 2018/19 fiscal year to MLC to support orientation tours for grade 8 students and families. The tours provide opportunities for students to familiarize themselves to the services in Thunder Bay before attending school. EDU also continued to fund Transition Coordinator positions in the 2018/19 fiscal year for KO, MLC and NNEC.</p>
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NOTE: Canada and Ontario have provided funding, however, discussions between Canada, Ontario, and First Nations to further this initiative are ongoing.

RECOMMENDATION 44

In order to allow students and parents to make an informed choice regarding the school options available to them off-reserve, in consultation with First Nations education providers and public school boards, develop a comprehensive information package, funded by Canada and Ontario, that will include the following information:

- i. description of schools, including curriculum, student base, and staffing;
- ii. limitations regarding programs offered, including availability of academic stream courses;
- iii. accommodation arrangements while residing away from the home community;
- iv. travel allowances while residing away from the home community;
- v. after-school activities and recreational resources;
- vi. community supports;
- vii. availability of supports for students with special needs;
- viii. other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and
- ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The Government of Canada supports the creation of a comprehensive information package, and has been in discussions with NAN about developing a product that would outline education options available to all students looking to pursue education off-reserve in Northern Ontario.</p> <p>2019 Updates Although this recommendation was not actioned in the last year, the Government of Canada remains supportive of the idea and to working with NAN to develop such a product.</p>

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<ul style="list-style-type: none"> • EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation. • To date, Keewaytinook Okimakanak (KO), NAN, and Northern Nishnawbe Education Council (NNEC) have not included recommendation 44 in their work plans. • Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support hiring a consultant to develop an information package for students and parents/guardians that will serve as a tool to provide information about MLC. This funding has been provided by EDU. • EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations. 	
2019 Updates	
EDU is providing funding to MLC to create informational videos which will be used to support student transitions as well as a comprehensive information package for students and families to see what services and supports are available.	

PARTY	NAN
PARTY RESPONSE	<ul style="list-style-type: none"> i) 1A - Recommendation will be implemented ii) 1A - Recommendation will be implemented iii) 8 – Content or intent of recommendation is already in place iv) 8 – Content or intent of recommendation is already in place v) 1 - Recommendation has been implemented vi) 1A - Recommendation will be implemented vii) 1A - Recommendation will be implemented viii) 1A - Recommendation will be implemented

ix) 1 - Recommendation has been implemented

GRADE

TIME FRAME

SHORT-TERM

DETAILS PROVIDED BY PARTY

Recommendation is accepted and is either completed or in progress or the content and intent of the recommendation is already in place depending on subsection.

Comprehensive Information Package:

i-ii, v, vii-viii) The “*Off-Reserve Highschool Options Information Survey*” is currently in development. Six (6) schools in Thunder Bay have responded to a survey requesting information on course offerings as well as in-school services available to students. The survey has been shared with schools in Thunder Bay, Timmins, and Sioux Lookout/Dryden. Two follow-up requests for information have been sent with no response received. Further follow-up will be conducted to ensure complete information is provided to students and communities. NAN will conduct separate research and individual phone calls and emails with each school to fill in any missing information not collected through the survey. Funding was secured to complete the printing and distribution of the Comprehensive Information Package.

iii-iv) Students are made aware of accommodation arrangements and travel allowances by their community or Tribal Council Education Authorities prior to leaving their home communities.

v-vi) Students are made aware of various after-school activities by the schools that they attend. Additional recreation information is provided by NAN through the annual Student Orientations, Student Extracurricular Extravaganzas, and Culture Days. Student Orientations are held at the beginning of every school year and are open to all NAN high school students. During the orientations, community partners are invited to set up booths and engage students in programming that is available throughout the school year. Extracurricular Extravaganzas are held in the late Fall and are 1-day gatherings of community recreation providers in one location where students are given opportunities to engage in interactive workshops to try activities that might spark interest. Culture Days are workshops on traditional knowledge that are held in each high school depending on available facilities and Elders/knowledge keepers.

ix) Every year, the *Early High School Registration FAQs and Forms* document, which was developed through the Education Partnerships Program (EPP), is distributed to the NAN communities. The document contains contact information and websites of schools in Timmins, Sioux Lookout, and Thunder Bay for students and parents to explore.

2019 Updates

In order to obtain the information required as outlined in the recommendation, the “Off-Reserve High School Options Information Survey” was created and sent out to NAN area high schools in early 2018. While a few of the surveys were returned to NAN, most were not. Two (2) follow-up requests for information were sent out with no response received. As a result, it was determined that a new approach would be needed to meet the requirements of this recommendation. A closer review of the recommendation was done and also for the information required for the Comprehensive Information Package. Upon consideration of the level of information required, it was determined that this document would be extremely lengthy and would have to be a living document – that is, it would have to be updated and reprinted each year as staff, program offerings, available supports and other information changed at various high schools and within communities. It was also noted that the sheer size of the document might make it too daunting for many students and their families to properly review. Through this discussion, it was determined that the use of technology would be a better and more effective use of time and resources, as many high schools already have the information required posted online in school/program information booklets. NAN staff have started the process of compiling web information for all of the secondary schools within NAN territory. It is intended that searchable lists will be created so that parents/students can search based on their particular interest (e.g. search via sport, extracurricular activity or specialty program, support services, etc.) to determine which schools offer that particular activity/program/service. Work will continue until a comprehensive online searchable document has been created. This document is meant to be a living document, to be updated annually for information and website addresses.

Note: Although Ontario reports that NAN has not included recommendation 44 in its work plan, NAN reports to be making progress in implementing this recommendation.

RECOMMENDATION 45

In order to ensure that representatives from First Nations schools, including DFCHS and MLC, are provided with sufficient time and resources to meet with prospective students and their parents, in consultation with representatives from the schools, NNEC, KO, and MLC, determine the following:

- i. frequency and appropriate timing for representatives to attend remote communities;
- ii. time required to meet directly with schools, students, parents, and Education Authorities;
- iii. appropriate composition of representatives, including students enrolled in off reserve schools; and
- iv. funding and associated expenses for required travel to remote communities to meet with students and families.

PARTY	CANADA
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PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 43.

RECOMMENDATION 46

In order to ensure the needs of students required to attend school off- reserve are identified and addressed while residing away from their home communities, in consultation with First Nations Health Authorities or health providers, ensure funding and resources are provided to conduct comprehensive assessments of all students prior to leaving their home communities. The assessments will be conducted with a view to balancing the safety and well-being of the students with their privacy interests. NNEC, KO, and MLC representatives should be very clear with students, families, schools and education authorities that the information is being gathered to ensure the safety and necessary supports are in place prior to the student's arrival for their success in high school – not as a basis for denying the student access to an education. Students who do not consent to the testing will not be denied access to schooling off- reserve. The assessments will:

- i. include physical, psychological and emotional assessments;
- ii. identify any substance or alcohol issues;
- iii. be shared, with the school, subject to appropriate consent, the nature of the information, and the role of the worker with access to the information (i.e. physician or nurse, vs. prime worker); and
- iv. funding for these assessments should commence for the 2016-2017 school year.

PARTY	CANADA
PARTY RESPONSE	1- Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	ISC provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is student-specific and determined by a formula

based on individual student requirements. This funding includes direct services including student assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated through “Education Transformation”.

Canada is supportive of this recommendation and has provided funding through Jordan’s Principle and Choose Life to support student assessments upon arrival in Thunder Bay. ISC is also working with Education Organizations and the province to improve the coordination of existing services to ensure that student information (ie. health records, previous assessments) are available to schools and education organizations at the start of the school year.

2019 Updates

The Government of Canada is supportive of this recommendation and is looking to work with First Nations parties in identifying the needs of each youth preparing to leave their community of residence to attend secondary school. Assessments are conducted with the coordinated help of caregivers, educators, community mental health workers and contracted mental health professionals to create individualized support plans to ensure the best possible outcome during this transition. Choose Life has funded Mustimuhw, a community electronic health record which supports the documentation and better sharing of information concerning a student’s needs among the appropriate providers, as requested by one of the inquest educational Partners.

First Nations Partners have identified this recommendation as a priority issue going forward, and ISC is prepared to work collaboratively to improve coordination of existing services for student assessments, and enhance services where required.

RECOMMENDATION 47

In order to ensure that consistent information is being provided to remote communities regarding education off-reserve and the issues raised at this inquest, organize a meeting to be attended by NAN community education representatives to discuss the following:

- i. expansion of the role of education counsellors to include secondary school;
- ii. importance of education counsellors attending schools off-reserve to observe progress of students from remote First Nations communities;
- iii. purpose and importance of comprehensive assessments of students prior to leaving home communities; and
- iv. purpose and importance of information requested on student application forms.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is accepted and pending.</p> <p>In March 2018, NAN attempted to engage with education representatives about expanding the role of education counsellors but it was not possible at that time. It is always a challenge to engage on-reserve community education representatives for meetings, training, etc. without taking them away from the school too often during the school year. NAN will continue to work on scheduling engagements sessions with the education counsellors.</p> <p>NAN has developed a work plan to bring education counsellors to Thunder Bay. The off-reserve schools and EPP Liaisons will also be invited to have the discussion about expansion, feasibility, and if there may be a better option to ensure consistent information is being provided to remote communities. Funding will be pursued in 2018-2019 for costs associated with implementing the recommendation.</p> <p>2019 Updates</p>

	<p>NAN is currently in the process of planning a meeting in August 2019 with NAN community education counsellors, local area school boards, education partnerships program liaisons, and off-reserve First Nation secondary schools. The focus of the meeting discussion will be the transition of students from their communities to off-reserve schools thereby attempting to determine the feasibility of expanding the Education Counsellor's role to include secondary school students.</p> <p>Pursuant to section iii) of recommendation 47, a portion of this meeting will be used to discuss the purpose and importance of comprehensive assessments for students prior to leaving their communities. As a result, the meeting will also attempt to address the communities' ability to obtain comprehensive assessments (physical, mental, educational) prior to the student leaving the community (recommendation 46). It is expected that additional advocacy may be required to obtain the resources (both monetary and qualified personnel) for communities to be able to meet this recommendation as qualified assessors may not be available in remote communities.</p>
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RECOMMENDATION 48

In order to establish positive relationships with students from remote First Nations communities continue to pursue and expand the joint "Grade 8 Visit Program" initiative that will enable officers from the TBPS to travel with members of NAPS to remote communities in the spring and summer months of 2016 to meet grade 8 students who will be coming to Thunder Bay as students in the fall of 2016.

PARTY	THUNDER BAY POLICE SERVICE
PARTY RESPONSE	
GRADE	Implemented
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY:

Recommendation 48 – Grade 8 Visit Program - Complete

The Grade 8 Visit Program (“Visit Program”) was created and implemented proactively by the Service during the hearing phase of the Joint Inquest and prior to the release of the verdict and recommendations.

Content from 2017 Report:

The Service continues to work in partnership with the Nishnawbe-Aski Police Service (“NAPS”) and Wasaya Airlines to allow police officers to visit students in remote communities who will be travelling to Thunder Bay to attend school. These visits are ongoing throughout the year. In 2017, the Visit Program has already completed four (4) visits: (1) Fort Hope on February 2, 2017; (2) Kasabonika Lake on March 2, 2017; (3) Summer Beaver on June 1, 2017; and (4) Wunnumin Lake on June 16, 2017. In order to continue identifying appropriate destinations for the Visit Program, the Service has obtained a list of students coming from twenty-one (21) communities and is waiting on numbers from two (2) other First Nation education facilities. Discussions are also ongoing between the Service and staff/officials with various First Nations education facilities for a joint project that will have Service officers attend with education authority officials for orientation sessions with students in their home communities.

The Service Aboriginal Liaison Officer, with assistance from the Service School Resources Officer and Community Service Sergeant’s, has prepared a presentation for the Visit Program that addresses daily life in Thunder Bay and discusses expectations and issues that students should be aware of. The presentation enables officers to speak about important health and safety issues with incoming students and with their family members. To ensure that information in the presentation remains relevant, the Service Aboriginal Liaison Officer is in the process of selecting up to two student Ambassadors from the current Indigenous student body in Thunder Bay to review the presentation and propose additional information to include. The student Ambassadors are anticipated to act as role models for students in Thunder Bay and will also participate in presentations that take place during the school term. Discussions are also ongoing with NAPS to prepare a joint Service/NAPS presentation.

Update from June 2017 to June 2018:

On August 22nd, 2017 the Service’s Aboriginal Liaison Unit (ALU) Officers, and Sergeant Stein from the Service’s Community Services Branch attended Keewaywin and Deer Lake with KO Education Authority. The Service also attended Fort Severn on August 24, 2017 on short notice.

On August 15, 2017, TBPS had planned to visit Kingfisher, however the trip fell through as there was no available seating on the NAPS Court plane. Also in August 2017, TBPS planned on attending North Caribou Lake for a student and community visit however due to political issues in the community, the trip was put on hold. Since that time, the trip

has been rescheduled twice as a result of issues within the community and the visit has yet to occur. We will continue to reach out to find a mutually acceptable date to complete the visit.

Despite the foregoing, the Service did complete an additional four (4) visits so far in the 2018 year: (1) Sandy Lake on February 5, 2018; (2) Fort Severn on February 12, 2018; (3) Keewaywin on February 15, 2018; (4) Fort Hope on June 6th and 7th, 2018. In addition, the Service has trips scheduled for: Sachigo Lake on July 4th and 5th, 2018, Summer Beaver on July 16 – 20, 2018, and Lansdowne House on August 13 to 17, 2018.

The Service sends out media advisories prior to their visits, to those in the community, in case any of them wish to attend.

Additionally, the Service has requested the September 2018 student lists from each educational organization but has not received this information as of yet. On June 20th, 2018, during a group meeting it was requested that the Organizations provide the Service with the outstanding information. The Organizations advised they would provide us with the student lists as soon as possible.

Ambassadors: We remain in contact with one Ambassador, Steve, who will be used this summer for the First Nations Community Visits. However, the opportunity has yet to come to bring Steve up north with the Service's Aboriginal Liaison Unit. Unfortunately, the second chosen Ambassador was not able to commit his time to our initiative due to school commitments.

Service/NAPS joint presentation: In January of 2018, the Service's ALU officers and Sergeant Stein met with Deputy Chief Morrison of NAPS, and their Training Inspector. Since March 2018, they have been presenting to NAPS officers (during their Training Block) the Safety Video/Presentation that they give to the students/staff in the First Nations Communities. In April 2018, ALU officers in conjunction with our Social Media Coordinator updated the Safety Video. The Service was successful in obtaining the 2018-2020 Proceeds of Crime Grant that will fund the Matawa Learning Centre (MLC) - Thunder Bay Police Indigenous Youth Engagement Project. The Project will form partnerships with youth (12-25 years) and their families, and local Indigenous education providers. All involved will participate in community based programs and activities to improve trust and long-term community wellness and safety outcomes for Indigenous youth attending school in Thunder Bay.

TBPS and MLC will also be working with the Prevent Alcohol and Risk-Related Trauma for Youth (P.A.R.T.Y.) program to utilize a specialized Indigenous P.A.R.T.Y. presentation to support MLC students transitioning in Thunder Bay. The Indigenous P.A.R.T.Y program raises awareness of the risks and dangers involved in the use of alcohol, drugs, solvent

abuse, and the risks of being in unsafe spaces if involved in these activities. The P.A.R.T.Y program brings students together with law enforcement, paramedics, rehabilitation staff and injured survivors to impact future decisions. The goal is to link Indigenous youth to positive inclusive activities supporting their learning journey for success and to realize future goals. TBPS will be provided with new engagement tools to use with other education groups and Indigenous students in the city and region.

Update (on visits to First Nation's Communities): June 2018-2019 - Ongoing

The Service continues to work in partnership with Nishnawbe-Aski Police Service and private airlines to allow Officers to visit remote First Nations Communities to meet with youth who will be attending Thunder Bay for School. In 2018 the visit program included (1) Sandy Lake, Fort Severn, Keewaywin, Kasabonika, Armstrong and North Caribou Lake First Nations. As of January 2019, officers have visited Wunnumin Lake, Neskantaga, Nibinamik, Webequie and Eabametoong First Nations. The later trips tie in with our successful Proceeds of Crime grant and is a partnership between Matawa First Nation, Matawa Learning Centre, NAPS and the TBRHSC.

Officers visited (1) Armstrong on June 26th, 2018, (2) Neskantaga on August 20, 2018. The ALU officers and our Social Media Coordinator (Scott Paradis) made the trip to North Caribou Lake on July 3, 2018. Unfortunately due to the weather, Officers were unable to attend Sachigo Lake, however they were able to attend Wunnumin Lake Feb 4-5, 2019 where they presented cyber safety to grades 6-8 and City safety to grades 9-10. On February 18, 2019 Community Service Officers from the Aboriginal Liaison Unit, School Resource, Sgt Campagna, NAPS officers and a Matawa guide began a Northern trip on the ice roads. During this time they visited Fort Hope, Neskantaga, Webequie and Nibinamik. Further, officers conducted cyber bullying and city safety presentations including the P.A.R.T.Y. program, brought hockey equipment, played floor hockey and attended community events. Officers returned home February 22, 2019 from what can only be described as a very successful trip. All of the communities were aware of officers attending well in advance and participation in each community was positive.

Officers continue to actively participate in various sporting engagements with youth such as archery and bowling as examples. The Matawa Learning Centre provides a list of activities monthly which our officers then attend when possible. Our Proceeds of Crime Grant and Jump Start Grants assist in making this possible.

Update (on Student Lists): June 2018-2019 – Ongoing

As of October, we are still waiting on this information. KOSS and MATAWA have provided the Service with an estimated number of students but has not yet confirmed.

Update (on Ambassadors): June 2018-2019 - Ongoing

We have been unable to find an Ambassador due to other commitments on their part; however our use of a guide as an example proved invaluable.

Update (On Service/NAPS joint presentation): June 2018-2019 - Ongoing

As of October 2018, all NAPS officers have received the presentation from the Service's ALU officers, and our Safety Presentation video has now been sent to all NAPS detachments for them to use. We are reaching out to NAPS to determine next steps (ie curriculum, present to new hires, etc.)

In April 2018, ALU officers in conjunction with our Social Media Coordinator updated the Safety Video. The presentation also included some photographs of popular places to go in Thunder Bay, and places not to go.

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.

PARTY	CANADA
PARTY RESPONSE	1 – Rec has been implemented
GRADE	

TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Canada supports this recommendation, and currently partners with NAN and Education service providers in Thunder Bay to arrange for community visits.</p> <p>NAN has been provided \$25,675 in continued support for visits by provincial school board teachers to First Nation communities to create awareness and gain a better understanding of students coming to their schools, including gaining knowledge of students' communities and their challenges. Trips for 18 teachers from 4 District School Boards are planned for this coming school year. In 2017-2018 NAN received \$71,960 to support community visits.</p> <p>ISC respects the role that NAN has taken in facilitating community visits for service providers for First Nations communities, and will consider further visits that may be recommended by NAN.</p>

PARTY	ONTARIO
PARTY RESPONSE	1 – Rec has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>To date, KO has not included recommendation 49 in their work plans.</p> <p>NAN requested funding from EDU to support this recommendation.</p> <p>EDU has provided requested funding in the 2017-18 fiscal year for completion of a protocol resource for community partners on engagement with First Nation students before they come to school.</p> <p>NNEC included recommendation 49 in their work plan, for funding of \$70,000 to support implementation of this</p>

recommendation to fund a Transition Co-ordinator position to help build relationships with the communities served by NNEC, as well as assist with student support.

MLC has identified this recommendation as a priority and has requested funding to support travel by MLC staff to Matawa communities to provide education sessions for grade 7 and 8 students and their parents and guardians, and to provide other essential information about the school, the city, and available supports. EDU has provided requested funding for this recommendation

EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.

2019 Updates

In 2018/19, EDU provided funding to KO to support KO staff transition community visits. These visits provide KO staff the opportunity to develop relationships with communities, allowing for better preparation for student transitions and programming.

EDU is also providing funding to NAN, through the Education Partnership Program, to support costs associated with travel for provincial teachers to visit First Nation communities. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Rec has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Meetings reported in detail in first annual report. Broad range of City functions (including but not limited to Aboriginal Liaison Office, Recreation & Culture, Transit, Crime Prevention Council, Thunder Bay Drug Strategy, Human Resources and Emergency Services) participate in orientation events and programs each semester and annual events such as orientation events held by NAN, Confederation College and Lakehead University. As well, CTB participated in:

- DFC Experience-Feb 27-Mar 1, 2018: Aboriginal Liaison Office: \$8000 funding for the event; Respect Initiative had an information booth. Recreation and Culture also supported the event
- Neighbourhood events: Together We Are Stronger, through North Caribou Lake First Nation Friendship Agreement (three events in three neighbourhoods)
- Presentations in the schools
- Superior High School Indigenous Student Orientation Day, October 2017 - Aboriginal Liaison Office, Crime Prevention Council, Transit •Lakehead Public School Board has committed to holding a day of orientation for Indigenous Youth at all public high schools, Fall 2018 •Funding for Matawa Student Orientation Video - Crime Prevention Council, Aboriginal Liaison Office
- Funding for the video Chi Pi Kaaki Too Yang-Coming Together to Talk, in partnership with Thunderstone Pictures - Aboriginal Liaison Office

2019 Updates

In May 2019, Matawa Education and Care Centre brought 16 grade 8 students from their remote communities to participate in orientation activities, including recreational events facilitated by City staff, tours and a welcome feast at City Hall. They were introduced to the Youth Inclusion Program Manager and other staff. YIP will hold annual gathering for grade 7&8 students from northern communities to orient them to Thunder Bay and will also travel to northern communities to connect with youth prior to arriving for school.

PARTY	NAN
PARTY RESPONSE	1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS FROM PARTY	Recommendation is accepted and is in progress.
NAN is developing a Community Visit Protocol Guide to be shared with off-reserve organizations and community	

partners. The protocol guide will be used by community partners to inform them of proper etiquette and protocols when approaching and engaging NAN communities. NAN is working with First Nation education organizations in the development of the protocol guide. Upon completion, the protocol guide will be printed and distributed. Funding is secured to complete the printing and distribution of the Community Visit Protocol Guide.

2019 Updates

The Community Visit Protocol Guide was completed. It will be brought to the NAN Education Committee for final review before printing. Review at the Education Committee level will allow committee members to provide comments or suggest revisions prior to the printing of the document. It is expected that the document will be ready for printing for the commencement of the 2019/20 school year.

PARTY	MLC
PARTY RESPONSE	1 – Rec has been implemented 1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
Working with NAPS, Thunder Bay, & TBPS to accomplish recommendation.	
In the 2017/2018 academic year, MLC sent staff to Matawa First Nations to discuss Thunder Bay and supports available for students.	
MLC received funding from Ontario to conduct more grade 7 and 8 orientation sessions, these sessions will continue in 2018/2019.	
In the 2017/2018 academic year, MLC staff and students completed a MLC Orientation Video for students in Matawa communities moving to Thunder Bay. Funding provided by City of Thunder Bay, movie will be premiered Fall 2018.	
2019 Updates	
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 various topics.

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 5 remote Matawa First Nation communities to attend an orientation tour.

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>KO conducts visits and intake sessions to each of its member communities throughout the year to conduct parent interviews and collect applications. Winter road trips/visits are conducted to engage students in various activities (square dancing, presentations conducted by KO students, etc.)</p> <p>KO has developed a student handbook to outline KOSSS services: Elder’s Programming, Land Based Programming, Activity Centre Hours and Tutoring Sessions. Also included are community services within the City of Thunder Bay. KO, in conjunction with parties mentioned in this</p>	

recommendation, will develop an information database for students and parents.

KO is in implementation of the Maintaining Family & Social Connections Terms of Reference that was developed by KO eHealth. An investment of 12 videoconference units has been undertaken to provide ease of access to each of our 4 main sites and any designated space that we have for our students. This is key in keeping the connections to the communities, families and friends throughout the academic year and to host well-being workshops and sessions throughout the summer months.

Each year, KO organizes a pre-orientation session in the communities, and KO will be inviting Thunder Bay Police Services (TBPS) and representatives from schools to join them this coming August 2018.

2019 Updates

In 2019, KO program coordinators travelled to each of the communities to visit with community leadership, parents/guardians and education staff/students to provide information on all new programming that has been developed in 2018/19. KO was able to attend the communities four times in the 2018/19 academic year to conduct student intake and information sessions. Previously, funding only permitted two trips/year.

PARTY	DFC & NNEC
PARTY RESPONSE	1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	NNEC travels to the First Nations communities that we serve each year to provide first-hand information regarding community supports and opportunities that are available to students while they are in Thunder Bay. NNEC has received additional funding through Canada to conduct additional community visits to engage more frequently with students before they leave home for school.

NNEC has also acquired additional funding through Canada to have students come out to visit our schools for events such as “The D.F.C. Experience” whereby students have a chance to see the city of Thunder Bay, get immersed in our school program as well as life in an urban setting, and preview all of the community supports that are available to them firsthand.

NNEC has also acquired a Transition Coordinator due to funding provided through Ontario who visits the communities frequently and helps to provide information and guidance to students before and during the time they are at NNEC schools.

NNEC approached Canada and Ontario to participate in our Annual Winter Road trip during the 2017-2018 school year and will continue to reach out to other community partners when there are travel opportunities so that they may have opportunities to visit our communities to speak and engage with students prior to their move to Thunder Bay.

2019 Updates

In relation to Recommendation #43, and with assistance from Canada, NNEC will be flying out Grade 7/8’s from their communities this fall to engage in the “D.F.C. Experience”, which allows students to get immersed in our school program as well as life in an urban setting.

Renewed funding from Ontario has allowed for our Transition Coordinator to continue to visit our communities frequently throughout the 2018-2019 school year to help provide information and guidance to students before and during the time they are at NNEC schools.

While we have seen great success from our Transition Coordinator in helping assist and support students as they leave their communities for large urban centres and new school programs, the continuation of this support program for 2019-2020 is contingent on funding from Ontario.

Note: Although Ontario reports that KO did not include recommendation 49 in its work plan, KO reports to have implemented recommendation 49.

RECOMMENDATION 50

In order to provide First Nations youth with a voice in regard to on-reserve policies and programs that will have an impact on their future, bring the Youth Voices Survey Summary (exhibit 150) to the attention of the NAN First Nations Chiefs, as well as a recommendation to create a youth council or youth leadership position in their communities to develop a strategic

plan for addressing the challenges they face on a local level.

PARTY	NAN
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is accepted and completed.</p> <p>The Youth Voices Survey and the creation of a youth council or a youth leadership position in the community was brought to the attention of the NAN Chiefs at the Emergency Special Chiefs Assembly in July 2017.</p> <p>NAN is also developing a leadership training program, which will enable youth in the community to create a youth council or a youth leadership position. This is part of the implementation work in Recommendation 21.</p>

RECOMMENDATION 51

Canada, NNEC, and MLC should form a working group to establish a mutually beneficial relationship in regards to sharing resources in one central facility in Thunder Bay.

PARTY	CANADA	NNEC	MLC
PARTY RESPONSE	7 – Unable to evaluate	2 – Under consideration	4A – Rejected due to flaws 1B - Alternate recommendation has been implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	The First Nations parties named in this recommendation do not agree to	NNEC continues to be prepared to participate in a working group with Canada and MLC to further discuss the	MLC and NNEC already have an excellent working relationship. Because of the magnitude of students attending high school in Thunder Bay from remote communities, it is not

	<p>its terms. The Department has provided funding for both MLC and NNEC to conduct feasibility studies for education infrastructure individually.</p>	<p>potential for opportunities for sharing resources; though NNEC prefers to pursue our own Student Living Centre pursuant to Recommendation #59.</p>	<p>practical to believe these students can be safely or appropriately accommodated in one facility.</p> <p>The City of Thunder Bay sold Grandview Lodge to Matawa First Nations at a nominal price. This will become the new site of the Matawa Education and Care Centre beginning in academic 2018/2019.</p> <p>2019 Updates 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.</p> <p>Some 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, 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.</p>
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RECOMMENDATION 52

In order to ensure that First Nations schools located off-reserve have adequate funding for building, operations and maintenance, revise INAC policies to cover costs relating to building, operations and maintenance of schools and student accommodations operated by First Nations organizations off-reserve.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>First Nations school operators receive provincial tuition that is equitable to the local school board. Within this rate there is an operations and maintenance allocation. There was a discrepancy with the rate being paid to students attending Pelican Falls, and this has been rectified.</p> <p>Through “Education Transformation”, in 2019-2020, an interim formula will be put into place that is stable, predictable, and based on provincial comparability, and will be applied to First Nations operated schools off-reserve as well.</p> <p>2019 Updates With the implementation of the Interim Funding Formula, all First Nations students attending off-reserve schools from NAN communities generate the tuition rate that is equitable to the proximate school board to the First Nation, including the per-pupil rate for O&M. The feasibility studies completed by NNEC and MFNM assess O&M needs for new school spaces. ISC Ontario Region will continue to work with First Nations owned and operated schools off-reserve to assess options on how to factor in school space into O&M funding.</p>

RECOMMENDATION 53

In order to provide a safe, healthy learning environment in high school that encourages attendance and participation by students, and retention of teachers, provide funding to:

- i. ensure that the teaching facilities include a cafeteria capable of producing three (3) hot meals each school day; and
- ii. offer all learners access to well-equipped:
 - a. gymnasium(s);
 - b. exercise space;
 - c. computer labs;
 - d. libraries;
 - e. music rooms;

- f. art rooms;
- g. drama classes;
- h. special education classes;
- i. science labs (as appropriate);
- j. spaces for traditional, cultural activities;
- k. spaces for Elders;
- l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;
- m. general purpose classrooms; and
- n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Funding was made available to NNEC and MFNM to conduct school evaluations of DFC High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the MLC to assess program quality and identify immediate infrastructure needs.</p> <p>Funding has been provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. The results of these studies will inform discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies will include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues.</p> <p>First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is assessed for special needs students. Additional space is also added for remote locations which</p>

have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility.

Community engagement is a key part of the feasibility studies being undertaken by both NNEC and MFNM.

Canada is committed to supporting Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, Canada ensures that tuition funding follows the student, and has applied Jordan's Principle to cases where a gap in tuition funding may exist pending a long-term resolution. The Department is aware of a provincially-led Working Group on Reciprocal Education Agreements.

ISC provides funding to First Nations-operates schools for instructional services through a core-formula, which is not proposal based. Through the co-developed approach that Canada has been working on closely with the AFN, the Chiefs Committee on education, and the National Indian Education Council, the Department will fundamentally reform the way it funds elementary and secondary education commencing in 2019-2020. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, plus additional enhancements that address the specific needs and priorities of First Nations, including operators of and service providers to off-reserve schools.

In 2019-2020, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.

2019 Updates

ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$16.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre, as recommended by the completed feasibility study.

	The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.
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RECOMMENDATION 54

In order to determine whether the current site of DFCHS is suitable for providing a safe, healthy and nurturing learning environment on par with provincially funded high schools, in consultation with representatives from NNEC, KO, and DFCHS, provide funding for a site analysis of DFCHS to determine needs relating to those outlined in Recommendation 53, in addition to the following:

- i. space required based on projected enrollment for the next 15 years;
- ii. adequacy of current space and need to install dedicated computer lab;
- iii. adequacy of current space and need to install dedicated music room;
- iv. adequacy of existing gymnasium and space dedicated to physical fitness;
- v. adequacy of existing classrooms, including need for dedicated culinary classroom; and
- vi. cost/benefit analysis of performing necessary repairs and renovations versus acquisition of a new facility

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

RECOMMENDATION 55

INAC should immediately, in the interim, provide DFCHS with sufficient funding to make the following renovations to the school:

- i. Removal of asbestos as recommended in exhibit 185; and
- ii. A new boiler and heating system.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

Note: Although Canada has provided and continues to commit to provide educational funding to DFCHS, Canada’s response to recommendation 55 makes no mention if the renovations to DFCHS mentioned in this recommendation have been addressed and completed.

RECOMMENDATION 56

To determine whether the current site of MLC is suitable for providing a safe, healthy and nurturing learning environment on par with similar provincially funded schools, INAC and Matawa Tribal Council and representatives from MLC should conduct a financial audit and a comprehensive needs assessment. If it is determined that a site analysis of MLC is required, INAC should provide funding to determine:

- i. additional space is required based on projected enrollment for the next 15 years;
- ii. adequacy of existing classrooms, including need for dedicated culinary classroom; and cost/benefit analysis of performing necessary renovations versus acquisition of a new facility.

PARTY	CANADA
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

Note: Although Canada has provided MLC with funding to complete a financial audit and a comprehensive needs assessment, there is no mention of whether this assessment has been completed.

RECOMMENDATION 57

Upon completion of the reports regarding the site analyses performed at DFCHS, if the cost/benefit analysis supports performing the necessary repairs and renovations, or acquiring a new facility, provide funding to implement the recommendations contained in the reports.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

Note: Although Canada has provided DFCHS with funding to complete a site analysis, there is no mention of whether a corresponding report has been completed.

RECOMMENDATION 58

In order to provide First Nations students from remote communities with a secondary school education that recognizes the unique circumstances and challenges faced by these students, their families and their communities, establish a working group that includes representatives from NNEC, KO, MLC, and other First Nation Education Councils. The purpose of that working group would be to conduct community consultations to determine:

- i. those communities who desire to have their own high school and have the capacity to support a high school on-reserve;
- ii. those communities who support high school education off-reserve;
- iii. for those communities who support high school education off-reserve, the preferred model for education and accommodation of students while living off reserve, including:
 - a. specific schools designated for Grades 9 and 10 (e.g. Pelican Falls First Nations High School, “PFFNHS”), to allow students to make the transition to Thunder Bay (or other schools off-reserve) on a gradual basis;
 - b. accommodation in residences for Grades 9 and 10;
 - c. accommodation in residences for all grades;
 - d. accommodation in boarding homes for Grades 11 and 12; or
 - e. accommodation in boarding homes for all grades.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

Note: Canada does not report to have established a working group – however, Canada reports to be working with First Nations groups to fulfill recommendation 58.

RECOMMENDATION 59

To meet the unique needs of First Nations and to help ensure student safety, Canada should provide sufficient funding to NNEC to design, build, furnish, maintain, operate and adequately staff a student residence in Thunder Bay for the students from NNEC communities who have to come to the city to attend school at DFCHS:

- i. INAC should sufficiently fund NNEC for the costs of operating and maintaining the residence on an annual basis pursuant to the eligible expense of “group home costs” as noted in section 5.0 D – Student Support Services of Canada’s policy and guideline entitled Grants and Contributions to Support First Nations Elementary and Secondary Educational Advancement.
- ii. NNEC should consult with its member First Nations communities, current and existing students, NAN, KO and other affiliated tribal council on the design and proposed operation of the residence. Canada should provide sufficient funding to NNEC to carry out this consultation exercise.
- iii. Canada should provide appropriate funding to commence construction of the proposed residence by the start of the fiscal year commencing April 1, 2017 so that construction may begin in spring of 2017.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 53.

Note: Although Canada has provided DFCHS with funding to complete a site analysis, Canada’s response to recommendation 59 to whether such a student residence is being developed. However, in NNEC’s response to recommendation 51 and NAN’s response to recommendation 5 outline the beginning stages of a future Student Living Centre for NNEC students pursuant to recommendation 59.

RECOMMENDATION 60

The City of Thunder Bay should work with NNEC to ensure that any zoning and bylaw issues that may arise for the construction of facilities can be avoided or resolved.

PARTY	NNEC	CITY OF THUNDER BAY
PARTY RESPONSE	1A – Recommendation will be implemented	8 – Content or intent of recommendation is already in place
GRADE		
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>NNEC has begun preliminary discussions with The City of Thunder Bay with regards to matters relating to by-laws and zoning.</p> <p>We are hoping to move forward with new facilities for education and accommodations in the very near future here in the city and are hopeful that our relationship with The City of Thunder Bay will allow for swift movement in relation to by-laws and zoning to expedite this process</p> <p>2019 Updates As we near the completion of our Feasibility Study, we are hopeful that we will be moving forward with new facilities for education and accommodations here in the city and are confident that our relationship with The City of Thunder Bay will allow for swift movement in relation to by-laws and zoning to expedite this process.</p>	<p>Under Council's leadership, CTB working with requests as leads move forward with projects. For example, CTB assisted MLC with property and building for new learning centre (Grandview Lodge) to open September 2018.</p>

Note: Although no zoning changes have been implemented, the Grandview Lodge example shows a genuine effort to ensure that zoning issues do not interfere with required educational facilities. In order to maintain a passing grade in the future, the City of Thunder Bay should continue discussions with NNEC with regards to by-laws and zoning and work to resolve any such issues that arise.

RECOMMENDATION 61

In order to gain efficiencies and avoid unnecessary duplication of resources and facilities, facilitate a working group of member education authorities to determine the means by which certain activities could be coordinated and resources could be shared. In particular, a working group should be struck to coordinate the work of the NNEC and KO Secondary Student Support Programs (“SSSP”) at DFCHS to ensure that their resources are used effectively and that similar practices and rules are followed with respect to all of the students attending DFCHS.

PARTY	NAN
PARTY RESPONSE	4A – Rejected due to flaws
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is rejected due to flaws.</p> <p>(The recommendation was reported as rejected due to flaws on June 28, 2017.)</p> <p>It remains NAN’s position that there is no duplication of services provided by NNEC and KO on the Secondary Student Support Programs. It is not NAN’s role to question the off-reserve education organizations on how to effectively provide services for their students attending DFCHS.</p> <p>NNEC and KO are separate from one another and each organization knows how to best serve their students. Both NNEC and KO are responsible for ensuring efficiencies are gained in the coordination of activities and shared resources.</p>

RECOMMENDATION 62

In order to achieve equity and equality for First Nations students, Canada should:

- i. revise current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve or MLC regardless of their or their parents' normal place of residence;
- ii. pending the revision of policies to allow any First Nation student to attend a First Nation high school off-reserve regardless of normal place of residence, work with school boards in Northwestern Ontario to ensure that reverse tuition agreements are in place;
- iii. eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14);
- iv. determine the required annual increase for core funding to ensure that First Nations education and service providers operating off reserves are able to meet the needs of their students; and
- v. all funding for education of First Nations students off-reserve should be long term, stable, reliable and predictable.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented	i, iii, iv, v: 5 - Not applicable to agency assigned ii. 1A - Recommendation will be implemented.
GRADE		
TIME FRAME	SHORT-TERM	SHORT TERM
DETAILS PROVIDED BY PARTY	Canada is committed to supporting Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, Canada ensures that tuition funding follows the student, and has applied Jordan's Principle to cases where a gap in tuition funding may exist pending a long-term resolution. The Department is aware of a provincially-led Working Group on Reciprocal Education Agreements.	On September 22, 2017, EDU issued a memo to all Directors of Education and Secretary/Treasurers of School Authorities in Ontario, encouraging them to enter into Reverse Education Services Agreements (RESA) with First Nations who had expressed an interest in entering into these agreements;; and signaling that the Ministry was exploring the possibility of legislative change regarding RESAs. In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established. The membership of the Working Group

	<p>ISC provides funding to First Nations-operated schools for instructional services through a core formula, which is not proposal-based. Through “Education Transformation”, an interim formula will be put in place in 2019-2020 that is stable, predictable, based on provincial comparability and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.</p> <p>2019 Updates</p> <p>The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019. Funding for Instructional services is not proposal-based, and is determined by student numbers on a nominal roll. With the implementation of the Interim Funding Formula, proposal-based components of funding for off-reserve school operators and education organizations has moved into core funding, so that all funding for First Nations Students off-reserve is stable, reliable, and predictable. Based on the principles of the co-developed Education Transformation Policy</p>	<p>includes representatives from First Nations across Ontario, Trustee and School Board associations and the Ministry.</p> <p>To date, the Working Group has met on five occasions: October 2017, December 2017, January 2018, February 2018 and April 2018.</p> <p>In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by:</p> <ul style="list-style-type: none"> • In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and, • In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee. <p>Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to support the implementation of the REA approach. The Working Group has started working on</p>
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	<p>Approach, the Interim Funding Formula adjusts annually based on changes made to the provincial model for the Grants for the Student Needs; changes to the model agreed upon at the Ontario Technical Table on the Interim Funding Approach; and changes in student numbers.</p>	<p>implementation considerations for the REA.</p> <p>2019 Updates EDU is currently working with the Working Group to support the development of regulations for the Reciprocal Education Approach. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation-operated schools or provincially-funded schools, and for students transitioning between school systems.</p>
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RECOMMENDATION 63

In order to recruit and retain teachers and staff and encourage them to commit to long-term employment at First Nation schools off-reserve, provide funding to:

- i. ensure that salaries, pensions, benefits, compensation and overall remuneration of teachers, administrators, and other staff at First Nations schools off-reserve are at a level on par with their provincial counterparts;
- ii. ensure that staff from First Nations schools off-reserve are offered all professional development opportunities that the Ministry of Education makes available, including access to their databases and eLearning programs;
- iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through:
 - a. financial assistance to those seeking education and training as teachers;
 - b. initiatives to encourage First Nations people to become teachers; and
 - c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and
- iv. provide all teachers with access to the Teach for Canada program.

PARTY	ONTARIO
PARTY RESPONSE	i. 5 Not applicable to agency assigned ii. 8 Content or intent of recommendation is already in place iii. 2 Under consideration iv. 5 Not applicable to agency assigned
GRADE	

TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>For recommendation 63.ii., EDU continues to offer all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.</p> <p>EDU has continued to participate with partners at the Inquest Education Table to address further opportunities for information sharing, professional development, and resource sharing opportunities that are identified.</p> <p>2019 Updates In an effort to support staff in child care and early years settings in upgrading their skills, the Early Childhood Educators Qualifications Upgrade Program (ECE QUP) prioritizes applicants living and/or working in these communities. The ECE QUP supports individuals with at least six months of experience in eligible child care and early years settings to obtain an Early Childhood Education diploma and become eligible to apply for membership with the College of Early Childhood Educators. Financial support is available through education and travel grants, and training and book allowances.</p>

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 that there is an 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;
- iii. dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students;
- iv. curriculum development that supports language, culture and traditional activities;
- v. regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;
- vi. additional staff member or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land based learning;

- vii. funding for land-based learning; and
- viii. funding to facilitate the development and implementation of Ojibway/Cree immersion programming.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>In support of First Nations control of First Nations education and wellness, Canada has encouraged First Nations parties to the inquest to identify what actions and supports they require to meet their identified needs and are working with them to support those priorities.</p> <p>Through Budget 2016, the Choose Life Initiative, and by mobilizing other resources, Canada has supported a number of specific activities identified by First Nations parties to the Inquest that correspond to recommendations 64-68, including:</p> <ul style="list-style-type: none"> • Increased guidance and counselling allocations, which has allowed all First Nations education organizations in Ontario Region to improve direct student supports in accordance with their priorities; • Doubled the number of trips home for students during the school year from 4 to 4, which has benefitted all students in NAN communities • Start-up costs for academic programming through NNEC’s Wahsa internet high school • Critical Thinking Consortium phases at MLC • Vehicles for land-based learning excursions • Document translations • Social workers, Psychologists, Mental Health Workers, and Psychiatric services in schools • Culture and Land Based programming • School nurses • Tele Mental Health/Video conferencing • Foot Patrol program • Salaries for on-call workers, their transportation, their supplies, their training, and a coordination unit

- Student life skills training
- Cell phones and personal safety devices to improve communication between students, families and school staff
- Clothing and academic material costs
- Furnitures costs for Pelican Falls student residences
- Learning Kitchen start-up costs
- Outdoor Learning facility start-up costs
- Prime worker salaries
- Recreational programming and equipment
- An extra-curricular and outreach strategy
- Tutoring programs
- Art programming and supplies
- Staff training initiatives
- Peer Mentorship Programs
- Youth Leadership Training (course development and implementation)
- Youth co-ordinators
- Cultural workers
- Missing person protocol training and equipment
- Supporting the cultural needs of students through coordinated active-wellness living program develop by KO, Shibogama First Nations Council, Windigo First Nations Council, Independent First Nations Alliance, and NNEC and funded through Choose Life. The program is addressing systemic and pressing issues such as prescription drug abuse, residential school inter-generational trauma, suicide, language and culture loss through diverse active-wellness living opportunities.

Canada will continue to work with First Nations parties to the Inquest in parallel to Education Transformation to ensure their specific needs and priorities are met.

2019 Updates

- The W.I.N.K.S Interagency Active Wellness Youth program to encourage healthy living, positive mental health, and success in school
- Enhanced addictions funding

	<ul style="list-style-type: none"> • Process changes to the Non-Insured Health Benefits (NIHB) program that have increased the availability of mental health counsellors and expanded health coverage to include land-based healing, land-based detox, traditional healers and Elders. <p>The Interim Funding Formula introduces specific budget amounts for student transition supports, to sustain many of the supports implemented by working collaboratively with First Nations partners. The Government of Canada will continue to work with First Nations parties to the Inquest, at upcoming workplanning sessions and as a part of the NAN Private Home Placement review, to ensure students continue to be well-supported.</p>
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PARTY	NNEC
PARTY RESPONSE	3 – Unresolved issues
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>While we have received resources for a number of these important features from Canada’s “New Paths for Education Program” NNEC is still forced to pursue predominantly proposal based funding to address the highly important cultural needs of students that attend NNEC schools.</p> <p>In particular, PFFNHS continues to be in dire need of dedicated space for Elders to spend time with students.</p> <p>Whereas this recommendation suggests that this commence for the 2016-2017 school year, NNEC is still advocating for ongoing, predictable, and reliable funding to cover the costs of these needs heading into the 2018-2019 school year.</p> <p>2019 Updates</p> <p>While NNEC is gracious to be able to receive funding for a number of the items listed above through different proposal based programs, we continue to look for long-term commitments from Canada and Ontario for ongoing, predictable and reliable funding; so that we can build programs that are sustainable and are able to grow and adapt to the needs of our youth as we move forward as an organization.</p> <p>To this affect, this recommendation remains pending.</p>	

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>With the increase of funding that was secured for the 2017/18 school year, there have been extra cultural and educational resources/support staff available to our students. KO continues to identify and justify the need for on-going, predictable and reliable funding to continue these services and for staff retention.</p> <p>KO believes it is imperative for a student's well-being and identity that they retain their language, cultural knowledge and connection to the land while away from home to attend school. The development of our Land Based Programming and the activities being provided by the Land Based Coordinators (2 – based in Sioux Lookout and Thunder Bay) is essential to the cultural and well-being needs of our students. KO has used the funding available to develop programming that fits the capabilities of the Elder's involved in providing support to our students. There have been various activities at the DFC, PFC, Sioux Lookout and Dryden sites that are guided by our Elders and students have been able to access them on a regular basis. This connection is a significant support to students while they are away from home. The Elder's use of language with our students and the promotion of language use is an important part of a young person's identity.</p> <p>KO was successful in receiving funding for the development and implementation of Ojibway/Cree immersion programming for the 2018/19 academic year. The Native Language teachers (2 – based in Sioux Lookout and Thunder Bay) will be tasked with the development curriculum in collaboration with land-based lessons and program staff.</p> <p>2019 Updates This work is ongoing and our students have benefited from immersion activities that our Native Language teachers have</p>	

conducted.

PARTY	MLC
PARTY RESPONSE	1 – Recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY <p>MLC does everything within its power to meet cultural needs of students – extremely difficult with limited funding.</p> <p>MLC does not receive predictable and reliable funding – funding is year-to-year and proposal based.</p> <p>To date, MLC has not received any funding of any kind to secure:</p> <ul style="list-style-type: none">• Education Assistants;• Elders;• Dedicated space for Elders;• Regular professional development to support teachers to incorporate traditional language, culture and activities in day-to-day teaching; or• Curriculum development to support language, culture and traditional activities; or• Ojibay/Oji-cree immersion programming. <p>Funding was provided in 2016/2017 for a cultural worker – it is unclear if this funding will continue in 2017/2018.</p> <p>2016/2017 – Canada gave MLC \$30,000 to develop land-based out-door recreation credit – the program was developed, however, it is unclear whether funding will continue.</p> <p>MLC is currently in discussions with Canada and Ontario – If the discussions are successful, MLC will be able to implement this recommendation. MLC needs funding.</p> <p>2019 Updates</p>	

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.

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.

Note: NNEC, KO, and MLC receive passing grades for recommendation 64 as they report to actively work with Canada to secure funding for the staffing and programs mentioned in this recommendation. In order for Canada to receive a passing grade in the future, the requirements of this recommendation must be fully implemented by NNEC, KO, and MLC.

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.

PARTY	NNEC	KO	MLC
PARTY RESPONSE	1A – Recommendation will be implemented	Accepted	3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>NNEC has acquired funding through Ontario’s “Indigenous Language Fund” to hire two full time Indigenous Language Leads for the 2018-2019 and 2019-2020 school years whose main purpose will be to translate all intake forms, behaviour contracts, report cards and any other documentation that is given to the parents regarding their children to ensure that this information is provided to them in their preferred language.</p> <p>The Indigenous Language Leads will also help to translate during trips to our Northern communities; develop new tools, resources and training techniques to ensure a revitalization of Indigenous language throughout NNEC programs, identify professional language development opportunities for NNEC staff and students, and act as a Teacher’s Assistant in our Indigenous Language classes during the time they are not being utilized to translate important documents.</p> <p>Canada has also supplied one-time funding towards the initial implementation of this Recommendation.</p> <p>NNEC is hopeful that these crucial positions will be part of a new core funding framework if proposal based funding is phased out.</p> <p>2019 Updates</p>	<p>KO has reviewed and revised the identified forms and they have been translated in the three dialects of the KO First Nations: Hudson Bay Cree, Oji-Cree and Ojibway.</p> <p>As new programming is implemented, our policies and procedures are being created and/or revised to reflect these programs/services.</p> <p>It’s important to share program information and policies with parents/communities and to have these documents translated to their dialect. It’s particularly critical to translate these documents for Elder’s who work in an advisory or programming capacity with our program. This recommendation should be considered for long-term/core funding.</p> <p>2019 Updates</p> <p>KO has introduced several new program related policies with additional forms that have been developed to assist our staff in the care and tracking of</p>	<p>MLC cannot implement this recommendation in a timely way without additional funding.</p> <p>2019 Updates</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>
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	<p>NNEC has successfully acquired one full-time Indigenous Language Lead for our DFCHS site, whose primary function is to translate intake forms, behaviour contracts, report cards and any other documentation that is given to parents regarding their children to ensure that this information is provided to them in their preferred language.</p> <p>This has been made possible due to proposal based funding from Ontario; with which we also intend to duplicate this position at PFFNHS. Unfortunately, due to lack of human resources, we have been unsuccessful in filling the position thus far. For the time being, our Language Lead at DFCHS will also be working with PFFNHS to help to translate relevant documents.</p> <p>Beyond translation, the Language Lead positions will also help to revitalize the language in NNEC schools by pursuing new approaches to working Indigenous Language in across the curriculum, pursuing professional development opportunities and conferences for staff and students, and supporting our Indigenous language programs by researching and developing new resources for implementation. After the conclusion of the 2019-2020 school year, this crucial initiative will be contingent on ongoing, predictable and reliable funding.</p>	<p>information pertaining to our students. This information is shared with parents/guardians as necessary and additional translation is required for 2019/20 to complete.</p>	
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RECOMMENDATION 66

In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and in recognition of the unique challenges that they face due to exposure to adverse socio-economic circumstances prior to arriving in Thunder Bay, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, immediately provide adequate funding separate from core institutional funding required to ensure that there is an appropriate complement of qualified staff and

programming to address the needs of DFCHS, PFFNHS and MLC students starting in the 2016-2017 school year, including:

- i. social workers;
- ii. trauma counsellors;
- iii. mental health workers;
- iv. addiction workers or counsellors;
- v. life skills programs;
- vi. on-call drivers;
- vii. community liaison workers;
- viii. school nurses; and
- ix. provision of healthy meals during school hours.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 64.

RECOMMENDATION 67

In order to improve education and health 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 required to ensure that there is an appropriate staff complement and programs to address the recreational needs of DFCHS, PFFNHS and MLC students, including:

- i. adequate annual/monthly allowances to be provided to students for their recreational and personal needs;
- ii. adequate annual/monthly clothing allowances to be provided to students;
- iii. adequate annual/monthly tutoring allowances to be provided to students;
- iv. after-school activities co-ordinators;
- v. registration fees for participation in extra-curricular activities (at the highest level that the student is capable of and interested in) and the equipment to support that participation, including special adaptive aids for special needs students;
- vi. lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students;

vii. individual tutoring as required;

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>Canada is committed to working with First Nations education providers to ensure students are well-supported and have access to extra-curricular opportunities while obtaining education off-reserve. To this end, the Department has supported NAN through the EPP in the past two years, to develop an extracurricular and outreach strategy for students attending school off-reserve. ISC provides annual financial allowances to First Nations Education organizations based on student enrolment. In addition to financial allowances, the Department has provided specific funding to MLC and NNEC in the past two years for after-school art and recreation programming for students enrolled at MLC, DFCHS, and PFFNHS, as well as for education and graduation trips for students at NNEC schools, as proposed. The Department has also provided specific funding in 2018-2019 for recreational equipment and resources that support student learning and extra-curricular endeavours such as funding for tutors, specific learning equipment at MLC, and supplies for academic programming at NNEC schools.</p> <p>Through “Education Transformation”, an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.</p> <p>2019 Updates The Government of Canada will continue to work with First Nations parties to the Inquest, at upcoming work-planning sessions and as a part of the NAN Private Home Placement review, to ensure students continue to have access to extra-curricular activities.</p>

RECOMMENDATION 68

In order to allow First Nations students to maintain family and social connections while they attend secondary school in Thunder Bay, in consultation with NNEC, KO, MLC, and community education counsellors, determine the appropriate frequency and required level of funding for travel of students between their home communities and Thunder Bay as well as funding for communication between students and their home communities. Consideration should include:

- i. at a minimum, travel during the school year in the fall, at Christmas, and at Spring Break;
- ii. travel of students for community celebrations or emergencies;
- iii. travel of parents or caregivers to Thunder Bay in case of emergency;
- iv. supply or funding for students to have regular computer or telephone access with their families and home communities; and
- v. investment or increase in technology at schools to allow students to communicate on a regular basis with their families and social contacts in their home communities.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The Inquest highlighted how much needs to be done to ensure that students from northern Ontario First Nation communities are safe and well supported when they leave their community to complete their secondary studies. Budget 2016 investments included specific new funding to double the number of trips home for students during the school year and increases to the monthly accommodation rates for students in boarding homes, as well as supporting all First Nation schools to retain crucial guidance and counselling services for their students. This funding has been maintained on an ongoing basis.</p> <p>With respect to trips to home communities, each student attending school in Thunder Bay is funded for a minimum of 4 trips home, which has been calculated based on real costs. First Nations have the ability to purchase group flights (i.e. charters) to reduce costs, from which savings can be utilized for any additional trips required home for community celebrations and emergencies. In order to help improve communications with home communities, the Department has provided funding to NNEC in each of the last two years to install fiber optic cables at Pelican Falls that will enable greater bandwidth.</p>

	ISC has provided funding for cell phones and personal safety devices to improve communication between students, families and school staff. In addition, a working group has been struck, terms of reference drafted to determine if and how KNET can support increased telehealth services in schools.
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RECOMMENDATION 69

In order to promote and preserve the connection between students, their families and to help ensure student safety, amend current policies to ensure that any parent or legal guardian who moves away from their home community to live with their child/children while the child/children attend secondary school will meet the definition of “boarding parent” and will be entitled to receive the same stipend as a boarding parent.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	ISC policies have been clarified to ensure that parents who accompany their children when attending school in Thunder Bay or outside their community can be recognized as boarding parents.

RECOMMENDATION 70

In order to provide all First Nations students living in Thunder Bay with reasonable travel time and safe transportation to school and access to all extracurricular activities, in consultation with NNEC, KO, DFCHS, and MLC, conduct an assessment of funding required to ensure that DFCHS and MLC students have access to reasonable transportation while attending school or extracurricular activities. Funding should be adequate to cover:

- i. the purchase or lease of vehicles to transport students;
- ii. the appropriate number of qualified drivers to operate such vehicles;
- iii. insurance for vehicles;
- iv. maintenance and operating costs for vehicles; and

v. the assessment of the feasibility of using a local school bus company.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>ISC provides ongoing, core funding for local transportation of students attending school off-reserve in Thunder Bay. Department officials have worked in collaboration with First Nations parties to the Inquest to identify additional transportation needs required. NNEC was able to purchase a new school bus during the 2017-2018 school year, to transport students within Thunder Bay. The Department has also provided funding specifically for the purchase, insurance, driver training, and maintenance, of local transportation vehicles. Additionally, in 2017-2018, the Department provided funding to NNEC for a vehicle to transport students for extra-curricular, land-based activities.</p> <p>Through “Education Transformation”, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities.</p> <p>2019 Updates In 18/19, Canada also provided funding for the purchase of 5 vans for use by NNEC students in Pelican Falls for programming. With the implementation of the Interim Funding Formula, all First Nations students attending off-reserve schools from NAN communities generate the tuition rate that is equitable to the proximate school board to the First Nation, including the per-pupil rate for transportation. ISC Ontario Region will continue to work with First Nations owned and operated</p>

RECOMMENDATION 71

In order to ensure that any special needs or supports required for First Nations 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; and
- iv. any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>ISC provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is student-specific and determined by a formula based on individual student requirements. This funding includes direct services including student assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated through “Education Transformation”.</p> <p>Canada is supportive of this recommendation and has provided funding through Jordan’s Principle and Choose Life to support student assessments upon arrival in Thunder Bay. ISC is also working with Education Organizations and the province to improve the coordination of existing services to ensure that</p>

	<p>student information (ie. health records, previous assessments) are available to schools and education organizations at the start of the school year.</p> <p>2019 Updates Every community and nominal roll-holding organization will see funding continuity for special education through the Interim Funding Formula. Assessments are conducted with the coordinated help of caregivers, educators, community mental health workers and contracted mental health professionals to create individualized support plans to ensure the best possible outcome during this transition. Choose Life has funded Mustimuhw, a community electronic health record which supports the documentation and better sharing of information concerning a student's needs among the appropriate providers, as requested by one of the inquest educational Partners. First Nations Partners have identified this recommendation as a priority issue going forward, and ISC is prepared to work collaboratively to improve coordination of existing services for student assessments, and enhance services where required.</p>
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PARTY	NNEC
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>NNEC has been provided with funding for two school years (2017-2018 & 2018-2019) through Canada's "Jordan's Principle" program to support the acquisition of an Adolescent Psychiatrist, a Registered Psychologist, Clinical Psychological Services, as well as a Nurse Practitioner to provide further support to students attending DFCHS.</p> <p>With the success that we saw during the 2017-2018 program at DFCHS we have requested funding through Canada's "Choose Life" program for the 2018-2019 school year to mirror this initiative at PFFNHS which tends to face even more challenges than DFCHS as there are a major lack of services in comparison due to remoteness.</p> <p>NNEC is hopeful that resources for these essential programs will be part of a new core funding framework if proposal based funding is phased out.</p>	
2019 Updates	

Proposal based funding has allowed for a full range of support including but not limited to: special education needs, substance and/or alcohol issues, mental health issues, and other supports including academic achievement. Some of the supports made available due to proposal based funding through both Canada and Ontario include but are not limited to: Special Education Programming, a Mental Health and Addictions Counsellor, Psychologist, Psychiatrist, Social Counsellors, Elders, Land Based Learning Programming, Transition Coordinator, Education System Navigator/Re-engagement Coordinator, and Student Achievement Officers.

While the focus of this recommendation revolves around Thunder Bay, we are still looking to duplicate these services for our students attending Pelican, though human resource issues continue to present a number of challenges in the area. While we are listing the status of this recommendation as “complete”, the continued implementation of this recommendation and the services provided therein to best support our youth are contingent on ongoing, predictable, and reliable funding from Canada and Ontario.

PARTY	KO
PARTY RESPONSE	KO accepts this recommendation where resources are available.
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>KO is currently in the development of a Circle of Care model for students who attend high school away from their families and home communities. This model will address mental health concerns, access to specialized services, continuity of care when at home/school, and educational/cultural supports that provide students with the continued land-based teachings of their families and communities. The model has been in development with internal departments and the identification of service gaps are still a significant concern. While there has been significant funding for these services, the funding continues to be proposal-based and is not reflective of Rec. # 7 and its statements. KO continues to identify students with unmet needs and assists their families to secure access to needs services and supports comparable to those available to other children living in the same jurisdiction in a timely manner. To effectively collect data of services being provided to date, KO is in progress of implementing a database that would provide the analytical information necessary to identify the service needs of our students, and it would also ensure the privacy and security that is legislated when providing these services.</p> <p>The Mustimuhw Community Electronic Record (cEMR) will be implemented in July 2018 complete with staff training and data migration. This platform will allow for efficient communication between key staff and service providers whether the student is at home or in school. An information sharing/transition of services process will be developed internally.</p>	

2019 Updates

KO has developed a Circle of Care model for students who attend high school away from their families and home communities. This model will address mental health concerns, special education needs, substance and/or alcohol abuse issues, mental health issues, academic support, access to specialized services, and will develop a continuity of care when at home/school

KO and its departments, education, health, mental health, eHealth, and KNet, reviewed the Circle of Care model that was developed within Keewaytinook Okimakanak Secondary Student Services (KOSSS) and determined the next steps for numerous recommendations, including Rec. 71. A working group has been established with a member from each identified department to develop a Continuum of Care, an interim process for the transition of students home when they are removed from the KOSSS program, and to develop protocols for referring students to specialized services that are provided by other departments.

KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it went live in July 2018. Staff received privacy & security training and the policies were approved by the Keewaytinook Okimakanak Board of Education (KOBE) members in March 2019. The first phase of implementation has been completed which saw KOSSS staff trained and utilizing the database for their required reporting submissions and secure recordkeeping. KO has begun phase two of its implementation which training has been scheduled for the KOBE Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation session for our students has been developed for the implementation of the Citizen Portal.

The Citizen Portal will allow our students to access their student support worker/well-being worker and/or KO's specialized service providers to request assistance, a session, and to manage any medical appointments that may be upcoming. Phase three will connect the KOSSS/KOBE education staff portion of Mustimuhw cEMR to the KO Health/Mental Health staff. This will allow for any referrals, and access to the KO Health/Mental Health specialized services on a year round basis.

Phase four will connect all KO departments to our KO First Nations service providers and/or leadership. i.e. Nursing Station Staff, School Staff, Education/Social Counsellors and community Choose Life programming.

PARTY	MLC
PARTY RESPONSE	1 – Recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY

MLC works to assist students with special needs (special education, substance and/or alcohol abuse, mental health issues, and academic supports, among other needs).

In academic 2017/2018 MLC established major partnership with St. Joseph's Care Group in order to help MLC deliver fully integrated holistic student centered programs and services. Students undergoing comprehensive education, health and cultural evaluations. MLC staff being trained to provide mental health supports. Two new youth workers.

In 2018/2019, students will have access to:

- Therapeutic Recreation
- Nurse Practitioner
- Mental-Health and Addiction Workers,
- Psychologist,
- Family Therapist, and
- A psychiatrist.

In 2017/2018 academic, MLC received funding for Mental Health Workers who provide assessments and after car and daily student access to walk-in and appointment based counselling.

MLC became official member of Thunder Ba Situation Table in academic 2017/2018 – this process has successfully helped students.

Mental health education is integrated weekly through “Wellness Wednesday”.

MLC has two Elders who help students with alcohol/substance related issues and mental health distress.

MLC still required special education program funding – this has not yet been received.

MLC continues to engage in discussions with Canada, Ontario and others for necessary funding.

2019 Updates

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.

New this year is the Mental Health Small Groups Program: This new program ran on Thursdays and taught student's wellness lessons in self-care, coping skills, leadership skills, etc.

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.

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.

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.

RECOMMENDATION 72

In order to ensure that the appropriate level of support services are in place for First Nations students upon arrival in Thunder Bay, ensure that NNEC, KO and MLC have sufficient additional funding, staff and technology to:

- i. convene a meeting with each student, their parents, their boarding parents and prime workers prior to the student's arrival at high school;
- ii. conduct a separate meeting with the student upon arrival in Thunder Bay to identify any needs and concerns of the student as well as goals and aspirations;
- iii. convene monthly check-ins between each student, their parents, the boarding parents and prime workers after the student has begun school; and
- iv. ensure timely reports to parents and/or education authorities regarding concerns relating to absenteeism, missed curfews or substance/alcohol use.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Through the Education Partnerships Program, ISC has provided funding to NAN for each of the last 4 years to run orientation sessions in Thunder Bay for new students to the city to get acquainted with community service providers. Through the same program, NAN also runs boarding home parent training in order to equip boarding home parents with the knowledge and expectations to adequately support their board-in students.

Canada has also begun supporting co-ordinated on-call workers services for education service providers. NAN has used some of this funding to set up a call in line for any student in a distressful situation, so that their request can be triaged to their appropriate support worker. In 2018-2019, ISC has also provided resources specifically to support the salaries on prime worker positions for each organization supporting students attending school in Thunder Bay and Sioux Lookout.

2019 Updates

The Department has also supported the First Nations parties to the Inquest to purchase radios, and other safety equipment to assist in missing person searches, as requested. The Government of Canada is supportive of this recommendation, and will continue to work with each organization to support the implementation of its own protocol and policy for students in private home placement.

The NAN-led comprehensive private home placement review will also help inform standardized best practices for all organizations employing on-call and prime workers.

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, 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.

PARTY	NNEC & DFC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	Accepted	3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>NNEC has acquired funding through Canada to develop a Peer Mentor program that will be effective for the 2018-2019 School Year, so that older more experienced students will help younger students transition to life away from home in a large urban centre.</p> <p>The program will be managed by our new Transition Coordinator and will help deter new students from high-risk behaviour, encourage new students to resist negative peer pressure, help to understand how to deal with potential incidents of racism, encourage students to attend school and be successful in their studies, report any concerns regarding boarding home accommodations, and help to encourage new students to</p>	<p>KO established a Peer Mentor program in September 2017 and is ongoing. First year students were partnered with senior students to provide support while adjusting to the school, boarding home and the city. This program is ongoing and will continue each school year. There was significant success of the program in the last school year as it provided additional comfort and guidance to first time students.</p> <p>Partnering students with a Mentor will be based on common interests, favorite subjects, personalities and other criteria that will create an ongoing support for new students as well as a positive sense of responsibility with senior students.</p> <p>Our Transition Worker works hand-in-hand with the Retention</p>	<p>MLC has received some resources to provide new students with formal peer mentors.</p> <p>MLC continues to increase training and workshops for students to assist them with day-to-day issues. For example:</p> <ul style="list-style-type: none"> - PARTY program offered by the Hospital - TBPS meet with MLC students to discuss safety and police interaction protocol - Thunder Bay District Health Unit provided students with Safe Food Handling education and certification as part of their Outdoor Education Credit <p>MLC staff conduct Wellness Wednesday as outlined in recommendations 71 and 117.</p> <p>MLC is working with City of Thunder Bay to increase</p>

	<p>pursue a healthy active lifestyle. This program will act as an added layer of support for students transitioning to life outside of their home communities.</p> <p>Peer Mentors will feel a sense of pride as they develop their leadership skills and help to guide the younger generation of students towards making positive life choices as they acquire credits towards their Ontario Secondary School Diploma away from home.</p> <p>2019 Updates The program was implemented This program was a great success at both of our high schools and we are looking forward to building on this success as we implement new aspects of the program in the 2019-2020 school year.</p>	<p>Coordinator, Tutors, Student Support Workers and the Active Wellness Coordinator to develop workshops/activities and to address and encourage students on a daily basis.</p> <p>KO developed the Dryden Boarding Home Pilot House for the 2017/18 Academic Year. The Boarding Home Parents worked diligently to cover these areas and incorporated programming to assist.</p> <p>Two (2) new Boarding Home Pilot Houses will be in operation for Fall 2018/19; one in Sioux Lookout that will house girls and a duplex in Thunder Bay that will cover both girls and boys, separately.</p>	<p>recreational opportunities for students, see recommendation 107.</p> <p>MLC is currently engaged in discussions with Canada and Ontario with a view to ensure that MLC students receive peer mentoring, amongst other things.</p> <p>2019 Updates 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"> • MLC Student Council • MLC Student Training and Workshops • Curriculum Related Education and Training i.e. Outdoor Education, Hockey Credit, etc. (Recommendation 64) • Wellness Wednesday (Recommendation 71) • Small Group Sessions (Recommendation 71) <p>MLC continues to engage in discussions with Canada, Ontario and others for funding to provide a formal peer mentorship program to students.</p>
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RECOMMENDATION 74

The City of Thunder Bay, through their Travel and Tourism division, should be part of the student welcome orientation session mentioned in Recommendation 73 to help new students by providing them with city maps, transit maps, and a list of community centers and activities offered throughout the city.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	See recommendation 49.

Note: Recommendation 49 does not outline that the City of Thunder Bay provides students with city maps, transit maps, and a list of community centers and activities offered throughout the city.

RECOMMENDATION 75

In order to provide peer leaders and mentors with the capacity, communication skills and self-confidence they need to apply positive influence on other students, the City should act as a resource to identify community partners including, but not limited to, Ontario and Canada, who could support and provide funding in order to create and sustain peer leaders at DFCHS and MLC. Explore the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements.

PARTY	CANADA	ONTARIO	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented	1A – Recommendation will be implemented	No party response.
GRADE			
TIME	SHORT-TERM	SHORT-TERM	SHORT-TERM

FRAME			
DETAILS PROVIDED BY PARTY	Same response provided as in recommendations 64-68.	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>To date, KO, NAN, NNEC, and MLC have not included recommendation 75 in their workplans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p> <p>2019 Updates EDU provided funding to MLC to create an Indigenous focused peer mentorship program. The program is intended to assist students in decision-making, communication, goal setting, building leadership skills and making new friends.</p>	<p>2019 Updates On August 28, 2018, Public Safety Canada announced \$5.6 million funding over five years for the five- year Youth Inclusion Program. Application submitted in June 2016 to Public Safety Canada for a five-year Youth Inclusion Program. Public Safety Canada supported the development of a full proposal which was submitted December 2017. The priority issues the project will address include youth safety, youth crime reduction and well-being, and youth engagement/participation in recreational, social and cultural opportunities, with a focus on providing positive role models and mentors to Indigenous youth attending school in Thunder Bay. A Program Manager was hired in January 2019. Two Youth Navigators, two Program Supervisors and two Coordinators have also been hired and the framework for the YIP has been established. Youth are being engaged at the neighbourhood level and schools level to prioritize youth-driven programming will be implemented. Youth programming began in June 2019. A third-party evaluator has been hired to conduct a comprehensive evaluation of the program over the five years.</p>

Note: No party has addressed having explored the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements.

RECOMMENDATION 76

In order to increase the number of quality boarding homes for First Nations students in Thunder Bay, in consultation with representatives from NNEC, KO, MLC, student support workers and long-term boarding parents, establish a working group that will:

- i. determine the appropriate level of funding for boarding parents; and
- ii. establish minimum expectations with respect to boarding parent’s responsibility to ensure student’s safety and well-being, attendance at school and academic success.

PARTY	CANADA	NAN
PARTY RESPONSE	1A – Recommendation will be implemented 1B – Alternate recommendation has been implemented	1 – Recommendation has been implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>In 2017, the Department increased the boarding home accommodation rate to \$12,000 per student per school year, to be in line with provincial rates for accommodation.</p> <p>In each of the last two years, the Department provided funding to NAN to continue to provide Student Accommodation Provider training for all boarding home parents. The sessions including student accommodation providers secured by NNEC, Matawa, KO, and other NAN affiliated organizations requiring boarding homes, as well as funding to support “trainer-the-trainer” training for First Nation organizations to train any new accommodation providers that may be arranged after the larger training session occurred. Training included the outlining of minimum expectations to</p>	<p>Recommendation is accepted and is completed. Boarding Homes:</p> <p>i) The First Nation education organizations have established a universal rate for their boarding home parents which eliminates competition for boarding homes among the organizations.</p> <p>ii) NAN conducts annual boarding home parent training using the information from the Student Accommodation Provider Guide developed through the EPP. This guide is constantly reviewed to ensure the information is accurate and up-to-date.</p>

	<p>ensure student safety and well-being while attending school</p> <p>To further support the best practices and minimum expectations of student accommodation providers, the Department also provided KO and NNEC with funding in 2017 to review and update their current boarding home guidelines.</p> <p>Each First Nations education organization currently has its own best practices and policy guidelines for boarding home parents. The Department has secured agreement from the Inquest Education Table (Parties named in the Inquest) to work with the broader NAN Education Committee to undertake a review of the Boarding Home Placement system, which will inform and standardize expectations across all organizations and the Region.</p> <p>The ultimate goal of the review will be to ensure students who leave their communities to attend school are housed in safe, supportive homes. The review will examine all aspects listed within this recommendation.</p> <p>2019 Updates The Department continues to support NAN to continue to provide Student Accommodation Provider training for all boarding home parents. Although the completion of this review has been delayed, the Department has provided funding to NAN for the review, and understands that a working</p>	<p>Through discussions at the Education Table, it was agreed that Indigenous Services Canada will conduct an Ontario-wide Boarding Home Review for Recommendation 76 and 77.</p> <p>A Working Group on Boarding Homes will be created to increase the number of quality boarding homes for students attending school off-reserve, as well as enhance and standardize the procedure for the screening and approval of boarding homes. Regular meetings will be held throughout 2018/2019 to evaluate the current boarding home procedures and previous training that has occurred. NAN is currently working with Indigenous Services Canada on setting up the working group. Discussions have taken place with the NAN Education Committee.</p> <p>2019 Updates Indigenous Services Canada (ISC) has requested that NAN conduct the Boarding Home Review on their behalf as most of the boarding homes in Ontario are located within NAN territory. A Boarding Home Review Steering Committee will be established by the NAN Education Committee at their next meeting date (June 2019), and meetings of the Steering Committee are expected to start by September 2019. A draft Terms of Reference has been created to assist the Steering Committee in getting started. Through regular meetings of the</p>
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	group meeting to develop the scope of work will take place during summer 2019.	committee, a final report of the Steering Committee is expected to be provided to the NAN Education Committee no later than May 2020.
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RECOMMENDATION 77

In order to enhance and standardize the procedure for the screening and approval of boarding homes for First Nations students attending school off-reserve, within 6 months of the date of this verdict, establish a working group including representatives from NNEC, KO, MLC, and other appropriate stakeholders to determine existing best practices and to consider:

- i. minimum standards for all boarding homes;
- ii. standardized screening and vetting of boarding home applicants, including:
 - a. monthly visits and scheduled inspections;
 - b. criminal record checks for all residents aged 18 years and over and updates of criminal record checks on an annual basis;
 - c. mandatory completion of training, including first aid training and management and care of intoxicated students;
 - d. demonstration of financial stability;
 - e. standardized contract including:
 - provisions that clearly outline expectations of boarding parents, including regular communication with student support or prime workers and parents/guardians;
 - provisions that clearly outline conduct that will result in termination; and
 - provision in contract for unannounced visits as may be deemed necessary and at the discretion of the school
- iii. minimum standards for written policies and procedures relating to screening and approval of boarding parents and homes.

PARTY	CANADA	NAN
PARTY RESPONSE	1A – Recommendation will be implemented	1 – Recommendation has been implemented

	1B – Alternate recommendation has been implemented	
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Same response provided as in recommendation 76.	<p>Recommendation is accepted and completed.</p> <p>Boarding Homes:</p> <p>i) NAN utilizes the Student Accommodation Provider Guide to inform boarding parents of the minimum acceptable standards. The training is reviewed by NAN after each training session to confirm the training is relevant and meet the requirements for ensuring student safety. Evaluation forms are provided to participants to obtain feedback on the training received which informs revisions.</p> <p>ii) This is the responsibility of each organization/First Nation entering into Boarding Home agreements.</p> <p>iii) First Nation Education Authorities have their own screening standards. This is to be part of the Ontario-wide Boarding Home Review.</p> <p>Please note: the Sioux Lookout Inter-Agency working group, which consists of NNEC, KO, Shibogama, Windigo and IFNA agreed to a standard boarding home rate. The standard boarding home rate also applies in Thunder Bay. However, individual First Nations administering their own boarding home program set their own rates.</p> <p>Once again, through discussions at the Education Table, it was agreed that Indigenous Services Canada will conduct an Ontario-wide Boarding Home Review for Recommendation 76 and 77.</p>

RECOMMENDATION 78

In order to assist First Nations students who move to Thunder Bay to attend secondary school, the Ontario Ministries of Education, Children and Youth, Municipal Affairs and Housing, Health and Long-Term Care and Community and Social Services should work with Canada, the Thunder Bay District Social Services Administration Board, the City of Thunder Bay and Indigenous communities and organizations to support a well-coordinated suite of housing, income, recreation and health services and supports to assist students in accessing supports and services.

PARTY	ONTARIO
PARTY RESPONSE	1A - Recommendation will be implemented 8 - Content or intent of recommendation is already in place (regarding some health services)
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Income Support</p> <ul style="list-style-type: none"> i. Complete - A collaborative approach has been established with Nishnawbe Aski Nation (NAN) to advance engagement with all relevant partners on this recommendation. ii. Complete - MCCSS is leading the development of an inventory of income support, housing, health, and recreation services in the Thunder Bay for students relocating to Thunder Bay to attend school. To date, a number of Indigenous partners and stakeholders have provided information regarding community based programs and services related to this recommendation. iii. In progress - The inventory of programs and services is being updated with stakeholders and available in order to incorporate each organization's related resources. iv. In progress- MCCSS is reviewing and analyzing potential policy changes within social assistance to increase supports for First Nations youth who leave their community and their families to attend high school. v. In progress - The Regional Multicultural Youth Centre (funded by the Ministry of Tourism, Culture, and Sport, and referenced in recommendation #101) will be included in the inventory of programs and services. The Centre has been engaged at the community level. vi. In progress - Ministries have also been participating in NAN-led meetings on this recommendation. An early action area identified, relates to student transit with a focus on collaboration among the City of Thunder Bay, city transit, First Nations education providers and NAN. A scheduled meeting led to an agreement to introduce subsidized semester bus passes. The subsidized semester bus pass program is

considered a pilot until the end of the 2017/18 school year. A report will be presented to the City of Thunder Bay Council in the spring.

Health - In progress

The North West Local Health Integration Network (North West LHIN) continues to work with program partners at Dennis Franklin Cromarty High School (DFC) and local health service providers to identify recreational needs and well-being services for DFC youth. More recently, one-time funding was provided to DFC for Health and Wellness Activities for its students. In addition, the North West LHIN continues to fund the Suboxone program at DFC. Within the past fiscal year (2017/18), the North West LHIN also funded the Thunder Bay Regional Health Science's Centre Indigenous Youth P.A.R.T.Y (Prevent Alcohol and Related Trauma in Youth) Program for students attending Dennis Franklin Cromarty (DFC) and Matawa Learning Centre (MLC).

Education – In progress

EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.

To date, Keewaytinook Okimakanak (KO), NAN, and MLC have not included recommendation 78 in their workplans submitted to the province.

NNEC has included recommendation 78 in their workplan, for funding of \$50,000 to support its implementation. This funding is intended for an Education System Navigator/Reengagement Program Coordinator position by NNEC to help guide new students and their parents through educational, legal, and health care systems while the students move away from their communities for school. This funding is also intended in part to address objectives identified in recommendation 87.

EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.

Rent Geared to Income – In progress

MHO is currently working with MCCSS to ensure alignment between Rent Geared to Income (RGI) Simplification and Income Security Reform, including Ontario Works (OW) and Ontario Disability Support Program (ODSP).

Youth and Community Wellness – In progress

IAO has been working to address needs in First Nations communities across Ontario by investing in Indigenous youth and community-led solutions.

Investments provided in 2017-18 supported initiatives related to youth leadership, pathways to wellness, youth and family healing and connecting youth to their land and culture. Investments included:

- Hiring a Transitional Support Worker for Dennis Franklin Cromarty High School Students to help them with post-secondary applications and funding process requirements.
- Expanding recreational programs through Right To Play's Hockey for Development Clinic in Fort Severn, extending the Promoting Life-skills in Aboriginal Youth (PLAY) program to more than 60 First Nation communities;
- Funding Jays Care Foundation's youth champions in James Bay Coast and Grand Council Treaty 3 communities to lead activities and events in their communities;
- Supporting Indigenous youth to plan and establish a youth leadership forum;
- Supporting Indigenous youth engagement in community projects on environmental, social, spiritual, and physical well-being through the Ontario Indigenous Youth Partnership Project; and,
- Creating activities and safe spaces for Indigenous youth through dance at Dennis Franklin Cromarty high school and surrounding communities through Outside Looking In.

2019 Updates

The Regional Multicultural Youth Centre (funded by the Ministry of Tourism, Culture and Sport, and referenced in recommendation #101) was included in the inventory of programs and services and the educational institutions are now accessing services from this organization for the benefit of the youth. As the City of Thunder Bay has expanded their website to include a comprehensive inventory of services available in the community, MCCSS will cease the maintenance of its inventory.

MCCSS implemented a policy change to its Social Assistance programs whereby effective April 2018, when a child is required to relocate to attend school and is away from home a recipient's assistance is not reduced.

Under the Community Housing Renewal (CHR) strategy, the Rent-Geared-to-Income (RGI) simplification initiative is underway. In this regard, MMAH is working collaboratively with MOF and will continue to communicate with MCCSS to inform Social Assistance Reform.

RECOMMENDATION 79

In order to provide First Nations students with additional supports to achieve academic success and to have a positive experience while living in Thunder Bay, continue to provide funding to qualified organizations to deliver the After School Program at DFCHS and work with MLC and KO to explore providing funding to qualified organizations to deliver After School Programs for students from the Matawa and KO communities attending school in Thunder Bay.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>MLC identified this recommendation as a priority and requested funding to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. MLC identified the goal of this funding to increase student attendance, participation, and learning experiences. EDU provided the requested funding to MLC.</p> <p>To date, KO, Nishnawbe Aski Nation (NAN), and Northern Nishnawbe Education Council (NNEC) have not included recommendation 79 in their workplans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p> <p>2019 Updates EDU is continuing to provide funding to MLC to support after school programming for students seven days a week.</p>

RECOMMENDATION 80

Work with agencies funded under the Aboriginal Healing and Wellness Strategy (AHWS) to explore creating more employment opportunities for youth (e.g. peer mentors).

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Formal engagements started in January 2018 and were completed in April 2018 with Indigenous Healing and Wellness Strategy (IHWS) partners and service providers, including Nishnawbe Aski Nation (NAN). MCCSS is using the results of these engagements on program amendments and to inform options for youth mentorship approaches through IHWS.</p> <p>2019 Updates IHWS partners described a continuum of mentorship and prevention approaches such as land-based programs, peer-to-peer mentors, pairing youth with Elders, leveraging suicide intervention resources. They also highlighted the importance of youth leadership opportunities and other community practices to address youth’s mental health and resiliency, enhance their emotional and social development and skills, and in turn, help support their education and employment goals/outcomes. MCCSS has been sharing the engagements findings with IHWS and ministry partners. Refer to Recommendations #35 and #36 for recent years’ work by MOH and MCCSS (children and youth areas and IHWS Office) in partnership with NAN and other partners to support Indigenous-led mental health and addictions and youth life promotion initiatives.</p>

RECOMMENDATION 81

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

- i. recognition, management and care of intoxicated students;
- ii. crisis intervention;

- iii. suicide prevention; and
- iv. first aid, including cardiopulmonary resuscitation.

PARTY	NNEC & DFC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>NNEC staff currently receive First Aid training, On-Call training, and Applied Suicide Intervention Skills Training (A.S.I.S.T.) to ensure that our staff and boarding home parents are best equipped to ensure the safety of our First Nations students while they are away from their communities for school.</p> <p>NNEC has received additional funding through Canada to continue to pursue training opportunities that allow NNEC staff and Boarding Home Parents to be best prepared in crisis situations in order to provide the most comprehensive support for our students. We are hopeful that there will be continue to be resources available in a new core funding framework for this crucial training if proposal based funding is phased out.</p> <p>2019 Updates NNEC staff continue to receive training.</p>

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is accepted and pending.</p> <p>NAN will implement the recommendation as it applies to the safety of First Nation students attending school on-reserve and will assist with the harm reduction training delivery to boarding home parents off-reserve by Fall 2018.</p>

NAN has developed a work plan to conduct harm reduction training for frontline staff and others using an Instructors Training model to train instructors at the community level. The “NAN safeTALK and ASIST Program” will be created to address training in crisis intervention and suicide prevention. NAN will work with government partners to ensure annual training takes place.

The work plan includes training in First Aid and CPR. Training frontline staff will allow for the safe management and care of intoxicated students. NAN will work with government partners to ensure annual training takes place.

Funding will be pursued in 2018-2019 for costs associated in implementing the recommendation.

It is acknowledged that some people in the community may already be trained in crisis intervention and suicide prevention as various organizations or agencies, such as ORNGE, have provided some emergency response training in the past.

2019 Updates

In 2018-2019, training sessions for mental health first aid or ASIST were conducted in various communities. Mental health first aid sessions were held in Sandy Lake First Nation (November 2018), Kitchenuhmaykoosib Inninuwug (December 2018) and Eabametoong First Nation (January 2019) for adults who interact with youth. ASIST training sessions were conducted in Kirkland Lake and with Matawa First Nations Management (May 2018), Thunder Bay (June 2018), and Lac Seul First Nation (August 2018).

Regular ongoing training was provided to boarding home parents for mental health first aid, suicide prevention, and self-therapy. A mental health first aid training session was held for boarding parents in Sioux Lookout in October 2018. Additional training regarding gender identity is planned for the end of August 2019. Training has and will continue to occur in Thunder Bay, Dryden, and Timmins for area boarding home parents as additional training opportunities are offered. NAN is currently planning a meeting involving education representatives from all of NAN area education organizations which is to be held in August 2019. At this meeting, time will be set aside for discussion as to how the communities have been dealing with the requirement to provide annual training to staff and boarding home parents. Through this discussion, we intend to determine whether further supports are required, and whether additional advocacy is required by NAN to assist the communities in obtaining additional supports.

A more comprehensive plan needs to be determined on how to achieve harm reduction at the community level. NAN First Nations communities do receive First Aid and CPR training by various providers so there are people in the community who have first aid certification as well as certifications in suicide prevention or crisis intervention.

PARTY	KO
PARTY RESPONSE	Accepted - KO accepts this recommendations where resources are available.
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>KO has conducted training as identified in this recommendation and this is ongoing for any new Boarding Home Parents or Staff. Additional training for Staff:</p> <p>Wilderness First Aid, Mental Health First Aid, Confidentiality and Duty to Report, Bullying/Cyber-Bullying, Missing Student Protocol Guide, Lakehead Search and Rescue Training, cEMR Database Management, CTRL: Counselling Certificate Training, Land Based & Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, and Case Note/Incident Reporting.</p> <p>KO believes that ongoing training is imperative for student well-being and success. KO will continue consultation with staff and boarding home parents to determine areas of training for this coming year.</p> <p>2019 Updates KO Boarding Home Parents/Student Home Workers participate in the training sessions that are coordinated annually by Nishnawbe Aski Nation and this is ongoing.</p>	

PARTY	MLC
PARTY RESPONSE	1A – Recommendation will be implemented 3 – Unresolved issues 5 – Not applicable to agency
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
Because MLC does not operate boarding homes, it is likely not the correct party to train boarding parents.	

Parts of this recommendation have been completed and parts of this recommendation are in the process of being implemented.

At this time, MLC does not operate a boarding home.

MLC has received some funding for staff training which meets part of this recommendation.

MLC staff have completed the following training in these areas in academic 2017/2018:

- Applied Suicide Intervention Skills Training
- Mental Health First Aid Training
- Assessing Suicide in Kids Training
- Naxolone Training
- First Aid which includes Wilderness First Response and White Water Rescue Training

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. If 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.

2019 Updates

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.

RECOMMENDATION 82

In order to ensure the safety of First Nation students while living in Thunder Bay, provide funding to NNEC, KO, and MLC to conduct training as described in Recommendation 81 and to permit on-reserve and off-reserve First Nations schools to create and implement safe school protocols.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	

TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Canada is committed to ensuring students are safe while living in Thunder Bay to attend secondary schools. In the interest of supporting this goal, funding was provided to NAN in 2017 to develop a Student Safety Brochure and Urban Living Curriculum, which would be distributed to all NAN students. In addition, NAN has received EPP funding to support a Student Safety Working Group comprised of multiple-interagency members who meet regularly to discuss on-going issues, missing students and other extreme circumstances. The Student Safety Working Group also reviewed the Missing Student Protocol, Student Safety Protocol, and Photo Student Data Base documents which were developed by NAN via funds provided by Canada. NAN was also provided with funding in 2018-2019 for a Student Safety Facilitator to work with other staff/supports to implement strategies and activities outlined by the Student Safety Working Group.</p> <p>Through Choose Life, ISC has provided funding to several education organizations to train staff and students, e.g. suicide prevention training, mental health First Aid, and CPR.</p>

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 local 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 (i.e. drinking homebrew vs spirits); 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.

PARTY	NNEC & DFC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	Accepted	1 – Recommendation has been implemented
GRADE			

TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
<p>DETAILS PROVIDED BY PARTY</p>	<p>DFCHS currently has a partnership with Dilico that enables two of their “Youth Outreach Workers” to continue to run an after school program to provide support, educate, and increase the awareness among students about the consequences of high risk behaviour. This program also continues to facilitate activities at the school to keep our youth engaged and conversely away from high risk behaviour. Each semester students are also involved in the “Prevent Alcohol & Risk-related Trauma in Youth” (P.A.R.T.Y.) program at the Thunder Bay Regional Health Sciences Centre, which helps to act as a strong deterrent of high-risk behaviour.</p> <p>Ontario Native Women’s Association (ONWA) also continues to work with DFCHS to provide after school programming to increase awareness of high-risk behaviour among the youth while offering other after school alternatives for youth to engage in, though this programming is more intermittent.</p> <p>NNEC is continuing to pursue and build additional partnerships to provide additional services to keep our youth safe and well informed.</p>	<p>KO invites individuals from various life experiences, including community-based individuals, to talk to the students about the effects of alcohol/drugs and to encourage healthy role models/lifestyles.</p> <p>Workshops and sharing circles are held regularly at each of our sites and topics vary depending on the needs of the students.</p> <p>KO, in partnership with the TBRHSC P.A.R.T.Y. Program, hosts monthly seminars via videoconference and students are welcome to share any questions following each.</p> <p>Ongoing information sharing and awareness of new dangers (drugs/lethal substitutes) that are flagged by the TBDHU. Staff continually seek</p>	<ul style="list-style-type: none"> • MLC works with community partners to ensure students are provided with information surrounding the risks of alcohol, substance, and solvent use. • Community partners have provided the following free workshops for MLC staff and students in 2017/2018: <ul style="list-style-type: none"> ○ Alcohol and Risk-Related Trauma in Youth (delivered by PARTY Program – Thunder Bay Regional Hospital); ○ Indigenous Party Program (delivered by PARTY Program – Thunder Bay Regional Hospital); ○ Harm Reduction (delivered by Baysafe); ○ Naloxone Training (delivered by Elevate); ○ Thunder Bay Situation Table; ○ St. Joseph’s Care Group;

	<p>2019 Updates DFCHS continues to cherish our partnership with Dilico that enables two of their “Youth Outreach Workers” to continue to run an after school program. During the 2019-2020 school year, we will be working with the City of Thunder Bay to provide additional opportunities and supports for our students through the “Youth Inclusion Program”, which has been funded by Public Safety Canada.</p>	<p>information on these items and there is ongoing communication to the Boarding Home Parents and to students.</p>	<ul style="list-style-type: none"> ○ Thunder Bay Drug Strategy. ● MLC staff which now includes Elders, Mental Health Workers, Student Support Workers, and a Guidance Counsellor have regular ongoing discussions on these issues with students. <p>2019 Updates Various different educational presentations were given to students on the topic of Harm Reduction, Addictions, Community Safety and Crisis Response.</p>
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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 at their schools. The development of such programs should consider including a day program (if necessary) or a course option or students at the school. Canada should sufficiently fund NNEC, KO and MLC for these activities.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME	SHORT-TERM

FRAME	
DETAILS PROVIDED BY PARTY	<p>Choose Life is supporting harm reduction programs, traditional/land-based teachings, increasing opportunities to participate in sports, art, music, and other recreational programming. Combining these activities will help to ensure a better quality of life for First Nation students while they are living away from home or school.</p> <p>2019 Updates Process changes to NIHB have increased the availability of mental health counsellors and expanded health coverage to include land-based healing, land-based detox, traditional healers and Elders.</p>

PARTY	NNEC & DFC
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Proposal based funding through Canada’s “Jordan’s Principle” program allowed for a number of important services to be provided to our youth which helped to inform and develop harm reduction programs at DFCHS during the 2017-2018 school year.</p> <p>With the help of our primary care team which included a Nurse Practitioner and our Registered Nurse, our tertiary care team which consisted of an Adolescent Psychiatrist and Psychologist, and daily Counselling for our youth we were able to collect an array of pertinent data which helped to inform Student Care Plans. These additional services made an enormous difference in particular in helping us to stabilize youth with mental health issues and mental illnesses. Statistics show that once mental health challenges were addressed these students were far more successful in their studies.</p> <p>NNEC is requesting proposal based funding through Canada’s “Choose Life” program in order to pursue proper data management systems to track student’s behaviour to better inform the development of harm reduction programs. Once funding is acquired, NNEC will utilize this information to ensure that we are continuing to provide the best possible harm reduction program suited to the needs of each individual student.</p> <p>While proposal based funding has helped to set the precedent of the support that many of our youth need to be</p>

successful, NNEC is reliant on on-going, predictable, and reliable funding that will help to support these crucial supports at both DFCHS and PFFNHS.

2019 Updates

Proposal based funding continues to provide a number of important services for our youth which help to comprise an effective harm reduction program.

It should be noted that Elders and Land Based Learning opportunities are also crucial to the well-being of our students.

Additional services continue to make an enormous difference by helping to stabilize youth with mental health issues and mental illnesses. Statistics continue to show that once mental health challenges have been addressed these students were far more successful in their studies.

NNEC was successful in acquiring proposal based funding through Canada to develop and share electronic medical records amongst health care professionals to track student's behaviour to better inform the development of harm reduction programs. This has enabled us to develop individual care plans for each of our NNEC students.

PARTY	KO
PSRTY RESPONSE	Accepted - KO accepts this recommendation where resources are available.
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
	KO students have access to a "suboxone program" at DFC and staff access the services that are provided by the DFC Medical Team.
	KO has previously had students attend an intensive therapy session in Sault Ste. Marie, as an alternative intervention option for students. Staff are currently developing a well-being and land-based intervention program for students that will assist in stabilizing their physical/emotional /spiritual/well-being needs while allowing them to continue their education.
	KO will continue to explore alternative intervention options where resources are available. Initial consideration to combine this with Recommendation # 114 was proposed, however, due to licensing issues with MCYS and funding

restrictions with NW LHINs, it is not an option.

The implementation of this recommendation is ongoing for a long-term solution.

2019 Updates

KO implemented a Land-Based Intervention Site just outside of Sioux Lookout with its first intake being completed in November 2018. The purpose of this site is to provide programming, 3 to 5 days, for students who have been referred by their Student Support Worker or Well-Being Worker for any alcohol/substance related concerns.

The Well-Being Team have completed 12 intake sessions in the 2018/19 academic year and are currently tracking the students success rate in relation to reoccurring incidents and academic success. Referrals to allied health services are ongoing as necessary and plans of care/follow-up is completed with their workers. A critical component of this site remains the land-based activities provided by our Elders/Knowledge Keepers and maintaining communication with parents/guardians on their child’s progress.

PARTY	MLC
PSRTY RESPONSE	1B – Alternate recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Unresolved issues around funding severely limit MLC’s ability to implement. MLC wishes to accept and implement the recommendation; however, in the absence of stable funding and removal of government barriers, MLC cannot fully achieve this recommendation.</p> <p>Currently, MLC works closely with community partners to address substance or alcohol issues for students. MLC makes every effort to accommodate students to complete their studies at the same time that they address substance and/or alcohol issues.</p> <p>To date, MLC has received some funding to address this recommendation but continues to encounter barriers in accessing programming and resources which will support students.</p>

MLC has strengthened existing partnerships and embarked on new partnerships aimed at addressing alcohol and substance use by students. However, without removing barriers it is very difficult to implement 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. IF these discussions are successful, MLC will be in a position to implement this recommendation.

2019 Updates

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:

St. Joseph's Care Group: 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.

Distance Education: 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.

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.

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. Joseph's 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.

PARTY	NNEC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	Accepted	1B – Alternate recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
GRADE			
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>NNEC continues to explore whatever alternatives are available to allow students to receive the assistance they need which will still enable them to pursue their studies rather than be sent home to their communities.</p> <p>Once NNEC is able to secure ongoing, predictable, and reliable funding to develop more comprehensive Student Care Plans for students that suffer from alcohol and/or substance abuse issues, NNEC will be more apt to explore additional alternatives to sending these students home due to their health and safety issues.</p> <p>Ongoing conversations with important community partners such as the Centres for Addiction and Mental Health, Dilico, and St. Josephs Care Group continue to be pivotal to the development of this framework and consequent treatment programs.</p> <p>2019 Updates Though NNEC has not been able to secure</p>	<p>KO continuously engages with community partners to access services for the students. Initial actions were to consult with community partners and develop intake protocols for our students.</p> <p>KO will conduct further research and consultation with community partners to streamline/facilitate intake protocols so our students may have ease of access to services.</p> <p>KO also believes</p>	<p>MLC wishes to accept and implement the recommendation; however, in the absence of stable funding, MLC will not be able to achieve this objective.</p> <p>MLC has strengthened existing partnerships and embarked on new partnerships aimed at addressing alcohol and substance use by students.</p> <p>In academic 2017/2018, 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 (see recommendation 71). Students will have access to treatment programs and the following supports through our partnership with St. Joseph’s</p>

	ongoing, predictable, and reliable funding; proposal based funding has helped to develop more comprehensive Student Care Plans for students that suffer from alcohol and/or substance abuse issues, further enabling us to explore additional alternatives to sending these students home due to their health and safety issues.	strongly in alternatives to mainstream services and utilizes the Elders and Land Based programming as an alternative method of therapy for at risk students.	<p>Care Group:</p> <ul style="list-style-type: none"> - Therapeutic Recreation - Nurse Practitioner - Mental-Health and Addiction Workers, - Psychologist, - Family Therapist, and - A psychiatrist. <p>2019 Updates Academic 2018-2019: MLC students have had access to Sister Margaret Smith Residential Treatment Program.</p>
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Note: All parties attempt to ensure that students with addictions issues are not sent home before the conclusion of their studies, however, additional funding from Canada is required for NNEC and MLC. KO does not report that they require additional funding, while they mention it in many other recommendations.

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.

PARTY	NNEC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	Accepted	1B – Alternate recommendation will be implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>At the start of the 2017-2018 school year, DFCHS began to implement the usage of the DFCHS Crimestoppers Video each semester during student orientation which showcases the risks students face when coming into contact with second party purchasers of alcohol (runners). Further discussion around these risks continue to be undertaken after viewing.</p>	<p>A copy of the DFC Crimestoppers video will be incorporated into KO orientation.</p> <p>KO will invite LCBO during the orientation sessions. Potentially, a video is to be produced on successes of the students. The video is intended to promote educational awareness.</p> <p>KO Staff continue to be vigilant in being aware of any potential dangers to students, including those individuals who may cause harm through second party purchasers (“runners”). KO, MLC and DFCHS share information of any potential harms.</p>	<p>MLC, DFC, and LCBO are together creating a video which will address the risks associated with purchasing alcohol from runners.</p> <p>In academic 2017/2018, MLC and LCBO conducted a focus group with MLC students which will help guide the messaging in the video.</p> <p>MLC students are excited to create their own product and will use it in their orientation process and information session going forward.</p> <p>2019 Updates Academic 2018-2019: 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>
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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 back 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.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>With respect to continuing education, the Department currently provides funding to the First Nation organizations to cover the cost of tuition fees for education programs provided off-reserve. In the event that a student is attending school off-reserve and must return home before school ends, the First Nations Band, Tribal Council, or education organization administering this tuition payment is responsible for using these funds to provide alternative, continuing education programming for this student while in their home community. Alternative education options recipients could consider include: purchasing independent learning courses, or purchasing services from the KIHS or WAHSA Distance Education secondary school programs. The Department has identified funds and approached NAN to develop an Education Options document that would identify options for students to attain their education within or outside of their community.</p> <p>The Mustimuhw Community Electronic Medical Record (CEMR) is a client-centric electronic medical record or charting system for First Nations Health Centres that supports information sharing between programs which can increase collaboration and improve client care, supporting integration of multi/interdisciplinary teams. Organizations such as a KO and Matawa, with significant involvement in the school systems, are also implementing the CEMR allowing for interaction between education departments, their mental health workers and the health system. Communities are funding these services, and in most cases using existing community based funding.</p>

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	Mental Health

The North West LHIN continues to work with various partners including those identified in this recommendation on access and coordination of mental health services for Indigenous peoples and communities, through ongoing collaboration in new investments in service, providing in-school mental health supports, and coordinating amongst health service providers.

Education

NNEC indicated that \$50,000 in funding provided by EDU in support of implementation of recommendation 78 will also in part address the objectives of this recommendation, as this funding will be used to fund a position for an Education System Navigator/Reengagement Program Coordinator.

KO identified recommendation 87 as a priority in its workplan submitted to EDU, and requested funding to support implementation of this recommendation.

EDU provided this funding, and KO has indicated that this funding will result in the development of processes that will include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities.

MLC requested funding to support MLC's part of the cost for the creation of a missing person public service announcement, being developed with the City of Thunder Bay and the Thunder Bay Police Service. This funding has been provided by EDU.

Indigenous Youth Life Promotion

See Recommendation #36.

Supporting Transitions

In 2017-18, the Indigenous Youth and Community Wellness Secretariat (the Secretariat) provided funding for the hiring of a Transitional Support Worker for Dennis Franklin Cromarty High School Students to help them navigate through post-secondary applications and funding process requirements.

Client Journey Mapping

The Secretariat is working to identify issues that prevent youth and communities from accessing needed supports. This work was completed across 13 ministries with the advice of Indigenous partners for northern Indigenous youth in crisis.

For example, the Secretariat found that a 14 year-old Indigenous youth leaving their remote community in Northern

Ontario to attend high school in Thunder Bay may access 22 different resources through nine different types of organizations supported by seven different funders.

2019 Updates

Health

- The North West LHIN continues to participate as requested on the NAN Education Table.
- Financial details specific to current MOH investments include:
 - \$3 million for Inter-professional Primary Care Model for Sioux Lookout (\$30 million across Ontario); and
 - \$5.7 million for Remote First Nations Family Medicine Residency Program in Matawa (Full value of program dollars).

Youth and Community Wellness

- The North West LHIN continues to participate as requested on the NAN Education table.
- EDU provided funding to KO to support the development of processes that include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities.
- In 2017/18 EDU also provided funding to NNEC to fund an Education System Navigator/Reengagement Program Coordinator in support of recommendation 78, which will also in part address the objectives of this recommendation.

PARTY	NAN
PARTY RESPONSE	3 – Unresolved issues
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is accepted in part and pending due to unresolved issues.</p> <p>The challenge with ensuring continuity of care for students is the lack of services and infrastructure available in communities. Additionally, there is a need to address the jurisdictional issues that arise when a student is moving between a provincial system and a federal system. Jordan's Principle helps to alleviate some of these jurisdictional issues, but it is not enough when a community lacks a resident professional able to address student issues. If a student has to wait upwards of a month or more for a professional to come to their community, it does not adequately address their safety</p>	

needs. Alternatively, some communities have access to funds for counsellors and mental health professionals but lack the infrastructure to provide a confidential counselling space or appropriate lodgings for the service provider.

Continuity of care is a complex issue that at this time is impacted by funding, space, human resources, and jurisdiction.

NAN will continue to work collaboratively with its partners through the Inquest process and externally. The lack of services and infrastructure available in communities may be addressed through the health transformation process.

2019 Updates

NAN Education is in the process of planning a meeting involving education representatives from all of NAN area education organizations in August 2019. At this meeting, discussions will also cover how the communities have been addressing the continuity of care issue when students transfer between on and off-reserve schools. This discussion is expected to determine what barriers may still be preventing continuity of care and a smooth transition for students so that a plan can be made to overcome these barriers.

PARTY	NNEC & DFC
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>Ontario has provided funding for the 2017-2018 and 2018-2019 school year to hire and retain a full-time Transition Coordinator to work with students who are sent back home due to health and safety concerns.</p> <p>An additional Mental Health Liaison is also required to ensure that community supports including but not limited to a health and mental health plan are in place prior to sending a student back to his or her home community. This position will work with our Student Care Team as well as our Transition Coordinator, families and community members to ensure that students who are sent home due to health and safety concerns are getting the proper supports that they need when they head back to their home communities.</p> <p>NNEC offers continued education plans through our WAHSA Distance Education program for high-risk students that are sent home before the end of the semester so that they may continue to move forward with their academics.</p>

NNEC is in need of ongoing, predictable and reliable funding for the Transition Coordinator and Mental Health Liaison worker in order to ensure that students who are sent home due to health and safety concerns are provided with the proper academic, health and mental health supports when they arrive back home in their communities.

2019 Updates

Much in part to our new Electronic Medical Records system, NNEC is able to ensure that a health and mental health plan is able to follow students when they are sent back to their home communities. This system has been a major asset in tracking interactions between students and different facets of the health care system.

To the greatest extent possible, NNEC works with our other First Nations education partners to ensure that students that are sent back to their communities are safe and well accounted for when they arrive.

For the past two years, Ontario has provided resources for a full-time Transition Coordinator to work with students who are sent back home due to health and safety concerns. This position has been a major asset, but is contingent on funding from Ontario for the 2019-2020 school year.

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
<p>KO in currently in development of a sound transition process and development of a 360 Circle of Care model that Staff/Boarding Home Parents/Community Workers will use as a guide to services.</p> <p>The development of this model is possible with funding received through Jordan’s Principal/Choose Life Initiative. This is an ongoing item as both Canada and Ontario have yet to confirm these funds into long-term, core funding.</p> <p>Refer to the statements listed in Recommendation # 7. The statements listed in this Recommendation require further technical and policy work in order to adequately address each of the 5 points. The next step for the implementation of these is to support local First Nations in their development of local solutions or in their response to the</p>	

colonial
policy.

Ongoing research and analyses is necessary.

2019 Updates

KO has developed a Circle of Care model for students who attend high school away from their families and home communities. This model will address mental health concerns, access to specialized services, continuity of care when at home/school, and educational/cultural supports that provide students with the continued land-based teachings of their families and communities.

KO will undertake further development of a Continuum of Care model that will involve multiple parties at the Tribal Council and First Nation level to develop a plan for returning students to continue their education and for ongoing support to their health/mental health plan of care.

A working group has been established with a member from each identified department to develop a continuum of care, interim process for the transition of students home when they are removed from the KOSSS program, and to develop protocols for referring students to specialized services that are provided by other departments.

KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it went live in July 2018. Staff received privacy & security training and the policies were approved by the Keewaytinook Okimakanak Board of Education (KOBE) members in March 2019. The first phase of implementation has been completed which saw KOSSS staff trained and utilizing the database for their required reporting submissions and secure recordkeeping. KO has begun phase two of its implementation which training has been scheduled for the KOBE Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation session for our students has been developed for the implementation of the Citizen Portal.

The Citizen Portal will allow our students to access their student support worker/well-being worker and/or KO's specialized service providers to request assistance, a session, and to manage any medical appointments that may be upcoming. Phase three will connect the KOSSS/KOBE education staff portion of Mustimuhw cEMR to the KO Health/Mental Health staff. This will allow for any referrals, and access to the KO Health/Mental Health specialized services on a year round basis.

Phase four will connect all KO departments to our KO First Nations service providers and/or leadership. i.e. Nursing Station Staff, School Staff, Education/Social Counsellors and community Choose Life programming.

PARTY	MLC
PARTY RESPONSE	4B – Rejected due to lack of resources
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
<p>MLC wishes to accept and implement the recommendation; however, in the absence of new and stable funding, MLC cannot achieve this recommendation.</p> <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 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>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 achieve this recommendation.</p> <p>2019 Updates</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.</p>	

RECOMMENDATION 88

In order to raise awareness of First Nations students regarding the risks associated with alcohol/substance use and to enhance the delivery of the P.A.R.T.Y. program to First Nations youth attending school in Thunder Bay:

- i. offer the P.A.R.T.Y. program to grades 9 through 12 for DFCHS and MLC;
- ii. offer the P.A.R.T.Y. program at least twice a year (September and January) to ensure that new students and returning students (after Christmas break) receive the program information when first arriving in Thunder Bay and to reinforce the message upon return to Thunder Bay for the second semester;
- iii. consider the option of an “in-school” P.A.R.T.Y. program for DFCHS and MLC students;
- iv. include Elders in the regular P.A.R.T.Y. program to meet the needs of First Nations students attending high school in Thunder Bay;
- v. in consultation with P.A.R.T.Y. International, develop a program with a focus on addressing the specific needs of

- Aboriginal youth; and
- vi. if considering the inclusion of the scenarios involving the deaths of the First Nations youth who are the subject of this inquest in the P.A.R.T.Y. program, P.A.R.T.Y. International must consult and obtain consent from the families involved.

PARTY	P.A.R.T.Y. Program of Thunder Bay
PARTY RESPONSE	<ul style="list-style-type: none"> i. 1 – Has been implemented ii. 1 – Has been implemented iii. 2 – Under consideration <ul style="list-style-type: none"> 1A – Will be implemented iv. 1 – Has been implemented <ul style="list-style-type: none"> 1B – Alternate recommendation has been implemented v. 1 – Has been implemented <ul style="list-style-type: none"> 1B – Alternate recommendation has been implemented 2 – Under consideration 1A- Will be implemented vi. 8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> i. The Hospital’s P.A.R.T.Y. Program was offered to grades 9-12 students from both Dennis Franklin Cromarty High School (DFCHS) and Matawa Learning Centre (MLC) in the 2018-2019 School Year. ii. DFCHS students attended the P.A.R.T.Y. Program at the Hospital on January 16, 2019. Due to a scheduling conflict at their end, DFCHS cancelled the scheduled date of September 14, 2018. TBRHSC P.A.R.T.Y. program offered these dates in accordance with this recommendation and recognizing the start of the school year, and the start of second semester. MLC students attended the P.A.R.T.Y. Program at the Hospital on September 20, 2018 and January 30, 2019 in accordance with this recommendation and recognizing the start of the school year, and the start of second semester. iii. September 5, 2019 an “In-School” P.A.R.T.Y. Program was held for the first time at DFCHS during their

general orientation week. This was a great opportunity to meet the students and provide them with valuable information about Hospital resources, emphasizing the importance of accessing the hospital when in need and requesting the Indigenous Patient Navigator to advocate for them when in Hospital. September 26, 2019 an “in-School” P.A.R.T.Y. Program was held for the first time at MLC during their general orientation week. This was a great opportunity to meet the students and provide them with valuable information about Hospital resources, emphasizing the importance of accessing the hospital when in need and requesting the Indigenous Patient Navigator to advocate for them when in Hospital.

- iv. P.A.R.T.Y. Program encourages elders to be present during our programs offered at the Hospital. Both DFCHS and MLC include elders in their Hospital program visits when they were available. The Hospital’s videoconference Lunch and Learn Indigenous Injury Prevention sessions invites elders to present and also encourages elders to be present for support in each community during the sessions.
In recognition that there may be times that both DFCHS and MLC do not have elders available to attend programming; Hospital resources have been utilized. This includes Indigenous Patient Navigators and Spiritual Care Providers. Other Hospital resources introduced during programming include Mental Health Assessment Team Nurses, Social Worker, and Volunteer Services.
- v. The Hospital’s P.A.R.T.Y. Program has received ongoing support from P.A.R.T.Y. International Headquarters for the continued development of PARTY2Go Kit. This collaborative initiative between The Hospital’s P.A.R.T.Y. Program and P.A.R.T.Y. International will provide a portable toolkit of injury prevention activities that are available to communities that cannot access regular programming at a licensed site. This toolkit is currently in the final stages of development.
The Hospital’s Regional Injury Prevention Lead has formally joined Trauma Association of Canada (TAC) as well as TAC National Injury Prevention Committee. This connection will provide the opportunity to highlight the need for injury prevention in Northern/Indigenous communities at a national level.
Northern communities are invited to participate in any of the hospital P.A.R.T.Y. Program sessions in 2019-2020. Refer to attached draft 2019-2020 schedules.
The Hospital’s Keewaytinook Okimakanak videoconference Lunch and Learns expanded in 2018-2019 to include Dryden High School, Sioux North High School, Red Lake District High School and Beaver Brae High School.
The Hospital is currently exploring the possibility of connecting with Indian Friendship Centres in the Northwest Region, to participate in the Hospital’s Keewaytinook Okimakanak Lunch and Learn sessions.

The Hospital's Regional Injury Prevention Lead attended a formal drumming ceremony in Dryden on June 11, 2019. This ceremony was held at the conclusion of the Hospital's Keewaytinook Okimakanak 2018-2019 Lunch and Learn program in order to end the year in a good way. This was both successful and very well attended by youth from the area

Youth from Long Lake #58 attended the Hospital's P.A.R.T.Y. Program at the Hospital on April 24, 2019. April 23, 2020 is the date held for Long Lake #58 next year.

Northern communities that cannot attend P.A.R.T.Y. Program at the Hospital will be offered the option to participate in the Hospital's Keewaytinook Okimakanak Indigenous Injury Prevention via videoconference. Refer to draft KO Schedule for 2019-2020.

The Hospital's P.A.R.T.Y. Program adapts to include sessions such as Elders, Role Modelling and Spiritual Care in order to provide relevant and relatable injury prevention programming for Indigenous youth.

The Hospital's P.A.R.T.Y. Program will continue to work with MLC, and DFCHS to identify specific cultural and community needs to consider for program inclusion – for example opening/closing prayer and smudging.

In collaboration with Thunder Bay Police Service (TBPS) and Matawa Learning Centre, the Hospital's Regional Injury Prevention Lead travelled into Neskantaga First Nation in August 2018 with TBP/MLC Youth Engagement Initiative. On this occasion the Hospital's Injury Prevention Lead was able to use the PARTY2Go Kit to deliver injury prevention education to youth from this community. Through this ongoing partnership, the Hospital's P.A.R.T.Y. Program will endeavour to reach youth from the Matawa First Nations communities via the Hospital's Keewaytinook Okimakanak Lunch and Learn, PARTY2Go Kit or by programs held at either the Hospital or MLC.

The Hospital's Regional Injury Prevention Lead will be presenting at Paramedicine Association Of Canada Expo (PACE) in September of 2019. At PACE, the Hospital's Injury Prevention Lead will co-present with paramedic Andrea Joyce to showcase the injury prevention initiatives being developed at the Hospital. This will be a valuable opportunity as paramedics from across the country attend this convention.

- vi. In recognition of and respect towards the Indigenous families involved in this inquest, the P.A.R.T.Y. Program endeavours to ensure the utmost sensitivity in regards to this recommendation.

There is no immediate intention to include any of the scenarios mentioned in the inquest in the Hospital's P.A.R.T.Y. Program.

	If approached by any family members of the youth involved in this inquest with a request to be included in this program, the Injury Prevention Lead will consult with P.A.R.T.Y. International to obtain consent from the family directly involved.
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RECOMMENDATION 89

In order to ensure continuity of care for First Nations students while in Thunder Bay:

- i. review existing policies with regard to providing health services to First Nations students attending high school off-reserve;
- ii. develop, fund, and implement an Electronic Medical Records system for all NAN communities in which all medical information from clinics and nursing stations in the communities is readily available to medical professionals all across Ontario. This will ensure continuity of care for all First Nation youth who require medical care while residing outside of their home communities;
- iii. provide additional funding for NNADAP programs;
- iv. fund aftercare programs for First Nations youth leaving addictions treatment programs; and
- v. create and implement policy that allows health authorities to make decisions regarding medical transport in an efficient and timely manner irrespective of location of First Nation student at the time of need.

PARTY	CANADA (HEALTH CANADA)
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<ol style="list-style-type: none"> i. The review of existing policies is complete and information on types of services available to education organizations and students attending school off-reserve has been provided to education organizations. ii. ISC and the MOHLTC have a shared commitment to the implementation of electronic medical and health records. There are 28 NAN communities with access to some type of EMR. Full implementation, as outlined in the recommendation, is a longer term initiative requiring changes to privacy legislation for which ISC is working collaboratively with the province to advance. iii. Budget 2018 announced additional funding for addictions services, delivered through the NNADAP program at the community level, of \$200M over 5 years.

	<p>iv. Choose Life is an important community driven initiative addressing gaps in community driven initiative addressing gaps in community addiction services, including aftercare and in services for youth attending school away from home.</p> <p>v. ISC continues to work toward improving the medical transportation process under the Non-Insured Health Benefits Program. On March 9, 2018, the Sioux Lookout First Nations Health Authority began providing After Hours Support Services telephone support to Sioux Lookout travellers on a 24/7 (outside working hours) basis.</p> <p>2019 Updates</p> <p>ii) Communities, First Nation health organizations and educational organizations, have begun to implement the Mustimuhw community electronic medical record or other medical records (i.e. OSCAR).</p> <p>iii) In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</p>
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RECOMMENDATION 90

In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve, and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO, and MLC, with the support of Canada and NAN, should consider creating a special seat on their Boards 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.

PARTY	CANADA	NAN	NNEC & DFC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	1 – Recommendation has been implemented	1 – Recommendation has been implemented	Accepted	8 – Content or intent of recommendation is already in place
GRADE					
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED	The composition of the First Nation	Recommendation is accepted and	This position has been approved by	Keewaytinook Okimakanak Board	Student participation in

<p>BY PARTY</p>	<p>boards of education is determined by the First Nations. The Department is willing to support this initiative, but has only received one request in 2017-2018 from NNEC to do so. In response, the Department provided funding to NNEC, as was proposed, to support two youth to participated on their education board.</p> <p>With regards to youth participation in decision-making, the Department has provided NAN with substantial funding in each of the past two years to host a NAN Youth Conference,</p>	<p>completed.</p> <p>KO and NNEC created a youth representative position on their board of directors. MLC pursued an alternative option for youth representation within the Matawa First Nations Management organization.</p>	<p>the NNEC Board of Directors and we will be accepting resumes at the beginning of the school year in order to select the appropriate candidate(s) to serve on the NNEC Board of Directors as a Youth Representative.</p> <p>Funding for this program has been provided by Canada, we are hopeful that there will continue to be resources available in a new core funding framework for this crucial program if proposal based funding is phased out.</p> <p>2019 Update This program was a major asset to NNEC leadership and programming as</p>	<p>of Education (KOBE) has developed a Terms of Reference and have adopted two (2) seats on their board to be filled by Youth Representatives.</p> <p>KO's next step is to secure funding from Canada for the inclusion of these positions on the Board of Education.</p> <p>2019 Updates These positions will be funded by Canada (Education) in the 2019/20 year and the members will begin their 2 year term in September 2019.</p>	<p>day-to-day operation and direction of MLC activities is already significant. Students work with MLC Activities Coordinator and Cultural Coordinator to determine school's activity schedules and priorities. Former students also participate in this forum.</p> <p>There is a youth advisory group aged 21 and younger from Matawa First Nations. This group helps guide overall direction and goals of MLC.</p> <p>This high level of student involvement existed before the Inquest began.</p>
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	aimed at providing youth opportunities to be directly involved in NAN's implementation of mandate and strategic objectives. The Youth Conferences are held in March.		students were able to ensure that they had a voice regarding decisions made regarding their education and well-being. The continued implementation of this program is contingent on ongoing, predictable and reliable funding.		MLC continues to seek leadership opportunities for its students within MLC and outside of MLC.
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RECOMMENDATION 91

Directed at: NAN, the City of Thunder Bay, TBPS, NAPS, NNEC, KO, DFCHS, and MLC

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 Nations communities attending secondary school in Thunder Bay ("Students"). The working group should consider:

- i. **The need to ensure timely reporting to police of all missing person matters that involve a Student:** The working group should review and revise current education authority policies and procedures in order to generate a consistent set of policies. In particular, the document entitled Missing Student Protocol Guide [Exhibit Number 133 at Tab 31] should be reviewed and revised with the benefit of information learned at the joint inquest to help generate a consistent set of policies and procedures. The revised set of policies and procedures, once agreed upon, should be disseminated to - and adopted by – NNEC, KO and MLC. The revised procedures should include language that directs education authority employees to file a missing person report with police as soon as any member of the education authority determines that a search needs to be undertaken for a student whose whereabouts are unknown;

- ii. **Public awareness:** The working group should discuss implementation of a public information campaign emphasizing the importance of reporting missing person matters to police without delay;
- iii. **Information Sheets:** The working group should discuss the preparation of information forms for all Students to be stored with education authorities. The working group should also review the steps necessary to obtain appropriate consent to disseminate these individual forms to police in the event that a missing person report is filed;
- iv. **Social Media Search:** The working group should consider how to utilize social media to assist in missing person searches and should designate roles and responsibilities for all parties accordingly;
- v. **Press Releases:** The working group should discuss approaches to press releases pertaining to any missing person matter that involves a Student. The working group should also discuss approaches to press releases in the event that a Student is found deceased. The working group should discuss the various circumstances that may influence when media releases should or should not go out. The working group should also discuss circumstances that may influence how a media release may need to be worded;
- vi. **Best Practices for Interviews:** The working group should discuss best practices to facilitate interviews of young people in exigent, non-criminal, circumstances. The working group should also discuss best practices to facilitate interviews in exigent, non-criminal, matters with individuals of any age who may be unfamiliar or uncomfortable dealing with individuals in positions of authority;
- vii. **Internal Search Plans:** The working group should ensure that appropriate participant institutions have an internal search plan that can be implemented if a Student goes missing. Without limiting the generality of what the internal plans may include:
 - a. internal search plans should identify pre-determined internal points of contact to act as information coordinators and liaisons to third parties in the event of a missing person search involving a visiting student;
 - b. internal search plans should set out a clear supervisory structure so that each institution is able to identify an individual(s) who will ensure that the internal search plan is properly executed;
 - c. internal search plans should set out how information will be provided to family members and will contain provisions that permit family members to identify third parties to act as their agents/advocates as they prefer. The plan should ensure that more than one individual can be designated by family members to receive

information where necessary;

- d. internal search plans should also set out how employees will share information externally with any other relevant institutions, political bodies or family members;
- e. all internal search plans should contemplate the possible arrival of community searchers and how to manage such volunteers. Internal search plans should explain best search practices for non-police searchers with particular emphasis on, among other things, evidence preservation;

- viii. **Global Search Plans:** The working group should also ensure that each internal search plan dovetails into a larger global search plan that should be implemented by all participant institutions in the event that a Student goes missing:
 - a. Global search plans should adopt pre-determined points of contact within each institution that are consistent with the internal search plans discussed above;
 - b. Global search plans should include at least one Appendix that will contain a handout listing the best practices for community searchers discussed above. This document can be disseminated to community searchers as needed;
- ix. **Missing person risk factors:** The working group should share expertise on risk factors that may need to be considered when assessing the risk level in a missing person matter that involves a Student. The working group should create a list of risk factors that should be considered by all parties. The revised risk factors should be shared among participants and, once agreed upon by all, imported into the forthcoming TBPS 2016 missing person procedure as well as all internal search plans;
- x. The working group should also review the revised TBPS missing person questionnaire that arises under the 2016 missing person policy and should consider what revisions, if any, should be made based on: (i) the expertise obtained by education authorities arising out of their own search efforts and (ii) information contained in search forms prepared by other police services that may be available by way of the Ontario Association of Chiefs of Police, including but not limited to, the Ontario Provincial Police;
- xi. **Training:** The working group should fix deadlines for completion of staff training on all issues as follows:
 - a. parties other than the TBPS should ensure that all staff are fully trained on revised procedures within 1-year from the completion of the working group deliverables; and
 - b. TBPS will ensure that all of its members are trained on the forthcoming revised 2016 missing person policy by December 31, 2016.

- xii. The working group should prepare an anonymized training case scenario based on evidence canvassed at, and lessons learned from, the joint inquest. The case scenario should be used to assist in training TBPS officers, education authority staff and NAPS officers to participate in investigations relating to Students which may involve:
- a. civilian search teams;
 - b. alcohol or substance use;
 - c. reports made to police after the whereabouts of the subject individual have been unknown for a lengthy period of time;
 - d. interviews involving young people who may be reluctant to speak to police officers fearing that they may get in trouble or may be betraying the confidence of their friends; or
 - e. cultural and systemic barriers that may limit the fulsome disclosure of information to persons in positions of authority; and
- xiii. The working group should identify an appropriate external consultant to be hired to assist the TBPS (and any other interested organizations) to revise current training modules to ensure that curriculum covers cultural issues that are relevant to members of the Indigenous community in and around Thunder Bay and:
- a. TBPS will also present an annual report on training to the Police Services Board to provide the public with information on police training. This report will be made during the public session and will include, among other things, a summary of the number of officers who completed training courses in different policing areas and will include information about training curriculum related to Indigenous issues.

PARTY	THUNDER BAY POLICE SERVICE
PARTY RESPONSE	In progress
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Working Group – In Progress This recommendation was proposed jointly by the Service and other parties. It has been accepted by the Service and implementation is ongoing.

Content from 2017 Report:

On September 19, 2016, Chief of Police Levesque wrote to the other parties named in this recommendation (the “Working Group”) in an effort to begin scheduling meetings to discuss development and implementation. We understand that Chief Levesque was the first institutional leader to initiate contact in this regard.

On May 18, 2017, the Service issued a media release which provides an update on the Service’s implementation progress in respect of parts of this recommendation (the “Media Release”).

On June 5, 2017, the Working Group had its first meeting and members from other institutions provided input regarding their respective implementation progress.

i. The need to ensure timely reporting to police of all missing person matters that involve a

Student (In Progress). This recommendation specifically references the Missing Student Protocol prepared by Nishnawbe-Aski Nation (“NAN”) [see Exhibit 133 filed at the Joint Inquest] and directs that the NAN protocol be revised with the benefit of information learned at the Joint Inquest. The Service has no information about what steps NAN has taken in this respect. However, in addition to the information contained in the Media Release, the Service can confirm that it is working with Matawa Learning Centre (“Matawa”), Dennis Franklin Cromarty High School (“DFC”), Keewaytinook Okimakanak (“KO”) and the Northern Nishnawbe Education Council (“NNEC”) to prepare missing person protocols and contact information resources in an effort to synchronize policies and procedures among on-call workers across different educational organizations. This item is ongoing.

ii. Public awareness (Complete). The Service has prepared and published a dedicated webpage² to ensure public awareness of the steps to be taken in the event that an individual’s whereabouts become unknown. Any further steps will require direction within the Working Group. Subject to any further discussions within the Working Group, this item has been implemented.

iii. Information Sheets (In Progress). As set out in the Media Release, the Service is working to create a checklist of descriptors and identifiers for all students attending school in Thunder Bay from Northern First Nations Communities. This list will be kept with education organization staff and should assist in the event of a need to gather information in order to make a missing person report. The Service has reached out to Matawa, DFC, KO, and NNEC to ask what should be included on the proposed list. Additionally, the

Service has asked each education organization to provide them with a list of their on-call workers to be kept in the Service Watch Commanders' Office. If a student is reported missing, the Watch Commander will be able to quickly contact an appropriate on-call worker who can provide detailed information about the student in a timely manner. The Service understands that Matawa requires Band Council approval before completing this item and that approval is pending. This item remains ongoing pending confirmation from Matawa.

iv. Social Media Search (In Progress). As set out in the Media Release, social media is already in use, where appropriate, in matters where an individual's whereabouts have become unknown. The Service remains ready to discuss designation of particular roles and responsibilities with other members of the Working Group. This item is ongoing subject to discussion with the Working Group.

v. Press Releases (In Progress). As set out in the Media Release, press releases are created by the Service in consideration of the specific circumstances of each individual investigation. The Working Group must consider best practices for media releases; this item remains ongoing subject to those discussions.

vi. Best Practices for Interviews (Complete). The Service continues to coordinate with NAN Legal Services to ensure that, where appropriate, resources are available to provide assistance to interviewees in exigent, non-criminal, circumstances. Subject to any further discussions within the Working Group, this item has been implemented.

Internal Search Plans (In Progress). This item requires consultation and discussion with other members of the Working Group and remains ongoing accordingly.

viii. Global Search Plans (In Progress). This item requires consultation and discussion with other members of the Working Group and remains ongoing accordingly.

ix. Missing Person Risk Factors (In Progress). This item requires further discussion within the Working Group and will likely be canvassed more as the Working Group addresses items [i] and [iii] within recommendation 91. This item remains ongoing accordingly.

x. Review of Missing Person Questionnaire (In Progress). The Working Group has not yet had an opportunity to address this item. As such, it remains ongoing.

xi. Training (Substantially Complete). The Service can confirm that over 75% of its members have completed the Walk a Mile training program that was presented during the Joint Inquest. All Service members have completed training on the revised procedures referenced earlier pursuant to recommendation 145. To ensure monitoring and timely completion of member training, the Service Training Unit continues to provide the Thunder Bay Police Services Board with an annual report summarizing the training undertaking by Service members. Subject to completion of the Walk a Mile training, which is anticipated to conclude imminently, this recommendation will be fully implemented.

xii. Training Case Scenario (In Progress). This item requires consultation and discussion with other members of the Working Group in order to be properly implemented. It remains ongoing accordingly.

xiii. Consultant Aided Training Revisions (In Progress). The Service is eager to discuss with the Working Group the possibility of engaging Dr. Cynthia Wesley-Esquimaux. As such, this item remains ongoing subject to discussion with the Working Group.

Update from June 2017 to June 2018:

i. The need to ensure timely reporting to police of all missing person matters that involve a Student (In Progress). The Service can confirm that it is working with Matawa Learning Centre (“Matawa”), Denis Franklin Cromarty High School (“DFC”), Keewaytinook Okimakanak (“KO”) and the Northern Nishnawbe Education Council (“NNEC”) to prepare missing person protocols and contact information resources in an effort to synchronize policies and procedures among on-call workers across different educational organizations.

In August 2017, the Service provided their Missing Person Policy to the working group for reference and to assist the educational facilities with forms they will incorporate into their student packages. Student Orientation Packages (also called the Missing Person Protocol Guide) will contain: Student Information Form; TBPS Media Release and Information Consent Form; Missing Person Bulletin; and the Missing Persons Questionnaire. The working group worked collaboratively with each other to develop the content of these forms, and the packages have been approved by each organizations legal counsel.

ii. & iv. Public Awareness/Social Media Search (Complete). In January 2018, a sub-group was created to work on a Public Awareness Campaign. It is a three-fold campaign:

1. Missing Person & Social Media Information Presentation. This presentation was created by the Service's Social Media Coordinator, Scott Paradis and was presented to the larger working group and uploaded onto the Service's website in May 2018, for all to see and learn from. It is an educational document relating to missing persons and social media to limit misinformation and provide closure for missing person posts.

2. The creation of a Public Service Announcement (PSA) video and postcard, developed in partnership with Generator Inc. Both the PSA and the Video will cover off three key messages on the procedure of reporting missing persons:

- a. make reasonable effort to locate the person;
- b. assess potential risk for the missing person; and,
- c. contact police.

The postcards will be 5"x7" and will be part of the Student Orientation Package.

3. Media Launch for Public Awareness Campaign, which is taking place June 26, 2018 at 2pm at the Brodie St Library. All named organizations in this recommendation will be in attendance. It will be 'open house' format, with an elder present for opening prayer/smudging. The video will be played, and the postcards will be blown-up and displayed on the walls.

iii. Information Sheets (Complete). The working group has created an information form with descriptors/identifiers, which has been approved by their respective legal counsel and is now incorporated into the Student Orientation Package. A template was created and will be adapted by the education organizations to suit their purposes.

v. Press Releases (Complete). In December 2017, the Service, in consultation with the Service's FOI Coordinator), completed and presented to the working group, Student Consent Forms that relate to media releases and release of student information by the police to on-call staff/educational organization staff. The Student Consent Forms are to be included in the Student Orientation Package, remain in the custody of the educational facilities and presented to TBPS when required (ie. missing student, criminal or provincial infraction/incident involving a student). All the education organizations are using this form, except NNEC. At this time, TBPS is still waiting to hear back from NNEC's legal counsel.

Press releases and media coverage were included in the Public Awareness Campaign.

vi. Best Practices for Interviews (Complete). No further update required.

vii. & viii. Internal and Global Search Plans (Complete). Educational facilities have been working on their internal/global search plans for several months and presented to the group in February 2018. Due to legal restrictions, these plans had to remain individual, but discussion took place regarding having them all stored in one location. The Service's involvement in these two tasks is minimal—guidance was provided along the way.

The global search plans are dependent upon the internal plans. Each respective educational organization identifies who their liaison will be from their internal plans to communicate with police as part of the global plan. The handout on Best Practices for Community Searches was developed under Recommendation #94.

ix. & x. Missing Person Risk Factors & Missing Person Questionnaire (Complete). These forms have been completed by the working group, reviewed by each respective legal counsel and will be used by education organizations to suit their purposes.

xi. Training (Substantially Complete). We are in the process of organizing a joint training day for all organizations named. There will be a morning session that will have each organization go through their newly created Missing Person protocol/policies/Protocol Guide, and an afternoon session will pull everyone together for a joint mock scenario of a missing person. We have been in contact with Lakehead Search and Rescue (LSAR) to assist with the training (and to provide all on-call workers the required training for searches. It has been difficult trying to establish available dates. We are still working on what this joint training session will look like, but are hopeful to have a date set in mid-September when most of the on-call workers are back from summer break.

In addition, the Walk A Mile Training is substantially completed with 270 members (85%) trained with more sessions planned.

xii. Training Case Scenario (Complete). An information/training session relating to TBPS Missing Persons Protocol and volunteer searchers took place Jan 18-19, and February 8, 2018, hosted by the TBPS, for the working group and their leaders. This information session included a scenario based portion

that covered the following:

- a) When to report to police
- b) What to report to police
- c) Risk factors
- d) Stages of the investigation
- e) Interviews
- f) Media releases
- g) Place of safety
- h) Parent/guardian consent forms
- i) Volunteer Searchers

The PowerPoint presentation was forwarded onto the working group chair to distribute to the group for future reference and education.

- xiii. **Consultant (In Progress).** The Service has hired an external consultant (Leisa Desmoulin) regarding TBPS training modules and curriculum covering cultural issues relevant to the Indigenous community, as part of a larger organizational change project.

Update (Overall): June 2018-2019

The Service has completed training of all of its members during the time frame it was provided. As with any organization we continue to hire new person(s) and as such will provide training when it is identified and offered.

As NAN is the lead on this Recommendation, we await their call to all parties to complete this recommendation.

Update on Public Awareness/Social Media Campaign): June 2018-2019

The Media launch took place June 26th at the Brodie Street Library with all named organizations in attendance. It was an 'open house' format, with an elder present for opening prayer/smudging. The video was played and the postcards blown up and pasted on the walls. The event was successful and well received by all named organizations. We will be conducting a re-launch with NAN in September in order to maintain awareness.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>CTB's Crime Prevention Council participated in all Working Group meetings and reviewed/provided feedback on all documents, procedures, best practices, risk factors, search plans and protocols developed by all named parties. CTB staff developed the missing person poster template that will be used by all named parties. CTB's Corporate Communications Division coordinated development of the public awareness campaign, in partnership with Thunder Bay Police Service, Crime Prevention Council and Matawa Learning Centre, to raise awareness of the importance and process of reporting missing person matters to Police without delay. The campaign, which will be launched on June 26, 2018, includes a PSA video that will be shared on social media and post cards for distribution to students, their families, schools and the communities. CTB Staff from Crime Prevention Council participated in missing person protocol training on January 18 and 19, 2018, facilitated by Thunder Bay Police Service.</p> <p>2019 Updates</p> <p>A poster was created and the awareness campaign postcards were translated into Ojibwe, Ojicree and Cree for distribution to the northern communities. The campaign will be relaunched on Sept. 10, 2019 to continue to raise awareness and educate the community on the process for reporting missing persons.</p>

PARTY	NAN
PARTY RESPONSE	<ul style="list-style-type: none"> i. 1 – Recommendation has been implemented ii. 1 – Recommendation has been implemented iii. 1 – Recommendation has been implemented iv. 1 – Recommendation has been implemented v. 1 – Recommendation has been implemented vi. 1 – Recommendation has been implemented vii. 1 – Recommendation has been implemented viii. 1 – Recommendation has been implemented ix. 1 – Recommendation has been implemented

	<ul style="list-style-type: none"> x. 1 – Recommendation has been implemented xi. 1A – Recommendation will be implemented xii. 1 – Recommendation has been implemented xiii. 5 – Not applicable to agency assigned
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is accepted and is either complete or in progress depending on subsection.</p> <p>A working group consisting of NAN, NNEC, DFC, KO, MLC, Nishnawbe-Aski Police Service, City of Thunder Bay, Thunder Bay Police Service, Independent First Nations Alliance, Shibogama First Nations Council, and Windigo First Nations Council was created in June 2017. The group has actively met in the last year to implement the recommendation.</p> <p><u>Missing Person Investigations and Searches:</u></p> <ul style="list-style-type: none"> i) The Working Group did not review or revise the Missing Person Protocol Guide. Rather, discussions took place on similar issues regarding policies and procedures and best practices that organizations could use in developing policies and procedures. For NAN, this subsection is completed. ii) NAN participated in the development of a public awareness campaign to draw attention to the importance of reporting missing person matters to police without delay. A short video and post cards were created for use in the campaign. The post cards will be translated into Ojibway and Oji-Cree at a later time. An Open House and Media Launch was held on June 26, 2018 in Thunder Bay. For NAN, this subsection is completed. iii) NAN participated in the development of the student information template. The education organizations will adapt the template to suit their purposes, if they choose to do so. For NAN, this subsection is completed. iv) The Thunder Bay Police Service developed a guide entitled: <i>“Missing Persons & Social Media: Limit misinformation & protect the privacy of missing persons”</i>. The Working Group had an opportunity to review and provide input on the Guide. NAN also addressed how to utilize social media in its internal

missing person search policy and procedures manual. For NAN, this subsection is completed.

v) NAN will address approach to press releases for missing persons through other venues as required. For NAN, this subsection is completed.

vi) In the past, NAN has worked with families providing support when needed or requested and will continue to do so. For NAN, this subsection is completed.

vii) NAN developed its internal search policy and a procedures manual for a missing person search involving a NAN member in Thunder Bay. The policy & procedures address how a search is deployed, points of contact, the lead and associated search roles, a clear supervisory structure, communicating with and supporting family members, and how to manage community volunteer searchers. Amending and updating the policy and procedures will be ongoing as required. For NAN, this subsection is completed.

The Working Group plans to compile the completed internal search plans and global search plans into binders for distribution to each Working Group member. The information in the binders will be updated as necessary.

viii) NAN developed its Global Search Plan clearly identifying its points of contact – name and contact information – consistent with its internal search policy. The handout on best practices for community searchers developed under Recommendation 94 will be appended to the NAN procedures manual for a missing person search. For NAN, this subsection is completed.

The Working Group plans to compile the completed internal search plans and global search plans into binders for distribution to each Working Group member. The information in the binders will be updated as necessary.

ix) Risk Factors were identified by the Working Group during the development of the student information template and the missing persons questionnaire template. The risk factors will be used by the organizations to suit their purposes, if they choose to do so. NAN included risk factors in the internal search policy and procedures manual for a missing person search. For NAN, this subsection is completed.

	<p>x) NAN participated in the development of a number of templates associated with a missing person search:</p> <ul style="list-style-type: none"> • A missing person questionnaire template • A consent form template for a parent or guardian to grant permission to an organization to collect, use and disclose a child’s personal information for use in a missing person questionnaire • A missing persons poster template • A consent form for the Thunder Bay Police Service to release information about a missing student to a school or education organization <p>The templates will be adapted by the organizations to suit their purposes, if they choose to do. For NAN, this subsection is completed.</p> <p>xi) Training of internal staff on the new internal search policy and procedures manual for a missing person search involving a NAN member in Thunder Bay remains to be completed. For NAN, this subsection is ongoing.</p> <p>xii) The Thunder Bay Police Service conducted training on missing person investigations and missing person searches for the staff of the organizations who are Working Group members. The training included risk factors and various scenarios. NAN participated in the training, which was of benefit in developing the handout on best practices for community searchers. For NAN, this subsection is complete.</p> <p>xiii) This subsection did not apply to NAN.</p> <p>NAN is committed to working collaboratively with the Working Group members on an ongoing basis beyond the implementation of the recommendations for the safety of its community members.</p>
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PARTY	NNEC & DFC
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	

TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p data-bbox="411 305 926 337"><i>Actions Towards Implementation:</i></p> <p data-bbox="411 344 1843 446">Named parties of the Recommendation #91 working group have met frequently since the Inquest Recommendations were released and have worked steadily towards the implementation of this critical Recommendation.</p> <p data-bbox="411 488 940 521">Progress on subsections is as follows</p> <p data-bbox="411 563 432 596">i)</p> <ul data-bbox="457 602 1902 894" style="list-style-type: none"> <li data-bbox="457 602 1902 776">• A consistent set of policies and procedures have not been generated but rather were specific to each of the named organizations. Ultimately the working group is looking to compile a collection of each of the approaches to have one Missing Student Protocol Guide containing each organizations approaches though this still needs final approval from each of the named parties on the recommendation. <li data-bbox="457 782 1808 857">• The working group has collaborated to work through challenges that can be approached in a similar fashion as well as reviewing the best practices in locating missing students. <li data-bbox="457 863 1073 894">• The status of this subsection is <i>ongoing</i>. <p data-bbox="411 937 432 969">ii)</p> <ul data-bbox="457 976 1902 1300" style="list-style-type: none"> <li data-bbox="457 976 1902 1117">• The Open House and Media Launch for the “Am I Missing Campaign” that was created by the working group took place on June 26th at the Brodie Street Thunder Bay Public Library. A short video and post cards were presented at the Open House which will be utilized to spread awareness about the importance of reporting missing person’s matters to police without delay. <li data-bbox="457 1123 1902 1198">• Post-cards will be translated into Ojibwae, Cree, and Oji-Cree and will be circulated throughout our remote Northern communities. <li data-bbox="457 1205 1797 1279">• Each of the parties involved with the Recommendation have helped to share the cost of this campaign. <li data-bbox="457 1286 1087 1300">• The status of this subsection is <i>complete</i>. <p data-bbox="411 1343 432 1375">iii)</p> <ul data-bbox="457 1382 1854 1414" style="list-style-type: none"> <li data-bbox="457 1382 1854 1414">• Consent forms for the release of crucial information about students as well as additional student

information forms have been drafted and are awaiting the approval of our Board of Directors and Legal Counsel in order to utilize this information in the event that a student goes missing.

- Unless there are revisions to be made, these forms should be approved and utilized for the collection of crucial student information for the 2018-2019 school year.
- The status of this subsection is *ongoing*.

iv)

- TBPS have developed a guide to addressing “Missing Persons & Social Media: Limiting Misinformation & Protecting the Privacy of Missing Persons”. This guide is posted on the TBPS website and will continue to be utilized by NNEC to ensure that we are undertaking best practices when it comes to developing policy and procedures around the use of social media in missing persons cases.
- NNEC has policies and procedures in place for utilizing social media when there is a missing student.
- The status of this subsection is *complete*.

v)

- The working group has discussed the usage and approaches to press releases.
- The status of this subsection is *complete*.

vi)

- The working group has discussed best practices to facilitate interviews of young people in exigent, non-criminal, circumstances. The working group has also discussed best practices to facilitate interviews in exigent, non-criminal, matters with individuals of any age who may be unfamiliar or uncomfortable dealing with individuals in positions of authority.
- The status of this subsection is *complete*.

vii)

- NNEC has developed an Internal Search Plan that has been approved by the Board of Directors and is awaiting final review from our Legal Counsel.
- This plan will help NNEC to set out a clear supervisory structure that will ensure that the search plan is properly executed. It will help to inform NNEC staff about proper communication with family members, how to handle confidential information, proper management of search party volunteers

and will help to illustrate best practices while carrying out search parties; including but not limited to the preservation of evidence.

- NNEC has also drafted flow chart documents in the case of a missing student at either DFCHS or PFFNHS, though some alterations need to be made in the case that we are dealing with a non-tuition student.
- Flow charts still need to be approved by the Board of Directors and our Legal Counsel.
- Unless there is any objection from any of the parties, once completed, each of the First Nations groups will compile their Internal Search Plans into one document, and have them compiled into binders and distributed amongst the groups.
- The status of this subsection is *ongoing*.

viii)

- NAN has completed their Global Search Plan and has presented and distributed it to each of the parties named on the working group.
- NNEC is still working on their Global Search Plan which will need to be approved by our Board of Directors and Legal Counsel.
- Once complete, the Global Search Plans will also be compiled into binders for distribution to each organization.
- The status of this subsection is *ongoing*.

ix)

- Risk factors were identified by the working group during the development of the template for student information and the Missing Persons Questionnaire. The risk factors will be used by NNEC to help continue to inform our policies and procedures for missing students.
- TBPS Missing Persons Policy contains these risk factors which were distributed to the working group for reference.
- The status of this subsection is *complete*.

x)

- A template for a Missing Person Questionnaire was created for each of the education organizations to suit our own purposes. This questionnaire has had slight modifications made and is currently being reviewed for approval by our Board of Directors, Legal Counsel and Mental Health Professionals.
- A Consent Form Template was also created for a parent or guardian to grant permission to the

organization to collect, utilize and disclose a student's personal information. The template has been adapted and is currently being reviewed for approval by our Board of Directors and Legal Counsel.

- A Missing Person Poster Template was also created for use by all First Nations organizations in the event that there is a missing student which is also currently under review for approval by our Board of Directors and our Legal Counsel.
- The status of this subsection is *ongoing*.

xi)

- We have been advised by TBPS that they have completed the training of officers on Missing Persons Policy as suggested in this section.
- On our own behalf NNEC continues to update staff on the new policies and procedures that have arisen out of the Internal Search Plan Document, Flow Charts, Global Search Plans, and other related documents and training.
- The Working Group is looking towards scheduling a group training with Lakehead Search and Rescue for all of the involved parties which will involve a mock search in order to ensure that each group is undertaking the utmost diligence during the event of a missing student.
- The status of this subsection is *ongoing*.

xii)

- TBPS conducted training on missing persons investigations and missing persons searches which NNEC partook in.
- TBPS will undertake this training annually to ensure that all NNEC and other organizations staff are following best practices and procedures when it comes to locating missing students.
- NNEC will continue to offer its support and guidance towards the development of this training.
- The status of this subsection is *complete*.

xiii)

- TBPS has hired an external consultant to assist the TBPS (and any other interested organizations) to revise current training modules to ensure that the curriculum covers cultural issues that are relevant to members of the Indigenous community in and around Thunder Bay.
- We've also been informed that the TBPS has presented and will continue to present an annual report on training to the Police Services Board to provide the public with information on police training. This report was made during the public session and included, among other things, a summary of the number of officers who completed training courses in different policing areas as

well as information about training curriculum related to Indigenous issues.

- We understand that the status of this subsection is *complete*.

2019 Updates

i) NNEC has successfully implemented our own new and improved Missing Student Protocol Guide to be utilized in the event there is a missing student.

NNEC continues to work with the working group to review and discuss best practices for locating missing students.

The status of this subsection is complete.

ii) Post-cards will still need to be translated into Ojibwae, Cree, and Oji-Cree and circulated throughout our remote Northern communities.

A second wave of postcards as well as a revamped social media campaign are set to take place over the summer of 2019.

The status of this subsection is complete.

iii) Consent forms for the release of crucial information about students as well as additional student information forms have been drafted and approved by our Board of Directors and Legal Counsel

These forms will be utilized for the collection of crucial student information for the 2019-2020 school year.

The status of this subsection is complete.

vii) This document includes flow charts in the case of a missing student at either DFCHS or PFFNHS, so that in the event that someone is new to a position or acting for the time being, there is a clear course of action that will be apparent (i.e. acting Executive Director, acting Principal, etc.)

There is still discussion amongst the working group about whether or not the First Nations groups will compile their Internal Search Plans into one document

The status of this subsection is complete.

xi) NNEC plans to invite front line staff to participate in a mandatory training session with Lakehead Search and rescue in the fall of 2019 to ensure that our staff are undertaking best practices when searching for missing students.

The status of this subsection is ongoing.

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>KO has developed a Missing Student Protocol Guide (MSPG) that will be utilized by all staff. The protocol identifies:</p> <p>Timely reporting of a missing student, student profiles with pictures, volunteer waiver, Missing Person Poster Template, Search Checklist (high risk areas/known contacts), Supplies Checklist (Search Equipment/Command Centre/Mobile Unit), internal/global search plans, Press/Media/Social Media Protocols, and Missing Person Risk Factors to prepare staff for different circumstances and emergencies.</p> <p>KO developed Search Equipment Kits for each site: Thunder Bay (2), Sioux Lookout, Dryden and Pelican Falls Centre (2). Radio equipment with a mobile base for longer-range capabilities have been purchased for each site and have a dedicated radio frequency through Industry Canada. Training is scheduled for July 5, 2018, and August 16, 2018, for all staff. This will be to review the MSPG, the internal/global search plans and on all equipment with various scenarios.</p> <p>The KO MSPG covers each of the identified items in this recommendation and it is reflective of the policies and procedures of the organization. Most importantly, it is reflective of the direction and wishes of the parents and communities of our students.</p> <p>KO participated in the Public Awareness Campaign and will share all information and material within our member communities.</p> <p>2019 Updates Training on the MSPG and Lakehead Search & Rescue Training was conducted in July and August of 2018 for all staff. A comprehensive review of the MSPG, internal/global search plans and on all equipment with various scenarios was conducted. This item is ongoing and MSPG Training and Lakehead Search & Rescue Training will be conducted again in July and August of 2019.</p>

PARTY	MLC
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented 5 – Not applicable to agency assigned
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Parts of this recommendation have been completed and parts of this recommendation are in the process of being implemented.</p> <p>Aspects of the recommendation that apply to MLC will be implemented</p> <p>MLC is not a boarding home. Accordingly, there are aspects of this recommendation that do not really fit in MLC’s mandate. 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.</p> <p>There has been much work done for this recommendation.</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. It was not possible for each organization to create one set of policies and procedures as each organization operates under different structures. However, the Working Group discussed and came up with the 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.</p>

	<p>MLC took the lead in developing a series of student information form templates for First Nation partner organizations to use.</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 2018/2019, MLC staff will work with 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>
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RECOMMENDATION 92

Establish a working group to review issues relating to ground searches for missing persons and missing persons investigations and to make recommendations to the Ministry of Community Safety and Correctional Services (“MCSCS”) regarding (i) provincial standards relating to missing persons searches and investigations; (ii) training of police officers involved in missing persons searches and investigations; and (iii) any other issue that the working group considers appropriate for a recommendation. The membership of this working group should include representatives of MCSCS, the Ontario Association of Chiefs of Police, the Ontario Police College, the OPP Police Academy, at least one municipal police service, and at least one First Nations organization.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>In April 2016, the Ontario Provincial Police (OPP) Missing Persons & Unidentified Bodies Unit (MPUB) formed and continues to lead a Provincial Missing Persons Investigators Working Group.</p> <p>The goal of the Group is to inform the police response to missing persons investigations and the response to families of missing persons. The group reviews and discusses various topics/issues in this respect, including training and standards.</p>

	<p>Members of the Working Group consist of representation from OPP, municipal and First Nation police services, the National Centre for Missing Persons & Unidentified Remains, OPP Aboriginal Policing Bureau, Criminal Investigation Branch, the Ontario Police College, the OPP Academy, and members of the Office of the Chief Coroner of Ontario, the Ontario Forensic Pathology Service and the Ministry of Community Safety & Correctional Services.</p>
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RECOMMENDATION 93

Develop and propose new missing persons legislation, in consultation with policing partners, Indigenous communities and organizations, and other partners to assist police in investigating missing persons cases.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>In March 2018, the province passed the Safer Ontario Act, 2018 (SOA), which addresses a number of matters related to policing, missing persons, community safety, oversight, and inquests. The SOA enacts the new Missing Persons Act, 2018, which, once proclaimed into force, would create a legislative framework for missing persons occurrences by providing police with the tools and training to assess risk and determine the response in relation to investigations into missing persons.</p> <p>MCSCS worked with Métis Nation of Ontario, Ontario Federation of Indigenous Friendship Centres, Chiefs of Ontario, and Tungasuvvingat Inuit to engage with Métis, First Nation and Inuit partners during the development of the Missing Persons Act, 2018.</p> <p>2019 Updates The Missing Persons Act, 2018 will come into force on July 1, 2019. SolGen will monitor implementation of the Act.</p>

RECOMMENDATION 94

Create a joint protocol translated in Cree, Ojibway, and Oji-Cree for distribution to community search teams explaining best search practices for non-police searchers with particular emphasis on:

- i. safety considerations for community searchers;
- ii. evidence preservation;
- iii. importance of communication/debriefing with assigned liaison officer; and
- iv. issues relating to private property.

PARTY	NAN	THUNDER BAY POLICE SERVICE
PARTY RESPONSE	1 – Recommendation has been implemented	Complete
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation is accepted and is completed. The handout on best practices for community searchers was developed and translated into Cree, Ojibway, and Oji-Cree. The handout will be appended to the NAN internal search policy and procedures manual for a missing person search involving a NAN member in Thunder Bay. For NAN, this subsection is completed, however, NAN will be pursuing a more formalized protocol with the Thunder Bay Police Service.</p> <p>2019 Updates Ongoing activity includes compiling all versions – English, Cree, Ojibway and Oji-Cree – into one document with a title page and a table of contents. This completed version will be distributed to working group members for Recommendation 91, and distributed during a missing person search as necessary. Ongoing activity also includes the information and details</p>	<p>Legal Counsel from the TBPS and Legal Counsel from NAN have been working jointly on the protocol based on the information provided by Sgt Belcamino (21 factors mentioned in the year-one report), and the protocol has been completed and approved by both organizations. It has been properly translated.</p> <p>We are now working together to seamlessly fit this protocol in with the #91 Recommendation, with the assistance of LSAR.</p> <p>Update from June 2018 to June 2019: We have met three times in the past year along with Lakehead Search and Rescue however due to training requirements NAN has asked us to look at our MOU with search and rescue in order to work out a format where NAN could</p>

	included in Recommendation 91, subsection xi).	work exclusively with search and rescue without interfering with Police protocols. This is ongoing.
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RECOMMENDATION 95

In order to decrease the purchase of alcohol by persons under 19 years of age through “runners” or second party purchasers:

- i. review and revise (where necessary) LCBO guidelines for the detection of second party purchases;
- ii. enhance opportunities and methods employed to identify second party purchases and review existing practices for detecting and deterring this practice.

PARTY	LCBO (ONTARIO)
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Through its Check 25 program, LCBO requires all retail employees to follow training, including on second-party purchases, and regular updating of this training is mandatory for all store managers and employees.</p> <p>The LCBO reviewed all procedures and policies applicable to the jury’s recommendations with input from LCBO, Corporate Affairs, Resource Protection, Corporate Communications and Retail departments. Based on this review, additional reporting procedures for retail employees have been implemented (see recommendation #96).</p> <p>Local management made changes to physical surveillance equipment and contracted additional security to assist in monitoring and deterring illicit activity outside stores, in collaboration with the Thunder Bay Police Service (TBPS).</p> <p>LCBO will maintain regular communication with TBPS about suspicious activities and adjust its approach as necessary.</p>

RECOMMENDATION 96

In order to decrease the opportunity for underage drinking (persons under nineteen) and to deter individuals from purchasing alcohol for underage individuals, create a task force or working group comprised of LCBO managers and/or regional managers and staff (as appropriate) and TBPS representatives to:

- i. review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and
- ii. based on the recommendations of the LCBO and TBPS task force/working group, develop a protocol for the reporting of suspected second party purchases to the TBPS.

PARTY	LCBO (ONTARIO)	THUNDER BAY POLICE SERVICE
PARTY RESPONSE	1 – Recommendation has been implemented	Complete
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>In October 2016, a working group was created with representation from TBPS and the LCBO.</p> <p>Based on discussions held by the working group between October 2016 and spring 2017 and comments submitted by the TBPS, a protocol for the reporting of second-party purchases was completed in summer 2017.</p> <p>Amended procedures focused on reporting suspicious activity to TBPS and outlining the circumstances in which specific and timely information from police may be used reasonably by employees in the context of Challenge and Refusal. New procedures were implemented in the four Thunder Bay Stores on a pilot basis in September 2017, following employee training.</p> <p>LCBO will continue to monitor how added procedures and training</p>	<p>In consultation with the Service, the LCBO has completed their protocol relating to identifiers of 2nd party purchasers, and their reporting mechanism for reporting suspected 2nd party purchasers to TBPS. LCBO employee training was completed in August 2017, and they started the pilot September 1, 2017. The Service sent out a service-wide email advising of LCBO’s new protocol. The “Runner Project Plan” remains operational, when staffing complement permits.</p> <p>Update June 2018-2019:</p>

	affect the Challenge and Refusal procedures and will maintain regular communication with TBPS to adjust its approach as necessary.	The “Runner Project Plan” at TBPS remains operational, when staffing complement permits.
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RECOMMENDATION 97

All parties should work together to develop a campaign to raise public awareness about second party purchases and the associated legal consequences. This campaign should make use of social media as well as posters in LCBO establishments.

PARTY	LCBO (ONTARIO)	THUNDER BAY POLICE SERVICE
PARTY RESPONSE	1A – Recommendation will be implemented	Complete
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>As a Phase I approach to the public awareness campaign, LCBO developed signage for its stores (including posters and digital point of sale screens) reminding customers that it is illegal to purchase alcohol on behalf of minors. Starting in April 2017, LCBO displayed this signage in all four stores located in Thunder Bay. Signs will be maintained until further notice.</p> <p>Building on discussions held with KO, DFC, and the MLC in June 2017, LCBO contracted locally based Epica Pictures to advise and assist with the development of a Phase II public awareness campaign, including the production of a short video targeted at youth.</p> <p>During a brainstorm session with the TBPS, MLC and DFC on October 18, 2017, it was suggested that focus groups be held with Thunder Bay students to inform a script. The focus group was held at Matawa Learning Centre on May 9th, 2018 and filming is planned to take place</p>	<p>The first phase of the campaign (mentioned in the year-one report), went active in June 2017.</p> <p>Phase two was stalled due to scheduling of internal briefings within the LCBO, but started working actively with a local production company to produce short videos suitable for social media. In order to determine the most effective content, they were reaching out to students from DFC, KO and Matawa. The Service advised LCBO they will assist with any social</p>

	<p>by fall 2018.</p> <p>LCBO plans to develop a social media strategy in collaboration with other Inquest parties.</p> <p>2019 Updates In the context of its larger sustainability strategy, LCBO will consider appropriate communications, in consultation with interested inquest partners.</p>	<p>media distribution once completed.</p>
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RECOMMENDATION 98

To help alleviate homesickness for students, KO Telehealth should develop a program to allow families to utilize their services to communicate with their children who are attending high school off-reserve. This program should commence for the 2016-2017 school year.

PARTY	CANADA (HEALTH CANADA)
PARTY RESPONSE	1B – Alternate recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>A working group has been struck, terms of reference drafted, and work has commenced under the leadership of the Kuhkenah Network (KNET). Due to multiple priorities of members involved on the working group services DFCHS and MLC have not yet been implemented. ISC funding is supporting student cell phones for safety and connecting with family members.</p> <p>NNEC has been provided with funding for the past two years to install fibre optics at their Pelican Falls school to support internet access for student/community interactions as well as access to the internet for student learning.</p> <p>Through KNet, funding is provided to support broadband connectivity in all First Nations-operated schools in Ontario.</p>

RECOMMENDATION 99

The City of Thunder Bay should advertise, promote and consult with students on the best way to notify students of opportunities for Youth, including employment, recreation and volunteering at the City of Thunder Bay, whether that is on the City’s website, other social media or another “youth friendly” format. This information should be provided at all schools in the local district.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>As recommended by community organizations at the Youth Partners’ Forum at the Kinsmen Youth Centre (January 2017), the City of Thunder Bay developed a Youth Opportunities TBay Facebook page in February 2017. The page allows community groups to provide content related to youth opportunities and services including recreation, events, employment, education, health and wellness and other supports available in the community for youth. The City will continue to monitor and promote the page, and seek new partners for content.</p> <p>2019 Updates Youth Move has an active Facebook page to promote Youth Move activities across its five sites. The Youth Inclusion Program has created a new Instagram account which they will use to connect with program participants and promote opportunities.</p>

RECOMMENDATION 100

The City of Thunder Bay should explore options for promoting youth opportunities and programming to youth, by “speaking their language” and utilizing sources such as Twitter, Facebook, and other social media websites.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>As recommended by community organizations at the Youth Partners' Forum at the Kinsmen Youth Centre (January 2017), the City of Thunder Bay developed a Youth Opportunities TBay Facebook page in February 2017. The page allows community groups to provide content related to youth opportunities and services including recreation, events, employment, education, health and wellness and other supports available in the community for youth. The City will continue to monitor and promote the page, and seek new partners for content.</p> <p>2019 Updates Youth Move has an active Facebook page to promote Youth Move activities across its five sites. The Youth Inclusion Program has created a new Instagram account which they will use to connect with program participants and promote opportunities.</p>

RECOMMENDATION 101

The Ministry of Tourism, Culture and Sport should provide adequate funding to sustain the Regional Multicultural Youth Centre's initiatives at DFCHS to keep students busy and safe after school, reduce risks and create a generation of active Aboriginal youths.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Funding for after school programming at DFC will continue through the 2018-19 school year. Approximately 90 youth attend programming after school.</p>

	<p>2019 Updates Since 2009, MTCS has funded the Multicultural Association of Northwestern Ontario to deliver Ontario's After School Program. The program serves youth (ages 13-18) between grades 9-12, Monday-Thursday from 4:00-7:00pm. The school averages approximately 110 youth attending the program on a daily basis.</p>
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RECOMMENDATION 102

The City of Thunder Bay should consult and liaise with NNEC, DFCHS, KO and MLC in order to develop a plan for assisting those students who would like to attend City programs or have questions with respect to any City programs but may have some issue to overcome such as transportation issues to and from the venue.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The First Nation Secondary School Pass (FNSSP) ‘<i>Pilot Program</i>’ was introduced on September 1, 2017 for First Nation students who were living in Thunder Bay to attend secondary school for the 2017-2018 school year. The initial price structure for the pilot program was introduced at a discounted rate of \$41.25 per eligible student per month. Transit Services presented an agreement to the interested communities/organizations based upon the Council approved pilot program Terms and Conditions. A signed copy of the terms and conditions was received by the nine (9) communities/organizations confirming their participation in the pilot program. At the start of the 2017 school year, Transit Services organized three (3) days at each participating school to distribute the identification bus passes. The majority of passes were provided to students during those sessions; the remainder were issued at the Transit Administration office. Students were provided with their pass, a summary of the rules of the pass and transit maps to assist with using the system. There were 236 students involved in the program – 222 youth (under the age of 18) and 14 adults. The pilot program has streamlined the process of the pass distribution for Transit Administration and student educators. Subject to budget, the pilot program will be extended for the 2018-2019 school year.</p>

	<p>2019 Updates The FNSSP Pilot Program was extended for the 2018-2019 school term to provide additional time to assess the program's effectiveness and costs. In 2018-2019, 328 students were involved in the program. As part of the 2020 budget, the program will be recommended to continue for the 2019-2020 school term. An internal review of the Transit Division's Fare and Revenue Strategy is underway and Administration will be providing a separate report to City Council later in 2019 that will include recommendations for all discounted fare pass programs.</p>
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RECOMMENDATION 103

The City of Thunder Bay through the Aboriginal Liaison should liaise with DFCHS and MLC to provide copies of the community recreation guide "The Key" each session, and other promotional materials for City recreation opportunities on an ongoing basis, to be circulated in the schools including in libraries, guidance offices and recreation spaces.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	The Key Coordinator was in contact with staff from MLC and DFC in Fall of 2016 and both are now added to the distribution list.

RECOMMENDATION 104

The City of Thunder Bay should promote the P.R.O. Kids program to stakeholders such as NAN, NNEC, DFCHS, KO and MLC to encourage subject students to participate if they are interested.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented

GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>PRO Kids staff have met with named parties. In 2017, 226 applications were made to PRO Kids from Indigenous service agencies. In addition, many more Indigenous families are referred through DSSAB. New referrals have been received from DFCHS and MLC.</p> <p>2019 Updates In 2018, 215 referrals were made from Indigenous service agencies. Many more indigenous families are referred through TBDSSAB or other community services. PRO Kids continues to reach out to Indigenous agencies by providing application forms and presentations to staff to encourage referrals.</p>

RECOMMENDATION 105

The City should consult with and assess the needs of the community with respect to Youth and Youth programming through the efforts of the City of Thunder Bay Recreation & Facilities Master Plan “Stakeholder + Public Consultation Plan”, whose goals include identifying:

- i. the community’s vision for the development of recreation;
- ii. the current demands for and gaps in recreation services and facilities as well as emerging needs; and
- iii. the experience of Users by facility in terms of their level of satisfaction and barriers to recreation services such as transportation. The consultation process should include tapping into the voices of the City’s Youth, including Youth from the First Nations and Métis communities within and surrounding Thunder Bay.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Partners Forum was held on Jan. 19, 2017 for input on City-wide youth programming including opportunities at the Kinsmen Youth Centre. Discussion included: education & employment, welcoming students to Thunder Bay, mental health & addictions, recreation and extracurricular activities and interests. Recreation & Facilities Master Plan consultations included a forum specific to Indigenous

	<p>peoples' access to recreation (barriers and opportunities), with a focus on youth. Feedback from this consultation, as well as feedback received from students at the NAN Student Orientation, continues to shape planning for the needs of Indigenous youth in recreation.</p> <p>2019 Updates</p> <p>In Nov 2018, the Recreation and Culture Division participated in Indigenous Sport and Wellness Ontario's (ISWO's) community round table "Recruiting Indigenous Participants into Local Sport Programs" to explore ways to increase engagement and participation of Indigenous youth. The discussions at this table, led to discussions at Youth Inclusion Project table, regarding potential alignment of YIP with Thunder Bay's hosting of the Ontario Native Basketball Invitational Tournament April 18 – 21/19. Community consultations held with Indigenous groups in May 2019 for design of a splash pad. Suggestions include teachings and education at the splash pad on the sacred importance of water and need for a water keeper.</p>
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RECOMMENDATION 106

Once the goals of the Stakeholder + Public Consultation Plan have been achieved, and the needs with respect to Youth programming in the City are identified - including a consideration of the need for a Youth Centre or Youth Centres in Thunder Bay - the City should identify and pursue funding and other resources to meet those needs, including consultation with the Federal and Provincial governments to support programming and/or infrastructure development.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Staff have reviewed needs related to the outcomes of Recommendation 105 and participated in preparation of the submission to Public Safety Canada in June 2016 for Youth Inclusion Program which is pending response. Community, Youth & Culture funding program grant was approved in January 2017 for a sports equipment lending library hosted by MLC that would be open to all First Nations Youth attending school in Thunder Bay.

	<p>2019 Updates</p> <p>Staff have reviewed needs related to the outcomes of Recommendation 105 and participated in preparation of the submission to Public Safety Canada in June 2016 for Youth Inclusion Program. Public Safety Canada is providing \$5.6 million in funding over the next five years. A Youth Inclusion Manager, two Program Supervisors, two Youth Navigators and two Coordinators have been hired through the Recreation and Culture Division to implement the Youth Inclusion Program. Event Development Grant approved in March 2019 for the Wake the Giant Music Festival.</p>
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RECOMMENDATION 107

The City of Thunder Bay Aboriginal Liaison, NNEC, DFCHS, KO 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.

PARTY	CITY OF THUNDER BAY	NNEC & DFC	KO	MLC
PARTY RESPONSE	1 – Recommendation has been implemented	1 – Recommendation has been implemented	Accepted	1 – Recommendation has been implemented
GRADE				
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Partners Forum was held for input on City-wide youth programming including opportunities at the Kinsmen Youth Centre. Discussion included: education and employment, welcoming students to Thunder Bay, mental health and	NNEC continues to work with The City of Thunder Bay to get our students involved in recreation opportunities and City sponsored events that students may be interested in throughout the school year.	KO students continue to utilize the City of Thunder Bay municipal parks and skating rinks during the nine school months they are here. KO has been in touch with Leadership Thunder Bay and would like to consider recreational	MLC and 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 example of

	<p>addictions, recreation, extracurricular activities and interests.</p> <p>Community, Youth & Cultural funding Program Grant was approved in January 2017 for a sports equipment lending library hosted by MLC that would be open to all First Nations Youth attending school in Thunder Bay.</p> <p>Other opportunities will be sought and Administration will have increased awareness of the needs of First Nations and Métis communities. Child & Youth staff invited partners including DFCHS and MLC to attend the Partner's Forum at the Kinsmen Youth Centre and offered the use of the Kinsmen Youth Centre for youth programming. Since then partnerships</p>	<p>The City of Thunder Bay continues to offer free golf at the City Courses, discounted rates on ice times for hockey as well as broomball, free swimming lessons, and discounts at the Canada Games Complex for NNEC students.</p> <p>The City of Thunder Bay has applied for funding through Public Safety Canada, which if approved will help to continue to improve after school programming for NNEC, KO, and MLC respectively, and will also help students feel more comfortable and encourage them to continue to pursue healthy active lifestyles while they are in the City of Thunder Bay.</p> <p>2019 Updates Through Public Safety</p>	<p>activities between the schools i.e. DFC vs Hammarskjold hockey game. This is new and will be discussed as a potential project for the 2018/19 academic year.</p> <p>2019 Updates Partners Forum was held for input on City-wide youth programming including opportunities at the Kinsmen Youth Centre. Discussion included: education and employment, welcoming students to Thunder Bay, mental health and addictions, recreation, extracurricular activities and interests. Other opportunities will be sought and Administration will have increased awareness of the needs of First Nations and Métis communities. Children & Youth staff invited partners including DFCHS and MLC to attend the Partner's</p>	<p>their work are set out below:</p> <ul style="list-style-type: none"> • MLC partnered with Thunder Bay on their Youth Inclusion Grant; • First Nations Secondary School Pass was implemented for students in academic 2017/2018; • MLC students continue to have increased access to City events at discounted prices (or for free); • Increased access was achieved through: more information about events, the provision of chaperones by the City (for free) when required, discounted prices and ensuring that venues are aligned with the expressed interests of MLC students; • MLC students
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	<p>have formed with both institutions to use space at the Kinsmen for youth programming. Staff assisted in the coordination of a hockey program hosted by MLC at the Kinsmen Youth Centre outdoor rinks and will continue to pursue options for future use of skating rinks by DFCHS and MLC Students. A new swimming partnership was developed between DFC and the Canada Games Complex. DFC Experience-Feb 27-Mar 1, 2018: Aboriginal Liaison Office: \$8000 funding for the event; Respect Initiative had an information booth. Recreation and Culture also supported the event, Sports equipment Library for MLC.</p>	<p>Canada, the City of Thunder Bay has been funded to implement their "Youth Inclusion Program" which will begin to provide additional opportunities for our youth to get involved in recreation and other City sponsored events during and particularly after school hours for the next five years starting in the fall of 2019.</p>	<p>Forum at the Kinsmen Youth Centre and offered the use of the Kinsmen Youth Centre for youth programming. Staff assisted in the coordination of a hockey program hosted by MLC at the Kinsmen Youth Centre outdoor rinks and will continue to pursue options for future use of skating rinks by DFCHS and MLC Students. A new swimming partnership was developed between DFC and the Canada Games Complex. DFC Experience-Feb 27-Mar 1, 2018: Aboriginal Liaison Office: \$8000 funding for the event; Respect Initiative had an information booth. Recreation and Culture also supported the event. Through the Youth Inclusion Program (YIP), both DFCHS and MLC are expanding their hockey programs, through arrangements to</p>	<p>continue to have increased access to City volunteer opportunities;</p> <ul style="list-style-type: none"> • Relationships between MLC and service groups within the City that offer recreational activities and spaces have been strengthened (for example MLC's relationship with Kinsmen Youth Centre); • The input of students at MLC has been sought and received with respect to Parks and Recreations Planning; • The City provided \$11,000 in funding for an equipment lending library to be established by and for Matawa First Nation community students and other youth; • The City provided discounted or free transportation to
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			<p>access ice time in City areas at reduced rates. A broomball league is being explored for the first YIP site in winter 2019. DFC students submitted nominations for students for annual Thunder Bay Arts and Heritage Awards. DFC Students have been included in City of Thunder Bay's celebrations of National Youth Arts Week with student work featured in Youth Arts Showcase at Kinsmen Youth Centre.</p>	<p>support students to attend events;</p> <ul style="list-style-type: none"> • The City has approached a strong box at Wilson Park to permit students to store their athletic equipment at the park. <p>MLC students in academic 2017/2018 have had greater opportunities to participate in recreational activities in Thunder Bay.</p> <p>2019 Updates 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.</p>
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Note: Although discussions have occurred between Thunder Bay and other parties to recommendations 107, for all parties to receive a passing grade in the future, the youth programming that has been in discussion should be implemented and available to students.

RECOMMENDATION 108

The City of Thunder Bay should develop policy and procedures for dealing with incapacitated individuals, specifically youth 18 and under. These policies should also address the safety of youth who are denied or removed from transit service, or who exit a transit vehicle while incapacitated. The City of Thunder Bay should provide training to its Operators and Controllers on these policies and procedures.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Procedures, protocols and training to address the safety of all riders who appear to be unable to care for themselves and/or are in apparent distress while ensuring the safety and well-being of the passenger, other passengers, and the operator.

Note: Thunder Bay does not report that the existing protocol is targeted specifically at youth.

RECOMMENDATION 109

The City should develop and report on employment equity targets for Indigenous Youth hired by the City, including both full time and part time employment.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Every three years the Corporation provides an Employment Equity report that includes an update and review of its workforce demographic and outreach efforts related to Indigenous peoples, persons with disabilities, women, and visible minorities. Effective July 1, 2018 the Corporation will also track workforce data related to Indigenous youth applications and hires.

RECOMMENDATION 110

The City should review its current “Welcome Thunder Bay” slogan and programming to consider ways in which to incorporate a better reflection of the Indigenous presence in the territory for millennia.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>CTB, through the Anti-Racism & Respect Advisory Committee, requested Leadership Thunder Bay Community Action Project to consult with Indigenous students in 2017. This resulted in a concept for an Indigenous Youth Reference Guide, which will be combined with artwork from youth and added to the new CTB website, from the Aboriginal Liaison Office section, in summer 2018.</p> <p>2019 Updates A Wayfinding Plan has been developed to create an integrated system that orients people to their locations and directs them to selected primary destinations. Consultation and engagement sessions were held with Fort William First Nation band council and members. The project team collaborated with Fort William First Nation artists both as an acknowledgement that the wayfinding system is on the traditional lands of FWFN and as a sign of welcome to the many other First Nation individuals who visit or live in Thunder Bay. The wayfinding materials depict important animals and places that are featured in Anishinaabe culture, stories and teachings and were considered appropriate by Fort William First Nation’s Chief and Council. The sides of the kiosks include words of welcome printed in both English and Ojibwe, the language of FWFN. The plaques on the front of the kiosks read "You are on the traditional territory of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850."</p>

RECOMMENDATION 111

The City should post its Declaration of Commitment dated March 29, 2010, in all of its buildings.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Plaques with Declaration of Commitment to Urban Aboriginal People created and posted at 45 locations in City Buildings. The Declaration is read at Council's Committee of the Whole meeting closest to the annual National Aboriginal Day, most recently June 18, 2018.

RECOMMENDATION 112

The City of Thunder Bay should encourage and support the combined efforts of the Anti-Racism and Respect Committee and the Thunder Bay Crime Prevention Council, and, in consultation with the Thunder Bay Police Services Board, DFCHS, NNEC, KO, MLC, and the Indigenous community of Thunder Bay, should develop a public education campaign identifying and discussing the issue of racially motivated crimes, specifically those involving the Indigenous communities residing in and around the City of Thunder Bay.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Anti-racism Resources have been added to Anti-Racism & Respect Advisory Committee web page (www.thunderbay.ca/antiracism). The Racism Incident Reporting and Referral Service Pilot Program was launched June 27, 2017. Funding is secured to end of 2019. Also Included recommendation as an action in Strategic Priority 2: Strong Neighbourhoods of the Crime

	<p>Prevention Council's Safer Thunder Bay 2017-2020 Community Safety and Well-Being Strategy. Further consideration of the issue of racially motivated crime will be one result of the watercourse / river safety audits.</p> <p>2019 Updates Working Group established to review the existing hate crimes awareness campaign: Hate Divides a Community-We're Better Than This. Planning for consultations with Indigenous partners and community members to review the existing campaign or explore renewal or development of a new campaign.</p>
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RECOMMENDATION 113

Ontario and the City of Thunder Bay, in exercising its appointment power to the Thunder Bay Police Services Board (“TBPSB”), should take into account the need for an Indigenous representative to reflect the nature of the Indigenous peoples within the City of Thunder Bay which is served by the TBPSB.

PARTY	ONTARIO	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented	1 – Recommendation has been implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>In March 2018, the province passed the Safer Ontario Act, 2018 (SOA), which addresses a number of matters related to policing, missing persons, community safety, oversight, and inquests. The SOA enacts the new Police Services Act, 2018, which provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.</p> <p>Ms. Celina Reitberger was appointed by the Lieutenant Governor in Council to the Thunder Bay Police Service Board for two years effective November 29, 2017.</p> <p>Ms. Reitberger is from the Fort William First Nation and was the past Executive Director of Nishnawbe Aski Legal Services after practising law</p>	<p>In December 2017, Celina Reitberger, a member of Fort William First Nation, became the Provincially appointed member of the Thunder Bay Police Services Board.</p> <p>2019 Updates In January 2019, Georjann Morriseau was appointed as a Civilian Board Member to the</p>

	privately for more than 20 years. 2019 Updates The Community Safety and Policing Act, 2019 provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.	Thunder Bay Police Services Board.
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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 Health 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 of 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.

PARTY	CANADA
PARTY RESPONSE	1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>The Government of Canada is supportive of this recommendation and is participating on a working group, led by the Local Health Integration Network, to address this issue. Three proposals to address this recommendation have been developed by the education organizations that were party to the inquest.</p> <p>While proposals are being reviewed and a formal solution developed, Jordan’s Principle funding is supporting a number organizations in providing safe spaces for students. For example, DFC received funding for emergency boarding homes. This funding is currently available until March 2019 and is providing access to safe and secure environments until students are no longer intoxicated.</p> <p>2019 Updates Three proposals for safe sobering sites to address this recommendation have been developed by the education organizations that were party to the Inquest were funded in 18/19.</p>

	<p>The 3 funded sites are:</p> <ul style="list-style-type: none"> • Keewaytinook Okimakanak Board of Education • Matawa Learning and Care Centre • Northern Nishinawbe Education Council <p>A fourth site is currently being discussed. These sites are being funded through Choose Life.</p>
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PARTY	ONTARIO
PARTY RESPONSE	1A - Rec will be implemented
	8 - Content or intent of rec is already in place
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>North West Local Health Integration Network (NW LHIN) continues to facilitate engagement amongst the partners referenced in the Coroner's recommendations to develop a detox unit or shelter for youth ages 13 to 25. The partners have developed, accepted, and implemented Terms of Reference to guide the process, roles, responsibilities, and decision-making. Partners have also examined relevant data and research, and decided on characteristics and needs of the detox unit or shelter to guide the development of a service proposal.</p> <p>The North West LHIN continues to work with partners to explore options and develop a proposed solution, which will meet both individual stakeholders and collective interests.</p> <p>2019 Updates Received funding/began implementation of three sites in fall/ winter 2018/2019. Develop a proposal for youth currently not served by current programs.</p>

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Working group meeting regularly through the coordinated effort of the Northwest Local Health Integration Network. Included

as an action in TBDS Strategic Plan 2017-2020. Coordinated pre-proposals nearly complete which will allow for three safe sites for each respective First Nation named party (KO, NNEC, Matawa). Pre-proposals include shared services among the three groups, as well as use of existing resources within each group. Target is to start to have services in place by beginning of next school term (September 2018).

2019 Updates

Successful proposals submitted and funding received for three safe sites for each respective First Nation named party (KO, NNEC, Matawa). Three sites are operational and include shared services among the three groups, as well as use of existing resources within each group. Third site still undergoing some renovations. Goal is to have fourth site (to serve all other youth not currently served by the existing sites) in place by beginning of next school term (September 2019).

PARTY	NAN
PARTY RESPONSE	1A – Rec will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>The recommendation is accepted and in progress.</p> <p>A NAN Chiefs Resolution called for the development of a strategy on accessing resources to develop culturally holistic youth treatment centres in NAN territory. NAN submitted a proposal to the provincial government to host two treatment centres – one in the east and one in the west of NAN territory – and was successful. The treatment centres will address the gap in services for youth who seek treatment and healing. The two new Indigenous Mental Health and Addiction Treatment Centres will be located in Sioux Lookout, ON, and Timmins, ON. Development work is ongoing.</p> <p>NAN is part of the Working Group addressing the creation of a facility or facilities to provide a safe space for intoxicated First Nations youth who attend high school in Thunder Bay. NNEC, KO and MLC are considering options on how to best serve their students and ensure the youth have access to services and a safe space. The services being considered will vary depending on the organization. NAN will continue to be part of the process to support and advocate for our First Nation partners.</p>	
2019 Updates	
<p>NAN continues to participate in the working group created for the recommendation. NAN does not provide direct service delivery to youth or students, but has an interest in ensuring any youth or student from a NAN First Nation has a safe space if</p>	

they are unable to return home until their intoxication level has subsided.

NAN has supported KO, MLC, NNEC and DFC in the creation of their Safe Sobering Site, which is located either within their facility or in a residence setting, in Thunder Bay. All three sites are fully operational, or very close to being operational. The organizations and schools have worked hard to make these sites available and to ensure the safety of their students.

NAN attended KO's Safe Sobering Site Open House on April 11, 2019. The working group continues to work on creating a fourth site that will serve all youth in the City of Thunder Bay. A detox facility to serve youth is a service that is desperately needed, especially for youth under 18 years of age. NAN will continue to be part of the process to create alternative facilities for intoxicated youth, and to support and advocate for our First Nation Inquest partners.

NAN was successful in its application to host two treatment centres to address the gap in services for youth 12 to 18 years old, male and female, who seek treatment and healing. The Ka-Na-Chi-Hih Specialized Solvent Abuse Treatment Center (Ka-Na-Chi-Hih) will be the host of the new Indigenous Mental Health and Addiction Treatment Centres. Ka-Na-Chi-Hih has been operating for over 20 years. It has strong governance to oversee the development of the treatment centres and to ensure that the focus of this initiative is the healing journey of NAN youth struggling with mental health and addictions issues.

There are limited resources for youth to access residential treatment centres that specifically focus on mental health and addictions, and the programs that are available are not implemented or organized by First Nation communities. The site for the Sioux Lookout location has been secured and current activities for the site include renovations to meet the guidelines for Ministry licensing, and the hiring of positions. Onboarding will occur in the next few months. Policies and procedures and the treatment model continue to be worked on.

The site for the Timmins location is being worked on and the development and implementation of the program will continue in 2019-2020.

PARTY	MLC
PARTY RESPONSE	1A – Rec will be implemented 3-Unresolved Issues 4B – Rejected due to lack of resources
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	MLC is in the process of implementing this recommendation.

Unresolved issues around funding severely limit MLC's ability to implement. MLC wishes to accept and implement the recommendation; however, in the absence of new and stable funding, MLC cannot achieve this recommendation.

A Working Group to address this recommendation has been formed. The Working Group has been working together to formulate a process of working with Ontario and Canada to fund this recommendation for each education organization. MLC has submitted a proposal to the North West Local Health Integration Network for a Safe Sobering Site at our new Matawa Education and Care centre starting in September 2018. MLC is currently awaiting a response to our proposal.

MLC will continue to engage in discussions with the LHIN, Canada and Ontario and others with a view to ensuring that MLC students receive the care and support they need to complete their studies. IF 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 the LHIN, Canada and Ontario, it will be very difficult for MLC to implement this recommendation.

2019 Updates

Academic 2018-2019: 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.

Matawa Safe Sobering Site Benefits: Providing one on one culturally appropriate care in a safe and supervised homelike environment, Prevents intoxicated youth from sobering up in jail or the hospital (unless needed), Open when our students need it, Recognizing students who are addicted to substances and Connecting students with Mental Health and treatment services

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
Currently, the Recommendation # 114 Working Group is awaiting to receive the individual proposals from each of the First Nation Partners: KO, Matawa and NNEC. The proposals were completed by each of the Inquest Coordinators for the identified parties and are similar in their requests for services and budget submission. The KO proposal will be presented to	

KO Board of Education and Chiefs for approval the first week of July 2018. Upon approval, it will be submitted to NW LHINs. There have been numerous issues in the process of this Working Group.

The sharing of information that is pertinent in the development of a sound proposal that would meet the NW LHINs Health System Improvement Pre-Proposal (HSIP) requirements and meet any requirements legislated by the Child and Family Services Act and it's proposed revised policy.

While KO has developed their internal interim solutions to address this recommendation, there has been no funding provided by Canada. The funding is being pro-rated and there is no confirmation that our individual HSIP submissions will result in accessing funds/services.

2019 Updates

KO has established our alternative detoxification facility, "Safe Sober Site", in Thunder Bay and it went live in April 2019. Through partnership with Matawa Education and Care Centre and Northern Nishnawbe Education Council, our site is prepared to receive and provide services to any intoxicated students who do not require emergency care. Canada and Ontario (Ministry of Health and Long-Term Care) have committed to funding this initiative for 3 years, ending in March 2021. Policies have been developed for the site and training is underway for all site staff. Our site can accommodate 2 youth aged 17 and under, and an additional 3 students aged 18 and over. While the recommendation has stated for this to be implemented in the City of Thunder Bay, KOSSS implements its Inquest Recommendations on a program-wide basis. Funding for a Safe Sober Site in Sioux Lookout has been secured and our second site is under development. Challenges in development of this site is securing a site in the Sioux Lookout area (high demand, low supply) and staffing the positions. KO has a high number of students in the Sioux Lookout area and this is a priority for implementation. KO continues to participate in the Rec. 114 Working Group and will assist in the development of a fourth site within the City of Thunder Bay that will service all youth not currently covered by the FN Partner sites.

PARTY	NNEC
PARTY RESPONSE	1 – Rec has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	NNEC has participated in a number of Recommendation #114 working group meetings in order to facilitate the implementation of an alternative facility program that supports students from NNEC, KO, and MLC if and when these students are intoxicated.

On our own initiative, NNEC has developed and implemented an alternative facility for students in Thunder Bay who are intoxicated or are suffering from acute mental health issues and/or suicidal ideation, or other crisis.

This facility provides a safe space where qualified staff help to support students who are suffering from these conditions, which will mitigate potential harm to NNEC students, boarding home parents, and parents during times of crisis.

NNEC continues to work with the working group in order to acquire ongoing, predictable and reliable funding to implement a program that supports each of the First Nations groups as we work collaboratively to share resources and offer similar programming to our youth to ensure their safety while they are intoxicated or engaging in other high-risk behaviour.

Currently there are proposals which have been submitted from each organization being reviewed which we are hopeful will be fully funded in order to continue to expand the scope of our program.

2019 Updates

Throughout the 2018-2019 school year, this facility provided a safe space where qualified staff were able to support more than 50 students who were suffering from these conditions, which helped to mitigate potential harm to NNEC students, boarding home parents, and parents during times of crisis.

NNEC has also been assisting with the development of a fourth site with the working group which aims to support students that are not within the catchment of the mandate of the First Nations education organizations.

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.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	8 – Content or intent of recommendation already in place
GRADE	
TIME	SHORT-TERM

FRAME	
DETAILS PROVIDED BY PARTY	<p>Included as an action in Safer Thunder Bay 2017-2020 Community Safety and Well-being Strategy, which was approved by City Council on December 19, 2016. Training and audits conducted May 15-16, 2017, with 50 participants from all named parties participating including youth, mental health and on-call student support workers. The training and audits were led by safety and security experts. The report resulted in 10 recommendations which include short, medium and long-term actions. An update on implementation of recommendations is included in Attachment B.</p> <p>2019 Updates Actions to date: lightning enhancements along prioritized river areas; removal of overgrown vegetation/ongoing maintenance plan; establishment of Project Floodway/TBPS river patrols removal of graffiti; increased event programming at the river locations including Jane’s Walks at Vickers Creek, clean-ups all locations; increased river patrols by on-call staff from schools; Nibii Mamowechitiwin Youth Event, September 2018-recognizing the significance of water to Indigenous Culture; direct linkage to North West Community Mobilization Network. DFC proposal for installation of student artwork along waterways has been presented to and approved in principle by the Public Art Committee.</p>

THUNDER BAY POLICE SERVICE
In progress
SHORT-TERM
<p>Update from June 2017 to June 2018: Riverway/Floodway Monitoring Project: The Service continues to monitor the identified high-risk areas, with daily foot patrols three times a day.</p> <p>Data Collection from Reporting Mechanism: The following information has been gleamed from the project for 2017: (Please see notes below for this graph)</p> <p>Waterway Brochure: The Service in partnership with City of Thunder Bay created an information brochure that was distributed in March 2018, via the post office to all residents/businesses along the identified Riverway/Floodway to help increase public safety and well-being along and near local watercourses and rivers. The brochure provides information relating to Floodway Project; the river audit; project partners; and how community members can help.</p>

Safety Audit Committee: The safety and security specialist provided his audit report in August, 2017 and it went before, and was approved, by City Council August 28th, 2017. The report came with 10 Recommendations, which the working group are addressing (either as individual entities; smaller working groups; or collectively within the larger working group).

These are the ten recommendations:

- 1) Formal Recognition of the Significance of Land & Water Resources by Indigenous Community Members
- 2) Construct & Install Creatively Designed Barriers, lights and cameras to Prevent Unlawful Access underneath Bridge & Tunnel Structures
- 3) Formal Educational Partnership with All Local Institutions
- 4) Safety Improvements for Roadway Pedestrian Crossings
- 5) Working Protocol with LCBO to Minimize “Runners”
- 6) Lighting Enhancements to Promote Visibility & Safety
- 7) Celebrated” Pedestrian Connection to the Mouth of McVicar Creek at Lake Superior
- 8) Immediately Eradicate All Visible Occurrences of Graffiti
- 9) Direct Linkage to the Northwest Community Mobilization Network
- 10) Maintenance/Removal of Overgrown Vegetation in All Study Areas

Many of these recommendations have fallen under the responsibility of the City of Thunder Bay, and have been addressed and implemented—as indicated in the City of Thunder Bay’s report.

Recommendation 1 and 3 are being worked on by the group as a whole, and we are in the early stages of planning an annual fall event to be held at the river locations and/or Marina Park, with a focus on bringing the youth and broader community together to:

- Raise awareness about the cultural significance of land and water
- Celebrate the water
- Raise awareness about safety concerns in certain watercourse/river areas
- Have a barbecue/feast

Recommendation 2: The Service is part of a technical working group to address this recommendation relating to underneath of bridges/tunnel areas, specifically “Optional high resolution, motion-activated colour CCTV cameras mounted in conjunction with lighting. These cameras would only record if prompted by activity.” The Technical Working Group recommended developing a broader, more comprehensive camera program. The Waterway and Public Space

Monitoring System Working Group was created to scope and design the camera project. A Request for Information was approved by City Council in Nov 2017 and is being sent out to vendors.

Update (on Recommendation 2): June 2018-2019

Smart Cities is an initiative proposal, through Infrastructure Canada. 250k was given to 10 different municipalities to move to the next phase. Our program components were very similar to Saskatchewan's project that was funded. We were not selected to move to the next phase; however, with our Smart City Challenge Proposal Submission we will be able to use aspects of the document for future submissions.

Recommendation 4 is being completed by City of Thunder Bay

Recommendation 5 is covered off by the Service under this Inquest Recommendation # 96.

Recommendation 6,7,8 are being completed by City of Thunder Bay

Recommendation 9: Based on the information gleaned from the Floodway Project several individuals have been identified as being involved in repeat incidents and their information has been forwarded by the Service to the Northwest Community Mobilization Network.

Recommendation 10 is being completed by City of Thunder Bay.

Riverway/Floodway Monitoring Project: The Service continues to monitor the identified high-risk areas, with daily foot patrols three times a day. 16

Notes:

The following information has been gleaned from the Thunder Bay Police Services project for 2017:

Incidents 2017		Average age	35.52877
2017-Jan	9	Median age	33
2017-Feb	9	Oldest	69
2017-Mar	3	Youngest	13
2017-Apr	25	Persons under 21	27
2017-May	42	Persons under 20	16
2017-Jun	82	Persons under 19	13
2017-Jul	69	Persons under 18	9
2017-Aug	75		
2017-Sep	46	Total persons	1211
2017-Oct	52		
2017-Nov	24	Total males	335
2017-Dec	15	Total females	157
TOTAL	451	Total incidents	459

We estimate that with police intervention over 100 lives were saved in 2017.

The total incidents in the first column does line up with the number of persons involved in the total incidents in the second column as there may be an overlap of incidents / individuals in each incident

Data Collection from Reporting Mechanism: The following information has been gleamed from the project for 2018:

Incidents 2018		Average age	36.58
2018-Jan	8	Median age	33
2018-Feb	3	Oldest	73
2018-Mar	13	Youngest	14
2018-Apr	32	# of 22 year olds	9
2018-May	59	# of 21 year olds	3
2018-Jun	48	# of 20 year olds	7
2018-Jul	56	# of 19 year olds	3
2018-Aug	28	# of 18 year olds	1
2018-Sep	27	# under 18 years old	4
2018-Oct	17	Total persons	701
2018-Nov	9	Total males	208
2018-Dec	5	Total females	97
TOTAL	305	Total incidents	305

NNEC & DFC

1 – Rec has been implemented

SHORT-TERM

Training and safety audits were conducted during a two day session (May 15th and 16th of 2017) with Barry Horrobin (a professional in Crime Prevention Through Environmental Design, also known as “C.P.T.E.D.”) at the Thunder Bay Police Department, as well as in the community at the three river areas that were originally identified as high-risk.

Participants from each group learned more about how the natural environment and other features can help or hinder criminal activity. A preliminary report was published on July 31st, 2017, which has helped to guide improvements in the community to increase visibility in these areas, reduce crime, and increase overall safety in the community of Thunder Bay.

Mr. Horrobin's C.P.T.E.D. report came up with ten recommendations on how to improve safety in these areas in Thunder Bay. This working group meets regularly to ensure that we are doing all that we can with our partners to meet each of Mr. Horrobin's recommendations.

NNEC is hopeful that each of the recommendations made by Mr. Horrobin will be completed/put into practice for the 2018-2019 school year.

2019 Updates

As one of Mr. Horrobin's recommendations, each of the named partners came together on September 21st, 2018 for the "Nibii-Mamowechitiwin Water Gathering", which sought to illustrate the importance of water to Indigenous peoples, as well as the deadly power of water when it is not respected.

NNEC continues to work with the City of Thunder Bay to ensure that these recommendations are continually implemented.

KO

Accepted

SHORT-TERM

The City of Thunder Bay has implemented a Working Group with the identified parties to address this recommendation. Currently, the improved lighting, emergency button poles and increased video capabilities are in a proposal stage and funding has not been secured for this. City of Thunder Bay does maintain the river areas as their maintenance crews have added these areas onto their service routes.

KO has stressed their own concerns regarding the rivers through this process and the ongoing urgency for these issues to be addressed prior to the school year (Fall 2018).

2019 Updates

KO continues to participate on this working group and the biggest challenge to implementing the changes has been lack of funding from Ontario and/or Canada. This item is a priority and will be addressed at the next political table meeting.

MLC
1 – Rec has been implemented
1A – Rec will be implemented
SHORT-TERM
<p>MLC has implemented the portions of this recommendation that apply to MLC.</p> <p>MLC participated in the planning and execution of the safety audit of the river areas. MLC participated in training and audit organization by the City of Thunder Bay. MLC has been part of the implementation of the final report.</p> <p>MLC will be helping to develop curriculum as part of the audit recommendation on establishing formal educational partnerships with local institutions.</p> <p>In academic 2018/2019, MLC will work with the City of Thunder Bay and First Nation organizations to host a special event which will celebrate and recognize the importance of Indigenous people’s connection to the land and water in Thunder Bay.</p> <p>2019 Updates</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>

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 Nations 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.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Submission in June 2016 to Public Safety Canada for Youth Inclusion Program, including \$40,000 for implementation of Recommendation 116</p> <p>Named parties working together to develop a documentary style video series of candid conversations with Indigenous youth and their families to support a social media campaign and public forum. As a first phase, Leadership Thunder Bay Community Action Project (CAP) conducted a related project for the City's Anti-Racism and Respect Advisory Committee. Focus of project on engaging Indigenous youth to identify challenges they face and opportunities for the community to get involved in addressing these. With support from Corporate Communications and Thunder Bay Police Service, a video will be complete June 2018.</p> <p>2019 Updates</p> <p>This funding was approved in August 2018. Leadership Thunder Bay Community Action Project (CAP), as a first phase, conducted a related project for the City's Anti-Racism and Respect Advisory Committee. Focus of project on engaging Indigenous youth and allies to identify challenges faced by youth and opportunities for the community to get involved in addressing these. A video was completed in June 2018. Named parties worked with Diversity Thunder Bay to bring together over 200 Thunder Bay youth on April 30, 2019 to screen the ComingTogether to Talk film and have break-out style discussions about racism, reconciliation, challenges facing Indigenous youth coming to Thunder Bay and misconceptions/stereotypes. Over 20 youth facilitated the discussions and took notes, which will be compiled into a report prepared by youth. The named parties are working with a local design company to develop a social media campaign to raise awareness about the</p>

challenges facing Indigenous youth in Thunder Bay and to deepen our community's understanding.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is accepted and in progress. In the last year, NAN has taken actions to raise awareness on the obstacles, challenges, and issues faced by or experienced by its First Nations students in Thunder Bay.</p> <p>NAN sent correspondence to the City of Thunder Bay regarding city transit policies and procedures in response to student experiences when using the transit system. Information was requested on the cultural training that City employees receive, e.g. Walk A Mile Film Project. No response was received.</p> <p>In July 2017, an Emergency Special Chiefs Assembly was convened at the Dennis Franklin Cromarty High School in Thunder Bay to address concerns regarding the safety of First Nation students attending school in Thunder Bay, following the tragic deaths of two youth in May 2017. A Student Safety Plan was created with short-term measures to protect youth who come to Thunder Bay.</p> <p>NAN offered its support to the City of Thunder Bay in their application for funding to Public Safety Canada for the Youth Inclusion Program. The Program is a community youth program to help support youth who find themselves at risk, including youth who are moving to Thunder Bay from northern First Nations to attend high school. If the City is successful in its application, NAN will contribute to the project by providing in-kind support in terms of staff resources, and by assigning a staff member to attend meetings to support and assist in the development and implementation of the Program.</p> <p>NAN will continue to participate in the Working Group in implementing the recommendation. The Working Group consists of the City of Thunder Bay, NAN, NNEC, MLC, and KO.</p> <p>2019 Updates February 2019 at the Political Table, the City provided an update on its restructuring around cultural training for employees, and the creation of a new senior management position in Indigenous Reconciliation and Inclusion. A meeting is arranged in July 2019 to identify existing support and gaps for the 2019-2020 school year and NAN and the First Nation Inquest Partners plan to continue advocating for funding for these key positions.</p>	

NAN will also be coordinating a meeting in July 2019 to address challenges faced by students at the Thunder Bay Regional Health Sciences Centre (TBRHSC). Invited parties will include KO, MLC, NNEC and representatives from TBRHSC. Discussions will continue until the issues raised are resolved and practical solutions are found.

NAN will continue to raise awareness to address any obstacles, challenges and issues that are raised by its First Nation Inquest partners, and work in collaboration with partners and stakeholders who have an interest.

iv)-vi) NAN continues to participate in the working group created for the recommendation. NAN provided a letter of support to the City of Thunder Bay in their successful application for funding from Public Safety Canada for the Youth Inclusion Program (Program). A local company was hired by the City to create the social media campaign in partnership with NAN, KO, MLC, and NNNEC, and development of the campaign is ongoing. The City also plans to host a public forum as part of the Program. NAN will support and assist the City, if requested, as it develops its Program.

Even as efforts are ongoing to address racism experienced by First Nations students in Thunder Bay, two reports were released in December 2018: 1) the Office of the Independent Police Review Director (OIPRD) released its report “Broken Trust: Indigenous People and the Thunder Bay Police Service,” and 2) the Ontario Civilian Police Commission (OCPC) released its report on the Thunder Bay Police Services Board. In the OIPRD report, the finding was that “systemic racism exists in TBPS at an institutional level.” In the OCPC report, the finding was that “the Board has failed to recognize and address the clear and indisputable pattern of violence and systemic racism against Indigenous people in Thunder Bay.”

One key recommendation from the OIPRD report was the reinvestigation of nine sudden death investigations. Four of the nine reinvestigations are investigations into the deaths of Curran Strang, Jethro Anderson, Kyle Morrisseau, and Jordan Wabasse. NAN has called for the implementation of the recommendations contained in the reports. NAN has also committed to work with and support the families of Curran, Jethro, Kyle and Jordan.

PARTY	DFC
PARTY REPOSNE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
The City of Thunder Bay has begun to facilitate a working group in order to move forward with this Recommendation.	
The working group continues to discuss the best way that we as a group can help to illustrate the obstacles and challenges, health and social issues, misconceptions, and racism that students deal with while they are in the City of Thunder Bay for school.	

After identifying the framework for the Social Media Campaign, the working group will look towards holding a public forum which will allow for citizens of Thunder Bay and surrounding communities to discuss the items that have been highlighted in the Social Media Campaign.

2019 Updates

Regular meetings with the working group continue to facilitate discussion around how to help to illustrate the obstacles and challenges, health and social issues, misconceptions, and racism that students deal with while they are in the City of Thunder Bay for school.

After identifying the framework for the Social Media Campaign, the working group will look towards holding a public forum which will allow for citizens of Thunder Bay and surrounding communities to discuss the items that have been highlighted in the Social Media Campaign.

On our own accord, NNEC has undertaken the “Wake the Giant” campaign, which seeks to create inclusive spaces for youth throughout the cities businesses, provide cultural awareness, and encourage dialogue between Indigenous and non-Indigenous peoples in the City and throughout the region.

PARTY	MLC
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	MLC is working with its partners to develop the recommended social media campaign and other public forum to increase awareness regarding issues raised during the Inquest.
2019 Updates	The working group has met several times with a local creative consultant to help with parts of this recommendation.

RECOMMENDATION 117

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.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	8 – Content or intent of recommendation already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Various CTB Departments have implemented elements of this recommendation:</p> <ul style="list-style-type: none"> ▪Superior High School Indigenous student orientation day, Oct. 2017 - Aboriginal Liaison Office, Crime Prevention Council, Transit ▪Presentations on opioids, overdose prevention and naloxone to Catholic Board and Public Board principals, and at MLC human trafficking workshop - Thunder Bay Drug Strategy ▪Youth 4 Community grant - Drug Awareness Committee. Bay Safe implemented project to engage with youth through Mary J. L. Black Library, Castlegreen Youth Hub, Kinsmen Youth Centre, and resource centres at Vale/Limbrick, Windsor/Picton/Blutcher and Academy. Focus was on providing information on harm reduction and safer partying - Coordinated through Thunder Bay Drug Strategy ▪Community safety and well-being presentation at MLC human trafficking workshop - Crime Prevention Council <p>2019 Updates Youth Inclusion Program is connecting with youth from all named parties to engage the students and invite their involvement and participation in programming.</p>

PARTY	MLC
PARTY RESPONSE	1 – Recommendation has been implemented 8 – Content or intent of recommendation already in place
GRADE	

TIME FRAME**SHORT-TERM****DETAILS PROVIDED BY PARTY**

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.

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 2017/2018. In addition, many after-hours workshops and presentations have been organized. Workshops, activities and presentations included but were not limited to the following:

Cultural Presentations/Workshops:

- Introduction to the Medicine Wheel;
- Story Telling with Matawa Elders;
- East Door of the Medicine Wheel: Nutrition, Fitness, and Appearance;
- Four Sacred Medicines;
- Sharing circles;
- Ribbon Skirt Making
- Deer Hide Scraping and Tanning;
- Regalia Making;
- Medicine Bag Making;
- Drum Stick Making;
- Traditional pipe teachings;
- Self Care: Cedar Wash;
- Traditional drum teachings;
- Traditional beadwork classes;
- Moccasin Making;
- Cooking with Traditional Foods;
- 7 Grandfather Teachings;
- Participation in Fall Harvest programs at Fort William highlighting tanning, wild rice harvesting, wild medicines, smoking meat and bannock making;
- NAN Student Orientation;
- Fort William First Nation Pow Wow;

- NAN Youth Extravaganza;
- Gathering of Rivers Pow Wow in Sault Ste Marie.

Health and Well-Being Presentation/Workshops:

- Alcohol and Risk-Related Trauma in Youth (delivered by PARTY Program – Thunder Bay Regional Hospital);
- Indigenous Party Program (delivered by PARTY Program – Thunder Bay Regional Hospital);
- Managing Anxiety (MLC Staff);
- Harm Reduction (Baysafe);
- Getting Help During a Crisis (Thunder Bay Crisis Response);
- Hands on Art Therapy – Identity and Goals (MLC Staff);
- Self-Card (MLC Staff);
- Self-Care (MLC Staff);
- Nutrition (Thunder Bay District Health Unit);
- Healthy Relationships (Thunder Bay District Health Unit);
- Mental Health and Stigma (MLC Staff);
- Worm composting for MLC garden (ECO-Superior);
- Students volunteered at Gammondale Farm for the fall harvest;
- Rock Climbing (Boulder Bear Climbing Gym);
- Complex tour (Canada Games Complex);
- Hockey for Development Clinic with drills, coaching certification, skating socials and cultural activities;
- Sexually Transmitted Infections (Thunder Bay District Health Unit).

Community Safety Presentation/Workshops:

- Your rights and the Police (delivered by NAN);
- Sharing Circle with students regarding experiences with police in Thunder Bay (OIPRD);
- Regular meetings with Thunder Bay Police.

Career Presentations/Workshops:

- College and university fairs;
- Leadership Thunder Bay re youth leadership; and
- Outdoor Education Outing (provided by Lakehead University);
- Indigenous Career Experience (Thunder Bay Regional Health Sciences Centre).

2019 Updates**Health and Well-Being Presentation/Workshops Examples:**

- Ontario Aboriginal HIV/AIDS
- Healthy Boundaries
- National Addiction Awareness Week
- Hand Drum Making
- Harm Reduction
- Thunder Bay District Health Unit Healthy Relationships

Harm Reduction and Safety Presentation/Workshops Examples:

- Alcohol and Risk-Related Trauma in Youth delivered by P.A.R.T.Y. Program at Thunder Bay Regional Hospital
- Indigenous Party Program delivered by P.A.R.T.Y. Program at Thunder Bay Regional Hospital
- Harm Reduction delivered by Baysafe
- Naloxone Training delivered by Elevate
- Canadian Firearms Safety Certification

PARTY	NNEC & DFC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>While NNEC already brings a wide array of guest speakers in for the benefit of our youth, we continue to rely on proposal based funding to cover the related costs. NNEC continues to request funding that is ongoing, predictable, and reliable to cover the costs of additional guest speaking opportunities. We are hopeful that there will continue to be resources available in a new core funding framework for this crucial program if proposal based funding is phased out to support additional visits from Elders, First Nations role models, and other important guests who will engage our youth, and teach them new skills and important leadership qualities.</p> <p>NNEC will continue to consult with other community partners to arrange for local speakers or skills instructors to attend our schools to make presentations when it is possible.</p>	

PARTY	KO
PARTY RESPONSE	Accepted
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>KO does this by utilizing current Elders on staff.</p> <p>KO continues to invite guest speakers and partner organizations to special events, and to make presentations to the students.</p> <p>This is ongoing and the KO Staff and Well-Being Team coordinates these on a monthly schedule for the students.</p> <p>2019 Updates KO hosted Brotherhood Dance Group from St. Theresa Point First Nation, Manitoba, to visit the Pelican Falls High School and Dennis Franklin Cromarty High School. Their healthy lifestyle and anti-bullying messaging was well-receive by our students.</p>	

RECOMMENDATION 118

The City should review the Calls to Action from the Truth and Reconciliation Commission which apply to municipal government, including Number 57, and consider appropriate future action.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	<p>The Corporation offers Aboriginal/ Indigenous Cultural Awareness training to all new employees and Walk a Mile training to all employees using the short documentary film series, professional curriculum and trained community facilitators. The Corporation is currently redeveloping its staff Aboriginal/ Indigenous Cultural Awareness training programs to enhance the current training curriculum and include skills-based training related to intercultural competency, conflict resolution, human rights and anti-racism. This review includes consultation with the Indigenous community and the Corporation's union representatives. This enhanced training is in response to Truth and Reconciliation Call to Action 57 and the Seven Youth Inquest. The program is proceeding to launch Fall 2018.</p> <p>2019 Updates In consultation with the Indigenous community and the Corporation's union representatives, CTB has redeveloped staff Aboriginal/Indigenous Cultural Awareness training programs to enhance the current training curriculum and include skills-based training related to intercultural competency, conflict resolution, human rights and anti-racism. The training program will launch in fall 2019, and will include a mandatory three-hour training session for all existing City staff and all new City Staff. A modified six-hour training session will be delivered to all front-line/customer-facing staff.</p>
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RECOMMENDATION 119

The City should review and consider the United Nations Convention on the Rights of the Child and the United Nations Declaration of the Rights of Indigenous Peoples.

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Considered in renewal of the Aboriginal Strategy and other cultural awareness training and activities in 2017.

RECOMMENDATION 120

Canada and Ontario should meet with and consult with the City of Thunder Bay in order to discuss any funding requirements or additional resources necessary to assist the City in implementing and supporting the Recommendations aimed at supporting Indigenous Youth travelling to the City in order to access a secondary education program.

PARTY	CANADA	ONTARIO	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented	1A – Recommendation will be implemented	1 – Recommendation has been implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Indigenous Services Canada continues to meet with the Mayor and the City Manager of Thunder Bay to discuss opportunities for collaboration. Public Safety Canada has also held similar meetings with the City of Thunder Bay to discuss implementing programming that supports Indigenous youth in the city.</p> <p>2019 Updates Public Safety Canada has partnered with the City of Thunder Bay to implement a Youth Inclusion Program over a 5 year period.</p>	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>To date, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC) have not included recommendation #120 in their work plans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest</p>	<p>Discussed at meeting on various issues with David Zimmer, Minister of Indigenous Relations and Reconciliation, and with Minister Patty Hajdu and MP Don Rusnak. Patti Hajdu and Don Rusnak provided letters of support for the Youth Inclusion Program submission to Public Safety Canada.</p> <p>2019 Updates Funding request successful, Public Safety Canada providing \$5.6 million in funding over five years.</p>

		Education Table to work with partners to develop responses to the recommendations.	
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Note: In order for all parties to recommendation 120 to receive a passing grade in the future, responses should outlined that discussions/meetings about this recommendation have involved the funding required for full implementation.

RECOMMENDATION 121

In order to serve the best interests of First Nations youth in a Collaborative fashion, continue to implement the Ontario Indigenous Children and Youth strategy (formerly the Aboriginal Children and Youth Strategy) with Indigenous communities and organizations including NAN. This strategy will address the priority of improving outcomes and opportunities for First Nations children and youth, including the specific needs of those in remote northern communities, and will focus on the needs of children and youth through community-driven holistic services that recognize culture and identity as foundational.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>On October 19, 2017, MCCSS and NAN signed a protocol agreement that sets out the process for bilateral discussions concerning child and family wellbeing.</p> <p>On April 25, 2018, Ontario and NAN signed a relationship agreement to strengthen the bilateral relationship between Ontario, as represented by MCCSS, and NAN.</p> <p>The purpose of the agreement is to confirm the commitment of NAN and Ontario to their shared goal of developing a transformed, more responsive and holistic approach to NAN child, youth and family wellbeing.</p> <p>NAN continues to work with its member communities on programs for family well-being. NAN has hired and trained up to 58 frontline workers in NAN-member communities who deliver culturally safe and</p>

	community- and prevention-based programming.
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RECOMMENDATION 122

Through the Ministry of Education, work with First Nation communities, in collaboration with district schools boards, to share currently existing ministry developed education resources, reference materials and professional learning related to any provincial policies, programs or initiatives upon request of the First Nation schools and/or educators.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols. EDU has continued to participate with partners at the Inquest Education Table to address opportunities for information sharing, professional development, and resource sharing.

RECOMMENDATION 123

In order to foster greater collaboration between First Nation schools and provincially-funded schools, through the Ministry of Education, engage with First Nation communities to identify opportunities to share information and expertise to support capacity building within First Nation schools.

PARTY	ONTARIO
PARTY RESPONSE	8 - Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	<p>EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.</p> <p>EDU has continued to fund Indigenous Education Leads in each District School Board, foster greater collaboration between First Nation schools and provincially-funded schools. This position has been in place since 2016 and is intended to facilitate relationships, sharing, and communication between First Nation schools and publically-funded schools.</p> <p>EDU has continued to participate with partners at the Inquest Education Table to address opportunities for information sharing, professional development, and resource sharing.</p>
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RECOMMENDATION 124

Through the Ministry of Education, work with First Nations communities, school boards, and the federal government to address issues related to tuition agreements.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>On September 22, 2017, EDU issued a memo to all Directors of Education and Secretary/Treasurers of School Authorities in Ontario, encouraging them to enter into RESAs with First Nations who had expressed an interest in entering into these agreements; and signaling that the Ministry was exploring the possibility of legislative change regarding RESAs.</p> <p>In October 2017, an ESA/RESA Working Group (ERWG) was established. The membership of the Working Group includes representatives from First Nations across Ontario, Trustee and School Board associations, and the Ministry.</p> <p>To date, the Working Group has met on five occasions: October 2017; December 2017; January 2018,</p>

	<p>February 2018 and April 2018.</p> <p>In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by:</p> <ul style="list-style-type: none"> • In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and, • In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee. <p>Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to support the implementation of the REA approach. The Working Group has started working on implementation considerations for the REA.</p> <p>2019 Updates</p> <p>EDU is currently working with the Working Group to support the implementation of the Reciprocal Education Approach. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation-operated schools or provincially-funded schools, and for students transitioning between school systems.</p>
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RECOMMENDATION 125

Through the Ministry of Education, work with NAN through the Education Partnership Program to foster local relationships between school boards and First Nation communities in order to support student transitions between provincially-funded schools and First Nation schools.

PARTY	ONTARIO
PARTY RESPONSE	8 - Content or intent of recommendation is already in place
GRADE	

TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>EDU has continued to fund Indigenous Education Board Leads in every school board to support information sharing, communication and identification of necessary supports and services for students who transition between First Nation schools and provincially funded schools.</p> <p>2019 Updates In the 2018/19 fiscal year EDU provided funding to NAN through the Education Partnership Program to support Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions. EDU is also providing funding to NAN, through the Education Partnership Program, to support costs associated with travel for provincial teachers to visit First Nation communities. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.</p>

RECOMMENDATION 126

Through the Ministry of Education, continue ongoing work regarding supports for students experiencing racism and continue to work with its partners to support the learning in the curriculum to address this issue.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Education - Complete The Ontario curriculum has been revised so that all students learn about the history of Indigenous peoples in Canada, including the history of the residential school system. The curriculum requires that students from kindergarten to high school learn about the negative impacts of racism and discrimination and the importance of tolerance and inclusivity. EDU directed provincially funded school boards to work closely with Indigenous partners to review team</p>

names, logos and mascots to raise awareness about the negative impact of stereotypes on individuals, schools and communities.

Additionally, EDU established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers.

Youth – In progress

The NORDIK Institute at Algoma University was selected to design the Indigenous Youth Leading Youth Anti-Racism Program (Program) and administer the training for youth leaders. The Program's main objectives will be for Indigenous youth to educate non-Indigenous youth about the impacts that historical and contemporary racism have had on Indigenous peoples as well as support Indigenous youth as anti-racism educators by strengthening their skills and knowledge of anti-racism strategies. Working with Indigenous youth councils in Ontario, NORDIK established an Indigenous Youth Advisory Circle, which includes membership from northern communities including those from NAN and GCT #3, to inform the design and the delivery of the Program.

The pre-launch of the Program was held between March 21-23, 2018. The province sought input from students at First Nations schools including Keewaytinook Internet High School, Dennis Franklin Cromarty (DFC), and Pelican Falls High School.

The pre-launch was led by the Indigenous Youth Advisory Circle, focusing on gathering feedback on what to teach non-Indigenous youth about Indigenous racism and the needs of Indigenous youth when talking about racism.

The province will launch the targeted Indigenous Youth Leading Youth Anti-Racism Program in 2018, which will be delivered by Indigenous youth organizations across Ontario to youth in schools and community settings.

2019 Updates

In 2018/19 EDU provided funding to MLC to support the development of an anti-racism course using the Critical Thinking Consortium approach of critical, creative and collaborative thinking as an educational goal and as a method of teaching and learning.

On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education.

On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was

	<p>released. The curriculum is comprised of a suite of ten secondary courses that focus on Indigenous content and offers multiple pathways to post-secondary education. The First Nations, Métis and Inuit Studies curriculum was developed with Indigenous partners, as well as other education partners. This curriculum will increase all students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law, humanities, politics and history. The curriculum will also provide opportunities for Indigenous students to positively see themselves reflected in their learning.</p> <p>To assist teachers in implementing the revised curriculum, EDU is funding school boards, school authorities and provincial schools for targeted professional development.</p> <p>EDU is investing \$3.25 million to support school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum; and to support further revisions to strengthen Indigenous content and learning across subjects, courses and grades, including Indigenous Languages. EDU will continue to work with Indigenous partners to strengthen Indigenous content and learning across subjects, courses and grades, including Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an approach to additional curriculum revisions beginning with a meeting on June 19, 2019.</p> <p>The Youth-Leading-Youth program will be an available resource for hosting Indigenous-focused anti-racism workshops in schools and community centres in Ontario.</p>
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RECOMMENDATION 127

Through the Anti-Racism Directorate, undertake research and engage with Indigenous communities to develop an Indigenous informed Anti-Racism public education and awareness campaign.

PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	The ARD has held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including Nishnawbe Aski Nation (NAN), to better understand experiences of systemic racism, and determine ways to address racism through public education and

	<p>awareness initiatives and campaigns.</p> <p>To support the development of a provincial Indigenous-Focused Anti-Racism Strategy, the ARD has partnered with First Nation communities and Indigenous service providers to hold the first two community engagement sessions in Kenora and Sioux Lookout.</p> <p>The ARD has recently invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector.</p> <p>The ARD has funded multiple short-term community-based public awareness initiatives in Thunder Bay, including: the development of a youth social media campaign by NAN, and a project led by Ontario Council of Agencies Serving Immigrants to gather community feedback on public awareness priorities on anti-Indigenous racism in Thunder Bay.</p> <p>2019 Updates The Anti-Racism Directorate continues to lead the provincial government’s anti-racism work, including engaging with community leaders and organizations</p>
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RECOMMENDATION 128

Through the Ministry of Education, expand its work with partners, including First Nation, Métis and Inuit partners, to develop authentic resources that support learning about Indigenous histories, cultures, issues, perspectives and contributions in the curriculum and that build educator capacity to deliver the learning for all students with confidence and competence.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	Through an Indigenous Steering Committee for curriculum revisions, a Joint Implementation Working Group was formed to oversee an initiative to support development to create resources for the delivery of curriculum revisions. Part of their work was to develop a process to evaluate and select resources. The

	<p>call for resources was sent out in June 2017, with a submission deadline of September 1, 2017.</p> <p>Resources are currently under development and work is underway to make them available to both First Nation schools and publicly funded schools.</p> <p>2019 Updates On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education. EDU will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning. The curriculum revision work will also include revising the Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an approach to additional curriculum revisions beginning with a meeting on June 19th.</p>
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RECOMMENDATION 129

Through the Ministry of Education, work with the Ministry’s School College Work Initiative (SCWI) partners to expand opportunities for more students from DFCHS to explore and pursue postsecondary pathways through participation in dual credit programs with Confederation College. In addition, the Ministry should explore opportunities to expand dual credit programming to students at MLC. The Northwestern Ontario SCWI Regional Planning Team includes representatives from Confederation College and eight district school boards including the Lakehead and the Thunder Bay Catholic District School Boards.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>EDU entered into discussions with Confederation College to explore how this program can be expanded further, so that students in First Nation operated schools have full access to the program.</p> <p>2019 Updates</p>

	EDU continues to engage in discussions with colleges to explore how this program can be expanded further so that students in First Nation-operated schools have full access to the program.
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RECOMMENDATION 130

In order to track and analyze death rates of First Nations youth on and off- reserve, The Office of the Chief Coroner should develop a process or protocol to improve data collection and analysis.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	In March 2018, the province passed the <i>Safer Ontario Act, 2018</i> (SOA) which would amend the <i>Coroners Act</i> once those provisions are proclaimed into force, including the Chief Coroner's authority to collect and disclose information under specified circumstances, and enable identification and analysis of trends related to deaths. These changes are set to come into force on January 1, 2019. The OCC has secured a vendor for the corresponding information technology solution that is required. Anticipated completion is 2019.

RECOMMENDATION 131

The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM

DETAILS PROVIDED BY PARTY	<p>The OCC met with Indigenous leadership and community members to discuss services for remote areas. For example, on February 14, 2018, the Chief Coroner attended a NAN Health Transformation Meeting chaired by Ovide Mercredi to explore options and gain insight into challenges.</p> <p>Throughout 2017 and 2018, the Chief Coroner had several meetings with families and Indigenous leadership to discuss death investigations (both past and current).</p> <p>2019 Updates The Chief Coroner continues, in 2019, to have meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current).</p>
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RECOMMENDATION 132

In order to ensure consistency in all sudden death investigations, wherever possible, and taking into account the resources available in a community, coroners on call should coordinate their schedules to avoid other responsibilities that would prevent them from attending a scene.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	See Recommendation #131

Recommendation 133

The Office of the Chief Coroner should work in partnership with Indigenous leadership and communities to develop a communications protocol for communications between the coroner's office and Indigenous peoples which prioritizes communication with the families.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented

GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	See Recommendation #131

RECOMMENDATION 134

The Office of the Chief Coroner should amend policies to allow for extended family members to access information about the deceased, consistent with legislation.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	See Recommendation #131

RECOMMENDATION 135

At the Annual Education Course for Coroners and Pathologists in 2017, the progress/results from recommendations 130 through 134 should be presented and discussed.

PARTY	OFFICE OF THE CHIEF CORONER (ONTARIO)
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Recommendation 130 through 134 are still in progress.</p> <p>In addition, the OCC/Ontario Forensic Pathology Service (OFPS) provided an all-staff cultural awareness training. The afternoon of OCC/OFPS's "all staff day" included a Blanket Exercise, facilitated by Kairos.</p> <p>2019 Updates</p>

	The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19
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RECOMMENDATION 136

In order to improve education outcomes of First Nations youth, we support and endorse Recommendations 7 through 11 of the Truth and Reconciliation Commission’s Calls to Action that call upon the federal government to:

- i. develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians (CTA#7);
- ii. eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves (CTA#8);
- iii. prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people (CTA#9);
- iv. draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10):
 - a. providing sufficient funding to close identified educational achievement gaps within one generation;
 - b. improving education attainment levels and success rates;
 - c. developing culturally appropriate curricula;
 - d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;
 - e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;
 - f. enabling parents to fully participate in the education of their children;
 - g. respecting and honouring Treaty relationships;
 - h. providing adequate funding to end the backlog of First Nations students seeking a post-secondary education.

PARTY	CANADA
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	

TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely and provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>Canada also recognizes that true reconciliation goes beyond the scope of the Commission’s recommendations. Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission’s recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of Relationship Principles (June 2017). The Charter’s principles commit the parties to a government-to-government relationship in actions to respond to the 2016 declaration of a public health emergency in NAN Territory, and in the transformation of health services over the longer term. In addition to health system transformation, a key priority action following the signing of the Charter is the development of a suicide prevention workplace (recommendation #36).</p> <p>Through “Education Transformation”, an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes a recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities. The Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council have decided that education transformation will not be a statutory change at this time.</p> <p>The Department is working with the Chiefs of Ontario to engage with Ontario First Nations on implementation of the proposed interim formula in 2018-2019, as part of the ongoing broader education engagement and transformation process.</p>

Through Budget 2017, the Department received enhances in the area of Post-Secondary Student Support Program (PSSSP) for eligible First Nation agreement holders. The new PSSSP money was allocated to each region, based on the total population aged 18 and older, using the December 2016 First Nation Indian Registration System data and 2011 Census data. This two-year investment in post-secondary education provided Ontario Region with an additional \$10,104,750 per year in PSSSP funding. Another element of the investments in post-secondary education will include Departmental review of the overall program suite. The PSE is in progress and is being led by the AFN.

2019 Updates

Statutory funding was not included in the co-developed Education Transformation Policy Approach, but will be discussed in the future.

The Department is working with the Chiefs of Ontario and the Ontario Technical Table on the Interim Funding Approach to engage with Ontario First Nations on implementation of the proposed Interim Funding Formula in 2019-20, as part of the ongoing broader education engagement and transformation process. This table will continue to look at and discuss formula enhancements required to respond to this recommendation and the TRC's calls to action, including areas such as closing First Nations student achievement gap and how to measure student success.

RECOMMENDATION 137

In order to improve health outcomes of First Nations youth, we support and endorse Recommendations 18 through 20 of the Truth and Reconciliation Commission's Calls to Action that:

- i. call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties (CTA#18);
- ii. call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services (CTA#19); and

- iii. in order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).

PARTY	CANADA	ONTARIO	NAN
PARTY RESPONSE	1A – Recommendation will be implemented	i. Accepted – 2 Under consideration ii. Directed to the Federal government - 5 Not applicable to agency assigned iii. Directed to the Federal government - 5 Not applicable to agency assigned	8 – Content or intent of recommendation is already in place
GRADE			
TIME FRAME	LONG-TERM	LONG-TERM	LONG-TERM
DETAILS PROVIDED BY PARTY	Canada is firmly committed to implementing the TRC Call's to Action – which set out a road map for all levels of government, civil society, educational institutions and the private sector to ensure Indigenous peoples are included as we build	Community Wellbeing – In progress In May 2016, Ontario announced a number of investments in health services initiatives focused on Northern First Nations. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes.	Recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place. NAN advocates throughout its work and in the support to the 49 First Nations, for the TRC Calls to Action and Recommendations 18 through 20 to ensure that gaps are closed and jurisdictional disputes are addressed, as well as to constantly remind the federal and provincial governments of the impacts of past government policies on the health of its community members in NAN territory. 2019 Updates

	<p>a stronger Canada. We are working with residential school survivors, First Nations, Inuit, the Métis Nation, provinces, territories, and educators to incorporate Aboriginal and treaty rights, residential schools, and Indigenous contributions into school curricula. We know there is more to do, and we will continue to work together to advance reconciliation and ensure Indigenous people have the tools necessary to succeed.</p>	<p>These initiatives include supporting Sioux Lookout First Nations Health Authority’s “Approaches to Community Wellbeing” model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way.</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.</p> <p>Health System Transformation See Recommendation #35.</p>	<p>On May 7, 2019, NAN Chiefs-in-Assembly passed Resolution 19/10: Nishnawbe Aski Nation Health Self-Determination, to formally state NAN’s position that the People’s Health Care Act 2019 fails to acknowledge the Truth and Reconciliation Commission’s Calls to Action, particularly those Calls dealing with health, and also fails to address the Verdict of the Coroner’s Jury—Seven Youth Inquest recommendations, particularly those dealing with health and mental health.</p> <p>NAN has been advocating against the proposed new Ontario health care regime on the basis that it will not fix a broken system or the policies, service delivery and funding mechanisms that continue to fail our people.</p> <p>NAN is a party to the Charter of Relationship Principles Governing Health System Transformation in Nishnawbe Aski Nation Territory (the Charter). This trilateral document is between the Government of Canada, the Government of Ontario and NAN on behalf of the First Nations in NAN Territory.</p> <p>This year, NAN Chiefs reaffirmed their commitment to the Charter. The Charter states, “the Truth and Reconciliation Commission Calls to Action call for the Federal and Provincial governments to play a role in closing the gaps in quality of life and availability of health services between Indigenous Peoples and other Canadians.” One of the guiding principles under the approach to health planning outlined in the Charter is that “continuous evaluation is important for measuring progress and systematically assessing, evaluating and improving the structure, process and outcomes.” NAN’s Health Transformation work continues to be guided by this important trilateral document.</p>
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RECOMMENDATION 138

In order to assess progress in the areas of education and health of First Nations youth, we support and endorse Recommendation 55 of the Truth and Reconciliation Commission’s Calls to Action that calls upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:

- i. comparative funding for the education of First Nations children on and off reserves;
- ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and
- iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	No response in 2019.	1A – Recommendation will be implemented
GRADE		
TIME FRAME	LONG-TERM	LONG-TERM
DETAILS PROVIDED BY PARTY		<ul style="list-style-type: none"> i. much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government; ii. public information iii. some of this is public information, some additional information may be held by MOHLTC or other ministries, several of these indicators are not measured or held by the federal government. IAO is working with other ministries to collect information where possible. <p>Coordination and submission of indicators IAO has been working across ministries to coordinate data on the indicators identified in TRC Call to Action #55. IAO intends to provide as much responsive information as available to the National Council for Reconciliation, once it is established.</p>

		<p>Health System Transformation See Recommendation #35.</p> <p>Education EDU publicly released the Third Progress Report on the implementation of the First Nations, Métis, and Inuit Education Framework in March 2018, providing comparative information and available data on key metrics.</p>
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Notes: In order for Canada to receive a passing grade for recommendation 137 in the future, these parties must provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation, as required by this recommendation.

RECOMMENDATION 139

We support and endorse Recommendation 57 of the Truth and Reconciliation Commission’s Calls to Action that calls upon federal, provincial, territorial, and municipal governments to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PARTY	CANADA	ONTARIO	CITY OF THUNDER BAY
PARTY RESPONSE	1- Recommendation has been implemented 1A – Recommendation will be implemented	1A - Recommendation will be implemented	1A - Recommendation will be implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-	Ontario procured the services of the Provincial Health Services Authority (PHSA) of British Columbia to deliver the San’yas Indigenous Cultural Safety Training Program	CTB offers Aboriginal/ Indigenous Cultural Awareness training to

	<p>operation and partnership. The Government of Canada will work closely and provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians.</p> <p>The Department provides various opportunities for training in areas outlined within this recommendation, some of which are mandatory for all public servants. Examples include:</p> <ul style="list-style-type: none"> • Aboriginal Elder Protocol (PE1084), mandatory • Inuit in Canada (PE5243), mandatory • Introduction to Inuit, Introduction to Métis, non-mandatory • Introduction to First Nations, non-mandatory • Cree Language and Culture Training, non-mandatory • Canada School of Public Service Indigenous Learning Series, non-mandatory <p>“FedTalks” is another learning opportunity which are schedules frequently within the department which are attended by public servants. Samples of topics related to this</p>	<p>(San’yas Program) to all Ontario public service employees.</p> <p>OPS employees began taking the training in April 2018. Rolling registration will continue until 2021.</p> <p>To date 5420 participants have been registered in the San’yas Program.</p> <p>IAO is developing a performance measurement framework to research the impact of this training on participants and the Ontario public service. IAO is also developing a vendor of record to provide complementary, in-person Indigenous training programs developed by Indigenous communities, businesses and organizations.</p> <p>2019 Updates As of April 1, 2019, 19,708 employees (34% of the OPS) have been registered in the San’yas Program. The <i>OPS Anti-Racism Policy and Program</i> will help to create more equitable human resources policies, procedures and practices to better support all employees in achieving full participation in the workplace, including Indigenous, Black and other racialized employees. As part of the Policy, the Anti-Racism Competency and Capacity building program (ARCC) is an evidenced-based applied</p>	<p>all new employees and Walk a Mile training to all employees using the short documentary film series, professional curriculum and trained community facilitators. CTB is currently redeveloping its staff Aboriginal/ Indigenous Cultural Awareness training programs to enhance the current training curriculum and include skills-based training related to intercultural competency, conflict resolution, human rights and anti-racism. This review includes consultation with the Indigenous community and the Corporation’s union representatives. This enhanced training is in response to the Truth and</p>
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	<p>recommendation include:</p> <ul style="list-style-type: none"> • <u>Indigenous Youth and their roles as leaders of the future and today, Wednesday February 21, 2018</u> • Transformation: Applied Reconciliation? What can we learn from efforts to Indigenization of Post-Secondary Institutions. • How we are coming to know: Ways in which Indigenous and non-Indigenous ways of knowing, being, and doing might circulate together in mathematics and science teaching and learning • A Picture is Worth a Thousand Words: Why culture is integral to a renewed relationship with Indigenous people 	<p>learning program designed to increase foundational awareness and understanding of systemic racism. It will equip OPS employees with the anti-racism knowledge, skills and tools needed to foster open dialogue and advance racial equity. ARCC will help build a public service that is more inclusive, equitable and responsive in meeting needs of Ontario's growing and changing racial demographics. The Ministry of Indigenous Affairs (IAO) continues to work with Provincial Health Services Authority of British Columbia to deliver San'yas Indigenous Cultural Competency Training Program to all OPS employees by 2021. ARCC is currently being developed and piloted by the ARD.</p>	<p>Reconciliation Call to Action 57 and the Seven Youth Inquest. The program is proceeding to launch Fall of 2018.</p> <p>2019 Updates In consultation with the Indigenous community and the Corporation's union representatives, CTB has redeveloped staff Aboriginal/Indigenous Cultural Awareness training programs to enhance the current training curriculum.</p>
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Note: Although Canada provides **some** mandatory training in the areas outlined in recommendation 139, in order to receive a passing grade in the future, Canada should provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, as required by this recommendation. Similarly, the City of Thunder Bay should provide this same training to its employees and outline this in future responses in order to receive a passing grade for recommendations 139.

RECOMMENDATION 140

In order to achieve reconciliation through education, we support and endorse Recommendation 62 of the Truth and Reconciliation Commission's Calls to Action that calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. make age-appropriate curriculum based on the history of residential schools and legacy effect, 60's Scoop,

- colonialism, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students to counteract the harmful stereotypes and false and misleading histories/stories that play out in the media;
- ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
 - iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and
 - iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

PARTY	CANADA	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented	1 – Recommendation has been implemented
GRADE		
TIME FRAME	LONG-TERM	LONG-TERM
DETAILS PROVIDED BY PARTY	ISC supports the principle of First Nations control over First Nations education, and as a result, supports First Nations educators in developing culturally-relevant curriculum. The Department has provided specific funding annually to a number of First Nation Tribal specific funding annually to a number of First Nation Tribal Councils to develop treaty curriculum for use within their territorial schools. In 2017-2018, specific funding for treaty and residential school curriculum development was provided to five communities. First Nations also receive funding through the New Paths for Education program to enhance curriculum in band-operated schools and	<p>The first phase of curriculum enhancements has been completed and released in draft form and prepared for full release for the 2018-19 school year.</p> <p>On December 14, 2017 the <i>Indigenous Institutes Act, 2017</i> came into force. The Act recognizes that Indigenous Institutes play a unique role in Ontario's postsecondary education and training system.</p> <p>Ontario is investing \$67.5M over three years (2017-18 to 2019-20) to support capacity-building with the flexibility for each Indigenous Institute to determine institutional priorities.</p> <p>2019 Updates In addition to the curriculum revisions, EDU has worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students</p>

	<p>improve the overall effectiveness of education in class rooms, as well as specific funding to provide ancillary support for curriculum development in provincial schools where First Nations students attend.</p> <p>There are a number of post-secondary institutions in Ontario that offer Aboriginal Teacher Education programs in Ontario, including Trent, Queens, Brock, and Nipissing.</p> <p>2019 Updates</p> <p>The Interim Funding Formula, based on the co-developed Education Transformation Policy Approach with the Chiefs Committee on Education and the National Indian Education Council of the AFN, recognizes the importance of a culturally-appropriate education. As a result, an underlying principle of the approach is that the base amount of per-student, provincially comparable funding for language and culture is enhanced in order to recognize the role First Nations educators play in developing curriculum that makes use of Indigenous knowledge and teaching methods. It has also ensured that advice and assistance to provincial schools by First Nations educators can continue on a continual basis.</p>	<p>and educators, to support learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including residential schools and treaties. These resources complement the curriculum revisions.</p> <p>On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education.</p> <p>On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released. The curriculum is comprised of a suite of ten secondary courses that focus on Indigenous content and offers multiple pathways to post-secondary education. The First Nations, Métis and Inuit Studies curriculum was developed with Indigenous partners, as well as other education partners. This curriculum will increase all students’ learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law, humanities, politics and history. And, will provide opportunities for Indigenous students to positively see themselves reflected in their learning.</p> <p>To assist teachers in implementing the revised curriculum, EDU is funding school boards, school authorities and provincial schools for targeted professional development. EDU is investing \$3.25 million to support school boards with the implementation of the revised curriculum and Indigenous education across the curriculum.</p> <p>EDU will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning. The curriculum revision work will also include revising the Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an</p>
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		approach to additional curriculum revisions beginning with a meeting on June 19, 2019.
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Note: In order for Canada to receive a passing grade in the future, the changes to school curricula outlined in recommendation 140 must be implemented in all schools, not just First Nations schools.

RECOMMENDATION 141

In addition, in order to further efforts toward reconciliation through education, we support and endorse Recommendation 63 of the Truth and Reconciliation Commission’s Calls to Action that calls upon the Council of Ministers of Education Canada (upon its creation) to maintain an annual commitment to Aboriginal education issues, including:

- i. developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools;
- ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
- iii. building student capacity for intercultural understanding, empathy, and mutual respect; and
- v. identifying teacher-training needs relating to the above.

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>EDU has continued to work with the Council of Ministers of Education Canada, and with other members to share information with regard to progress in developing curriculum and resources, and supporting student capacity and teacher-training needs.</p> <p>2019 Updates EDU participates regularly in the CMEC Indigenous Education Committee to work with partners to address TRC Call to Action #63 through the implementation of activities identified in the Indigenous Education Plan.</p>

RECOMMENDATION 142

In order to give effect to the motion passed unanimously by the House of Commons on February 27, 2012, relating to Shannen’s Dream, as set out below, we would support the inclusion of the wording of the motion in federal documents relating to First Nations education:

That, in the opinion of the House, the government should adopt Shannen's Dream by: (a) declaring that all First Nation children have an equal right to high quality, culturally-relevant education; (b) committing to provide the necessary financial and policy supports for First Nations education systems; (c) providing funding that will put reserve schools on par with non-reserve provincial schools; (d) developing transparent methodologies for school construction, operation, maintenance and replacement; (e) working collaboratively with First Nation leaders to establish equitable norms and formulas for determining class sizes and for the funding of educational resources, staff salaries, special education services and indigenous language instruction; and (f) implementing policies to make the First Nation education system, at a minimum, of equal quality to provincial school systems.

PARTY	CANADA
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>Through “Education Transformation”, an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes a recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities.</p> <p>In the interest of advancing First Nations control over First Nations education, the Government of Canada has been working with First Nations to advance self-determination through education jurisdiction. The Anishinabek Nation Education Agreement is an education sectoral self-government agreement between the Anishinabek First Nations and the Government of Canada. On the basis of the Anishinabek Nation Education Agreement, Anishinabek First Nations and Canada have agreed to</p>

identify their respective activities related to setting up the Anishinabek Education System. Negotiations between the Anishinabek First Nations and Canada were successfully completed early 2017 with the agreement officially signed in August 2017. The AES was effective April 1, 2018. There are currently 23 signed-on communities that are a party to the agreement. This initiative will set the stage for the Participating First Nations to develop culturally relevant and community-tailors education programs for the benefit of Anishinabek students.

In addition, exploratory discussion between NAN and Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and identify a framework for a NAN-wide education system.

2019 Updates

Statutory funding was not included in the co-developed Education Transformation Policy Approach, but will be discussed in the future.

The Department is working with the Chiefs of Ontario and the Ontario Technical Table on the Interim Funding Approach to engage with Ontario First Nations on implementation of the proposed Interim Funding Formula in 2019-20, as part of the ongoing broader education engagement and transformation process. This table will continue to look at and discuss formula enhancements required to respond to this recommendation and the TRC's calls to action, including areas such as closing First Nations student achievement gap and how to measure student success.

On December 5, 2018, NAN and the Government of Canada signed an education Agreement-in-Principle, paving the way for continued negotiations for First Nations' control and law-making authority K-12 education in communities. The signed Agreement-in-Principle establishes the framework for negotiations towards a final self-government agreement on education. The final agreement will be approved by community member vote.

RECOMMENDATION 143

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

- i. Indicates whether each recommendation is (a) accepted, (b) accepted in part, or(c) 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 implementation is (a) pending, (b) in progress, or (c) 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; and
- vi. is prepared each year for delivery at 10 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).

TIME-FRAME: SHORT-TERM

PARTY	PARTY RESPONSE	GRADE
CANADA	1 – Recommendation has been implemented	
ONTARIO	Accepted	
CITY OF THUNDER BAY	1 – Recommendation has been implemented	
115 SERVICE	Accepted	
NAN	8 – Content or intent of recommendation is already in place	
NNEC & DFC	1 – Recommendation has been implemented	
MLC	1 – Recommendation has been implemented	
KO	Accepted	

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 so.

TIME FRAME: SHORT-TERM

PARTY	GRADE
CANADA	
ONTARIO	
CITY OF THUNDER BAY	
NAN	
NNEC & DFC	
THUNDER BAY POLICE SERVICE	
MLC	
KO	

RECOMMENDATION 145

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

TIME-FRAME: MEDIUM-TERM

PARTY	PARTY RESPONSE	DETAILS PROVIDED BY PARTY	GRADE
CANADA	1 – Recommendation has been implemented	Canada has revised policies to reflect new tasks related to the recommendations.	
ONTARIO	1A – Recommendation will be implemented	Ministries continue to update current policies, as required, to reflect new tasks and procedures resulting from the responses to the recommendations.	
CITY OF THUNDER BAY	1 – Recommendation has been implemented	Policies, procedures and processes revised as necessary, per recommendation.	
NAN	8 – Content or intent of recommendation is already in place	Recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place. NAN revises its policies as necessary according to its	

		internal policy revision procedures.	
NNEC & DFC	1 – Recommendation has been implemented	NNEC has revised and will continue to revise our current policies to reflect new tasks and procedures as deemed appropriate due to accepted Inquest Recommendations.	
THUNDER BAY POLICE SERVICE	In progress	The Service made changes to its policies and procedures proactively prior to the Joint Inquest. To the extent that any accepted recommendation still in the implementation phase requires revision of a specific policy or procedure, such changes will be made during normal operational reviews and will be implemented as appropriate.	
MLC	8 – Already in place 1B – Alternate recommendation implemented	MLC will continue to update its policies to reflect new protocols and procedures	
KO	Accepted	KO reviewed and revised their policies and procedures in January 2017. This is an ongoing item as there are extensive sections and new programming being undertaken and implemented. Revised or New Policies for 2018: <ul style="list-style-type: none"> • KOSSS Circle of Care Model • Land Based Programming • Boarding Home Guidelines • KO Student Home Policies (Boarding Home Pilot) • Missing Student Protocol Guide • Well-Being & Land Based Intervention Site 	