

FIRST NATIONS YOUTH INQUEST: 2021 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
<u>1</u>	Short-term									
<u>2</u>	Short-term									
<u>3</u>	Medium-term									
<u>4</u>	Medium-term									
<u>5</u>	Medium-term									
<u>6</u>	Short-term									
<u>7</u>	Short-term									
<u>8</u>	Long-term									
<u>9</u>	Long-term									
<u>10</u>	Short-term									
<u>11</u>	Medium-term									
<u>12</u>	Medium-term									
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<u>14</u>	Medium-term									

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<u>143</u>	Short-term									
<u>144</u>	Short-term									
<u>145</u>	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	<ul style="list-style-type: none"> • The translation to Cree has been completed. • Working with translators on the Ojibway and Oji-Cree translation. <p>2021 Update</p> <ul style="list-style-type: none"> • Continue attempting to secure a translator that will complete Ojibway and Oji-Cree translation work due to size of the document. • Translation work is in progress and expected be completed in Summer 2021.

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>2020:</p> <ul style="list-style-type: none"> • IAO continues to work with Northern Nishnawbe Education Council (NNEC) to support memorials for each of these students. • As of November 2019, memorials have been held and funded for five of the youth. • One remaining memorial will be planned and held in 2020/21, if confirmed to be the wishes of the family. • The family of one of the seven youth has opted not to proceed with a memorial through the Inquest process.

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	1 - Recommendation has been 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. <p>2020:</p> <p>MCCSS</p> <ul style="list-style-type: none"> • MCCSS is the provincial lead for Jordan’s Principle. Within MCCSS specifically, the Child 	<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 and Nishnawbe Aski Nation’s (NAN)’s Choose Life Initiative under Jordan’s Principle, gaps in services are addressed expediently on a case-by-case basis.</p>
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	<p>Well-Being Branch (CWB) in the Child Welfare & Protection Division is the lead point of contact for potential Jordan's Principle cases related to child and family services. If, and when, Jordan's Principle claims are received, CWB will connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate provincial programs and services.</p>	
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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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
<p>DETAILS PROVIDED BY PARTY</p> <p>2021 Updates:</p> <p>Ontario is guided by the principles underlying the letter. The principles include an emphasis on renewing relationships with Indigenous Peoples through the recognition of rights, respect, co- operation and partnership.</p>	

2020:

- Ontario supports the principles within this letter. The province's response to Recommendation #4 will be driven by its priority to strengthen relationships, improve quality of life and expand economic opportunity for Indigenous peoples in Ontario, including through the priorities raised through the Inquest process.

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Truth and Reconciliation Commission and *United 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	2021 Updates: In June 2021, Bill C-15 – an Act Respecting the United Nations Declaration on the Rights of Indigenous Peoples – received Royal Assent. Implementation of Legislation on the United Nations Declaration on the Rights of Indigenous Peoples. In December 2020, the Government introduced Bill C-15, United

Nations Declaration on the Rights of Indigenous Peoples Act, which was developed with Indigenous partners, fulfilling its commitment to introduce legislation to implement the Declaration as government legislation. Budget 2021 proposes to provide \$31.5 million over two years, starting in 2021-22, to support the co-development of an Action Plan with Indigenous partners to implement this legislation and to achieve the objectives of the Declaration. This process will support Indigenous self-determination and enhance nation-to-nation, Inuit-Crown and government-to-government relationships. On June 3, 2021, Canada announced the federal contribution to the Nation Action Plan to address Missing and Murdered Women and Girls. The plan outlines the government of Canada's approach to ending violence against Indigenous women, girls and 2SLGBTQQIA+ people

2020:

According to the Government of Canada 2015 Mandate tracker, a total of 14 commitments were made with respects to Indigenous Peoples in November 2015 Mandate Letters. 7 of those commitments have been completed/fully implemented, including:

- Make significant new investments in First Nations education so that children on reserve receive a quality education.
- Undertake an inquiry into missing and murdered Indigenous women and girls in Canada.
- Work with the Métis Nation to advance reconciliation and renew the relationship.
- Increase annual support to the Post-Secondary Student Support Program.
- Renew and improve the Aboriginal Skills and Employment Training Strategy.
- Co-develop an Indigenous Early Learning and Child Care Framework with Indigenous partners.
- Co-develop an Indigenous Languages Act.

7 others have action taken and progress made:

- Improve essential infrastructure for Indigenous communities, including improving housing.
- Implement the recommendations of the Truth and Reconciliation Commission.
- Promote economic development and create jobs for Indigenous peoples.
- Establish a new fiscal relationship with First Nations communities and lift the 2% cap.
- Undertake a review of laws and policies to ensure the Crown is fulfilling its obligations and commitments to the recognition and implementation of Indigenous peoples' rights.
- Incorporate Aboriginal and treaty rights, residential schools and Indigenous contributions into school curricula.
- Improve services to Indigenous people and those with mental illness throughout the criminal justice system.

For more information on specific results, please see the mandate tracker at <https://www.canada.ca/en/privycouncil/campaigns/mandate-tracker-results-canadians.html>

The Government of Canada continues to be guided by its mandate to renew the relationship with Indigenous peoples. The Right Honorable Justin Trudeau, Prime Minister of Canada, reiterated the need to keep moving forward on reconciliation in mandate letters to cabinet ministers on December 13, 2019. The mandate letter for sent to the Marc Miller, Minister of Indigenous Services Canada Marc Miller, can be found online at <https://pm.gc.ca/en/mandateletters/2019/12/13/minister-indigenous-services-mandate-letter>

The most recent letter includes the following priorities:

- Fulfill our commitment to eliminate all long-term drinking water advisories on reserve by Spring 2021 and continue to take steps to ensure water stays safe to drink.
- Continue to fully implement Jordan's Principle to ensure that First Nations children have access to the health, social and educational supports and services that they need, when and where they need them.

	<ul style="list-style-type: none">• Move quickly on fair and equitable compensation to First Nations persons who were harmed by the discriminatory underfunding of child and family services on reserve.• Co-develop distinctions-based Indigenous health legislation, backed with the investments needed to deliver high-quality healthcare for all Indigenous Peoples.• Continue to work with First Nations communities to ensure First Nations control over the development and delivery of services.• Supported by the Minister of Infrastructure and Communities, work to co-develop and invest in distinctions-based community infrastructure plans, and move forward with addressing critical needs including housing, all-weather roads, high-speed internet, health facilities, treatment centres and schools in First Nations, Inuit and Métis communities by 2030. These plans should also include new investments to support the operation and maintenance of this infrastructure.• Working with the provinces and territories, fully implement An Act respecting First Nations, Inuit and Métis children, youth and families, and ensure long-term predictable and sufficient funding to support the implementation of the Act.• Work with the Minister of Infrastructure and Communities, the Minister of Natural Resources and the Minister of Northern Affairs to support the transition of Indigenous communities from reliance on diesel-fueled power to clean, renewable and reliable energy by 2030.• Ensure that First Nations, Inuit and Métis students have the support they need to access and succeed at post-secondary education.• Expand outreach efforts to Indigenous communities to make sure they can access the full range of federal social benefits including the Canada Child Benefit. This includes the continued work on pilot outreach activities for urban Indigenous communities.• With the support of the Minister of Finance, building on the success of the 10-Year Grant, work with the Minister of Crown-Indigenous Relations to establish a new fiscal relationship with Indigenous Peoples that moves toward: sufficient, predictable and sustained funding for communities; and
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	<p>a renewed economic and fiscal relationship that ensures nations have the revenue generation and fiscal capacity to govern effectively and to provide programs and services to those for whom they are responsible.</p> <ul style="list-style-type: none"> • Work with Indigenous communities on distinctions-based housing strategies.
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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	<p>2020</p> <ul style="list-style-type: none"> • In response to the student safety crisis identified by NAN in summer 2017, EDU provided \$6.7 million in funding for the 2017/18 school year to address the immediate needs of NAN students. Actions taken included providing tuition funding to First Nation operated schools, to provide students with access to the program of their choice. • In 2018/19, a portion of EDU's Seven Youth Inquest funding to NAN supported 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. • In 2019/20, EDU provided further funding to NAN and NAN organizations to support programs that had been previously funded for the stabilization of the NAN-declared emergency. • EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continue to be addressed.

PARTY	CANADA
PARTY RESPONSE	1 - Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2020</p> <p>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 for students.</p> <p>ISC has worked with First Nations parties providing accommodation spaces off-reserve to allow students to access secondary education, and has supported the development and implementation of innovative approaches to providing living spaces, including boarding home pilot projects; accommodation space renovations of the Matawa Education Centre in Thunder Bay, and continues to work with Northern Nishnawbe Education Council on its feasibility study that will explore accommodation options as well.</p> <p>ISC is pleased with the progress of the NAN-led Ontario Region-wide Boarding Home Review that will help inform further discussion on space and living arrangements for First Nations students.</p>

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>2020</p> <p><u>Living Space or Supported Living Arrangements for Students</u></p> <p>Recommendation was accepted and completed insofar as the content and intent of the recommendation is already in place.</p> <p>NAN supports and advocates for KO, MLC, and NNEC, upon request or at Inquest tables, so that no student is denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.</p> <p><u>New School Facility and Student Living Centre for NNEC</u></p> <p>NAN continues to work collaboratively 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. This work is also related to Recommendation 59.</p> <p><u>Housing Capacity Issues</u></p> <p>The lack of housing for staff and students in the Sioux Lookout area remains an ongoing issue that impacts KO and NNEC as the housing shortage limits the number of students from remote NAN First Nations that are able to attend high school in Sioux Lookout.</p> <p><u>Reciprocal Education Approach</u></p> <p>In May 2018, the Ontario government passed amendments to the <i>Education Act</i>, which set out the legislative framework for the Reciprocal Education Approach (REA). The regulations to initiate REA came into force on September 1, 2019. REA is a new framework designed to improve access, remove barriers and strengthen parent and guardian choice for First Nation students transitioning between schools of school boards and First Nation schools in Ontario. It will help to ensure that First Nation students are not denied a place in a publicly-funded school.</p>	

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 PROVIDED 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	1 - Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020</p> <p>Last year, under the guidance of the respective families, we were able to successfully develop and implement Memorial Scholarships for Jethro, Paul, Robyn and Reggie.</p> <ul style="list-style-type: none"> • These awards were presented to recognize a number of different skills and attributes of these four including but not limited to art, sports, academics, language, and humanitarianism during Graduation ceremonies of each of the families choosing.

- While we were pleased to receive funding to undertake the implementation of these awards for a second year, including having the families travel to graduation to present the awards, COVID-19 prevented this from happening. As such, we are working with the families to deliver these awards digitally, and are hopeful that we will be able to have the families deliver them in person when the opportunity presents itself.
- 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. We are hopeful that Ontario will choose to make a long-term commitment to this important initiative.

PARTY	ONTARIO
PARTY RESPONSE	1A - Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020: EDU continued to provide funding to support the development of memorial scholarships in the 2019/20 fiscal year</p> <p>EDU has provided funding to each partner organization, including NNEC, MECC, 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.</p>	

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY

Matawa 2016 AGM: The Chief's Council of Matawa First Nations Management directed the Matawa Education Department, in consultation with Jordan Wabasse's family and the Matawa Education Authority Board of Directors, to develop criteria for a scholarship in Jordan's name to be awarded annually to a student from a Matawa First Nation. The Chiefs Council acted by way of resolution dated July 28, 2016.

About the JWMA's: The Jordan Wabasse Memorial Awards honours graduating Matawa students who share Jordan Wabasse's dedication, commitment and passion for sports and outdoor education. Each year 6 memorial awards totaling a \$1000 each are awarded to graduating students who excel in Athletics and Outdoor Education from Simon Jacob Memorial Education Centre (SJMEC) in Webequie First Nation; as well as, the Matawa Learning Centre (MLC) and Provincial Schools in Thunder Bay.

Academic 2017-2018:

Funding was received from Ontario to implement this Inquest Recommendation. The Jordan Wabasse family, Webequie Education Authority and MLC hosted the 1st annual Jordan Wabasse Memorial Awards (JWMA) held June 27, 2018 at Simon Jacob Memorial Education Centre in Webequie First Nation.

Academic 2018-2019:

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.

2020:

Academic 2019-2020:

Jordan Wabasse Memorial Awards:

Funding has been received by Ontario for academic 2019-2020 but due to the COVID-19 pandemic end of year graduation celebrations for June 2020 were celebrated remotely or from a safe distance. MLC, Webequie Education Authority, and the Jordan Wabasse Family awarded 6 graduating students with a Jordan Wabasse Memorial Award this year. Awarded students graduated from Simon Jacob Memorial Education Centre in

Webequie First Nation; as well as, Matawa Education and Care Centre and Superior Collegiate and Vocational Institute in Thunder Bay.

Jordan Wabasse Memorial Awards update at NAN Families Gathering:
 MLC was very happy to help plan the Nishnawbe Aski Nation Families Gathering on November 26-28, 2019 which brought together the families from the Seven Youth Inquest to meet with other families, engage in healing workshops; and furthermore, receive updates on the Seven Youth Inquest Recommendations progress and the Office of the Independent Police Review Director Re-Investigation process and status. Seven members of Jordan Wabasse's family attended the gathering.

PARTY	KO
PART RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>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.</p> <p>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.</p> <p>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.</p>	

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.

All efforts continue each year to fundraise and promote the SGMS scholarship.

Presentations for the 2019/20 academic year will be done virtually, due to the Emergency Act Order that has been in place since March 2020.

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.

PARTY	CANADA
PART RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020: The Government of Canada recognizes that enhancing First Nations education and health is a fundamental part of renewing the relationship with Indigenous peoples. First Nations children and youth deserve culturally appropriate, high-quality education, social and health services that meets their needs, while respecting the principle of self-determination. The Government of Canada is firmly committed to the principle of First Nations control of First Nations education, and respects the role that the Nishnawbe Aski Nation has taken to coordinate and support a First Nations-led response to the Inquest’s findings. To support these efforts, following the release of the recommendations, ISC provided resources annually, including in 2020-21, to the First Nations Parties to the Inquest to enable each of them to retain a full-time “Inquest coordinator” to coordinate their organizations’ collective response to the Report and implement its recommendations. To this same end, ISC has also regularly provided funding to the Nishnawbe Aski Nation to allow it to host facilitated sessions with key parties and Government officials to discuss next steps. Moving forward, ISC will continue to work with First Nations Parties to the Inquest to support the incorporation of major themes of the Inquest recommendations into their ongoing programming, as well as ensure those themes are regularly linked into ongoing structural changes to education, health, and infrastructure programming for the benefit of all First Nations.</p>	

PARTY	ONTARIO
PART RESPONSE	1A – Recommendation will be implemented
GRADE	

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

2020:

- Ontario is committed to meeting its constitutional obligations regarding Aboriginal peoples. Ontario respects Aboriginal and treaty rights as recognized and affirmed under section 35 of the *Constitution Act, 1982*.
- Historical treaties are important to the ongoing relationship between the Crown and First Nations and continue to inform our dialogues at every level.
- Ontario acknowledges that many Indigenous communities seek greater responsibility and capacity to govern over matters that directly affect their communities. The province is committed to working with Indigenous partners and Canada, as appropriate, to support community-based approaches and to enhance Indigenous participation in decision-making towards positive socio-economic outcomes.
- EDU has implemented the Reciprocal Education Approach (REA) which came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation/federally-operated schools or provincially-funded schools.
- The Ministry of Children, Community and Social Services (MCCSS) is coordinating the province's approach to how programs and services for First Nations, Métis and Inuit children, youth, and families are designed, delivered and governed.
- Specifically, MCCSS is working on co-developing and co-implementing holistic, culturally safe, prevention- and community-based child and family programming and services with First Nations, Métis, Inuit and urban Indigenous partners.
- This is intended to focus on prevention-based programming that is designed and delivered by First Nations, Inuit and Métis partners and urban Indigenous partners across Ontario.
- In 2019/2020 MCCSS streamlined the administration of transfer payments to First Nations, Inuit and Métis partners and service providers for the provision of community-based child and family services prevention programs. This has allowed First Nations, Inuit and Métis partners and service providers to more effectively target needs reducing administrative burdens such as rigid reporting requirements and enhancing the flexibility of allocations to enable transfer payment recipients to use funding more efficiently and effectively.
- Ontario is committed to working with First Nations, Inuit and Métis partners to support their visions of exercising enhanced jurisdiction and control over child and family services including through pathways

established under the federal government's *An Act respecting First Nation, Inuit and Métis children, youth and families*.

- Ontario's *Child, Youth and Family Services Act, 2017 (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."
- MCCSS, as Ontario's lead ministry, responds to any request that is named or could be considered a Jordan's Principle for a First Nations child, as well as applying the principle to Métis and Inuit children.

PARTY	CITY OF THUNDER BAY
PART RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021 Update: The Guiding Statement is included in Corporate Report R79/2021 Fifth Annual Report on the Seven Youth Chief Coroner's Inquest</p> <p>2020: Guiding Statements (above) reviewed at initiating meeting for initiatives, included in first meeting packages, displayed and included in reports.</p>

PARTY	THUNDER BAY POLICE SERVICE
PART RESPONSE	Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	

2020:
 This recommendation is accepted by the Service. Implementation is being guided by the statements contained in this recommendation.

PARTY	NAN
PART RESPONSE	8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Reconciliation: Principles of Interpretation Recommendation was accepted and completed insofar as both the content and intent of the recommendation is already in place.</p> <p>The spirit behind the principles of interpretation was incorporated into the Charter of Relationship Principles Governing Health System Transformation in the NAN Territory between its Treaty Partners (Canada and Ontario). The NAN Chiefs formally reaffirmed their commitment through Resolution 19/10: <i>Nishnawbe Aski Nation Health Self-Determination</i>.</p> <p><u>Guiding Statements</u></p> <p>NAN continues to be guided by the document “A Declaration of Nishnawbe Aski (The People and the Land)”, and further affirms its inherent rights and jurisdiction on its territory.</p> <ul style="list-style-type: none"> i. Working with Treaty Partners is an ongoing process towards fulfilling obligations and recognition of rights in Treaty No. 9. In April 2018, NAN signed a Treaty Relationship Agreement with Ontario which provides a foundation for more meaningful discussions on priority issues, including education. NAN has been working to develop strong relationships at the provincial level in order to continue having meaningful discussions and advocate to improve the quality of life for the people of NAN. For example, NAN and Ontario have developed a process known as the NAN-Ontario Relationship Table, coordinated in partnership with the Ministry of Indigenous Affairs. The primary objective of the 	

relationship process is to establish consistent government to government relationships and develop solutions to issues. There were three meetings of the Relationship Table in 2019-2020, which provided a forum for informed discussions about priorities and emerging issues for NAN First Nations, including funding concerns relating to Inquest recommendations.

- ii. The NAN First Nations exercise inherent control over their education systems.
- iii. The NAN First Nations have the right to govern their own spiritual, cultural, social and economic affairs.
- iv. NAN will continue to advocate for improved conditions in NAN First Nations in areas of housing, water, health, mental health, social issues, and to close the gap in education outcomes between First Nations and non-First Nations students.
- v. NAN supports the NAN First Nations as they develop local solutions to the effects of the doctrine of discovery and imposed colonial policy including paternalistic legislation and government policy, and assimilation through the Indian residential school system and the Sixties Scoop.
- vi. NAN continues to advocate for the NAN First Nations in the application of Jordan's Principle in order to ensure access to and the timely delivery of publicly funded services for children.

PARTY	NNEC & DFC
PART RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
	NNEC continues to adhere by the guiding principles (i.-vi.) stated in Section II under Recommendation #7 in moving forward with Inquest Recommendations.

PARTY	MLC
PART RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>The MLC has always and continues to: support treaty rights, First Nation control over First Nation education, spiritual life, cultural life, social life and economic affairs.</p> <p>The MLC is painfully aware of the need for Canada’s support on these fronts and that a lack of improvement on these fronts will mean that the gap in education outcomes between Indigenous and non-Indigenous students will persist.</p> <p>Past failures to respect treaty rights and First Nation control over education, spiritual life, cultural life, social life and economic life have resulted in the underfunding of on and off-reserve education for First Nation youth.</p> <p>At the Matawa First Nation community level the Seven Youth Inquest Recommendations calls for the government of Canada to address the following areas in each Matawa community:</p> <ul style="list-style-type: none"> • Increasing Programs and Service to Eliminate Educational Gaps • On Reserve Education (i.e. Early Childhood, Elementary, Secondary, and Adult Education) • Funding Needs • Living Conditions • Health Issues • Youth Substance Abuse on Reserve • Community Based Transition Programs • Youth Participation in Decisions • Fostering Greater Collaborations and Partnerships <p>MLC has been advocating for Canada to address these areas to improve the conditions within the Matawa First Nations communities, eliminating the gap in education outcomes between Indigenous and non-Indigenous students.</p>	

MLC's most recent proposal to have an Inquest Coordinator in each Matawa community to address the community related Inquest Recommendations was turned down by Canada's Choose Life program – a suicide prevention program – despite the fact that the community Inquest Recommendations were trying to address are the precursors to the youth suicide crisis our Matawa communities are facing like living conditions, health issues, substance abuse, etc.

In addition, MLC will receive NO direct funding from Indigenous Services Canada as a result of the new Education Transformation Formula for the 2020-2021 school year.

In the experience of the MLC the most significant funding and policy barrier continue to be:

- The refusal to fund MLC directly because it is off-reserve. MLC will not be covered under Canada's new Education Transformation Formula.
- No long-term funding commitments from the provincial or federal government for Inquest Recommendations.
- No specific funding source for Inquest Recommendations.
- Lack of funding for staffing resources to implement Inquest Recommendations, especially at the First Nation community level.
- Lack of policy changes from the provincial and federal government to ensure long-term sustainable change for Inquest Recommendations.

MLC believes in Jordan's Principle, and we continue to engage in discussions with Canada and Ontario, with a view towards working together to ensure the above noted issues are addressed for First Nation youth from our communities. **IF** these discussions are successful, MLC's funding partners will be taking significant, concrete steps towards respect for treaty rights and First Nation control over education.

PARTY	KO
PART RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY

2021:

Accepted KO utilizes Recommendation # 7 as a reference point for all Inquest- related meetings held with the Partners. It has become a priority to include these guiding principles in the implementation of recommendations with all partners; interdepartmental meetings, updates to the Keewaytinook Okimakanak Board of Education and in our updates to the KO First Nations.

Rec. # 7 is recognized by all Inquest Partners and is referred back to on an as needed basis in all Working Group Meetings. 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 colonial policy.**

KO recommends research to be completed in this area by the Education Table (Task Teams). Currently, there are numerous analyses being undertaken through the regional PTO that would have an impact on the research necessary to conduct a thorough analysis of the KO communities and their needs. KO is waiting on the completion of this research before determining next steps. One analyses has been received and we await the others that are in progress. To implement the recommendations detailed in the Seven Youth Inquest, Canada and Ontario need to adequately fund the infrastructure needs that have been identified as an ongoing priority. Our services have expanded exponentially since the delivery of the Inquest Recommendations in 2016 and KO has been restricted to delivering these services in existing infrastructure.

As stated in Recommendation 7. i) "All of the Treaty Partners...must respect the Treaty Rights of others and work together towards fulfilling treaty obligations." To develop local solutions to the effects of colonial policy (as stated in Rec. 7.v), to work together towards fulfilling treaty obligations (Rec. 7.i), and to provide the services as outlined in the recommendations; the guiding principles call for transformative change. **However, KO cannot undertake these principles responsibly and in a manner that is respectful to our First Nations leadership, and their membership, without the equitable funding and investments in education, health, programming, and infrastructure from our Treaty Partner. Our Federal and Provincial Treaty Partners must recognize their fiduciary duty in addressing the work that is required in the implementation of these recommendations.**

At this time, all funding for the implementation of the Inquest recommendations remains **proposal-based** which does not allow for the proper research and development that is necessary for the community- based recommendations. Canada has denied funding to implement recommendations at a community level while Ontario has provided multi-year funding for positions that would have a direct impact on children and youth. The imbalance of funding between the

Treaty Partners are an issue of concern and KO will bring this forward at the next Seven Youth Inquest Political Table. KO continues to support the implementation of the Seven Youth Inquest Recommendations and has identified numerous as in progress. Any discussions to move into post-Inquest programming should be discussed with the First Nation Inquest Partners and determined by an evaluation of the work done to date; in student programming and the First Nations.

2020:

At this time, all funding for the implementation of the Inquest recommendations remains proposal-based which does not allow for the proper research and development that is necessary for the community-based recommendations. KO is currently awaiting a response on a response for our application for community-based workers and we are a quarter of the way into the fiscal year.

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	<p>2021:</p> <ul style="list-style-type: none"> • Effective 2020-2021, ISC Ontario Region Interim Funding Formula now includes a Geographic Circumstances Grant used in the application of elementary/secondary school(s). This adaptation was recently recommended by the Ontario Technical Table on the Interim Funding Approach, as a means of more accurately reflecting the rural and dispersed nature of First Nations Schools in Ontario Region. • Effective 20-21, ISC Ontario Region Interim Funding Formula now includes Private First Nations Schools Tuition Rate Adapting a new tuition rate for students attending specific private schools off-reserve that are owned and operated by First Nations organizations. This was recommended through OTTIFA that the new tuition rate would be based on the average rate per FTE from the proximate First Nations Education Authority in the Provincial Comparability Model to the student home community. <p>2016-2020:</p> <ul style="list-style-type: none"> • Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$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 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21. • 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
- Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities.
 - o 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.
 - o Language and culture enhancement is based on the codeveloped 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.
- The second year of the Interim Funding Formula began on April 1, 2020. Seeing as it is based on provincial comparability, student numbers, and on the annual rates of growth as applied through the Ministry of Education's Grants for Student Needs Technical Paper (in Ontario only) Ontario Region's total elementary/secondary budget allocation has increased by approximately 4% overall from 2019-20. This increase has happened despite a decrease of student numbers in Ontario region by about 5%.
- The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement some of the specific program components referred to in these recommendations in accordance with local priorities.
- ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including exploring First Nations student factors that increase funding needs above provincial levels such as remoteness, a gap in achievement, the cost of transportation, and special education needs. Working through OTTIFA, education funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region-wide gatherings of First Nations educators.
- Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality, linguistically and culturally appropriate education that improves outcomes.

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	2021:

In Budget 2021, Canada has committed to invest \$1.2 billion over five years, and \$181.8 million ongoing to include:

- \$112 million in 2021-22 to extend COVID-19 support so children on reserve can continue to attend school safely, including PPE for students and staff, laptops to support online learning, and more teachers and other critical staff.
- \$726 million over five years, starting in 2021-22, and \$181.8 million ongoing, to enhance funding formulas in critical areas such as student transportation; ensure funding for First Nations schools remains predictable from year to year; and increase First Nations control over First Nations education by concluding more Regional Education Agreements.
- \$350 million over five years, starting in 2021-22, to expand access to adult education by supporting First Nations people on reserve who wish to return to high school in their communities and complete their high school education.

2016-2020:

Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio- economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$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 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-2021.

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

	<p>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.</p> <p>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.</p>

RECOMMENDATION 10

In order to encourage early progress on structural reforms, Canada should immediately and publicly 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	2021: 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
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PARTY RESPONSE	1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	2021: 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	2021: Same response given as recommendation 8.

Note: According to recommendation 8, the Interim Funding Formula was implemented on April 1, 2019 and the second year of the interim funding formula began on April 1, 2020.

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.

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	2021: The Interim Funding Approach is in its 4th year. ISC continues to engage in Indigenous leaders as equal partners in education needs assessments to address formula funding for students at the OTTIFA Tables, this includes but is not limited to: <ul style="list-style-type: none"> •Core Education Formula Funding •Transportation •Special Education •Remoteness •Achievement Gaps •Students over 21+ /Adult Education •Small Schools

- Provincial Student Supports
- Funding Protection

Canada continues to support Indigenous Communities in the Fight against COVID-19:

- \$478.1 million is allocated to communities to support public health response to hire nurses, help at-risk people to isolate and distribute protective equipment • An additional \$760.8 million was allocated to Indigenous communities to support First Nations to prevent the spread of COVID-19; support elders and vulnerable community members; provide mental health assistance and emergency response services; address food insecurity and support children.

- Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$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 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21.

2020:

- 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

- 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.
- The second year of the Interim Funding Formula began on April 1, 2020. Seeing as it is based on provincial comparability, student numbers, and on the annual rates of growth as applied through the Ministry of Education's Grants for Student Needs Technical Paper (in Ontario only) Ontario Region's total elementary/secondary budget allocation has increased by approximately 4% overall from 2019-20. This increase has happened despite a decrease of student numbers in Ontario region by about 5%. The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement some of the specific program components referred to in these recommendations in accordance with local priorities.

	<ul style="list-style-type: none"> • ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including exploring First Nations student factors that increase funding needs above provincial levels such as remoteness, a gap in achievement, the cost of transportation, and special education needs. Working through OTTIFA, education funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region- wide gatherings of First Nations educators. • Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality, linguistically and culturally appropriate education that improves outcomes.
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Note: 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

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021:</p> <p>Budget 2021 proposes to invest \$1.4 billion over five years, beginning in 2021-22, and \$40.6 million ongoing, to maintain essential health care services for First Nations and Inuit, continue work to transform First Nations health systems, and respond to the health impacts of climate change, including:</p> <ul style="list-style-type: none"> • \$774.6 million over five years, beginning in 2021-22, to ensure continued high-quality care through the Non- Insured Health Benefits Program, which supports First Nations and Inuit people with medically necessary services not otherwise covered, such as mental health services, medical travel, medications, and more. • Students received additional funds for their needs that might arise due to the COVID-19 pandemic. • The Post-Secondary Student Support Program is governed by the community and they develop their own internal policies. This program provides First Nation students with funding to access educational opportunities into college and/or university. Living allowances, tuition and costs of books/supplies are included the PSSSP. New students are supported to navigate the education pathways through career or personal counselling, finding an apartment or applying for bursaries. • First Nations and Inuit Youth Employment Strategy/Skills Link Program supports youth to overcome barriers to employment. In the same way, students become more employable and gain an awareness of the benefits of planning their education pathways. • Special Education Supports are provided through Jordan’s Principle and High Cost Special Education Programing to support the success of students and their families in Kindergarten to grade 12.
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- \$354 million over five years, beginning in 2021-22, to increase the number of nurses and other medical professionals in remote and isolated First Nations communities.
- \$107.1 million over three years, beginning in 2021-22, to continue efforts to transform how health care services are designed and delivered by First Nations communities, building on the government's commitment to improve access to high-quality and culturally relevant health care for Indigenous peoples.
- \$125.2 million over four years, beginning in 2022-23, to continue to support First Nations communities' reliable access to clean water and help ensure the safe delivery of health and social services on reserve.
- \$22.7 million over five years, beginning in 2021-22, to support First Nations and Inuit as they manage the health impacts of climate change, such as access to country food, impacts of extreme weather events, and mental health impacts of climate change on youth.
- During the week of June 14-18, 2021, Bill C-15 an Act Respecting the United Nations Declaration on the Rights of Indigenous Peoples – passed third reading in the Senate. This is a positive move forward to recognizing, respecting, and upholding the rights of Indigenous people in Canada.
- To help advance a new fiscal relationship with First Nations, a new 10-year grant funding mechanism was implemented in 2019. The government has also committed to escalate the 10-year grants to address price and population growth, and ensure that funding keeps pace with the needs of First Nations.
- Budget 2021 proposes to provide \$2.7 billion over ten years, starting in 2021-22, to ensure that funding for core programs and services provided through the 10- year grants addresses key cost drivers. Escalation will be based on inflation and the population of each community, but a minimum of 2 per cent annual growth will be provided to ensure that First Nations within the grant receive

stable and predictable funding. This will strengthen communities' ability to design and deliver services in a manner that reflects community priorities.

- Indigenous Services Canada Ontario Regional Operations coordinates the Community Centred Approach that builds on lessons learned from the now concluded Well-being Pilot Projects, applying wrap around supports from all directorates responsible for the areas related to the community's priorities from Indigenous Services Canada Regional Operations and First Nation Inuit Health Branch. The objective is to support community in achieving its goals financial health so that they can take advantage of increased flexibility available in your funding agreement and ultimately, enter in a 10 year New Fiscal Relationship (NFR) Grant funding agreements.

2020: Same response given as recommendation 8.

2019-2020: The second year of the Interim Funding Formula began on April 1, 2020. This formula is based on provincial comparability, student numbers, and on the annual rates of growth as applied through the Ministry of Education's Grants for Student Needs Technical Paper (in Ontario only) Ontario Region's total elementary/secondary budget allocation has increased by approximately 4% overall from 2019-20. This increase has happened despite a decrease of student numbers in Ontario region by about 5%.

- The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement specific program components referred to in recommendations by community in accordance with local priorities.

- ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including exploring First Nations student factors that increase funding needs above provincial levels such as remoteness, a gap in achievement, the

cost of transportation, and special education needs. Working through OTTIFA, education funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region- wide gatherings of First Nations educators. Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality, linguistically and culturally appropriate education that improves outcomes. High-Cost Special Education Program: • Canada is in the fifth year of its commitment of a budgetary promise to support special education needs of \$577.5 million over 5 years for High-Cost Special Education Program. This program is outside of the Interim Funding Formula. First Nation students in kindergarten to grade 12 with high cost special education needs are provided access to quality programs and services. Post-Secondary Partnership Program:

- ISC is committed to working with communities and Indigenous partners in developing their own policies for program reform. ISC continues to honor the Assembly of First Nations Special Chiefs Assembly Resolution #05/2018:

- First Nations assert their right and responsibility to direct and make decisions regarding all matters relating to First Nations lifelong learning as an inherent and treaty right. First Nations assert an inherent and treaty right to education that is in accordance with their culture, values, traditions and languages to support holistic lifelong learning • First Nations are seeking strengthened Government of Canada support for First Nations post-secondary education through treaty-based, self-government and/or regional models that enable First Nations control of First Nations education. Building on current best practices, the implementation of regional models will enable First Nations to holistically consider, design and implement a suite of integrated programs and services to comprehensively

support post-secondary education attainment and success. Models must respect local control, honouring the autonomy of First Nations to dictate their own models that will not minimize flexibilities that First Nations communities currently have. These models, once created, must be First Nations directed and managed. In addition, First Nations have identified that ongoing changes to federal policy and legislation (such as Bill S-3) can put pressure on First Nations governments to make timely and difficult decisions in regards to supporting First Nations students. 2016-2018:

- Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$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 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21.
- 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 designed by First Nation leaders in education, 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.

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 - o Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model
 - o Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities.
 - o 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.
 - o Language and culture enhancement is based on the co-developed Education Transformation Policy Approach, which prescribes at least \$1,500 per student.
 - o

	<p>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.</p> <ul style="list-style-type: none"> o Increases special education funding for direct services by \$12.1 million in Ontario Region. o 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.
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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	<p>2021: Indigenous Services Canada has commissioned an external consultant to explore options for an Ombudsperson/accountability function for Jordan’s Principle. This program is available and provides for services not covered through other program funds to address gaps. Importantly, Jordan’s Principle is a child- first principle which ensures First Nation families and -children can access the same public services as mainstream Canadians.</p>

Budget 2021 proposes to provide \$73.6 million over four years, starting in 2021-22, to support the implementation of the Act Respecting First Nations, Inuit and Métis children, youth and families.

Indigenous Services Canada is mandated to work collaboratively with partners to improve access to high quality services for First Nations. This includes identifying options for programs and services available to meet both the community and needs of individuals.

2020:

To ensure gaps in service and outcomes do not exist between Indigenous and non-Indigenous children in areas such as education, health, and social needs, the Government of Canada is supporting children who need help right away and making long-term changes for the future. 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 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 until March 31, 2022. 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.

Under Jordan's Principle and specific to NAN Territory the Choose Life Initiative established in April 2017, continues. NAN sought the creation of the "Choose Life Initiative" as part of the requested orders in March 2017 to the Canadian Human Rights Tribunal. The initiative provides rapid funding relief to First Nations and organizations serving the NAN territory concerning children and youth at-risk of suicide. FNIHB fast-tracks funding proposals developed and

	designed to support mental health and suicide prevention programs and services for the children and youth.
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Note: Recommendation 16 calls for the establishment of Federal Advocate for First Nations Children and Youth, which Canada does not report to have created yet. 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	<p>2021: This recommendation is being addressed through the collaborative Jordan’s Principle work underway.</p> <p>MCCSS: • MCCSS continues to work with partners to understand community needs and to develop options on appropriate points of contact to help connect Indigenous individuals, families, communities and organizations with appropriate services and programs.</p> <p>MMAH:</p>

• For the 2020/21 year, the following funding was allocated to OAHS and MBDC: \$13.3 million in operating funding for the Indigenous Supportive Housing Program \$25.5 million under the various phases of the Social Services Relief Fund \$8 million for the Rural and Urban Indigenous Housing Program (OAHS only) \$4.4 million under the Ontario Priorities Housing Initiative \$1.3 million under the Canada-Ontario Community Housing Initiative (OAHS only) \$465,800 of Mental Health and Addictions funding (OAHS only) the 2021-22 year, the following funding has been allocated to OAHS and MBDC: \$13.3 million in operating funding for the Indigenous Supportive Housing Program \$6.8 million under the Ontario Priorities Housing Initiative \$1.4 million under the Canada-Ontario Community Housing Initiative (OAHS only) \$8 million under the Rural Urban Indigenous Housing Program (OAHS only).

EDU:

• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations.

• A portion of 2020-23 Seven Youth Inquest funding to KO has been allocated for a Children and Youth Identification Coordinator position to address the backlog of unregistered children and youth in the KO First Nations and help families access provincial services to support students.

2020:

MCCSS

- See Recommendation #3.
- The MCCSS Child Well-being Branch in the Child Welfare & Protection Division is the lead 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.
 - Jordan's Principle is a topic area for technical table discussions, bi-laterally with First Nations and tri-laterally with First Nations and Canada.

Awenen Niin:

- MCCSS provides funding to the Kinna-aweya Legal Clinic through the Local Poverty Reduction Fund (LPRF) to support the Awenen Niin (“Who Am I?”) Identification Program, which assists clients with form completion, gathering required information, and referrals to appropriate government services. This clinic is also operated with support from Service Ontario’s fee waiver program, which waives fees for short form birth certificates for individuals who are homeless or marginally housed.
 - Funding from MCCSS’ LPRF is one-time funding and estimated to be completed in February 2021.
- Effective January 15, 2018, MCCSS has streamlined applications for the Ontario Disability Support Program (ODSP) by adding Registered Nurses (RNs) to the list of health professionals who can verify individual impairment and its likely duration.
- All applications to determine medical eligibility for ODSP for persons living in Remote Communities (north of the 50th parallel) are expedited for adjudication to make up for delays due to distance and access to Health Care Professionals.
 - Additionally, MCCSS disability adjudicators have participated in training sessions that have focused on Indigenous health.
- As of 2017, adjudicators have been participating in the Indigenous Cultural Competency Training Program.

MMAH

- MMAH is working directly with Ontario Aboriginal Housing Services (OAHS) and Miziwe Biik Development Corporation (MBDC) in the design and delivery of housing programs.
- These Indigenous non-profits have long-established relationships with MMAH’s Housing Division which allows them direct access to Ministry staff and leadership to ensure input on housing programs and policy.
- For the 2019/20 year, the following funding was allocated to OAHS and MBDC for the delivery of housing programs:
 - \$13.3 million in operating funding for the Indigenous Supportive Housing Program

	<ul style="list-style-type: none"> o \$8.4 million under the Ontario Priorities Housing Initiative o \$4.4 million under the Investment in Affordable Housing (2014 Extension) • In addition, the following amounts were allocated to OAHS only in 2019/20: <ul style="list-style-type: none"> o \$910,894 under the Canada-Ontario Community Housing Initiative o \$6.89 million under the Rural and Native Housing Program • For the 2020/21 year, the following funding has been allocated to OAHS and MBDC: <ul style="list-style-type: none"> o \$13.3 million in operating funding for the Indigenous Supportive Housing Program o \$7.4 million under the Social Services Relief Fund o \$8 million for the Rural and Urban Indigenous Housing Program (OAHS only) o \$8.4 million under the Ontario Priorities Housing Initiative o \$1.3 million under the Canada-Ontario Community Housing Initiative (OAHS only)
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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	2021: <ul style="list-style-type: none"> • Budget 2021 proposes to invest \$1.2 billion over five years and \$181.8 million ongoing to invest in the future of First Nations children. This important part of the governments’ plan to build long-term resilience. • \$2.5 billion over five years to build on the existing distinctions-based approach to Indigenous Early Learning and Child Care, with a long-term investment in

Indigenous-led programming that parallels the government's commitment to provinces and territories. This includes \$515 million for before- and after-school care on reserve, plus additional support for First Nations programming and capacity-building.

- Regional Education Agreements present an opportunity for First Nations to determine the pathways that best assist their serviced population to educational success at all ages.

2020:

Last year, recognizing the importance of early education in supporting the long-term success of children and families, the Government of Canada has committed to complementing its elementary and secondary education investments with \$100 million from Budget 2016 for Indigenous Early Learning and Childcare. In further support of early education, the Government will also dedicate a portion of the \$7 billion investment committed to in Budget 2017 for early learning and childcare programs for Indigenous children living on and off reserve. We are 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.

- All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD) 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. Budget 2017 announced increased support for Maternal Child Health and Fetal Alcohol Spectrum Disorder in the amount of \$2,897,000 for MCH programs and \$1,456,000 for FASD Programs for Ontario region. This funding will be gradually rolled out of a five-year period.

2018-2019:

In September 2018, the Government of Canada, the Assembly of First Nations, Inuit Tapiriit Kanatami and the Métis National Council jointly announced the first Indigenous Early Learning and Child Care (IELCC) Framework. In support of the Indigenous ELCC Framework, the government is committing up to \$1.7 billion over 10 years to strengthen early learning and child care programs and services that reflect the unique cultures and needs of First Nations, Inuit, and Métis children and families across Canada starting in 2018. This is part of the commitment of \$7.5 billion over 11 years the government made in Budget 2016 to support and create more high-quality, affordable child care across the country.

- Budget 2016 announced \$29.4 million to support repairs and renovations of 210 First Nations and Inuit Child Care Initiative (FNICCI) centres and 70 Aboriginal Head Start on Reserve (AHSOR) program facilities. Budget 2016 also invested \$100 million in 2017-18 to build capacity in existing Indigenous early learning and child care programs while the IELCC Framework was being developed. Repairs and renovations were undertaken in 340 FNICCI child care centers, in 97 AHSOR facilities and in 90 Aboriginal Head Start in Urban and Northern Communities facilities.
- 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,

	<p>development, delivery and management of culturally appropriate ELCC services and programming.</p> <ul style="list-style-type: none"> • IELCC funding was made available to First Nation communities in Ontario in 2019. Discussions with Chiefs of Ontario, Social Services Committee, regarding IELCC funding is an ongoing part of this initiative. • 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.
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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	<p>1 – Recommendation has been implemented 1B – Alternative Recommendation has been implemented</p>
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • 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 rolled into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach. • The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement cultural and traditional

	<p>activities that align with local custom. ISC Ontario Region is aware that many communities have used Elementary/Secondary Budget increases to bolster land-based learning and other local cultural/traditional activities based on local priority.</p> <p>2020: Last year, 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. 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. Through this initiative, communities have voiced loud and clear the importance of land-based healing activities to promote mental health and well-being and prevent suicides. Seven Mental Wellness Teams have been particularly effective in integrating culture into the design and delivery of mental wellness programs.</p> <ul style="list-style-type: none"> • 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 teachings by visiting Elders. 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 land-based 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.
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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
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>The Government of Canada traditionally provided funding to First Nations education organizations to run extra-curricular activities through its New Paths for Education Program, including in areas of culture, recreation, artistic, and athletic activities. It also supported student retention activities, including extra-curricular activities through the First Nations Student Success Program.</p> <p>Activities associated with the New Paths for Education program, and the First Nations Student Success Program were 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 are able to use this funding, as well as increased budget allocations through the Interim Funding Formula, to support the extra-curricular needs of their students based on local priorities.</p> <p>2020: As detailed in the section pertaining to on-reserve education, the Ontario Technical Table on the Interim Funding Approach (OTTIFA), a joint First Nations and ISC table in Ontario, continues to assess the Interim Funding Formula regularly. Although this doesn't involve specifically reviewing First Nations</p>

	Schools programming as developed and implemented by First Nations communities themselves, issues common to First Nations schools are reviewed at that table, which could feasibly include the ability of First Nations schools to offer extra-curricular initiatives.
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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	The Government of Canada provided Nishnawbe Aski Nation with funding to develop such a program at its annual youth forum, as was proposed by NAN.	<p>2021: Recommendation was accepted and completed insofar as both the content and intent of the recommendation is already in place.</p> <p>Implementation plans for the Youth Leadership Manual were revised due to the COVID-19 pandemic. Elements of the Youth Leadership Training Program were adapted to online delivery with accessible webinars in the overall Youth Initiatives plan for youth across the NAN Territory.</p> <p>The following activities were completed:</p> <ul style="list-style-type: none"> • Mental health focused live webinars for all NAN Youth to support wellness during the pandemic and to increase interactions with

		<p>youth peers, cultural Knowledge Keepers, and healthy supports</p> <ul style="list-style-type: none"> •The Annual NAN Youth Gathering was hosted in March 2021 via virtual platform and included themes in leadership and identity development, cultural teachings, and allowed for interactions with NAN youth across the territory. •The NAN Youth Newsletter focused on sharing resources on wellness during the pandemic. Print and web versions of the newsletter are available, and copies were distributed to NAN First Nation schools and band offices. <p>2020: Youth Leadership Training Program</p> <p>Recommendation is accepted and is in progress.</p> <p><u>Youth Leadership Manual</u></p> <p>The content for the Youth Leadership Manual (YLM) is complete, and NAN will continue to pull the manual together so it can be shared with youth in the NAN territory. NAN is working with a graphic designer to format the manual, and an Indigenous artist will supply his unique woodland artwork which will be incorporated into the manual. There are four chapters to the YLM:</p> <ol style="list-style-type: none"> 1. Group Focus 1: Leadership
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		<p>Development</p> <ol style="list-style-type: none"> 2. Group Focus 2: Personality & Authentic Leadership 3. Group Focus 3: Skills of Leadership 4. Group Focus 4: Communications and Social Media <p>Several topics are covered within each chapter or Group Focus. NAN will provide this training and engagement sessions with youth in the NAN First Nations.</p> <p><u>The First Annual Youth Leadership Summer Program</u></p> <p>NAN and Carleton University jointly hosted the First Annual Youth Leadership Summer Program on July 20-27, 2019 in Ottawa. Experts and educators from NAN and Carleton University jointly delivered leadership workshops and information sessions to support the ability of youth to shape the future of their communities.</p> <p>Activities included:</p> <ul style="list-style-type: none"> • Tour of the Canadian Museum of History - First Peoples Hall • NAN Historical Journey Presentation • Community Leaders Panel • NAN-Canada Negotiations Process • Understanding Contemporary Indigenous Leadership Styles • Connection to the Land Teachings
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		<ul style="list-style-type: none"> • Carleton Career Service Workshop: Identifying your strengths and promoting them for employment • Visit to Parliament • Carleton Leadership Workshop • NAN Oshkaatisak Council Presentation • Carrying Community Art Project • Sharing Circle with Elders and Facilitator
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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 <i>Accepted in Part</i>
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	2021:	2020:

	<p>The wellbeing of First Nations children and families is a priority for the Government of Canada. We recognize that there are 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 all First Nations get the care they need.</p> <p>The requests and funding that is approved for Individual and Group requests in the region have grown significantly and showcases the improved access to close gaps. Every effort is made to approve requests within the compliance timeframe and is not impeded by jurisdictional issues. As of March 1, 2021 individual requests are being met in real-time (previously a 3-6 month backlog).</p> <ul style="list-style-type: none"> • Jordan's Principle is accessible by individuals and groups supporting services for First Nation children including but not limited to schools, parents, caregivers and health partners. 	<p>This recommendation is being addressed through the collaborative Jordan's Principle work underway.</p> <ul style="list-style-type: none"> • Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations. • 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. • MOH is collaborating with federal and First Nations partners in the short-term to link First Nations children to existing provincially funded services. <p>MCCSS</p> <ul style="list-style-type: none"> • Ontario continues to implement the provincial <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i>, 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 <i>CYFSA</i>], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle." • MCCSS, as Ontario's lead ministry, responds actively to any request that is
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	<ul style="list-style-type: none"> • The government is committed to supporting the well-being of Indigenous children and families. Work continues with Indigenous leadership to reform child and family services so that all Indigenous children have the opportunity to grow up in their communities, immersed in their cultures, and surrounded by loved ones. To support this important work, Budget 2021 proposes to provide \$1 billion over five years, starting in 2021-22, with \$118.7 million ongoing to increase funding under the First Nations Child and Family Services Program. <p>Proposed funding would:</p> <ul style="list-style-type: none"> • Provide increased support to First Nations communities not served by a delegated First Nation agency for prevention activities to help First Nations children and families stay together, within their communities through the Community Well-being and Jurisdiction Initiative; • Continue to implement orders from the Canadian Human Rights Tribunal; and • Permanently ensure that First Nations youth who reach the age of majority receive the supports that they need, for up to two additional years, to successfully transition to independence. • The government will also continue to support First Nations, Inuit, and Métis communities in developing their own child 	<p>named or could be considered a Jordan's Principle for a First Nations child, as well as applying the principle to Métis and Inuit children.</p> <ul style="list-style-type: none"> • MCCSS works with the federal government and First Nation, Inuit and Métis partners to share information and better align service delivery/ address gaps.
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	<p>and family services models that reflect their values and traditions under the Act Respecting First Nations, Inuit and Métis children, youth and families. Budget 2021 proposes to provide \$73.6 million over four years, starting in 2021-22, to support the implementation of the Act. These investments and the implementation of the Act will help realize the shared goals of prioritizing the best interests of children, increasing the number of communities exercising jurisdiction in relation to child and family services, and decreasing the number of children in care.</p> <p>2020:</p> <ul style="list-style-type: none">• Indigenous Services Canada has commissioned an external consultant to explore options for an Ombudsperson/accountability function for Jordan's Principle. This program is available and provides for services not covered through other program funds to address gaps. Importantly, Jordan's Principle is a child- first principle which ensures First Nation families and children can access the same public services as mainstream Canadians.• Should First Nations children require services and supports related to Jordan's Principle, they should contact the Jordan's	
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	Principle Focal Point in their region. Their contact information can be found on the Government of Canada's website or families can contact us at 1-855-572-4453.	
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Note: Until the gap in the breadth of services that First Nations children receive 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	1 – Recommendation has been implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	2020: Indigenous Services Canada has increased the rate it funds for the tuition of students resident on-reserve attending Northern Nishnawbe Education Council schools off-reserve, in order to be at par with the rate of the public school board closest to the students' home community. This tuition rates include an operation and maintenance component, and is based on the premise that where secondary school is not an option on-reserve, attending	2020: Aspects of the recommendation within provincial jurisdiction have been implemented. 2017-2019: <ul style="list-style-type: none"> In 2017/18, EDU provided \$70,000 to NNEC to fund a Teacher Coach position. The intent of the Teacher Coach was to help build programming and curriculum for

	<p>NNEC schools is like attending a nearby provincial school.</p> <p>The Choose Life Initiative is funding tuition amounts for students attending DFC, not currently registered in a school on-Reserve (nominal 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>ISC commends The Provincial Ministry of Education and First Nations partners for working together to ensure students residing off reserve are eligible to receive provincial funding to attend First Nations-operated schools like those operated by NNEC through the Reciprocal Education Approach.</p>	<p>NNEC and provide mentorship and support for NNEC staff and educators.</p> <ul style="list-style-type: none"> • In 2017/18, EDU provided funding to address concerns identified by NAN through the student safety crisis. Funding supported extending tuition funding to First Nation operated schools, to provide students with access to the program of their choice. • In 2017/18, EDU also provided tuition funding to identified First Nation schools, including Dennis Franklin Cromarty, where they were unable to negotiate a reverse education services agreement with local school boards. • EDU provided tuition funding for eligible students for the 2018/19 school year. • In 2019/20, EDU also provided Seven Youth Inquest funding to NNEC to support the hiring of a Student Safety Manager, who had the responsibility of overseeing and coordinating NNEC services and supports for students resulting in quality programming targeting student needs. NNEC identified the hiring of this staff member as supporting the implementation of this recommendation.
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		<ul style="list-style-type: none">• The Reciprocal Education Approach (REA) came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nations students who wish to attend First Nation/federally-operated schools or provincially-funded schools.• Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.• The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations.• With the REA now in effect, Boards and First Nations are no longer required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First Nation-operated school.• The EDU has continued to provide support to school boards and First Nation partners to support
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		implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.
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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 and 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>2020:</p> <p>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. 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. NAN Health Transformation team has been a regular participant at Inquest Political Table meetings to identify short and long term action items, and continue to work on all health related recommendations.</p> <p>This work is being supported by the tripartite 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.</p>

Note: Until Canada works with First Nations to develop a comprehensive and holistic plan to close outcome gaps between First Nations people and other Canadians, 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	1B – Alternate Recommendation is being implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>2021:</p> <ul style="list-style-type: none"> • Canada continues to support the Aboriginal Head Start in Urban and Northern communities as a community-based program that provides early intervention programming for early learners. This program focuses on early childhood development for First Nations and their families living in community. • Budget 2021 proposes significant investments for First Nations to advance initiatives across a number of priority areas. Here is a summary of those investments: \$2.5 billion over five years to build on the existing distinctions-based approach to Indigenous Early Learning and Child Care, with a long-term investment in Indigenous-led programming that parallels the government’s commitment to provinces and territories. This includes \$515 million for before- and after-school care on reserve, plus additional support for First Nations programming and capacity-building.

2020:

- The Government funds a range of programs and services to support Indigenous children and families on-reserve. Some focus on prenatal 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 will continue following the introduction of the new Interim Funding Formula.
- 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.
- 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.
- 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.

	<ul style="list-style-type: none"> • 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. • Six school feasibility studies have been completed for schools onreserve in NAN territory, five of which have active projects currently 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, four 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 to agency assigned 1 – Recommendation has been implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	2021: The Interim Funding Formula was implemented April 1, 2019, it introduced provincially comparable amounts for teacher salary, pension, and benefits, plus adaptations for isolation. These adaptations have allowed more First Nations communities to enhance their teacher recruitment and retention packages based on local priority. ISC Ontario Region is aware of several, including NAN communities, who have used these budget allocation increases to recruit and retain teachers. The Government of Canada is not affiliated with the Teach for Canada program, but is aware of communities that have accessed their services. Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, 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 is made by the student and their supporting education authority, but could include assistance to those seeking training as teachers. Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and 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, the Government of Canada is aware of a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program.

- In addition to post-secondary applications, 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 employment, function well in the work place, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.
- The Interim Funding Formula includes core funding for schools on- reserve and First Nation operated schools off-reserve to development and implement planning for teacher recruitment solutions.
- Since 2016, 5 school projects were completed: Pikangikum (K4 – Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4- Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4-Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr.

9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teachearges are also planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase.

2020:

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. These adaptations have allowed more First Nations communities to enhance their teacher recruitment and retention packages based on local priority, and ISC Ontario Region is aware of several, including NAN communities, who have used these budget allocation increases to do so. The Government of Canada is not affiliated with the Teach for Canada program.

- Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, 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 is made by the student and their supporting education authority, but could include assistance to those seeking training as teachers.
- Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and 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, the Government of Canada is aware of a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program.
- In addition to post-secondary applications, 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. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.
- First Nations can identify needs for teacherages on the First Nation Infrastructure Investment Plan. The Department has approved over \$12 million in funding to support the construction of teacherages in four NAN communities currently constructing new schools.
- 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. 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 the First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.

	<ul style="list-style-type: none"> • 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 added 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. • The Canadian Radio-television and Telecommunications Commission has a proposal-based Broadband Fund of \$750 million over 5 years to support projects that build or upgrade access and transport infrastructure to provide fixed and mobile wireless broadband internet access services in eligible underserved areas of Canada. The first call for proposals was issued in fall 2019, and was shared broadly with First Nations communities. Decisions have yet to be made, but will be announced in 2020.
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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 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	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	2021: Same response given as recommendation 26.

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	<p>2021: Facility goals will be established in coordination with each community who determines their own plans and priorities. Engagement is planned to determine where investments in future education facilities will best serve their students needs. This will include an assessment of communities seeking new facilities versus those that wish to continue to support off reserve facilities such as Dennis Franklin Cromarty High School, Pelican Falls High School and associated accommodation options.</p> <p>First Nations seeking a new educational facility (or major renovation/repair or addition to an existing facility) apply for funding through the First Nations Infrastructure Investment Plan process, following the standard procedure for submitting proposals under the Capital Facilities and Maintenance Program. All funding requests are prioritized using ISC’s School Priority Ranking Framework (SPRF). Projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. New school projects ensure that education facilities meet health and safety standards including sufficient sources of heat, fire protection, potable water, and sanitation.</p>

	<p>Since 2016, 5 school projects were completed: Pikangikum (K4 – Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4-Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4- Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr. 9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teacherages are planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase. The Federal government has proposed in the 2021- 2022 budget a historic new investment of over \$18 billion over the next 5 years to improve the quality of life and create new opportunities for people living in Indigenous communities. This investment will continue to support action on infrastructure and clean water. ISC continues to provide funding supports to communities and NAN that are working on bringing broadband into their communities. Pikangikum was the first indigenous community in Canada to be linked to SpaceX Starlink broadband internet. Other communities in the NAN Territory are following this trajectory.</p>
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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
PARTY RESPONSE	8 – Alternative recommendation has been implemented 1A – Recommendation will be implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Currently, many First Nations communities have made use of Low Earth Orbit (LEO) Satellite technology to improve internet connectivity in their communities, using education funds in order to improve student learning experience by obtaining access to high-speed internet. For example, Pikangikum, Nibinamik and Marten Falls have recently subscribed to Starlink satellite service.</p> <ul style="list-style-type: none"> • ISC funds Matawa KKETS program as they provide training, education and some employment through programming within their communities. • On June 23, 2021, Canada announced an investment of over \$9.5 million to bring high-speed Internet to 6,124 homes in rural and Indigenous communities in Ontario. •The Universal Broadband Fund was launched in 	<p>2021: ENDM</p> <ul style="list-style-type: none"> • In October 2019, Ontario announced an investment of \$30 million to expand broadband into five remote Matawa communities in the Ring of Fire Region. • The project includes the installation of approximately 800 kilometres of fibre-optic telecommunications cable from Wunnumin Lake to Aroland First Nations, connecting each of the five remote Matawa member communities. Approximately 650 homes and 28 institutions, including schools, airports, band offices, health offices and police stations across the five communities will benefit from broadband connectivity. • Construction began in January 2020 and is currently on schedule. Almost 50% of the broadband cable has been installed, with the first communities expected to be connected by Q3 2021 and full completion by Q3, 2022.

	<p>November 2020 and, as a result of Budget 2021, it is now a \$2.75-billion program. Projects funded under the UBF, as well as through other public and private investments, will help connect 98% of Canadians to high-speed Internet by 2026 and achieve the Government of Canada’s national target of 100% connectivity by 2030. ISC is undertaking a priority ranking exercise to allocate available connectivity budgets for 2021/2022 to requests identified by recipients through the First Nation Infrastructure Investment Plan.</p> <p>2020:</p> <ul style="list-style-type: none"> • On November 2020, the federal government announced an opportunity for Indigenous communities to improve internet and mobile connectivity in the communities • In December 2020, Pikangikum First Nation is the first Indigenous community in Canada to be connected to SpaceX satellite network. • The Universal Broadband Fund is a \$1.75 billion dollar fund established to support infrastructure projects that will increase internet and mobile connectivity in remote and rural areas 	<p>IAO</p> <ul style="list-style-type: none"> • In 2020, in response to increased reliance on internet connectivity during the COVID 19 pandemic, IAO provided \$252,000 in funding to sustain a short-term solution for improving community-wide access to high-speed internet resources to 16 remote communities through three initiatives: <ul style="list-style-type: none"> o Increase bandwidth availability for 12 months in 6 First Nations, i.e. Sachigo Lake, Bearskin Lake, Poplar Hill, Keewaywin, Muskrat Dam, Cat Lake o Upgrade bandwidth and security management at 8 First Nations endpoints, i.e. Deer Lake, Muskrat Dam, Lac Seul, Sandy Lake, Pikangikum, North Caribou Lake, Big Trout Lake, Wunnumin Lake o Upgrade bandwidth capability for 12 months in 3 First Nations, i.e. Attawapiskat, Kashechewan, Fort Albany <p>MOI</p> <ul style="list-style-type: none"> • In 2019, the Ministry of Infrastructure (MOI) released a Broadband and Cellular Action Plan (Action Plan) with an investment of \$315 million over five years to encourage the private sector to expand access in unserved and underserved areas, including First Nations communities. This included \$150 million for a provincial broadband
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	<ul style="list-style-type: none"> • During the past decade, ISC CID has partnered with other departments and provincial ministries to support the design and installation of fibre optic cable to remote communities in northern Ontario to replace aging microwave tower technology and satellite service. Northern Ontario Broadband Initiative • The Northern Ontario Broadband Initiative installed fibre optic cable to the following remote communities Pikangikum, Poplar Hill, North Spirit Lake, Deer Lake, Sandy Lake, Keewaywin, Muskrat Dam, Sachigo Lake, Bearskin Lake, Kitchenuhmaykoosib Inninuwug, Wapekeka, Kasabonika Lake, Wawakapewin, Kingfisher Lake, Wunnumin Lake and North Caribou Lake. ISC contributed \$10.6M during the period 2011-2014 toward the \$86M initiative (note: final cost may have been higher), which was cost shared with the province, other federal departments and private industry (Bell Aliant). This project was an upgrade from microwave and satellite communication technology and provided backbone service into these communities. Matawa Broadband Project 	<p>program called Improving Connectivity for Ontario (ICON), which launched in July 2020. ICON is focused on filling infrastructure gaps across the province that prevent access to high-speed internet or cellular service.</p> <ul style="list-style-type: none"> • The ICON Program was topped up to \$300 million in November 2020 given the large response from applicants. Around the same time, the Government of Canada launched a sister program to ICON called the Universal Broadband Fund. • ICON was specifically designed to leverage funding from other sources. As a result, Ontario and Canada are working together closely to evaluate projects that seek funding from both programs. Applications were received from across Ontario, including many that would ensure high-speed internet for remote First Nation communities. In the coming weeks, Ontario expects to be ready to announce projects in partnership with Canada and bring high-speed internet to underserved and vulnerable communities. • In addition, on January 10, 2021, the Ontario government announced investments of \$10.9 million to support
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	<ul style="list-style-type: none"> • This is \$69.2M project is to design and install next generation fibre optic communications network that will act as the backbone (long-haul) and feeder/distribution network, providing advanced telecom services to businesses, homes, and core community infrastructure within the participating Matawa First Nations Communities. The following remote communities are being serviced by this project: Eabametoong, Marten Falls, Neskantaga, Nibinamik, and Webequie. Aroland a non-remote community is also being connected. • The long-haul backbone will be approximately 860 km connecting six (6) Matawa First Nation Communities. Within each Community, a feeder/distribution network will be constructed to connect each resident, business, and core community institution to the network. • ISC contributed \$2.2 M in 2016-2018 to support the design phase. The balance of the project is being supported by Innovation, Science and Economic Development and the Ministry of Northern Development and Mines. This important work is still in progress. 	<p>six broadband projects in northern Ontario, including \$1 million to a fibre optic network to six Treaty 3 communities and \$168,000 to upgrade the speed and capacity of the K-Net network that serves more than 80 First Nation communities.</p> <ul style="list-style-type: none"> • To fill remaining gaps in broadband service, Ontario Budget 2021 announced additional funding to improve broadband access to unserved and underserved communities, bringing the overall provincial investment to a historic nearly \$4 billion over six years beginning in 2019-20. The goal is that everyone in Ontario has high-speed internet by the end of 2025. Final Recommendation <p>2020:</p> <ul style="list-style-type: none"> • In October 2019, Ontario announced an investment of \$30 million to expand broadband into five remote Matawa communities in the Ring of Fire Region. • The project includes the installation of approximately 800 kilometres of fibre-optic telecommunications cable from Wunnumin Lake to Aroland First Nations, connecting each of the five remote Matawa member communities. Approximately 650
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	<ul style="list-style-type: none"> • ISC continues to provide funding for Kuhkenah Network (KNET). Work is being done to expand broadband into five remote Matawa communities in the Ring of Fire Region. 2010: • An estimated \$81 million initiative was announced to bring a state-of-the-art fibre optic network to 26 Nishnawbe Aski Nation communities. • Partnerships were made with Bell Aliant, NAN, ISC • This new infrastructure was said to bring new economic opportunities and enhance the quality of life for the communities involved. 	<p>homes and 28 institutions, including schools, airports, band offices, health offices and police stations across the five communities will benefit from broadband connectivity.</p> <ul style="list-style-type: none"> • Construction began in January 2020 and is currently on schedule. Approximately 50% of cable has been delivered, much of it staged in the Far North. Line clearing to Fort Hope has been completed. Matawa is mobilizing to begin laying cable in June 2020 with communities expected to be connected (staged) by early 2021. • In 2019, the Ministry of Infrastructure (MOI) released a Broadband and Cellular Action Plan (Action Plan) that will invest \$315 million over five years and encourage the private sector to expand access in unserved and underserved areas, including First Nations communities. <p>The overall provincial investment includes \$150 million for a new provincial broadband which was announced on June 3, 2020. The program is designed to increase broadband and cellular coverage to unserved and underserved communities. The application intake for</p>
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		<p>the program is expected in Summer 2020.</p> <p>Following completion of ENDM's Northwestern Broadband Expansion Initiative (NWOBEI) in 2014, which connected 21 remote First Nations communities by installing approximately 2,000 kilometres of high-speed fibre-optic cable, ENDM has been working towards connecting the remaining seven remote communities with modern broadband: Nibinamik, Neskantaga, Eabametoong, Marten Falls and Webequie in the Ring of Fire Region, and Fort Severn and Peawanuck on the northern James Bay Coast.</p> <ul style="list-style-type: none"> • For the James Bay coast communities, ENDM invested \$1.9 million in 2018 towards a \$7.5 million satellite upgraded to bring 100mbs of service to Fort Severn and Peawanuck for five years. Prior to this investment these communities each had 10mbs of bandwidth for distribution to the entire community, less than a single residence in urban areas. • ENDM continues to explore long-term options with other funding partners to bring fibre optics to these communities (e.g., a
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		<p>potential joint project with Quebec).</p> <ul style="list-style-type: none"> • Since 2013, ENDM has been working with Matawa First Nations Management to connect the five communities in the Ring of Fire Region.
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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	<p>2021: Canada working with partners will announce on an ongoing basis changes to the infrastructure school space accommodation standards and education program guidelines. This is an alternate approach that respects the ongoing work with First Nation partners and a passing grade as an alternative recommendation has been achieved. This approach will be an ongoing and evergreen guiding principle of reconciliation. Canada is addressing funding authorities, operational policies and solutions including opportunities for service transfer strategies that are based on First Nation control over First Nation education to fully realize student safety and success.</p>

	<p>Indigenous Services Canada’s School Space Accommodation Standards (SSAS) outline the level of service standards for which funding may be provided for the construction and major renovation of First Nation schools. Funding may be approved and provided on the basis of the gross floor area allowance pursuant to the SSAS application methodology.</p> <p>The SSAS applies where:</p> <ul style="list-style-type: none"> o There are no existing educational facilities; o Additional or new educational facilities are required; or where o Existing educational facilities need to be expanded or entirely replaced. Indigenous Services Canada is working nationally with the Assembly of First Nations to review and revise the School space Accommodations Standards (SSAS). This exercise will help inform the development of policy recommendations, in order to better meet the needs of First Nations schools. For example, it looks to improve fundable space including the size of additional space allowances, where applicable, for language and culture, Elders, outdoor learning, counselling/first aid/itinerant spaces, and gender-neutral washrooms, as well as minimum classroom sizes. The technical recommendations will be developed in collaboration with the AFN. This will also take into consideration the recently completed Provincial Comparability Study for education infrastructure. <p>2020: Indigenous Services Canada has funded NAN to conduct an infrastructure needs scan to assess what communities have and what they need. The scan was received by the Department in May 2019 and is being used to help understand education infrastructure priorities.</p>
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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. Canada should indicate when the ongoing public announcements will take place 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	<p>2021:</p> <ul style="list-style-type: none"> • The First Nations Infrastructure Investment Plan (FNIIP) helps ISC assess infrastructure needs and strategically plan infrastructure investments in First Nation communities across Canada. • Each year, the National FNIIP is developed based on infrastructure investment plans at the community and regional level. Investments are prioritized through the National Priority Ranking Framework, a planning tool that helps direct funding to the highest priorities using a consistent and transparent process across all regions. The amount of funding planned under FNIIP varies from year-to-year because of time-limited, targeted funding programs. FNIIP is not a funding program but rather a planning tool for managing investments in First Nation infrastructure. • First Nations seeking a new educational facility (or major renovation or addition to an existing facility) apply for funding through the FNIIP process. All education funding requests are prioritized using the School Priority Ranking Framework (SPRF) for targeted education funding. Funding of projects is based on budget availability and supports the gross floor area allowance determined through the SSAS application methodology. • Underway in NAN communities specifically since 2016 have been the conclusion of five (5) school projects (3 new schools, one new modular school, one major renovation), with five (5) new school projects under construction, one project in design phase and one project concluding a feasibility study. Teacherages and related off-site infrastructure have also been funded in four (4) projects under construction as well as new accommodations space for student who will be attending the Matawa Education and Care Centre in Thunder Bay. • Budget 2016

	<p>invested \$969.4M over five (5) years for the construction, repair and maintenance of First Nations education facilities. Prior to Budget 2016, Budget 2014 committed \$500 million over seven years (starting in 2015-2016) for education facilities, plus \$175 million in additional funding. Ontario Region has supported the advancement of 15 school infrastructure projects of which nine (9) are for NAN members First Nations.</p> <p>2019:</p> <ul style="list-style-type: none"> • Indigenous Services Canada has funded NAN to conduct an infrastructure needs scan to assess what communities have and what they need. The scan was received by the Department in May 2019 and is being used to help understand education infrastructure priorities.
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NOTE: 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
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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	<p>Through the First Nations Student Success Program, funding has been provided to First Nations communities to develop, utilize, and maintain student 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>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.</p> <p>OTTIFA was mandated to continue looking at issues with the interim funding formula, and amongst other activities, will specifically be looking at</p>	<p>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</p> <ul style="list-style-type: none"> • In 2018/19, EDU provided funding to NAN to continue work on closing the achievement gap. This included support for engagement and research to assess the educational achievement gap in NAN territory. • In March 2019, NAN developed an Achievement Gap Analysis, outlining the internal and external factors impacting student achievement, setting out strategies to help address the achievement gap, and establishing principles and recommendations to help close the gap. This analysis was included as part of NAN’s annual TPA report back to EDU.

	<p>how to measure and quantify a First Nations achievement gap. This work continues to be undertaken, but is challenging because of the wide variety of ways that student achievement is measured between First Nations schools.</p> <p>Under the Structural Readiness component of the Education Partnerships Programs, NAN was 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. Work on the student data base continues, but other NAN partner tribal councils have also developed their own student data bases as well, that contain more health information and use the Mustimuhw platform.</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	8 – Content or intent of recommendation already in place
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020: NAN continues to work with both ISC and CIRNA on implementing interim measures to move to education jurisdiction. ISC provides support for NAN to host Annual General Assemblies on Education to discuss the NAN-wide education system development.</p> <p>Exploratory discussions between NAN and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue.</p> <p>Ongoing 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</p>	<p>2020: In February 2020, a NAN Chiefs Special Assembly on Education was held in Thunder Bay. An update was provided on the NAN education jurisdiction negotiations, community readiness and participation. Presentations were made on the education achievement gap report, the NAN Special Needs Strategy and the federal government’s Interim Funding Formula. Apart from the NAN Chiefs assemblies, NAN Education Jurisdiction also conducted engagement sessions in two NAN First Nations in the last year. One of the challenges in the Inquest process is the disconnect between existing work and how it is related to Inquest recommendations. At times, NAN addresses recommendations through its current work or strategies aimed at improving educational outcomes for students, and often does so outside of the</p>

	<p>for a NAN-wide education system. 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 lawmaking 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>Inquest process. Regardless, NAN continues to meet with the NAN First Nations through regular or special Chiefs-in-Assembly meetings to keep Chiefs apprised of innovations in First Nation education.</p> <p>NAN-Wide Education System: Recommendation was accepted and completed insofar as both the content and intent of the recommendation is already in place.</p> <p>NAN and Canada signed a Framework Agreement in 1999, in which the parties committed to the negotiation of an Agreement-in-Principle (AIP) with respect to Education Jurisdiction in elementary and secondary education.</p> <p>In an historic event in December 2018, an Education Jurisdiction AIP was signed by NAN and Canada. NAN continues to negotiate with Canada to further the education jurisdiction process towards a Final Agreement.</p> <p>The Final Agreement will lead to self-determination in education for participating NAN First Nations. They will exercise their inherent jurisdiction by delivering education through a system that is designed and run by the First Nations</p>
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		<p>themselves. This will bring these First Nations out from the <i>Indian Act</i> provisions on education, putting First Nations in control of their own education systems with the ability to pass their own laws pertaining to education and related educational resources.</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
<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Budget 2021 proposes distinctions-based investments of \$6.0 billion over five years, starting in 2021-22, with \$388.9 million ongoing, to support infrastructure in Indigenous communities, including:</p> <ul style="list-style-type: none"> • \$4.3 billion over four years, starting in 2021-2022, for the Indigenous Community Infrastructure Fund, a distinctions-based fund to support immediate demands, as prioritized by Indigenous partners, with shovel-ready infrastructure projects in First Nations, including with modern-treaty and self-governing First Nations communities. • \$1.7 billion over five years, starting in 2021-2022, with \$388.9 million ongoing, to cover the operations and maintenance costs of community infrastructure in First Nations communities on reserve. <p>2020: The Government of Canada is supportive of this recommendation. To date 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 • Pikangikum was the first community attached to the grid in December 2018 • The implementation of 7 co-funded Meeting Wellness Teams to provide crisis response and mental wellness services to NAN communities • The lifting of 21 long-term drinking water advisories since September 2016 in NAN territory <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. We have encouraged First Nations parties to the Inquest to identify what</p>

	<p>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>
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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	<p>2021: Indigenous Services Canada continues to work with and support NAN on their Health Transformation activities including exploring data systems and data partnership continues to be a priority activity on the 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.</p> <p>2020: 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</p>

	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.
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PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented – <i>Accepted in Part</i>
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Community Wellbeing - Complete Health System Transformation - In progress</p> <p>Community Wellbeing</p> <ul style="list-style-type: none"> • 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 health data to be gathered, analyzed and applied in a culturally appropriate way. • In 2019/20, \$3.5 million was provided in base funding 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. <p>Health System Transformation</p> <ul style="list-style-type: none"> • Ontario has been working with NAN and Canada in various tripartite table discussions to explore health system transformation, while also responding to immediate health needs. • Health system transformation aims to address the recommendations of the Seven Youth Inquest by improving health outcomes for First Nations through evidence-based models, streamlining services, providing accountability to communities and funders, and developing long-term strategies to crisis situations. 	

- To support NAN in the health system transformation process, Ontario has provided NAN with annual funding since 2017/18, based on jointly negotiated work plans. Most recently, Ontario provided \$1 million to NAN for the 2020/21 fiscal year. Ontario is currently in the process of reviewing funding opportunities to support NAN's health transformation activities over the next three years (21-24).
- To support continuing trilateral discussions, in March 2021, the ministry appointed a provincial Lead, Charles Fox, to work with NAN and the federal government on exploratory discussions of First Nations health transformation. Mr. Fox has entered into discussions with NAN and federal Leads on a draft framework agreement for future negotiations on NAN health transformation.
- MOH to continue to work with the federal government and NAN on scoping models for health system transformation, examining approaches to health governance, as well as improving the delivery of culturally appropriate health services to NAN community members.

2020:

- Ontario has been working with the federal government and NAN to develop recommendations on access to care and to discuss health system planning.
- 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.
- To support NAN in the health system transformation process, since 2017/18 Ontario has provided ~\$2.8 million to NAN, based on jointly negotiated work plans.

PARTY	NAN
PARTY RESPONSE	4 – Rejected/Alternate approach will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM

DETAILS PROVIDED BY PARTY

Method for Measuring and Establishing Equivalence in Health Outcomes and Services

Recommendation remains rejected and an alternative approach will be implemented.

Health Transformation

In November 2019, the NAN Chiefs-in-Assembly passed three resolutions regarding transformative change in health care in the NAN territory by mandating NAN to work towards:

- Bringing paramedicine into all NAN First Nations.
- Establishing a new hospital in one of the northwestern communities served by the Sioux Lookout First Nations Health Authority.
- Improving the level of care available at nursing stations in remote First Nations.

Partnerships were also developed with Ornge, University Health Network–Peter Munk Cardiac Unit, Canadian Red Cross, Paramedics Association of Canada, Registered Nurses Association of Ontario, Ontario College of Family Physicians, College of Physicians and Surgeons of Ontario, College of Nurses of Ontario, Northern Ontario School of Medicine, and Association of Midwives.

Community Participation

In 2019-2020, the NAN Health Transformation team visited 10 NAN First Nations and completed four Urban Community Participation sessions, bringing NAN to a total of 26 initial Community Participation sessions completed to date. The purpose of each NAN Health Transformation visit has always been to keep the First Nations informed on the work of Health Transformation and to gather feedback that will inform the design of the new wellness system.

Additionally, as part of the initial phase of community participation, the NAN Health Transformation team met with and provided presentations to approximately 100 groups and organizations in 2019-2020. This included tribal councils, First Nations, health authorities, health organizations, federal and provincial officials, and others.

In July 2019, an urban community participation session was held in Thunder Bay where mental health issues concerning First Nation students transitioning from community to urban centres was raised.

In November 2019, NAN Health Transformation was honoured to participate in the update to the families of the Seven Youth Inquest at the NAN Families Gathering.

Health Advocates

NAN received a one-year commitment to begin the initial phase of the Health Transformation Advocates (HTA) Plan. The plan focused on capacity building with recruiting and training individuals in health advocacy, planning and governance. NAN provided training, coordination and support to the HTAs such as First Nations Health Managers Association training, ASIST Mental Health, orientation and literacy support. Two Health Transformation Advocates were recruited in November 2019.

Immediate Needs

The Immediate Needs process identifies five categories of Immediate Needs: 1) person-specific issues, 2) barriers to safe & effective care, 3) advocacy and strategy development across sectors (NAN-Wide), 4) community priorities, and 5) regional priorities. NAN continues to be informed on Immediate Needs through community participation visits, gatherings, regional meetings, partners, other NAN departments, and person-specific situations.

To date, work on Immediate Needs includes:

- Follow-up on approximately 48 person-specific issues between April 1, 2019 and March 31, 2020. This includes assistance with advocacy and overcoming barriers in health, and it is done in collaboration with others (i.e. community and tribal council health directors, navigators, etc.).
- Continual learning on the barriers to safe & effective care, tracking themes and policy applications.
- Advocacy and strategy development across sectors related to health.

Attending meetings and supporting regional priorities. Overall themes have included mental health, diabetes, dialysis, long term care, medical transportation, and public health.

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
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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, enhanced addictions and mental health funding, and the extension of Jordan’s Principle/Choose Life.

PARTY	ONTARIO
PARTY RESPONSE	1B – Alternative recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020:</p> <p>Indigenous Youth Life Promotion</p> <ul style="list-style-type: none"> • In 2016, Ontario announced new investments in: <ul style="list-style-type: none"> ○ Land-based/cultural programming and prevention supports; ○ Enhancements to the Tele-Mental Health Service to reach more Indigenous communities; ○ Indigenous mental health and addictions workers and other mental health and wellness supports for students in First Nations schools; and ○ Mental Wellness Teams across the province, in partnership with the federal government. • MOH is leading ongoing implementation of these initiatives with Indigenous partners, inter-ministerial partners and the federal government. • MOH continues to explore ways to align these initiatives with other activities in Indigenous communities. <p>Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • MOH committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in order to incorporate input and advice from Indigenous communities. 	

- MOH received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016.
- The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017.
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Youth Life Promotion (YLP) Initiatives

- MOH continues to provide \$23 million in base funding to support youth life promotion and suicide prevention initiatives. Of that funding, MOH is investing over \$6 million to support NAN communities.
- MOH continues to work with Indigenous partners, including NAN, to support the ongoing implementation of this funding through investments in sustainable, culturally appropriate programming that will enhance the mental health and well-being of Indigenous communities across the province.
- In 2019/20, youth life promotion investments included:
 - \$1,168,200 to support land-based/cultural programming, which NAN indicated to create a centralized mental health and wellness program in Thunder Bay, with a focus on students that have relocated to attend school;
 - \$ 3,988,000 for mental health and addictions workers and other mental health and wellness supports for students in NAN’s First Nations schools; and
 - \$1,750,000 to support 7 Mental Wellness Teams that are dedicated to serving NAN communities (total investment to support Mental Wellness Teams for NAN communities, including the federal government contribution, is \$3.5 million).
- Over the course of the 2019/20 funding year, MOH worked with NAN and their community partners to identify community-based organizations to administer funding for workers and other supports for students in NAN’s First Nations schools. As a result, MOH has executed agreements with 14 organizations, including Tribal Councils, Education Authorities and individual First Nations, to support these students.
- 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 have extended the co-funding agreement between the province and Canada which will enable funds to continue to flow to host organizations through federal agreements until March 31, 2022.
- Given the unprecedented circumstances surrounding the COVID-19 pandemic, MOH has enabled organizations to use their 2020/21 YLP funding flexibly to support the continued safe delivery of essential mental health and wellness services (e.g. through the purchase of personal protective equipment, additional staffing and/or upgrading equipment to enable virtual delivery of services).

- In 2019/20 an additional \$1 million provided by MOH was invested to expand service to a texting platform (Good2Talk) and to include all interested Indigenous Institutes in the services.

Easier Access to Mental Health and Addictions Services through MHA System Transformation

- Ontario has committed to new investments in Ontario's mental health and addictions service sector across the lifespan over ten years. The initial wave of investments in 2019/20 consists of new base funding for a range of priorities, including services for Indigenous peoples and other priority populations. Investments are focused in three priority areas:
 - \$7.9 million for new and expanded on-the-ground Indigenous Mental Health and Addictions Services, including mental health and addictions programming, two additional Indigenous-led treatment and healing centres, traditional healing, continuing social crisis responses, and patient navigators in the North to support vulnerable communities.
 - \$1.7 million for Training, Development, and Support for Frontline Mental Health Workers, including specialized training, therapeutic supports and self-care for frontline community-based workers, and trauma-informed training for education system leaders to better support Indigenous students.
 - \$3.3 million for critical system supports to improve client journeys and prevent social emergencies, including Indigenous Mental Health and Addictions System Coordinators, and supports for youth including additional youth-focused outreach workers.
- These investments are being led by the Ministry of Health, the Ministry of Children, Community and Social Services, and the Ministry of Education in partnership with the Ministry of Indigenous Affairs. Ontario will continue to work with Indigenous partners to design and deliver programs and services that address community-identified needs.
- As part of its planning to invest in mental health and addictions services in the coming years, the government is also looking at undertaking fundamental, long-range reforms to create a connected mental health and addictions system that is focused on the client. Ultimately, the goal is to provide better access to mental health and addictions services for all people in Ontario, including First Nations individuals.

Culturally Appropriate Mental Health and Addictions Initiatives

- Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include:
 - Working with Indigenous partners to establish and expand ten Indigenous Mental Health and Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOH and MCCSS). The Centres will provide care using a combination of traditional healing and clinical care.

- As part of this, Ontario is working with NAN and other Indigenous partners to establish three new youth-specific Indigenous Mental Health and Addictions Treatment and Healing Centres, including two in NAN territory.
- Funding 34 Indigenous-led mental health and wellness programs and services across the province to help stop the cycle of intergenerational trauma. These programs include traditional healing elements to provide enhanced, culturally appropriate supports for Indigenous youth, adults, families and communities.
- 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, Mishkeegogamang First Nation, Moose Cree First Nation, and Shibogama Tribal Council.

Financial details specific to current mental health and addictions investments in NAN territory include:

- Mental Health and Wellness Supports (up to \$2.8 million) for NAN communities, in addition to funding that supports several northern service providers, including Dilico Anishinabek Family Care, Ontario Native Women's Association service sites, and Indigenous Friendship Centres;
- Mental Health and Addictions Treatment and Healing Centres – Up to \$3 million was approved to support two youth residential Treatment & Healing Centres in NAN territory (jointly funded by MOH and MCCSS); and
- MOH also provides over \$300,000 in Professional Development funding to NAN to build and enhance Indigenous mental health workers' knowledge, competencies and skill capacity to support them in providing high quality mental health services to children, youth and families.

Planned/ continued response to recommendation

- MOH will continue to support NAN and their community-based partners in their planning and implementation of youth life promotion initiatives.

MCCSS

Youth Justice Division's Prevention Initiatives in Remote High Need First Nations Communities:

- Aligned with Ontario's Response to the Truth and Reconciliation Commission (TRC); 94 Calls to Action, the Youth Justice Division will continue to invest \$0.6 million in annualized funding in 2020/2021 towards the *Prevention Initiatives in Remote High-Need First Nation Communities* model.

- The initiative develops relationships through recreation-based programming (e.g. youth employment, recreation opportunities, food sustainability, art-based initiatives) to help identify community priorities and needs for children, youth and their families.
- The initiative also aims to address issues of Indigenous overrepresentation in the youth justice system, as well as to ensure that children and youth reach their full potential through strong prevention initiatives.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Suicide Prevention Strategy</p> <p>Recommendation is accepted and is in progress.</p> <p>2020:</p> <p><u>Choose Life</u></p> <p>NAN continues to work with NAN First Nations on the Choose Life program. In 2019-2020, 20,664 children and youth have benefited from the funding provided to the NAN First Nations and First Nation organizations. Many youth and students continue to access mental health supports and student well-being activities through Choose Life, e.g. mental health professionals and services, and cultural and land-based programming. An evaluation of the program is ongoing and NAN continues to advocate for this very important life-saving program to become a permanent funding program for NAN First Nations and organizations.</p> <p><u>Mental Health System Coordinator and Information Specialist</u></p> <p>In September 2019, with guidance from the NAN Health Advisory Group, the NAN Health Transformation Health Policy Unit submitted a proposal to acquire Ministry of Health funding to hire a Mental Health System Coordinator and Mental Health Information Specialist. The proposal was approved but funding was received very late in the 2019-2020 fiscal</p>	

year. The positions will be filled in 2020-2021. The Mental Health System Coordinator will work to research, review and monitor provincial and federal programs, services and initiatives that impact the mental health, mental health services and self-determination in health for NAN members. The coordinator will also collaborate with partners and the NAN Health Transformation team, and advise the NAN Executive Council, Health Advisory Group, Health Transformation Advisory Council and Chiefs Council on Health Transformation on mental health and substance use issues. The Mental Health Information Specialist will work to conduct literature reviews, apply extensive mental health system knowledge, and incorporate analysis techniques designed to support research projects of broad scope and complexities.

Payakatisowin Pimiwicihitowin Mamow Ashitamakwonan

In February 2020, the Payakatisowin Pimiwicihitowin Mamow Ashitamakwonan (Mamow) met to review all work conducted to date as part of Mamow. The group determined that a NAN departmental inventory and asset mapping exercise was needed. Mental Health and Addictions Environmental Scans from the Northwest LHIN were shared. A consultant working on the Sioux Lookout Area Mental Health and Addictions Scan presented on the proposed approach to the scan, which would include mental health services for youth.

NAN-Wide Life Promotion Strategy

NAN has struggled to implement this recommendation as well as the NAN Resolution 17/04: *NAN-Wide Life Promotion Strategy*. Choose Life was intended as an interim solution in response to a suicide crisis occurring among youth in 2017, and it is understood and widely acknowledged that a suicide prevention strategy is very much needed to address a decades-long suicide crisis across NAN territory. The climbing high rates of suicides are clear evidence of this. Suicide is complex. NAN envisions a First Nation-led wholistic strategy with innovative approaches to offer a diverse range of healing practices, and life-promotion programs, and access to clinicians, mental health professionals and other health service providers.

Last year, a draft three-year strategic plan on life promotion was created. In 2019-2020, this work was further developed to include five pillars that would collectively form the essential problems that NAN is seeking to address through the NAN Life Promotion Strategy. All five pillars must be engaged for the Life Promotion Strategy to be successful. The five pillars of the NAN Life Promotion Strategy include:

1. Suicide prevention,
2. Acknowledging sexual abuse and ending sexual violence,

3. Mental health promotion,
 4. Pathways to recovery from substance abuse, and
 5. Ending homelessness and developing housing solutions.

In early 2020, NAN proposed the launch of a Community Hubs Pilot Project, as part of its larger Life Promotion Strategy, to be developed and implemented across NAN territory. NAN envisions a First Nation-led wholistic strategy with innovative approaches and investments in capital infrastructure to offer a diverse range of healing practices, and life-promotion programs, and access to clinicians, mental health professionals and other health service providers. Without a safe, dedicated, purpose-built spaces, such as “hubs” to access these supports, the most vulnerable community members face fundamental and often insurmountable barriers in their efforts to heal. A concept paper on Life Promotion Hubs was prepared and presented to ISC Minister Marc Miller in February 2020. The proposal was re-submitted very recently, and we hope that a response from the federal government with respect to their willingness to support the strategy will be positive.

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	2020: The First Nations Mental Wellness Continuum Framework is a shared vision for First Nations Mental Wellness It outlines a coordinated, holistic approach to mental wellness	2020: Health System Transformation See Recommendation #35. Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.

	<p>programming that takes into account the important role of First Nations culture, traditions, and language.</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 the Government of Canada to meet their identified needs and will work with them to support those priorities.</p>	<p>Indigenous Youth Life Promotion See Recommendation #36.</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>2020:</p> <p>Health System Transformation See Recommendation #35.</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.</p> <p>Youth Life Promotion</p> <ul style="list-style-type: none"> • 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. <p>2020 Update</p> <ul style="list-style-type: none"> • MOH will continue to work with NAN, their community-based partners and ISC to support ongoing implementation of youth life promotion initiatives.

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
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PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</p> <p>2020:</p> <ul style="list-style-type: none"> • Boards of health are required to strengthen local relationships with Indigenous communities, as outlined in the <i>Relationship with Indigenous Communities Guideline</i>. <ul style="list-style-type: none"> ○ Boards of health will provide the steps they have taken to implement the <i>Relationship with Indigenous Communities Guideline</i> under the Ontario Public Health Standards to MOH in their Annual Service Plan.

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>2021:</p> <ul style="list-style-type: none"> • Choose Life funds programming within communities that promote addiction awareness, treatment and healthy lifestyles for youth.

	<ul style="list-style-type: none"> • Community based Mental Wellness funding could also be used by community based mental health and addictions workers to develop materials aimed at youth in their communities. • Indigenous Services Canada FNIHB ON Region, Mental Wellness Unit to engage with Ontario Ministry of Health on this recommendation at next regular meeting, June 24, 2021. • Government of Canada is partner and funder with the We Matter campaign, an Indigenous youth-led organization that is dedicated to Indigenous youth support, hope and life promotion. We Matter started has a multi-media campaign where Indigenous role models, youth, community members submit short videos overcoming hardships and communicating there is always a way forward. We Matter has grown over the years to provide toolkits, Ambassadors of Hope, #HopePact, Indigenous Youth Rise COVID-19 Support Fund. <p>2020:</p> <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. The Government of 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

2021:

In progress

- MOH has also released key messages, information sheets, and fact sheets to public health units who develop local programs and policies to prevent the harms associated with cannabis use.
- MOH has supported the development and release of a Non-Medical Cannabis Resource for primary care providers, which will assist them in discussing cannabis use with their patients, identifying harmful use, and how to treat side effects and health harms.

Planned/ continued response to recommendation:

- MOH and NAN have been in communication about the recommendation to discuss supports, barriers, etc. NAN is also following up with the local public health unit who leads substance use prevention efforts in the area.
- The ministry will continue to engage with NAN on implementing this recommendation in 2021/22.

2020:

- MOH and NAN have been in communication about the recommendation to discuss supports, barriers, etc. NAN is also following up with the local public health unit who leads substance use prevention efforts in the area.
- The ministry will continue to engage with NAN on implementing this recommendation in 2020/21.
- MOH provides funding to Ontario's 34 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.
- In 2018, MOH 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).

PARTY

NAN

PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Recommendation is accepted and is in progress.</p> <p>Development is ongoing for health promotion materials intended for youth and parents in the NAN First Nations and students of the First Nation off-reserve schools.</p> <p>2020: Health Promotion to Address Youth Substance Abuse</p> <p>After consultation with external partners and engagement with district health units and health authorities, it was determined that health promotion materials in the following areas would be most helpful to youth and adults in the NAN First Nations:</p> <ol style="list-style-type: none"> 1) a resource on youth binge drinking, 2) strategies to help parents talk to their kids about alcohol and drugs, and 3) an info graph on cannabis and opioids. Information was adapted from existing resources, and permissions were requested and granted from each source used. <p>Further work is required to complete the resources by the end of July 2020. The resources will be distributed to youth and adults in NAN First Nations and to students attending off-reserve First Nation schools. In recognition of the fact that radio is one of the most popular forms of media in NAN First Nations, and that the broad audience can be reached via this format, NAN and a local partner will also co-develop a radio show and radio commercial to raise awareness regarding the consequences of alcohol/substance misuse.</p>	

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
DETAILS PROVIDED BY PARTY	<p>2021: ISC Mental Wellness Unit continues to work with First Nation communities, Tribal Councils, Political Territorial Organizations, Health Authorities, and other service providers to implement a continuum of mental health, wellness and addictions services that meet needs across the lifespan. Work continues to fund land and culturally based treatment models.</p> <ul style="list-style-type: none"> • Indigenous Services Canada is working with communities to explore opportunities to fund treatment models that utilized land based activities and employ culture as a foundation. • Budget 2021 proposed to provide \$597.6 million over three years, starting in 2021-22, for a distinctions-based mental health and wellness 	<p>2020: Culturally Appropriate Mental Health and Addictions Initiatives See Recommendation #36.</p> <p>MCCSS</p> <ul style="list-style-type: none"> • In partnership with Indigenous communities and the federal government, MCCSS-IHWS continues to work with MOH to support 10 new and expanded Indigenous-led Mental Health and Addictions Treatment and Healing Centres that will provide care using a combination of traditional healing and clinical approaches to help Indigenous youth, adults and families access culturally safe treatment closer to home, on and off reserve.

	<p>strategy with First Nations, Inuit, and the Métis Nation.</p> <ul style="list-style-type: none"> • The strategy will renew funding for the Indian Residential Schools Health Supports Program and Crisis Line, which provide healing supports for survivors of childhood trauma and residential schools. • It will also enhance community-based supports and capacity, support substance use treatment and prevention, and support workforce development. <p>2020: Choose Life and Jordan’s Principle investments are being used to address gaps in existing mental wellness services for youth, including supporting detox services (safe sobering sites), enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, addictions counsellors for students and facilitated referrals to specialized resources and external community agencies as required to reduce risk factors for youth suicide.</p>	<ul style="list-style-type: none"> ○ As of June 5, 2020, seven of the 10 Treatment and Healing Centres were operational. They are located in Fort Frances, Kenora, Manitoulin Island, Muskrat Dam First Nation, Ottawa, Toronto and Victoria Harbour. ○ See Recommendation #36 for additional details. • As part of Ontario’s commitment to develop and implement a comprehensive and connected mental health and addictions strategy, the government is also investing over \$12 million annually to support mental health and addictions programming and services for Indigenous people, families, and communities, including \$5 million through an MCCSS-MOH partnership for Indigenous mental health and addictions services. <ul style="list-style-type: none"> ○ See Recommendation #36 for additional detail on these investments.
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	<p>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. Where funding is available treatment centres continue to be renovated to meet the needs of clients.</p> <p>ISC is aware that in addition to existing and new investments there is a need for changes to the current system of supports, including better alignment of services among education organizations and communities as well as with provincial services. The Government of 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 the Government of Canada to meet their</p>	
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	identified needs and will work with them to support those priorities.	
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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	1A - Recommendation has been implemented
GRADE	
TIME FRAME	Short-term
DETAILS PROVIDED BY PARTY	<p>2020: An additional Opioid Agonist Treatment Programs was added in the NAN territory in 2019/20 making a regional total of 29.</p> <p>2018-2019: 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> <p>This part of Budget 2018 which committed \$200 million nationally over five years to enhance the delivery of culturally appropriate addictions treatment</p>

	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 National Native Alcohol and Drug Addiction program (NNADAP).
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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	The Department provides funding on an annual basis to Nishnawbe Aski Nation 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 strengths of NNEC programming.	Reported complete in 2018; please refer to 2018 Response to the OCC for further details. 2020: <ul style="list-style-type: none"> • EDU continued to provide funding in the 2018/19 fiscal year to MECC to support orientation tours for grade 8 students and families. The tours provide opportunities for students to familiarize themselves to the services

	<p>2020: The implementation of the Interim Funding Formula in 2019-20 also introduced a new line of transition supports and transition counselling to accommodation providers supporting students who move off-reserve temporarily to attend secondary school, he tFirst Nations parties to the Inquest. This funding has contributed to an increase of approximately \$5 million over 2017-18 levels to support student transition, and ISC is aware that some service providers have chosen to use this funding to support students to participate in further orientation activities like school/city visits prior to moving off-reserve for school.</p>	<p>in Thunder Bay before attending school.</p> <ul style="list-style-type: none"> • EDU also continued to fund Transition Coordinator positions in the 2018/19 fiscal year for KO, MECC and NNEC. • EDU funding for Transition Coordinator positions for MECC and NNEC also continued for the 2019/20 fiscal year. • EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continues to be addressed.
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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	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021:</p> <p>Canada has continued to fund initiatives developed and implemented by NAN through Education Partnerships Program. The Education Team at NAN have developed documents for the purpose of educating students and families to understand information related to schools, school courses and programing, accommodation and travel allowances. In addition, families are made aware of other community supports that include before and after school activities, including supports like guidance and mental health counsellors. Students and families can access information on the NAN website.</p> <p>2017-2020:</p> <ul style="list-style-type: none"> • The Government of Canada has supported NAN through the Education Partnerships Programing with the aim to develop some of the materials mentioned in this recommendation, including the Early High School Registration FAQs and Forms document that NAN has developed; and materials that are shared with students as a part of the student orientation, extracurricular extravaganza, and culture days. • ISC recognizes that this information is critical to ensuring students can transition between on-reserve and off-reserve schools smoothly and maintain supports while doing so. The Department will continue to explore ways to support NAN in implementing components of this recommendation that are prioritized by its education committee. Note: Ministry of Education is beginning the process of de-streaming courses. Grade 9 students will begin de-streaming grade 9 math as of September 2021. The Department will continue to provide for the education of the day as per direction of First Nation communities and organizations.

	<ul style="list-style-type: none"> • ISC increased funding for communities and FN organization to develop resources to help prepare students as they leave their homes to attend off-community schools • Communities and FN organizations were given an increase in funding for students for living allowances that travel to towns and cities. • Federal and provincial governments announce funding for NAN-led student safety plan • Development of Comprehensive Information Package is completed by NAN and funded by ISC • Emergency Education Task Force was put into place and funded by ISC.
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PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<ul style="list-style-type: none"> • In 2017/18, NAN identified this recommendation as a priority and requested funding from EDU to support information gathering and the 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 guardians. • In 2017/18, EDU provided funding to MECC to support the development of a comprehensive information package for students and parents/ guardians to provide details on MECC services. • In 2018/19, EDU provided funding to MECC to create informational videos 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	1 - Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>Recommendation is accepted and completed.</p> <p>2020: Comprehensive Information Package of School Options</p> <p>A website was developed to provide students with an interactive database where they can research off-reserve high school options based on various criteria, including geographical location, school type, academic programs, extracurricular opportunities, and Indigenous student specific supports available. Students can use this web site to easily access a summary profile that provides detailed information about what each school has to offer, as well as links to each schools' websites. The database currently includes off-reserve high schools from Kenora to North Bay. A print version of the school profiles will be available for students in NAN First Nations who might have limited Internet access or insufficient bandwidth to search an interactive database. A poster was also produced to promote the website and interactive database to students and parents in NAN First Nations.</p>	

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	2020: The Government of Canada has supported NAN through the EPP to develop some of the materials mentioned in this recommendation, including the Early High School Registration FAQs and Forms document that NAN has developed; and materials that are shared with students as a part of the student orientation, extracurricular extravaganza, and culture days. ISC recognizes that this information is critical to ensuring students can transition between on-reserve and off-reserve schools smoothly and maintain supports while doing so. The Department will continue to explore ways to support NAN in implementing components of this recommendation that are prioritized by its education committee.

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
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PARTY RESPONSE	1- Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020/2021: Indigenous Services Canada 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.</p> <p>Funding for the High-Cost Special Education Program is determined by a formula based on the Chiefs of Ontario formula resolution, which allocates funding for direct services such as student assessments of special education needs. There is additional funding available through a needs-based process, as well.</p> <p>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.</p> <p>Every community and nominal roll-holding organization has seen funding continuity, and in some cases increases, for special education through the Interim Funding Formula.</p> <p>The Government of Canada is supportive of this recommendation and has provided funding for a number of initiatives undertaken by First Nations partners to improve the coordination of services on and off reserve for students. Some partners have opted to use the Mustimuhw system to do this.</p>

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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Recommendation is accepted and remains completed.</p> <p>In August 2019, NAN hosted a meeting where First Nation education representatives were able to liaise and discuss best practices with their counterparts in the provincial school boards and the off-reserve First Nation schools or education organizations. The meeting included discussion and collaboration on how to help students with a better transition between their communities and high schools off-reserve. Further engagement is needed to determine the interest and feasibility of expanding the role of First Nation education counsellors to include secondary schools off-reserve. The meeting was also intended to assess progress to date and determine further actions required to support the implementation of Recommendations 46, 47, 81 and 87. A draft meeting report was prepared which included information exchange strategies, and takeaways and considerations.</p> <p>Another session was planned for June 2020 to further engage with education representatives from the NAN First Nations and provincial schools, but it had to be postponed due to the COVID-19 pandemic and travel and group restrictions. The second session is now planned for June 16, 23 and 30, 2021, and participants will discuss Continuity of Care strategies and impacts relating to the COVID-19 pandemic. This work is also related to Recommendation 81 and 87.</p>

	<p>2020: Recommendation is accepted and is completed.</p> <p>Expanding the Role of Education Counsellors In August 2019, NAN hosted a meeting where First Nation education representatives were able to liaise and discuss best practices with their counterparts in the provincial school boards and the off-reserve First Nations schools or education organizations. The meeting included discussion and collaboration on how to help students with a better transition between their communities and high schools off-reserve. Further engagement is needed to determine the interest and feasibility of expanding the role of First Nation education counsellors to include secondary schools off-reserve. The meeting was also intended to assess progress to date and determine further actions required to support the implementation of Recommendations 46, 47, 81 and 87. A meeting report was prepared which included information exchange strategies, and takeaways and considerations. Another session was planned for June 2020 to further engage with education representatives from the NAN First Nations and provincial schools, but it had to be postponed due to the COVID-19 pandemic, and travel and group restrictions. This will be rescheduled as soon as possible post-COVID-19.</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	Complete – No OCC response code
GRADE	

TIME FRAME	SHORT-TERM
<p>DETAILS PROVIDED BY PARTY: 2021:</p> <p>Complete- No OCC response code</p> <p>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. While the recommendation obligation has been fulfilled the TBPS will continue the program indefinitely.</p> <p>First Nations Visits: June 2020 - 2021 - Ongoing The in-person visits were postponed due to the COVID-19 Pandemic. The Community Inclusion Team used the time to develop interactive presentations for future visits and for online engagement. Community Services Officers engaged youth locally through the Archery Program when restrictions were not in place. The Community Inclusion Team, including the School Resource Officers, continued presentations online to students within our jurisdictions. The Community Inclusion Team is also partnering with a media relations company and a youth mentor to create new content and anti-gang presentations to be used during engagement activities when COVID restrictions allow. Online engagement will begin in the fall if in person presentations are still restricted.</p> <p>Update (on Student Lists): June 2020 – 2021 - Ongoing The TBPS is still waiting on whether each individual education authority will provide student lists. This year none were received.</p> <p>Update (on Ambassadors): June 2020 - 2021 - Ongoing The COVID-19 Pandemic had a significant impact on travel. However, NAN developed a workshop on Community Visit Protocols and the members of the TBPS Community Inclusion Team participated in the online training.</p> <p>Update (on Service/NAPS joint presentation): June 2020 - 2021 – Complete 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 on a go forward basis without their respective communities.</p>	

2020:

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.

First Nations Visits: June 2019 – 2020 - Ongoing

In the Spring of 2019 Community Services Branch members flew to Martin Falls to meet with community members and youth. The Service expanded an Archery Program through various grants to assist with outreach activities. Sgt. Campagna and Community Services officers attended Aroland First Nation to conduct outreach activities through their “Chose Life” programs. The officers offered archery instruction and weekly competitions. A number of visits culminated in a championship tournament with prizes and awards. This activity was aimed at youth in the community but assisted to energize the entire community to come together around one event.

In the fall of 2019 officers attended Constance Lake, Aroland, Long Lake 58 and Ginogaming First Nations to provide presentations and meet with the youth.

In February 2020 the Aboriginal Liaison Unit (ALU) Officers and School Resource Officer (SRO) joined Lakehead Public Schools to travel with students to Collins, Ontario by snowmobile. Students had the opportunity to interact with officers and experience remote access living.

In March 2020 TBPS Community Services Officers drove on the Northern roads to Fort Hope, Neskantaga, Webequie and Nibinamik. Outreach and youth engagement activities were conducted to build relationships and share information on coming to school in Thunder Bay. Due to the COVID pandemic the visits have been postponed since March 2020 but will begin again once the restrictions are lifted.

Update (on Student Lists): June 2019 – 2020 – Ongoing

As of January 2020, we are still waiting on this information. The Service has made contact with the schools and we await further discussions on receiving the student lists from each individual education authority.

Update (on Ambassadors): June 2019 – 2020 - Ongoing

We have been unable to find an Ambassador due to other commitments on their part; however on the visits to Northern

Communities the members have been utilizing guides. The presence of these individuals who serve as guides has proven invaluable.

Update (On Service/NAPS joint presentation): June 2019 – 2020 – Complete

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 on a go forward basis.

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 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2020: Indigenous Services Canada respects the role that Nishnawbe-Aski Nation has taken in facilitating community visits for service providers to First Nations communities, and will consider further visits that may be recommended by NAN.</p> <p>ISC has continued to provide resources to NAN and partners through the EPP to facilitate community visits for teachers and other service providers as prioritized by NAN.</p>

PARTY	ONTARIO
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. • 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. <p>2020:</p> <ul style="list-style-type: none"> • In 2019/20, EDU provided Seven Youth Inquest funding to NAN to support the hard-copy creation and dissemination of the Community Visit Protocol Guide to community partners. The Community Visit Protocol Guide was developed in 2018/19 and is meant to inform community partners of the approaches, processes and considerations that should be taken into account as part of any relationship and reconciliation building process with First Nations, with a particular focus on NAN communities. • EDU is also providing funding to NAN, through the Education Partnership Program (EPP), for programs that support student transitions. Some of the programs supported through EPP are costs for provincial teachers to visit First Nation communities, curriculum sharing, and Student Achievement Officer positions. 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 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>Meetings reported in detail in first and second annual reports. Broad range of City functions (including but not limited to Aboriginal Liaison Office, Recreation & Culture, Transit, Crime Prevention Council, Thunder Bay Drug Strategy, Human</p>	

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 and Recreation and Culture also supported 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; October 2018. Lakehead Public School Board held four days of orientation sessions for all public high schools

- 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; youth event held April 2019
- 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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS FROM PARTY	<p>Recommendation is accepted and is completed.</p> <p>2020:</p> <p>Community Partner Visits to NAN First Nations A “Community Visit Protocol Guide” was produced to encourage community partners to visit and engage with students on-reserve and to provide information on how to approach NAN First Nations to develop good relationships. The 12-</p>

page guide was distributed electronically to organizations in Thunder Bay, Sioux Lookout and Timmins, and it was also printed. Due to COVID-19 travel and group restrictions, training sessions for the guide had to be postponed. Community responses to the initial call for the training sessions was positive, so these sessions will be rescheduled in Thunder Bay, Sioux Lookout, Dryden, and Timmins as soon as possible post-COVID-19.

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>Academic 2017-2018: MLC sent staff to Matawa First Nations to talk about Thunder Bay and the supports and opportunities available for students who attend high school at MLC or elsewhere. Presentations were made to students, families, and leadership. Presentations were open for all community members to attend. MLC staff and students completed an MLC Orientation Video for students in Matawa communities who will be moving to Thunder Bay to attend school. It has been shown in the Matawa First Nations to students, parents, community members and leadership.</p> <p>Academic 2018-2019: 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.</p> <p>Grade 7/8 Matawa Student Transition and Orientation Presentation Topics:</p> <ul style="list-style-type: none"> • A brief history of Thunder Bay and Fort William First Nation which included lessons on: <ul style="list-style-type: none"> ○ Early inhabitants (10,000 years ago) ○ Establishment of settlements in 1600's ○ Fur trade ○ Growing of Port Arthur and Fort William ○ Amalgamation 	

- A general overview of Thunder Bay which included information on:
 - Census information
 - Transportation
 - Four seasons

- An overview of Thunder Bay's supports and opportunities; such as:
 - Health and Wellness programs and services
 - Public safety services
 - Transportation services
 - Local School Information on the Lakehead District School Board, Thunder Bay Catholic District School Board, Dennis Franklin Cromarty High School, Matawa Learning Centre, Lakehead University, Confederation College
 - Outdoor recreational opportunities
 - Sports opportunities
 - MLC's programs and services (i.e. student council, outdoor education, elder and cultural program, hockey credit, student activities, on-call, mental health, student support, tutoring, distance education, art education, student nutrition, etc)

- Issues that students commonly face when transitioning to a high school in Thunder Bay; such as:
 - Four stages of culture shock
 - Coping strategies
 - Advice from former students
 - Staying safe in Thunder Bay
 - Experiencing racism, coping strategies, what to do if you see or experience;
 - as well as, available anti-racism supports

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

- **Nibinamik First Nation** - Tuesday, March 26, 2019
 - 7 students and 2 staff – grade seven and eight classroom
 - 5 female students and 2 male students
 - Principal and grade seven and eight teacher
- **Webequie First Nation** - Thursday, March 28, 2019
 - Presentation #1:

- 8 students and 2 high school teachers
 - 5 male students and 3 female students
 - 4 grade nine students, 1 grade ten student, 3 grade eleven students
 - Presentation #2:
 - 8 students, 1 classroom teacher, and principal
 - 4 female students and 4 male students
 - 3 grade seven students and 5 grade eight students
- **Neskantaga First Nation** - Friday March 29, 2019
 - Due to circumstances beyond our control a formal presentation did not occur but educational material was delivered and staff situated themselves in a space to answer any questions parents and students may have pertaining to the MLC and Thunder Bay.
- **Marten Falls First Nation** - Monday April 8, 2019
 - 10 students and 1 teacher
 - 2 grade six, 7 grade seven, 1 grade eight, 1 teacher
- **Eabametoong First Nation** - Monday April 15, 2019
 - Attended by 19 students and 2 teachers
 - 19 grade eight, 2 teachers

Grade 8 Matawa Student Orientation Trip in Thunder Bay:

The Matawa Grade 8 Student Orientation Trip was May 6-10, 2019 and aimed to provide students an opportunity for remote Matawa First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay and its high schools in a positive and supervised environment. Students were able to be part of City of Thunder Bay, MLC and provincial school orientation sessions so that they can familiarize themselves with the community and schools prior to beginning high school. MLC brought in 24 Matawa Grade 8 students and chaperones from the following remote Matawa First Nation communities to attend an orientation tour:

- Eabametoong First Nation
 - 7 students & 2 chaperones (Male and Female)
- Marten Falls First Nation
 - 1 student & 1 chaperone
- Neskantaga First Nation
 - 2 students and 2 chaperones (Male and Female)
- Nibinamik First Nation

- 3 students and 2 chaperones (Male and Female)
- Webequie First Nation
 - 2 students and 2 chaperones (Male and Female)

Academic 2019-2020:

MLC and Matawa Education continue to work closely with our Matawa community schools to meet with grade 8 students and their family members prior to their transition to an urban centre like Thunder Bay. Throughout the year, Matawa Education staff have visited Matawa communities to discuss our school's programs and services; as well as, various community supports available in Thunder Bay.

In addition to meeting with grade 8's directly, Matawa Education staff regularly meet with Matawa First Nation's Education Directors, Principals, Education Counsellors and On Call Workers which aids in grade 8 student transition as well.

Unfortunately, our Grade 8 Matawa Student Orientation Trip in Thunder Bay has been postponed this year due to the COVID-19 pandemic and resultant school closure. We look forward to when we can safely host Matawa's grade 8 students once again prior to their transition to an urban centre like Thunder Bay.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code <i>KO accepts this recommendation where resources are available</i>
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: KO accepts this recommendation where resources are available.</p> <p>Each year, KO organizes a pre-orientation session in August in each of our First Nations. This pre-orientation allows students to meet KOSSS Staff and for any question's students and/or their parents/guardians may have prior to their travel and what to expect upon arrival at their sites. Due to the Emergency Act that is in place within Ontario, we have not been able to conduct the community visits that were completed last June. As our communities remained in lockdown and there</p>	

were strict requirements on all KO staff and students who were attending provincial high schools, unfortunately we were not able to conduct any orientations and community visits since March 2020.

2020:

KO was able to complete their annual Winter Road Trip in March 2020 this year and they were able to visit the communities of Deer Lake, North Spirit Lake, and Poplar Hill. This annual visit brings current students' home to share their experiences with the elementary classes and provides an opportunity for parents/guardians to connect with program staff.

In March 2020, Inquest staff visited Deer Lake, North Spirit Lake and Poplar Hill First Nations to provide an update on the progress of the implementation of the recommendations to date. We hosted an information session in the school gym in North Spirit Lake, via local television in Deer Lake, and via local radio in Poplar Hill. Community feedback was important and it was shared that they didn't think anything had been happening with the Inquest and were encouraged to hear there is progress. The message we shared with community members/parents/guardians was to highlight all new programming we are currently providing to ensure the safety and well-being of their students while they attend school.

Due to the Emergency Act that is in place within Ontario, we have not been able to conduct the community visits that were completed last June. As our communities remain on lockdown, we are looking at various options with how to deliver this information before the 2020/21 academic year.

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 held annually to engage students in various activities (feast, square dancing, classroom visits and presentations done by KO students and staff). KO has developed a student handbook to outline KOSSS services: Elder's Programming, Land Based Programming, Activity Centre Hours, Tutoring Sessions, Well-Being Support and staff contact information. Also included are community services within the City of Thunder Bay.

KO is currently revising our website that will provide programming information in all areas pertaining to our students and their care while away from home. The website will have a parent/guardian portal that where parents/guardians can access information and can check on their student's progress during the academic year. The development of this database is under design and will be user-friendly for both parents/guardians and our staff.

Each year, KO organizes a pre-orientation session in August in each of our First Nations. This pre-orientation allows students to meet KOSSS Staff and for any question's students and/or their parents/guardians may have prior to their travel and what to expect upon arrival at their sites.

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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Pre-pandemic, NNEC would travel frequently to the First Nations communities that we serve to provide first-hand information regarding community supports and opportunities that are available to students while they are in Thunder Bay. Unfortunately due to the pandemic, all current school programming has been virtual and travel has been suspended.</p> <ul style="list-style-type: none"> • While times are uncertain, and pursuant to Recommendation #43, NNEC is planning to hold our second Wake the Giant Music Festival and student orientation this September to help new students and potential students in Grade 7/8 get a better grasp of life here in the city as well as the programming that we offer at DFCHS. • In a regular school year, our Transition Coordinator would continue to visit our communities frequently throughout the school year to help provide information and guidance, and foster important relationships with students before and during the time they are at NNEC schools so that they feel safe and comfortable when they are away from home. Currently, they are doing this through a virtual setting. Our Transition Coordinator is a key element in helping assist and support students as they leave their communities for large urban centres and new school programs. We are hopeful that Ontario will choose to make a long-term commitment to this important position. Due to the success that we've seen with one Transition Coordinator, NNEC has decided to hire a second Transition Coordinator to better support our 	

students as they experience major transitions in their lives.

2020:

- Each year, NNEC continues to travel to the First Nations communities that we serve to provide first-hand information regarding community supports and opportunities that are available to students while they are in Thunder Bay.
- This year, DFCHS and Pelican Falls First Nations High School (PFFNNHS) also undertook a Winter Road Trip to Sandy Lake First Nation to play sports, engage in traditional activities and forge overall stronger bonds with the community.
- Conversely, last September, and pursuant to Recommendation #43, NNEC undertook a three day orientation for new students and Grade 7/8 students from our communities to experience life in Thunder Bay and at DFCHS. This three day orientation included “The Amazing Race” which helps students better understand the transit system and the amenities available to them in Thunder Bay, “The DFC Experience” which showcases many of DFCHS’ programs and services, and “Wake The Giant”, a music festival to welcome students and their families to the community and educate the people of Thunder Bay about First Nations history, culture and traditions. Please find a video of some of the music festival highlights here:
<https://www.youtube.com/watch?v=0r7D72wPk5I>
- Continued funding from Ontario has allowed for our Transition Coordinator to continue to visit our communities frequently throughout the school year to help provide information and guidance, and foster important relationships with students before and during the time they are at NNEC schools so that they feel safe and comfortable when they are away from home.
- Our Transition Coordinator is a key element in helping assist and support students as they leave their communities for large urban centres and new school programs. We are hopeful that Ontario will choose to make a long-term commitment to this important position.

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 was accepted and remains completed.</p> <p>Youth Participation in Decisions 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>

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	B – Accepted – No OCC response code C – Complete – No OCC response code
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The First Nations parties named in this recommendation do not agree to its terms. The Department has provided funding for both MLC and NNEC to conduct feasibility studies for education infrastructure individually.</p>	<p>As always, NNEC continues to be prepared to participate in a working group with Canada and MLC to further discuss the potential for opportunities for sharing resources; though, similar to MLC, NNEC prefers to pursue our</p>	<p>MLC is an active participant in several working groups with Canada and NNEC/DFC in which parties work together to implement recommendations; which include:</p> <p><u>Working Groups with Canada and NNEC:</u></p> <ul style="list-style-type: none"> • Political Table • Education Table • Task Team Tables <ul style="list-style-type: none"> ○ Student Well Being ○ Programs, Funding and Services

		<p>own Student Living Centre pursuant to Recommendation #59.</p>	<ul style="list-style-type: none"> ○ Infrastructure ○ Legal ● IR # 64 – Programs/Services with ISC ● IR#114 – Youth Detox Working Group <p><u>Additional Working Groups with NNEC/DFC:</u></p> <ul style="list-style-type: none"> ● IR #91 – Missing Students Working Group ● IR #97 – LCBO Anti-Runners Social Media Campaign ● IR #112 – Anti-Hate Crimes Public Education Campaign ● IR#115 – River and Waterways Safety Working Group ● IR#116 – Anti-Racism Social Media Campaign and Public Forum <p>One Central Facility: As you can see MLC and NNEC have an excellent working relationship, regularly consult on many recommendations and share resources often in our working groups. However, given that we are two different organizations with different governance structures and the sheer magnitude of the number of students who must leave their home communities to attend high school (because their home communities do not have high schools) in NNEC and Matawa First Nation communities, it is not practical to believe that these students can be safely or appropriately accommodated in one facility.</p> <p>Academic 2017-2018: <u>Grandview Lodge Acquisition and Renovation:</u> The City of Thunder Bay sold Grandview Lodge</p>
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			<p>(former long-term care facility) to Matawa First Nations Management for a nominal fee. Four phases of renovation started and the Matawa Education Department which includes the MLC moved into the new building in phases.</p> <p>Academic 2018-2019: MLC completed our first school year at new site (i.e. Grandview Lodge) and changed our name to the Matawa Education and Care Centre (MECC).</p> <p><u>Key Features of the MECC:</u></p> <ul style="list-style-type: none"> • Courses offered from 9:00am to 8:00pm. • Evening and weekend activities and educational support. • After hours student support which includes On-Call Services and Safe Sobering • Site for all Matawa students in Thunder Bay. • Integration of best practices and research-based curriculum development. • Class structure that promotes thinking and experiential learning, with a strong focus on cultural teachings and land-based learning. • Trades and Co-Operative education. • Comprehensive assessments for all students attending school. • All the necessary physical spaces, including a full-size gymnasium; computer and science labs; multimedia rooms; arts, music, drama classes, exercise rooms; and traditional and cultural spaces.
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			<p><u>The following school renovations have been completed thus far:</u></p> <ul style="list-style-type: none"> • Matawa Safe Sobering Site • General Purpose Classrooms • Science Lab • Learning Kitchen • Art Classroom • Elder’s Kitchen • Counselling Spaces • Fitness Centre • Administration Offices <p><u>Upcoming school renovations to be completed September 2021:</u></p> <ul style="list-style-type: none"> • New Gymnasium <p><u>Canada Investment Announcement:</u></p> <ul style="list-style-type: none"> • Canada invested \$19,000,000 for our Care Centre which will accommodate 100 students while they attend school in Thunder Bay • Renovations started in academic 2018-2019 <p>Academic 2019-2020:</p> <p><u>Currently undergoing the following school renovations:</u></p> <ul style="list-style-type: none"> • Cafeteria • Additional Classrooms • Student Care Centre (Accommodations for 100 Matawa students)
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			<p><u>Key Features of our Care Centre:</u></p> <ul style="list-style-type: none"> • 24 Hour Support with a 10:1 ratio of care. • Manage the safety and security of the student, accommodation, food services, recreational, spiritual, cultural activities and health services. • After hours recreational, cultural and spiritual activities that will provide students with the opportunity to get to know each other, learn new skills and participate in safe and healthy activities. • Health care services and mental health counselling for all students. • An assessment and application process to be accepted to the Care Centre where each student will have to complete a comprehensive education, health and cultural evaluation.
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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>2020: 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, where tuition O & M funding may not be sufficient.</p>
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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>2021: School closures occurred during the COVID-19 pandemic as determined by First Nation communities and organizations.</p> <ul style="list-style-type: none"> • Due to complications of COVID-19, ISC provided education funds for schools and organizations to implement educational services for students in their home communities. • Flexibility existed for First Nations to address unique learning modifications based on their needs, this included options for development of on-the-land learning, traditional and cultural activities and increased investments in technology and devices to deliver virtual learning. • Indigenous Services Canada is working nationally with the Assembly of First Nations to review and revise the School space Accommodations Standards (SSAS). This exercise will help inform the development of policy recommendations, in order to better meet the needs of First Nations schools. For example, it looks at additional space allowances where applicable, for language and culture, Elders, outdoor learning, counselling/first aid/itinerant spaces, and gender-neutral washrooms, as well as minimum classroom sizes. The technical recommendations will be developed in collaboration with the AFN. This will also take into consideration the recently completed Provincial Comparability Study for education infrastructure. <p>2020: Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs.</p> <p>Funding was 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. While NNEC</p>

continues to develop their feasibility study, MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies 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.

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 include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase.

Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. 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. Construction work is currently underway and includes the development of student accommodations within the scope of work.

The Government of Canada is committed to supporting the Government of 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, the Government of 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 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.

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	2020: 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	2021:

	<p>In 2020, based on information provided by NNEC, ISC supported asbestos abatement, ceiling tile repairs, and bathroom repairs at Dennis Franklin Cromarty High School. ISC understands that the provincial Ministry of Education provided support for minor capital as well, including for a new boiler and heating system. The NNEC feasibility study was funded in 2017, commenced in 2018 and presented by NNEC to the project team in late February 2021 to assist with investment planning. This study will be used by NNEC in coordination with NAN communities who are served by their facilities to determine the pursuit of improvements and investments based on education delivery recommendations and individual facility investments from participating First Nation communities in serving their student needs.</p> <p>2020: Same response provided as in recommendation 53.</p>
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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	2020: Same response provided as in recommendation 53.

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	2021: Same response provided as in recommendation 53. 2020: 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	<p>2021: ISC Ontario Region Education & Social Program Department participates in monthly teleconferences that are co-chaired by Nishnawbe Aski Nation and IAO for the Seven Youth Inquest Coordinators to ensure regular communication and progress on the Inquest recommendations. The meetings take place every 4th Wednesday of each Month between 10-11 am. Agendas, minutes and other materials are shared.</p> <ul style="list-style-type: none"> • NAN, KO, Matawa, Windigo, Shibogama, NNEC and First Nation communities have been working towards developing their own Regional Education Agreements. Each community/organization determines which stage they are prepared to advance in the development of their plan. • The Education Partnership Program provides funding to the communities and organizations based on their proposal to plan on how they will meet the needs of students as listed in this recommendation. • Funding for Regional Education Agreements can be used for community engagement that drives technical tables to provide research-based solutions including the items in this recommendation. <p>2020: Same response provided as in recommendation 53.</p>

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	2021: NNEC submitted a draft Feasibility Study in February 2021 and the document has been reviewed with discussions on revisions underway. 2020: Same response provided as in recommendation 53.

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	<ul style="list-style-type: none"> • Preliminary discussions with The City of Thunder Bay with regards to matters relating to by-laws and zoning have been undertaken. • 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 remain 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>2021: Content or intent of recommendation is already in place.</p> <p>○ The situation that led to the original issues will be part of an upcoming systemic review of the Corporation led by the Indigenous Relations and Inclusion Section, launching by October 1, 2021.</p> <p>○ Other recent work supported by City Realty Services includes:</p> <p>○ Some work to support the purchase of Dawson Court by Matawain 2020. Matawa plans to use Dawson Court building for trades training and accommodation for adult students and also transitional housing</p> <p>2020: 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), which opened September 2018.</p>

Note: 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>2021: Recommendation was rejected due to flaws and remains rejected due to flaws.</p> <p>2020: Duplication of Resources and Facilities It remains NAN’s position that there is no duplication of services provided by NNEC and KO on the Secondary Student Support Programs. NAN respects the autonomy of partner organizations to coordinate activities and resources for their students.</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	i, iii, iv, v: 5 - Not applicable to agency assigned ii. 1 – Recommendation has been implemented.
GRADE		
TIME FRAME	SHORT-TERM	SHORT TERM
DETAILS PROVIDED BY PARTY	<p>ISC commends The Provincial Ministry of Education and First Nations partners for working together to ensure students residing off-reserve are eligible to receive provincial funding to attend First Nations-operated schools like those operated by NNEC and MFNM through the Reciprocal Education Approach.</p> <p>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 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>Aspects of the recommendation within provincial jurisdiction have been implemented.</p> <ul style="list-style-type: none"> • In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the Reciprocal Education Approach (REA). • Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019. <p>2020: Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.</p> <ul style="list-style-type: none"> • The REA is the result of collaboration between the Ministry of Education, First Nation partners, and school board associations. • With the REA now in effect, boards and First Nations will no longer be required to negotiate formal agreements for the base fee for

		<p>students who wish to attend a provincially funded school or First Nation-operated school.</p> <ul style="list-style-type: none"> • The EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.
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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	CANADA
PARTY RESPONSE	i) 1 – Recommendation has been implemented ii) 5- Not applicable to Agency Assigned ii) 8 - content or intent of recommendation is already in place iv) 5- Not applicable to Agency Assigned
GRADE	
TIME FRAME	MEDIUM-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Effective 2020-2021, ISC Ontario Region Interim Funding Formula includes a Geographic Circumstances Grant used in the application of elementary/secondary school(s). This adaptation was recently recommended by the Ontario Technical Table on the Interim Funding Approach, as a means to more accurately reflect the rural and dispersed nature of First Nations Schools in Ontario Region.</p> <ul style="list-style-type: none"> • Effective 2020-2021, ISC Ontario Region Interim Funding Formula includes Private First Nations Schools Tuition Rate Adapting a new tuition rate for students attending specific private schools off-reserve that are owned and operated by First Nations organizations. This was recommended through OTTIFA that the new tuition rate would be based on the average rate per FTE from the proximate First Nations Education Authority in the Provincial Comparability Model to the student home community. Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the postsecondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority. • Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and 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, there are a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education programs. In addition to postsecondary applications, 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. Examples of some activities supported through this program, which may expose First Nation students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements. • In addition to this, First Nation communities and organizations have the option to partner with Colleges and/Universities and build capacity while developing community-based programming in various professions such as: FNSSP Specialists, Language Specialists, Language Instructors, Curriculum Development,
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Education Assistants, Qualified Principals and Supervisory Officers. Other Instructors attend summer school in Nipissing to update credentials

- Jordan's Principle provides a means for staff members and families to build their skill set when supporting the individual needs of students. Additional training is also available for Education Assistants and Special Education Teachers when it comes to professional development such as learning how to work with PEKS, sign-language, self-regulation, etc.,

- These activities are on-going and evolving as communities grow.

2020:

- i) The Government of Canada provides tuition rates for students to attend First Nations schools off-reserve that are based upon on local or proximate school board rates, and updated annually. The Interim Funding Formula maintains this approach to ensure that students attending First Nations owned and operated schools off-reserve are funded at the same rate as students attending provincial schools.
- ii) Not applicable to agency assigned, however, the Government of Canada is supportive of partnerships and tripartite agreements to share resources between school boards and First Nations-operated schools, which allow opportunities for professional development of staff. Through its Education Partnerships Program, staff at First Nations-operated schools are supported to participate in professional development exchanges, as proposed, through its Education Partnerships Program. These opportunities allow for greater access to professional development for all, as critical knowledge of best practices and cultural competency are shared between district school boards, First Nations elders, students, and First Nations school-operators as well.
- iii) In addition to core funding provided for teacher salaries and professional development, the Department also supports teacher recruitment and retention activities through the New Paths for Education Program. Activities supported through this program to recruit teachers have now become a part of corefunding for First Nations Education organizations off-reserve.

	<p>(A-C) Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the postsecondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority.</p> <p>Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and 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, there are a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education programs. In addition to postsecondary applications, 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. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.</p> <p>iv) Indigenous Services Canada is not affiliated with the Teach for Canada program, and therefore does not have authority over program design. The Department is aware that some First Nations communities access this program.</p>
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Note: The reported actions of Canada do not appear to respond to Recommendation 63’s focus on the recruitment and retainment of teaching staff at First Nations schools off-reserve.

PARTY	ONTARIO
PARTY RESPONSE	<p>i. 5 Not applicable to agency assigned</p> <p>ii. 8 Content or intent of recommendation is already in place</p>

	<p>iii. 2 Under consideration</p> <p>iv. 5 Not applicable to agency assigned</p>
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>Reported complete in 2018; please refer to 2018 Response to the OCC for further details. 2021:</p> <p>This recommendation is multifaceted and applies to various parties. EDU accepts the parts of the recommendation that are under provincial jurisdiction.</p> <ul style="list-style-type: none"> • Part i. of this recommendation addresses a federal responsibility. • Part iv. does not apply to EDU. The Ministry of Education is not affiliated with the Teach for Canada program, and as such does not have authority over program design, including access. <p>Planned/ continued response to recommendation:</p> <ul style="list-style-type: none"> • EDU continues to offer ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regards to these opportunities through the development of communication protocols. • EDU is also willing to share information regarding teacher salary grids and education funding formulas as First Nations continue to review the interim educational (federal) funding formula with Canada. • First Nation, Métis and Inuit communities have identified challenges recruiting and retaining qualified early childhood educators to deliver culturally responsive programs. 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 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 allowances.

	<ul style="list-style-type: none"> • ECE QUP supports individuals 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 allowances. In addition, the ECE QUP also provides grants for leadership development and advancement to support the retention of qualified staff in child care and early years settings. • Through federal funding, the Ministry of Education supports professional learning for Indigenous professionals in the early years and child care sector both on-reserve and in urban Indigenous settings. This funding is used to develop support that enhance culturally relevant programming and the delivery of high-quality child care and early years programs. In addition, the funds are used to create linkages to and/or develop professional learning resources that are responsive to the needs of these communities. <p>2020:</p> <ul style="list-style-type: none"> • EDU continues to offer ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regards to these opportunities through the development of communication protocols. • EDU is also willing to share information regarding teacher salary grids and education funding formulas as First Nations continue to review the interim educational (federal) funding formula with Canada. • First Nation, Métis and Inuit communities have identified challenges recruiting and retaining qualified early childhood educators to deliver culturally responsive programs. 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 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 allowances.
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RECOMMENDATION 64

In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and 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>2021: The Interim Funding Formula continues to support the following: o appropriate ratio of education assistants o Elder supports in the schools: NAN has put in place an Elder Advisory Council and Youth Advisory Council. o Curriculum development that supports Anishnawbemowin and Culture o Supports for Land-Based Learning o ISC continue to funding for the development of Ojibway/Cree immersion curriculum and teacher training to Kwayacciwin Education Resource Center supports First Nation schools and communities in the area.</p> <ul style="list-style-type: none"> • The communities, school and organizations that have expressed an interested in developing their own Regional Education Agreement will be submitted proposals at the end of June 2021. Communities and organizations are in different levels of their research as they seek to develop what their education looks like and how much it will costs to fund. • Jordan’s Principle also provides the means to hire education assistants/tutors for students that might need 1:1 support in school. Parents can also request support when learning how to manage the special

needs of their child. In support of First Nations control of First Nations education and wellness, the Government of 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.

2020:

In support of First Nations control of First Nations education and wellness, the Government of 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.

Through Budget 2016, the Choose Life initiative, and by mobilizing other resources, the Government of Canada has supported a number of specific activities identified by First Nations parties to the Inquest that correspond to recommendation 64-68, including:

- 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 two to four, 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 translation
- 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
- Furniture 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, e.g. missing person protocol training
- Boarding home parent training
- On-call worker training
- Student and staff training in areas such as grief-coping, relationship building and employability skills
- Peer Mentorship Programs
- Youth Leadership Training (course development and implementation)
- Youth co-ordinators
- Cultural workers
- 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
- 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.

The Interim Funding Formula introduced specific budget amounts for student transition supports, intended to help sustain many of the supports implemented by working collaboratively with First Nations partners, especially on-call and prime workers.

	The Government of Canada participated in the NAN-led Boarding Home Review, and will look to review those findings once available to help guide further changes to the Private Home Placement program that support a wide array of student supports, like those mentioned in these recommendations.
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PARTY	NNEC
PARTY RESPONSE	3 – Unresolved issues
GRADE	
TIME FRAME	MEDIUM-TERM
<p>2021:</p> <p>While each year NNEC has been pleased to continue to be able to receive funding for a number of the items listed above through different proposal based programs, we are still reliant on 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> <ul style="list-style-type: none"> • Unfortunately, as noted last year, without long-term commitments, this recommendation will continue to remain unresolved. We look forward to continued discussion with our Government partners to acquire the resources needed to fully support our students and consequently mark this recommendation as complete. <p>2020:</p> <ul style="list-style-type: none"> • While NNEC is gracious to continue to be able to receive funding for a number of the items listed above through different proposal based programs, we are reliant on 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. • Unfortunately, without long-term commitments, this recommendation will continue to remain unresolved. 	

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code <i>KO accepts this recommendation where resources are available</i>
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	

2021:

KO accepts this recommendation where resources are available

2020:

With the additional funding that has been received since 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.

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.

Our Land-Based Program incorporates our program Elders and invites community Elders and Knowledge Keepers to participate in their programming. KO has begun the development of a land-based site on Treaty No. 9 territory, just north of Upsala, Ontario. Our staff and students use this area for their traditional hunting and trapping excursions, and the program has become an essential part of our wellbeing program and as an incentive to our students. Activities will include moose harvesting, fishing, trapping, survival training, wilderness training, and conservation workshops. It will also be utilized for cultural awareness training for all non-Indigenous staff.

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. KO has been able to dedicate space for our Elder's in our Sioux Lookout and Thunder Bay sites.

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) were tasked with the development curriculum in collaboration with land-based lessons and program staff.

As this was a short-term funding in the 2018/19 academic year, we were not able to sustain the Native Language teachers and the immersion piece to programming. KO has been fortunate to have Elders that are able to speak 2 of the 3 dialects of our First Nations; Ojibwe and Oji-Cree, for the 2019/20 academic year.

PARTY	MLC
PARTY RESPONSE	A – Accepted B – Complete
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Funding Concern: MLC’s Education Assistants, Elder, Outdoor Education, and Cultural Program’s future funding is uncertain past March 2022 due to the possibility of Canada not continuing to fund the Choose Life Program.</p> <p>Education Assistants – i: MECC received funding for Education Assistants through Canada’s Jordan’s Principle program which is set to expire in March 2022.</p> <p>Elders – ii: MECC received funding for two Elders through Canada’s Choose Life program which is set to expire in March 2022. The MECC provides Elder supports at the school during school hours and scheduled after-school activities to allow for Matawa students to access cultural teachings and traditional guidance during and after their class time. MECC’s Elders are both from a Matawa First Nation so they are very familiar with the students and their home communities. MECC created a dedicated Elders space which includes a full-sized kitchen, dining, and lounge area in academic 2018-2019.</p> <p>Curriculum Development – iv: a) Curriculum Development Officer: MECC has received a three-year funding commitment from Ontario to hire a Curriculum Development Officer to develop curriculum that supports Matawa student’s language, culture and traditional activities. MECC’s Curriculum Development Officer supports the staff and students at the MECC through the development, redesign and implementation of culturally appropriate curricula and experiential learning opportunities. The Curriculum Development officer is also responsible for creating curriculum that actively supports the academic and social needs of each student which will assist with student retention and provide necessary one-on-one guidance for new MECC students. In collaboration with the Seven Generations Education Institute (SGEI) the Curriculum Development Officer is working to develop and update culturally relevant Prior Learning Assessment Recognition (PLAR) courses for mature students attending the MECC.</p>	

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

c) Examples of Culturally Relevant Curriculum: English: Contemporary Aboriginal Voices (NBE3C): The MECC saw a desirable need to have a stronger presence of Indigenous studies available in the classroom for student access. In consultation with The Thunder Bay Catholic District School Board, the grade eleven English: Contemporary Aboriginal Voices College Preparation course was introduced to replace the existing grade eleven English College course previously used, designed around the Independent Learning Centre structure. This new course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and looks at the perspectives and influences of texts that relate to those cultures. Healthy Active Living Mobile Credit: Each summer Matawa students paddle from one Matawa First Nation to another along the Kitchi Siipi (Albany River) for this unique course. Students had training and real-life experience in canoeing, canoe rescues, swimming in rapids, team roles, etc. Students learn their communities traditional canoeing routes, knowledge, and skills through professional guides and a Knowledge Keeper who paddles along with students.

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

Professional Development for Teachers – v: a) Teacher Coach: MECC has received a three-year funding commitment from Ontario to hire a Teacher Coach who provides support and mentorship to staff through building professional networks, identifying and coordinating professional learning opportunities, and working with staff to develop strategies to address individual student needs. Coaching teachers at MECC occurs on two levels; as individuals, the Teacher Coach is working one-on-one with teachers on specific areas of growth, but also systematically; as an educational team, striving towards communal goals that create a more engaging, inclusive and successful learning environment for students.

b) Critical Thinking Consortium: MECC continues to partner with Critical Thinking Consortium (TC2) for instructional consulting and professional development.

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

In our Outdoor Education program, students can obtain 6 Outdoor Education Credits during the school year and 2 during the annual summer canoe expedition. Funding for Land Based Learning – vii: Funding from Canada was received from Nishnawbe Aski Nation’s Choose Life Program for an Outdoor Education Teacher, Cultural Workers, Elders and Mental Health Land-Based Coordinators. At this time, NAN’s Choose Life program is set to expire in March 2022 which will negatively impact Matawa students by taking away MECC and Matawa communities land-based programming and thereby putting First Nation youth at greater risk of suicide. MECC is working with our First Nation Inquest partners to advocate for Choose Life to continue because this is a life-saving program for First Nations youth. Therefore, at this time MECC’s land-based funding is dependent on the Government of Canada continuing to support at-risk First Nations youth and continuing NAN’s Choose Life program which has been proven to make positive impacts on First Nation youth and communities by Lakehead University and Queen’s University researchers.

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

2020:

Academic 2017-2018:

Education Assistants – i: No commitment to funding by Canada or Ontario for the 2017-2018 school year.

Elders – ii: MLC received funding for two Elders. MLC’s Elders are both from a Matawa First Nation so they are very familiar with the students and their home communities. Our Elders are available to students each school day.

Elders Space – iii: MLC designed an Elders space for our new school site. Curriculum Development – iv: MLC has developed a partnership with the Critical Thinking Consortium (CTC) for instructional consulting and professional development. The CTC helped adapt and develop independent learning resources which are tailor made for Matawa First Nation students. For instance, MLC developed culturally appropriate curriculum in Outdoor Education, Physical Education and Art in which First Nations culture and traditional activities are the foundation.

Examples of new curriculum include:

- Healthy Active Living Mobile Credit – Each summer students paddle from one Matawa First Nation to another for this credit. In July 2018 Matawa students aged 15-20 participated in a 2-week long Grade 12 credit where they paddled 240 km along the Kitchi Siipi (Albany River). Students went from Eabametoong First Nation to Marten Falls First Nation with an instructor team consisting of MLC's Outdoor Education Teacher, a local guide and knowledge keeper, and professional river guides. Students had training and real-life experience in canoeing, canoe rescues, swimming in rapids, team roles, etc. Students learn traditional Ojibway and Oji-Cree canoeing routes, knowledge, and skills.
- Healthy Active Living and Large Group Activities – A Ministry of Education approved course where students participate in ice time 2 days a week and 50 hours off ice time for instruction and floor hockey. MLC follows the Hockey Canada Skills Academy national guidelines for individual player development. MLC has been approved to be a licensed Hockey Canada Skills Academy (in 2018-2019). The hockey credit helps students who play competitive hockey while in Thunder Bay. Instruction comes from our MLC teacher who is a certified hockey coach as well as guest coaches. Open to MLC students of all abilities and all equipment is provided and there are no additional costs for students. Cultural workers work with the teacher by smudging the students and their hockey bags before tournaments and conducting seasonal teachings with students.

Professional Development – v: CTC has been working closely with MLC administration and educators to facilitate professional learning sessions, conduct community consultation sessions and review how new learning resources are impacting student learning.

Outdoor Education Teacher and Cultural Workers – vi: In all of our classes and excursions Cultural Workers and even Elders are embedded into the classroom experience for students. At MLC all teachers have been working closely with Cultural Workers and Elders to incorporate educational lessons, activities and programming that is reflective of student's traditional activities and culture.

Funding for Land Based Learning – vii: Funding was received for an Outdoor Education Teacher, Art Teacher, Cultural Workers and Elders which worked together to educate students on:

- Traditional knowledge and skills from local First Nations artists,
- Creating First Nation inspired art through a variety of media,
- Learning wilderness skills and going camping,
- Learning to cook with traditional First Nation ingredients over an open fire in in

- the kitchen,
- Participating in water safety training and going canoeing and white-water rafting,
- Building garden boxes for our Spirit Garden where students are learning about growing and harvesting traditional First Nation medicines and ingredients,
- And participating in weekly outdoor education activities.

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

Academic 2018-2019:

Education Assistants – i: No commitment to funding by Canada or Ontario for the 2018-2019 school year.

Elders Space – iii: MLC created a dedicated Elders space which includes a full-sized kitchen, dining, and lounge area in academic 2018-2019.

Curriculum Development – iv: 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.

Examples of new curriculum include:

- Forest Meets Farm with Roots to Harvest (Outdoor Education): Instruction is provided by our Outdoor Education teacher with support from Cultural Workers and Elders; as well as, Roots to Harvest staff. Students learn about wild and cultivated foods through hands on experiences with locals who grow, forage, fish and farm food all while deepening their food literacy and traditional knowledge and skills.
- Sweat Lodge Installation with Youth Fusion (Outdoor Education, Science and Geography): Cross-curricular instruction is provided by multiple teachers specialized in their field of study with support from Cultural Workers and Youth Fusion staff. Students have been working on an environmental design project from start to finish. The students choose to build a Sweat Lodge which will sit on the east side of our school property. One of our Cultural Workers is a Sweat Lodge Keeper who is helping students harvest materials and provide teachings associated with the creation of our Sweat Lodge.

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

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

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

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

- Sept 5, 2018 - Mountain Biking Around City
- Sept 7, 2018 - Mountain Biking Around City
- Sept 11-12, 2018 - Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Sept 25, 2018 - Mountain Biking Around City
- Oct 2, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 12, 2018 – Sleeping Giant Hike at Sleeping Giant Provincial Park
- Oct 18, 2018 – Sleepy G Farm Visit
- Oct 18, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 23, 2018 – Walking Food Tour of Thunder Bay
- Nov 8, 2018 - Forest Meets Farm Program at Roots to Harvest
- Nov 9, 2018 - Visiting a Fish Hatchery in Dorion
- Nov 19-23, 2018 - Camping Trip at Sleeping Giant Provincial Park where students learned Hand drum making, land history, and cooking of wild foods
- Nov 30, 2018 Visiting a Water Treatment Plant
- Dec 4, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 12-13, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 18-19, 2018 – Ice Fishing at Whitefish Lake
- Jan 14, 2018 – Community dialogue on resource development at Prince Arthur Hotel
- Jan 22-24, 2019 – Safe Food Handling Course
- Jan 25, 2019 - Forest Meets Farm Program at Roots to Harvest
- Jan 30, 2019 - Wolverine Biologist Visits MLC

- Feb 12, 2019 - Forest Meets Farm Program at Roots to Harvest
- Feb 19-21, 2019 - Wolverine Field Study with Johnny Therriault Memorial School Students in Aroland FN
- Feb 26-28, 2019 - Winter Camping Trip at Whitelily Lake
- March 3-5, 2019 - Winter Camping Trip at Whitelily Lake
- March 19-21, 2019 - Dog Sled Trip at Vermillion Bay
- March 26, 2019 - Cross Country Ski Trip at Kamview Nordic
- March 27, 2019 - LU Student Programming on GPS, Fire Starting, etc. at LU
- April 2-5, 2019 - Hunter Education and Canadian Firearms Safety Certification at MLC
- April 23-25, 2019 - Geese and Duck Hunting in Neebing
- April 29-May 1, 2019 - Wilderness First Aid Course
- May 2-3, 2019 - Forest Meets Farm Program at MLC
- May 8, 2019 - Forest Meets Farm Program at MLC
- May 10, 2019 - Walleye Fishing at Black Sturgeon River
- May 22-24, 2019 - Youth Fusion Gala in Toronto
- May 29-31, 2019 - Climate Change Session at MLC
- June 3-4, 2019 - Mountain Biking at McIntyre River Trails
- June 17-18, 2019 - Intro to Moving Water Canoeing at Dog River

2018-2019 Cultural Workshops:

Fall:

- Sept 21-23, 2018 - Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation
- Sept 11-12, 2018 - Manoomin Harvesting (Wild rice) at Whitefish Lake, Thunder Bay region
- Sept 19- 20, 2018 - Climate Action Project “Agents of Change Conference” at Fort William Historical Park
- Sept 24-30, 2018 - Moccasin Making at MLC
- Oct 2, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 10, 2018 - NAN Regional Chief Alvin Fiddler, opening circle and resource sharing at MLC
- Oct 16, 2018 - Forest Meets Farm Program at Roots to Harvest
- Oct 23, 2018 - Youth Fusion, Creating models of connections and straws at MLC
- Oct 24, 2018- Aniin Walk at Thunder Bay local businesses and sharing of stories of immigration
- Nov 3, 2018 - Cleaning camping sites and harvesting spruce roots at Armstrong road
- Nov 5, 2018 - Christy Belcourt Art Gallery Expo at Thunder Bay Art Gallery
- Nov 5, 2018 - Senator Murray Sinclair “Restorative Justice Teachings” at Thunder Bay Law School
- Nov 8, 2018 - Forest Meets Farm Program at Roots to Harvest

- Nov 10, 2018 - Harvesting Cedar at Anemki Wajiw
- Nov 17, 2018 - Learning the rabbit's environment, habitat and setting snares at FWFN
- Nov 19-23, 2018 - Camping Trip at Sleeping Giant Provincial Park where students learned Hand drum making, land history, and cooking of wild foods
- Nov 24, 2018 - Feast, Land-Animal identification and the teachings around the legend of the Falls in regards to the Ojibway and Sioux Nations at Kakabeka Falls
- Dec 4, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 8, 2018 - Land identification and setting rabbit snares at FWFN
- Dec 9, 2018 - Harvesting Ash and taking down snares at FWFN
- Dec 11, 2018 - Red Willow Harvest and winter teachings at FWFN
- Dec 12, 2019 - Hockey equipment Smudge and Feast at MLC
- Dec 12-13, 2018 - Forest Meets Farm Program at Roots to Harvest
- Dec 18-19, 2018 – Ice Fishing at Whitefish Lake
- Dec 20, 2018 - Cooking fish in Elders Space at MLC

Winter:

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

Spring:

- March 23, 2019 - Cultural Team Feasting the Kakabeka Falls
- March 25, 2019 - Youth Fusion

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

Academic 2019-2020:

Education Assistants – i: No commitment to funding by Canada or Ontario for the 2019-2020 school year.

Elders Space – iii: MLC created a dedicated Elders space which includes a full-sized kitchen, dining, and lounge area in academic 2018-2019.

Cultural Curriculum Development and Professional Development – iv and v: 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 crosscurricular instruction. Updates this year include:

- Gr. 9 Applied English Course designed by the CTC has been completed and implemented into MLC's curriculum; in fact, it has already been taught and utilized by teachers and being completed by Matawa students.
- Gr. 9 Applied English Course is also being shared and utilized with other partnered school boards.
- A meeting was had with school administration and the Curriculum Development Officer in January 2020 about plans to continue and develop partnership.
- 2 new courses are in the process of being selected to develop alongside CTC.
- CTC online resources and professional development being utilized by teachers and students during Home Instruction protocol due to COVID-19 pandemic.

Outdoor Education Teacher and Cultural Workers – vi: Our Outdoor Education Teacher and Cultural Workers; in addition to, our elders, continue to take the lead in teaching traditional skills, culture and land-based learning. MLC was successful in obtaining funding to expand our Outdoor Education program to include 2 Mental Health Land-Based Coordinators.

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

About MLC's Outdoor Education & Cultural Programming: MLC's Outdoor Education and Cultural Program follows the seasons which is traditional to our Ojibway and Oji-Cree student's way of life. MLC uses the natural environment and its teachings as a guide in lesson planning and programming. MLC's staff work together to provide comprehensive,

experiential and culturally appropriate learning and programming for students. In addition to the programming below MLC students also have access to drop in cultural programming each evening and weekend; as well as, access to faith-based teachings and programming. MLC's elders are also very involved in student workshops, excursions, special events, etc.

2019-2020 Outdoor Education Highlights:

- Kitchi Sippi Expedition: Throughout July 1-15, 2019 Matawa students completed a Kitchi Siipi Expedition, a community to community canoe trip from Eabametoong First Nation to Marten Falls First Nation. In 2019, the trip was expanded to offer two credits, students created an incredible report on the ecosystem, and how the trip impacted them. There was even a follow up retreat in October, that brought students back together and further solidified the learning from the trip. Students earned 1 certification and two skills certificates, all while travelling within and connecting with their traditional territory on a traditional canoe route.
- Ice Rescue and Wilderness First Aid Course: In December of 2019, MLC hosted an incredible combined course of Wilderness First Aid, and Ice Safety and Rescue. It was a super successful week with all MLC students earning two certifications, and loads of personal development.

2019-2020 Outdoor Education Student Excursions/Training/Workshops:

- September 5, 2019 - Outdoor Education Fall Fair Activities
- September 6, 2019 - Archery Programming, and Mountain Biking
- September 7, 2019 - Student Barbecue
- September 10-12, 2019 - Manoomin (wild rice) harvest trip at Whitefish Lake
- September 18-22, 2019 - Moose Hunting Trip up the Graham Road
- October 1, 2019 - Forest Meets Farm, Garden Harvest, and Apple Cider Making
- October 4-6, 2019 - Kitchi Siipi Canoe trip
- October 9-10, 2019 - Paddle Canada Introduction to Lakewater Canoeing Course
- October 11, 2019 - Birch Bark Basket Making
- October 16, 2019 - Mountain Biking (students volunteering to teach elementary students)
- October 17, 2019 - Mountain Biking
- October 18, 2019 - Preparing Geese, cooking program
- October 22, 2019 - Forest Meets Farm Programming, Students Cooking Class
- October 23, 2019 - Forest Meets Farm Programming Visit Sleeping Giant Farm
- October 29, 2019 - Dip Netting, Ecology Study
- October 29-31, 2019 - 3 days of baking classes in the learning kitchen
- November 4, 2019 - Rabbit Harvesting, and Cooking Program

- November 5, 2019 - Hike and cookout in Fort William First Nation
- November 8, 2019 - Butchering Deer
- November 12-15, 2019 - Canadian Fire Arms Safety Certification
- November 21, 2019 - Outdoor Cooking in the new school firepit
- November 22, 2019 - Outdoor Programming with Lakehead University
- November 25-29, 2019 - Wilderness First Aid, and Ice Safety and Rescue Course
- December 3, 2019 - Tour of the Thunder Bay Landfill
- December 3, 2019 - Ice Skating on the McIntyre River
- December 4, 2019 - Cooking Program: Student Volunteer night at Shelter House
- December 10, 2019 - Forest Meets Farm, Tour of the Dorion Fish Hatchery
- December 12, 2019 - Forest Meets Farm, Greenhouse Gardening
- December 17, 2019 - Cross Country Skiing in Friendship Gardens
- December 19, 2019 - Pond Hockey
- Cross Country Ski Days: Every Tuesday and Thursday in January and February 2020
- January 14-15, 2020 - Safe Food Handling Course
- January 22-23, 2020 - Emergency First Aid Course
- January 27-29, 2020 - Aroland First Nation Trip, Wolverine Study, Cross Country Skiing, and Ice Fishing
- February 4-7, 2020 - Dogsled and Trapping Trip (Vermillion Bay)
- February 24-26, 2020 - Sleeping Giant MLC Youth Forum
- March 2-10, 2020 - Expedition packing and food prep
- March 11, 2020 - Kitchi Siipi Expedition student Presentation at Matawa Ed. Conference
- March 13, 2020 – COVID-19 pandemic closes school and results in cancellation of Dogsled Expedition in Neskantaga First Nation

2019-2020 Cultural Workshops:

- Year round weekly traditional drumming teaching MLC students' songs, styles and how they signify our natural surroundings
- September 7-11, 2019 - Birch Bark Basket Teachings and preparation for Manoomin (wild rice) harvest trip at Whitefish Lake September 10-12, 2019
- September 21, 2019 started Moccasin Making and Teachings
- September 28, 2019 started Dream Catcher Making and Teachings
- September 18-22, 2019 - Moose Teachings and Hunting Trip up the Graham Road
- September 29-October 3, 2019 - Ribbon Skirt Teachings to reflect First Nation communities

- October 2019 Project with Elders - Winter Glove and Hat making and designs
- October 6-October 10, 2019 - Legends and community history to reflect First Nation communities
- October 27-31, 2019 - Snow Shoe Harvesting and Teachings
- November 5-11, 2019 - Beading Poppies and relating our own First Nation warriors.
- November 2019 Projects with Roots to Harvest - Harvesting Wild Rabbits and creating hides; as well as, preparing geese and harvesting fall crops.
- November 2019 - Land base mountain and safety recognition near Anemki Wajew in Fort William First Nation
- November 12-15, 2019 - Canadian Fire Arms Safety Certification with Outdoor Education
- November 25-29, 2019 - Wilderness First Aid, and Ice Safety and Rescue Course with Outdoor Education
- December 1, 2019 – Fort William Historical Park Star Walk Teachings and Original Canadian Maps Teachings with MLC Teachers
- December 2-7, 2019 - Identity and Tobacco Bag Teachings
- December 9-13, 2019 - Legends and Sharing with Elders
- December 16-20, 2019 - Creating Traditional Gifts
- January 6-10, 2020 - Tanning and Smoking Hide
- January 13-17, 2020 - Tobacco Tie color coordination and feasting protocols.
- January 20-24, 2020 - Red Willow Teachings and crafting/repairs.
- January 27-31, 2020 - Hand Drum Teachings and Hand Drum Making with Mental Health Worker and Art Teacher
- February 2020 Projects – Fan/Feather Case and Drumstick Making
- March 13, 2020 – COVID-19 pandemic closes school and results in cancellation of remainder of cultural programming for school year

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
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PARTY RESPONSE	1 – Recommendation has been implemented	Accepted – No OCC response code <i>KO accepts this recommendation where resources are available.</i>	B – Accepted – No OCC response code A – Complete – No OCC response code
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: While this recommendation has been implemented, we continue to look for a new source of funding for a similar position as it has served as a major asset in helping NNEC revitalize the language of our communities with our students and staff.</p> <p>Language revitalization is vastly important to NNEC and our communities and we will continue to search for funding opportunities to assist with the continuation of further developing our language programs.</p> <p>2020:</p> <ul style="list-style-type: none"> • NNEC successfully acquired one full-time Indigenous Language Lead for our DFCHS site through funding provided by Ontario’s Indigenous Language Fund, whose primary function was to translate intake forms, behaviour contracts, report cards and any other documentation recorthat was given to parents regarding their children to 	<p>2021:</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 information pertaining to our students. This information is shared with parents/guardians as necessary and additional translation is in progress. (See Rec. 145 for complete list of new KO policies)</p> <p>The new policies, protocols and forms are related to: Well-Being, Academic, Behaviour, Incentives and Student Intakes at the Safe Sober Site. Each policy has been reviewed by the KO Board of Education and our legal counsel, and has been sent for translation. This is ongoing as programming and policies are created and/or</p>	<p>2020:</p> <p>MLC is happy to announce that we are now able to translate documentation given to parents or guardians in their preferred Matawa First Nation language. MLC also has several staff on site that speak Ojibway and Oji-Cree and are available to translate for parents or guardians.</p> <p>MLC still continues to engage in discussions with Canada, Ontario and others for additional funding to facilitate even more documentation translation to parents in their preferred Matawa First Nation language.</p>

	<p>ensure that this information was provided to them in their preferred language.</p> <ul style="list-style-type: none"> • Beyond translation, the Language Lead position also helped 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. • While this recommendation has been implemented, we are looking for a new source of funding for a similar position as it has served as a major asset in helping NNEC revitalize the language of our communities with our students and staff. We are currently waiting to hear back on a proposal that was submitted to the Department of Canadian Heritage under the Indigenous Languages Component program which would provide the resources needed to continue with implementation of this activity. 	<p>amended. It's been an important communication tool for all parents/guardians and has also been used for program-wide information sharing.</p> <p>2020: 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 information pertaining to our students. This information is shared with parents/guardians as necessary and additional translation is in progress. (See <i>Rec. 145 for complete list of new KO policies</i>)</p> <p>The new policies, protocols and forms are related to: Well-Being, Academic, Behaviour, Incentives and Student Intakes at the Safe Sober Site. Each policy has been reviewed by the KO Board of Education and our legal counsel, and has been sent for translation.</p> <p>In 2017/18, KO reviewed and revised the identified student intake forms, behaviour contracts and all other</p>	
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		<p>pertinent documentation that relates to the student's education and well-being. Each were translated in the three dialects of the KO First Nations: Hudson Bay Cree, Oji-Cree and Ojibway.</p> <p>The forms remain stored on our Team Drive and all program staff have access to the forms and utilize as needed.</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	2020: Same response given as 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

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Canada has supported NAN, KO, DFCHS, PFFNHS and MLC with funding to support students by for the following points through Education Partnerships Program and Core Funding to provide for:</p> <ul style="list-style-type: none"> • adequate annual/monthly allowances to be provided to students for their recreational and personal needs; • adequate annual/monthly clothing allowances to be provided to students; • adequate annual/monthly tutoring allowances to be provided to students; • after-school activities co-ordinators; • registration fees for participation in extracurricular 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; • lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students; • individual tutoring as required, travel to other cities in Ontario and Canada; and • fishing trips/camping trips. <p>2020: The Government of 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 three years, to develop an extracurricular and outreach strategy for students attending school off-reserve.</p> <p>Indigenous Services Canada provides annual financial allowances to First Nations Education organizations based on student enrolment. The NAN-led Boarding home review included discussions around financial allowance adequacy, and its findings will help inform a path forward. In addition to financial allowances, the Department has provided specific funding to MLC and NNEC in 2017-18 and 2018-19 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. These activities have now become a part of core-funding for First Nations Education organizations off-reserve.</p>
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	<p>The Department also provided specific funding in 2018-19 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>ISC understands the NAN Boarding Home Review is nearly complete, and will be shared imminently to help qualify some of the specific activities mentioned in this recommendation.</p>
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Note: Canada needs to commit to permanent, ongoing funding in order to fully implement the recommendation.

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>2020: 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</p>

	<p>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. 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> <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 KoeHealth and KNET can support increased telehealth services in schools.</p>
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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	2020: ISC policies have been clarified to ensure that parents who accompany their children when attending school in Thunder Bay or outside of 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>Indigenous Services Canada 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 2017-18 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 2017-18, the Department provided funding to NNEC for a vehicle to transport students for extra-curricular, land-based activities. In 18/19, Canada also provided funding for the purchase of 5 vans for use by NNEC students in Pelican Falls for programming.</p> <p>With the implementation of the Interim Funding Formula, the Private Home Placement program includes specific funding amounts for local and seasonal transportation for all students attending DFC, PFFNHS, or MEC. This funding can be used to continue meeting student transportation needs. In addition, 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.</p>

	ISC Ontario Region will continue to work with First Nations owned and operated schools off-reserve to assess options on how to factor in transportation needs going forth.
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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	Indigenous Services Canada 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 as 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 determined by a formula based on the Chiefs of Ontario formula resolution, which allocates funding for direct services such as student assessments of special education needs. There is additional funding available through a needs-based process, as well. 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.

	<p>Every community and nominal roll-holding organization will see funding continuity for special education through the Interim Funding Formula.</p> <p>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.</p> <p>The Government of Canada is supportive of this recommendation and has provided funding for a number of initiatives undertaken by First Nations partners to improve the coordination of services on and off reserve for students. Some partners have opted to use the Mustimuhw system to do this.</p>
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PARTY	NNEC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020:</p> <ul style="list-style-type: none"> • Proposal based funding continues to allow NNEC to offer 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 • Many of these supports continue to be made available due to proposal based funding through both Canada and Ontario and 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 continue to work on a plan to implement these services for our students attending PFFNHS. While we have been successful in securing a “Wellness Centre” space through Choose Life to offer many of these services, human resource issues continue to present a number of challenges in the area. We are currently in conversation with Sioux Lookout First Nations Health Authority (SLFNHA) to develop a comprehensive plan to offer these services to our students at PFFNHS.
- While we continue to list 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.
- NNEC is hopeful that the data that is being gathered through programs such as Choose Life will present a strong case to Government that resources for these services need to be provided on an ongoing basis.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code <i>KO accepts this recommendation where resources are available.</i>
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020: KO continues to identify students with unmet needs and assists their families to secure access to services and supports comparable to those available to other children living in the same jurisdiction, in a timely manner. With all departments involved, KO is working on establishing protocols and processes to assist children/youth both on and off-reserve.</p> <p>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.</p>	

KO continues to develop its Continuum of Care framework 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 of their health/mental health plan of care.

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, interim process for the transition of student's 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.

KO Staff received privacy & security training and the policies were approved by the Keewaytinook Okimakanak Board of Education (KOB) 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 and training has been completed for the KOB Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation session was developed for the implementation of the Citizen Portal.

While phase two is in progress, it has encountered technical difficulties with the Mustimuhw cEMR. While KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it's been operational since July 2018, the Citizen Portal that was a secondary component and would allow our students/clients access to their workers, is no longer available in Canada. We are currently testing an alternative with Mustimuhw and are exploring options.

Phase three will connect the KOSSS/KOB 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. KOSSS and KO Health have completed test clients and completed successful transfers of client information and/or files that would support our interdepartmental communication in an efficient and secure manner.

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.

The Circle of Care Technical Working Group continues to meet and will be seeking a resolution of the KO Chiefs to support the Continuum of Care Framework and for their approval on the development of protocols/partnerships necessary that will directly support all clients. Initial framework design will be submitted to the KO Chiefs for their review and approval and we will be connecting with the community-based KO Jordan's Principle Working Group for further collaboration and development.

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code B – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
<p>DETAILS PROVIDED BY PARTY</p> <p>2021: Funding Concern: MLC's Special Education, Safe Sobering Site, Mental Health Team and partnership with St. Joseph's Care Group funding is uncertain past March 2022 due to the possibility of Canada not continuing to fund Jordan's Principle and the Choose Life Program.</p> <p>MECC currently does everything within its power to ensure that it has funding and resources in place to assist its students with all of their needs including but not limited to: special education, substance and/or alcohol abuse, mental health issues and academic supports.</p> <p>Academic 2017-2018: St. Joseph's Care Group Partnership: MLC has established a major partnership with St. Joseph's Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services. MLC staff were trained by St. Joseph's Care Group staff to effectively deliver mental health supports to students this academic year. MLC had two Youth Workers hired by St. Joseph's Care Group who were fully integrated into the classroom and after school program.</p> <p><u>Mental Health Workers</u>: MLC received funding for Mental Health Workers. Mental Health Workers provided student assessments and after care and daily student access to walk-in and appointment-based counselling. The Mental Health Workers also provided the necessary referrals required for students to access a variety of health services and supports.</p>	

Wellness Wednesday: Each school week mental health education and programming is fully integrated into the classroom experience for students through a program called “Wellness Wednesday” (see recommendation 117). MLC’s Mental Health Workers or invited health professionals from local partner health organizations provide students with a variety of presentations and interactive workshops which teach students about health, wellness, safety and their culture.

Elders: MLC has also received funding for two Elders to deliver Elder programming to students. Our two Elders have been regularly requested by students to help when students were experiencing alcohol/substance related issues and mental health distress.

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

Thunder Bay Drug Strategy Committee: In addition, MLC is also an active participant on the Thunder Bay Drug Strategy committee which helps with prevention, treatment, education, outreach, etc.

Academic 2018-2019:

St. Joseph’s Care Group Partnership: MLC continues to form our partnership with St. Joseph’s Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services. This year, students begun the process of completing comprehensive education, health and cultural evaluations. MLC has one Youth Worker hired by St. Joseph’s Care Group who is fully integrated into the classroom and after school program. In addition, we have a 1 Counsellor working every Tuesday doing individual sessions with students who have been identified as needing next level supports. We also have 1 supervisor who will be overseeing St. Joseph’s Care Group staff.

Mental Health Workers: Mental Health Workers continue to provide student assessments, after care and referrals and daily student access to walk-in and appointment-based counselling. New this year is the

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.

Elders: 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.

Tables and Committees: 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.

Wellness Wednesday: MLC continues to invite health professionals from local partner health organizations to provide students with a variety of presentations and interactive workshops which teach students about health, wellness, safety and their culture.

2018-2019 Wellness Wednesday Presentations:

- Sept 19/18 - **A New Beginning** Presentation on what the Wellness Workers and Program offers and introduction among students and staff.
- Oct 3/18 - **Ice Breakers** to encourage students to get to know one another, helping workers develop therapeutic relationships with students and building trust.
- Oct 17/18 – **Crisis Response** spoke to students about services they have, how to contact them and gave students resources.
- Oct 24/18 - **Adult and Teen Challenge** presented about the dangers and long-term effects from using alcohol and drugs and spoke to students about the program and how they can access it.
- October 31/18 - Student **Halloween Dance**
- Nov 7/18 - **Ontario Aboriginal HIV/AIDS** strategy presented on services they offer, how to access them and students received reading resources and business cards.
- Nov 14/18 – **Healthy Boundaries** (i.e. what healthy boundaries look like in different types of relationships, tips on how to be assertive and recognizing unhealthy boundaries).
- Nov 21/18 - **National Addiction Awareness Week** – Presentation on what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.
- Nov 28/18 - **Hand Drum Making** where students learned about the significance hand drums have in our culture, connecting wellness to hand drumming and students got to make a hand drum.

- Dec 5/18 - **Harm Reduction** with Ontario Aboriginal HIV/AIDS Strategy where students learned the importance of harm reduction, what harm reduction is and various tips on how to practice harm reduction in their own lives.
- Dec 19/18 - **Sharing Circle** with an elder from Marten Falls who shared with students some of his teachings, talking about sacred medicines and items and getting students to share some of their own teachings.
- Jan 9/19 - **Hand Drum Birthing and Feast** - The students that made hand drums joined in for the birthing and feast of their drums and cultural workers took lead and spoke about the strong connection each student will have with their drum, mother earth and all their relationships.
- January 16/19 - **Harm Reduction** with Ontario Aboriginal HIV/AIDS Strategy presented education around STI's, drug and alcohol dangers as well as medical information that pertain to STI's, drugs and alcohol.
- Jan 23/19 – **Thunder Bay District Health Unit Healthy Relationships** presentation about healthy relationships and got the students to participate in activities to help them understand healthy relationships, ways to get out of an unhealthy relationship, and different resources in Thunder Bay they could seek to help as well.
- Jan 30/19 – **Addictions** - Personal Testimony from a St. Joseph's Care Group worker who presented to the students his personal testimony on his addictions and the obstacles/trauma he experienced while growing up into his adulthood,
- he spoke about ways he worked through them, talked about different supports within the school and community for students.
- Feb 6/19 - **What Makes Teens Tick** by St. Joseph's Care Group staff which helped students identify and understand their personal triggers, pet peeves, and overall moods.
- February 13/19 – **Ontario Aboriginal HIV/AIDS Strategy Healthy Relationships** presentation with students where they learned what is a healthy relationship vs an unhealthy relationship, how to identify what type of relationship students are currently in and ways to encourage leaving unhealthy relationships.
- Feb 27/19 - **Lac La Croix Video** - Students watched a video talking about traditional culture and how it travels with us no matter where we go. The video and discussion encouraged students to be themselves and celebrate who they are and what they believe in.
- March 6/19 - **Coping Skills** - students learned about what unhealthy and healthy coping skills and they were asked to identify their own coping skills and ways to aim for healthier coping skills. The importance of self-care was also discussed.
- March 20/19 – **Human Trafficking** presentation which focused on education around keeping safe, supports with Matawa and other community services.

- March 27/19- **SAFE** - Staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services.
- April 3/19 - **Healthy Boundaries/Setting Boundaries** where students learned about personal boundaries, different types of boundaries, and ways to help us set healthy boundaries in all of our relationships.
- April 10/19 - **Moose Hide and Discussion** where students learned about moose hide, the importance of moose hide, the various uses and how traditional activities such as hunting/fishing help with our well-being.
- April 24/19 – **Crisis Response** reminded students about the services available to them, how to access them and students got a few reading resources.
- May 1/19 – **Anishnawbe Mushkiki's HEAL** program presented on Self-Esteem and did Mask Making
- May 8/19 - **Seven Grandfather Teachings** where students learned about the Seven Grandfather Teachings, how they practice these teachings in their daily lives and what each teaching looks like.
- May 15/19 - **Yoga and Mindfulness**- Students participated in a yoga class presented where learned different breathing techniques and yoga poses that help with stress and overall well-being.
- May 29/19 - **Confederation College** staff spoke to the students about various services the college offers and different courses/classes available.
- June 5/19 – **Sleep Hygiene with St. Joseph's Care Group** where students learned the importance of having good sleep hygiene and learned about different techniques to help them achieve good sleep hygiene.
- June 15/19 – **Anishnawbe Mushkiki's HEAL** program conducted a cedar Wash where students participated in a few activities related to team building and leadership skills and did a cedar wash.
- May 6-10/19 – **Mental Health Week** – Students learned about traditional items, smudging, hand-outs on coping skills, sleep hygiene, self-care and a day trip of fishing.

Academic 2019-2020:

Special Education: MLC was successful in obtaining funding for a Special Education program which was formed in academic 2019-2020 and is comprised of 1 Special Education Coordinator, 3 Special Education Resource Teachers, and 2 Classroom Assistants. Although the Special Education program is in its infancy, many goals have been accomplished by the team in this actively evolving programme. MLC is now able to provide the following special education supports to our students:

- Education screening assessments and the development of individual special education plans which include the necessary resources and instructional supports required to meet individual learning needs
- Reading intervention and assessment

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

St. Joseph's Care Group Partnership: MLC has formed a great partnership with St. Joseph's Care Group for the purpose of helping MLC to deliver fully integrated holistic student-centered programs and services. This year students continued to completing comprehensive education, health and cultural evaluations. Approximately 50 students completed Strength Assessment Inventory that will be utilized in program development, implementation in both academic and social settings.

In September 2019 the school expanded further to include the following St. Joseph's Care Group staff for our student's health and wellbeing:

- 1 FT Clinical Supervisor
- 3 FT Mental Health and Addiction Counsellors
- 2 FT Child and Youth Workers
- 1 0.25 Nurse Practitioner
- 1 PT Psychologist
- 1 PT Family Therapist
- 1 0.2 Psychiatrist

Utilization of SJCG Services:

- St. Joseph's Care Group's Sister Margret Smith Centre, a residential treatment centre, has been utilized with success by 4 MLC students and we currently have 2 students on the waitlist.
- 26 of our MLC students have regular sessions between the 3 Mental Health and Addiction Counsellors.
- St. Joseph's Care Group began running a weekly Saturday group which started in January 2020 and a new lunch hour drop-in student group which started in February 2020 that teaches students 7 Grandfather teachings, Introduction to 12 Step, Self-Care, etc.

- St. Joseph's Care Group facilitated training sessions for MLC staff at the beginning of the 2019-2020 school year. Topics included: Toxic Stress and Reducing Adversity, Creating a Trauma-Informed School Environment, Substance Use, Addiction and the Needs of Youth, Critical Incident Stress: How to Support Those Impacted, Mindfulness and Vicarious Trauma and Resiliency Skills.

Mental Health Team: Our Mental Health Team continues to provide student assessments, after care and referrals and daily student access to walk-in and appointment-based counselling and is comprised of:

- 1 FT Mental Health Coordinator
- 2 FT Mental Health Workers
- 1 FT Trauma-Informed Care Coordinator
- 1 FT Wellness Systems Navigator
- Work alongside the 2 Mental Health Land-Based Coordinators

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

Mental Health Wellness Hikes: This new weekly Small Group Program incorporated physical health into mental and emotional wellbeing. Each week a different location was chosen for a hike and each week the focused on a specific mental wellness topic. This year we had 33 students participate in 7 hikes.

Mental Wellness Workbook Series: 7 workbook series have been created by the Mental Health Team and provided to the students who choose to participate in the activities. The workbook series is modelling after the 7 Grandfather Teachings and incorporates traditional knowledge and teachings, as well as activities that promote mental wellbeing and mindfulness.

Wellness Wednesday Sessions: 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. Wellness Wednesday presentations this year included:

- Sept 18-19, 2019 - **Party Smart, Party Safe:** This workshop was the beginning of Orientation Week for the students. Students learned about the dangers of various drugs and alcohol use. Harm reduction strategies were shared and students encouraged to come up with some of their own strategies. During this workshop students were provided numerous resources in the city of Thunder Bay such as AA Meetings, NA Meetings, and Crisis Response.
- September 25, 2019 - **Healthy Coping:** During this workshop students learned about what healthy coping skills are, how to use them in difficult situations, identify what coping skills have worked in the past as well as compiling a list of healthy coping skills they can use in the future. Students also learned about the unhealthy coping skills they may use and tips for trying to change them and begin to use healthy coping skills. Students were provided a “cheat” sheet that consisted of several healthy coping skills to support them in various aspects of their lives such as boarding home, school and community.
- October 2, 2019 - **Happiness:** This workshop consisted of 2 videos on what happiness looks like and that all of us deserve to be happy and safe. Each student completed a questionnaire to help them determine what truly makes them happy and how to incorporate healthy activities, positive self-talk and celebrating all accomplishments.
- October 9, 2019 - **Stages of Substance Use and Harm Reduction Strategies:** This was an Educational workshop that taught students about numerous types of drugs both legal and illegal, the side effects short-term and long-term and the risks associated with each drug. Students were given different harm reduction strategies and scenarios that they should use them in. Students were provided resources and informed of different treatment methods/options.
- October 16, 2019 - **Holistic Wellness:** Students learned about their own wellness in a holistic approach. Discussions and activities around what holistic wellness is and strategies on how they can use them in their daily lives.
- October 23, 2019 - **Superior Points Presentation Harm Reduction:** Superior Points presented to the students about the services they offer within the city of Thunder Bay. They provided students with harm reduction items such as condoms. The students were taught about Naloxone, how it works and when it should be administered.
- October 30, 2019 - **Strengths and Pizza Party:** This workshop helped students identify their strengths and the positive qualities they bring to all aspects of their lives such as, friendly, caring, smart, good sister, awesome hockey player. Students celebrated their strengths with peers and staff. Another part of the workshop discussed the importance of working at certain areas in our lives to gain strength in such as school work.
- November 6, 2019 - **Cedar Bowl/ Self-Care:** This workshop was about how important of self-care is for the student’s overall well-being. They learned about how self-care and how it can relate to the medicine wheel. Students participated in a Cedar Bowl Cleansing and learned about cedar and the benefits cedar can have on our self-care.

The next Wellness Wednesday sessions were a school-based prevention program called The Fourth R – Healthy Relationships Plus Program- Enhanced. It is a comprehensive school-based prevention based on extensive research. The program promotes healthy relationships and targets violence (bullying, peer and dating violence), high-risk sexual behaviors and substance use among youth. The students learn through best-practice approaches to building skills and reducing harm among youth.

Fourth R – Healthy Relationship Plus Program:

- November 13, 2019 - **Lesson #1 The Fourth R - Getting to know You:** During this session students developed group discussion guidelines and identify stressors/pressures that impact them (friends, family, relationships, etc.). Students participated in activities that encouraged them to get to know their peers and staff.
- November 20, 2019 - **Lesson #2 The Fourth R - It's Your Choice Friendships/Relationships:** The session helped students to identify ways they choose friends/partners, consider how others choose them, understand that gender-based stereotypes may impact relationships and how the stereotypes affect relationships. Student learned to identify qualities of a supportive friend.
- November 27, 2019 - **Lesson #3 - The Fourth R- Shaping our Views:** This session encouraged students to identify influences that affect how they think about people, relationships and to consider how influences impact our decisions about relationships.
- December 4, 2019 - **Lesson #4- The Fourth R - Influences on Relationships:** This session helped students identify negative media messages, critically deconstruct media messages, understand how power imbalances affect relationships, the outcomes of misusing power, including: bullying, sexual harassment, sexual assault, physical violence, dating violence, racism, homophobia, substance use, etc. The session also helped students understand how substance use influences relationships.
- December 11, 2019 - **Christmas Card Making:** Students participated in making Christmas cards for their families and friends.
- December 18, 2019 - **Lesson #5 - The Fourth R - Impact on Substance Use and Abuse:** During this session students learned about the different levels of substance use, understand the impact of substance use on themselves and others, understand harm reduction and ways to help a friend who is struggling with substance use.
- January 8, 2020 - **Lesson #6 - The Fourth R- Healthy Relationships:** The students identified the difference between healthy and unhealthy relationships, understand the role of active listening and practicing the skill of active listening.
- January 22, 2020 - **Lesson #7- The Fourth R - Early Warning Signs of Dating Violence:** During this session myths related to dating violence dispelled, identifying reasons why someone might be abusive, identify early

warning signs of dating violence, how to talk to a friend who is in an abusive relationship and gain awareness of resources available to support related to dating violence.

- January 29, 2020 - **Lesson #8 - The Fourth R- Safety and Unhealthy Relationships:** In this session student spoke about reason why people stay in abusive relationships, gained awareness about sexual exploitation and ways to keep themselves safe and develop a safety plan.
- February 5, 2020 - **Lesson #9 - The Fourth R - Rights and Responsibilities in Relationships:** Students learned to identify and control in relationships, identify equality and respect in relationships and understand their rights in relationships.
- February 12, 2020 - **Lesson #10 - The Fourth R- Boundaries and Assertive Communication:** Students learned the importance of knowing their own values and boundaries, consent and the importance of respecting others' boundaries, understand that many influences challenge our boundaries, the difference between assertive, passive and aggressive communication styles, practice assertive communication, analyze messages communicated from body language and to identify communication barriers with parents.
- February 19, 2020 - **Lesson #11 - The Fourth R - Taking Responsibility for Emotions:** Students gained an understanding of signs of anger/stress, practice behavior modification to manage stress/anger, understand how we have to own our actions, recognize the need to learn how to apologize, practiced giving an apology, identify coping mechanisms for anger/stress, identify support system for themselves and practice and gain an understanding of mindfulness.
- February 26, 2020 - **Lesson #12 - The Fourth R- Standing up for what is Right:** Students learned the difference between delay, refusal and negotiation skills, practice skills (delay, refusal, negotiation) to handle situations when boundaries are being challenged.
- March 4, 2020 - **Lesson #13 - The Fourth R- When Friendships and Relationships End:** Students identified ways to help a friend, practice skills to help a friend, understand why a friendship/relationship should end, practice ending a friendship/relationship in a healthy way and identify rights and responsibilities of a healthy relationship.
- March 11, 2020 - **Lesson #14 - The Fourth R- Mental Health and Well-Being:** Students learned emotional/mental health, identify some issues that can impact emotional/mental health, identify some signs/symptoms of mental health issues, identify their responsibilities to themselves, their friends, and their partners should they be experiencing a mental health issue, assess their own level of wellness, set goals for wellness, understand the connection between healthy relationships and good mental health. All students were provided with resources to access help and information about mental health issues.
- Unfortunately, March 11 was our last Wellness Wednesday due to the COVID-19 Pandemic

Additional Special Presentations:

- December 12, 2019 - **Anna Betty Achneepineskum** came and spoke to the students about determination, vision and celebrating all our strengths. Anna Betty shared her own accomplishments and the struggles she had to overcome.
- December 16, 2019 - **Matawa Social Services Framework** did a presentation for MECC students informing them of the services they can offer to students and their families.
- January 27- 29, 2020 - **Drum Making** - Students learned about the significance hand drums have in their culture, connecting wellness to hand drumming and students got to make their own hand drums. Students also listened to and sang hand drum songs with their peers and staff.
- February 3, 2020 - **Kendal Netmaker** is one of Canada's leading entrepreneurs and spoke to the MECC students about his life story, how he survived growing up as a First Nation, his success and the choices he made to better his life. He encouraged resilience and leadership to the students.
- March 3, 2020 - **Healthy Relationships** - Matawa Health CO-OP Nurse spoke to the students about healthy and unhealthy relationships and gave students some coping skills and harm reduction ideas.

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

RECOMMENDATION 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:

- convene a meeting with each student, their parents, their boarding parents and prime workers prior to the student's arrival at high school;
- 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;
- convene monthly check-ins between each student, their parents, the boarding parents and prime workers after the student has begun school; and
- ensure timely reports to parents and/or education authorities regarding concerns relating to absenteeism, missed curfews or substance/alcohol use.

PARTY	CANADA
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PARTY RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020: Through the Education Partnerships Program, Indigenous Services Canada has provided funding to NAN for each of the last four 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.</p> <p>The Government of 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 2018-19, Indigenous Services</p> <p>Canada provided resources specifically to support the salaries on prime worker positions for each organization supporting students attending school in Thunder Bay and Sioux Lookout. These amounts for prime workers and on-call workers have been incorporated into the interim funding formula for students attending school off-reserve.</p> <p>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.</p> <p>The NAN-led comprehensive private home placement review will also help inform standardized best practices for all organizations employing on-call and prime workers. Based on the principle of First Nations control over First Nations Education and Wellness, each service provider has developed their own protocols for how their prime worker and on-call worker staff report to students and, parents, including how often they would like to convene meetings. The boarding home review findings, once made available, will help inform best practices in these regards, but it will still be a matter for each individual service provider to develop its own protocol and policy for students in Private Home Placement.</p>

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 – No OCC response code	A – Accepted C – Complete
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>Last year, a Peer Mentor program was developed and implemented so that older more experienced students were able to help younger students transition to life away from home in a large urban centre.</p> <p>The program, which is run by our Transition Coordinator and Inquest Coordinator, was a huge</p>	<p>KO established a Peer Mentor program in September 2017 and this remains ongoing. First year students are 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</p>	<p>2021: No new updates.</p> <p>2020: MLC has been unsuccessful in obtaining funding for a formal peer mentorship program and continues to implement an alternative recommendation in which students learn leadership skills and act as informal peer mentors to new students through our MLC Student</p>

	<p>success at both schools again this year and helped deter new students from high-risk behaviour, encouraged new students to resist negative peer pressure, helped them to understand how to deal with potential incidents of racism, encouraged students to attend school and be successful in their studies, helped them feel comfortable to report any concerns regarding boarding home accommodations, and helped to encourage new students to pursue a healthy active lifestyle. This program continues to be extremely beneficial as it adds a layer of support for students transitioning to life outside of their home communities.</p> <p>Peer Mentors continue to 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>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 Coordinator, Tutors, Student Support Workers, and the Well-Being Team to develop workshops/activities and to address and encourage students on a daily basis.</p> <p>Our Student/Boarding Home Coordinator works diligently with the boarding home parents to provide appropriate training to support our students while they are away from home.</p>	<p>Council, Outdoor Education Program, City of Thunder Bay Youth Inclusion Program and in academic 2019-2020 we worked on the following new initiatives to implement this recommendation:</p> <p><u>Martin Family Initiative for Aboriginal Youth Entrepreneurship Program:</u></p> <p>The program teaches students about business, and the way that it functions, its role in Canadian society, the opportunities for individuals and Indigenous Communities, and the impact it can have on their lives.</p> <p><u>Student Youth Forum:</u></p> <p>Outdoor Education staff took students to Sleeping Giant Provincial Park from February 24-26, 2020 where students had opportunities to share their stories and brainstorm ways to combat barrier Indigenous youth face within Thunder Bay.</p> <p>MLC continues to engage in discussions with Canada, Ontario and others for funding to provide a</p>
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	NNEC is committed to the continued implementation of this program.		formal peer mentorship program to students.
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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	2021: See Recommendation 49 Content or intent of recommendation is already in place 2020: See Recommendation 49 Content or intent of recommendation is already in place

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. City of Thunder Bay will need to provide these resources in order to receive a passing grade.

Recommendation 49 in full: 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.

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	1 – Recommendation has been implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	In addition to the specific requests made by First Nations Partners to implement peer mentor or leadership programs, Public Safety Canada has also worked with the First Nations parties to the Inquest to implement a 5-year Youth Inclusion Program, through the City of Thunder Bay.	EDU has provided funding to each First Nation Inquest partner to assist in the implementation of education-related recommendations. To date, Recommendation 75 has not been identified as a priority for funding partners.	2021: Since June 2020 the Youth Inclusion Program (YIP) pivoted programs to address basic needs of youth and their families and turned to social media as a way of continuing their connections with youth participants. The program has successfully adapted to virtual programming, including offering supplies to program participants in order to decrease barriers for attendance. Through these virtual programs youth from all over the community, including remote communities have been able to participate in fun, engaging activities and life skills opportunities. Programs have included employment readiness, cooking challenges, beading, bannock making, and storytelling with an Indigenous Elder.

		<p>These programs have included multiple community organizations and provide opportunities for young people to learn from not only professionals but local peers and leaders within the community.</p> <ul style="list-style-type: none"> • The program has partnered with multiple community organizations to provide weekly food security programs in all three target neighbourhoods, in addition to other neighbourhoods where needs have been identified. • YIP continues to provide yearly contribution agreements to both Dennis Franklin Cromarty High School and Matawa Education and Care Center to support school based recreation and cultural programs for their students. • YIP representatives are working in collaboration with the SEVEN YOUTH INQUEST • Task Team on Student Well-Being and the City’s IRI to focus on peer mentorship opportunities. • YIP is working alongside the COTB IRI Office, Culture and Events and Clean Green and Beautiful to support the “Maamawe Art Bus” project, which will be a youth led moving public art installation. <p>2020:</p>
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			<p>By June 2019, YIP had established itself in the Vale/Limbrick neighbourhood, offering weekly community BBQs throughout the summer and regular youth programming. In addition, by Fall 2019, YIP established a presence in the Windsor/Picton/Blucher neighbourhood offering weekly community meals in partnership with Our Kids Count through January 2020, as well as youth programming.</p> <p>In February 2020, YIP leased a separate unit in the Windsor/Picton/Blucher to accommodate youth group programming and serve as their administrative headquarters. YIP worked with the First Nations, Metis, and Inuit Graduation coaches at Hammarskjold, Superior C.V.I, Westgate C.V.I, and St. Patrick High School to facilitate monthly 'Lunch and Learns'to support youth with school and build relationships with students who may need YIP support.</p> <p>Today, YIP actively supports 56 primary participants (youth at risk of reoffending, substance use, and expressing mental health concerns). In addition, between June 2019 – March 31 2020, YIP supported over 1,100 secondary participants and 250 additional</p>
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			<p>participants through youth programming/community outreach. While COVID-19 required suspension of in person programming mid March to June 2020 to protect employees, youth and their families, YIP Navigators conducted virtual check-in with primary clients, delivered virtual programming reaching viewers from local and remote northern communities. YIP supported multiple City/community initiatives, including but not limited to, Indigenous Sport and Wellness Ontario's (ISWO) Youth Basketball Invitational Tournament (April 2019), promotion of the 'Wake the Giant' cultural awareness orientation (spring 2019), weekly BBQs at Evergreen A United Neighbourhood (summer 2019), ISWO's Wellness Warrior Train the Trainer' sessions (Aug/Oct 2019), the development of a Community Safety Plan (Jan/Feb 2020), and a very successful virtual Youth Week (May 2020).</p> <p>Between March to June, YIP in partnership with others, collated and distributed on a weekly basis program supplies to support youth participation in various online skill development workshops and Roots to Harvest Student Nutrition Packages to approximately 150 participant homes. A mandatory</p>
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			<p>independent third party evaluation plan for the YIP program received final approval from Public Safety Canada.</p> <p>On August 28, 2018, Public Safety Canada announced \$5.6 million funding over five years for the five-year Youth Inclusion Program (YIP). YIP is designed to achieve positive outcomes for youth (primarily 12 – 24 yrs), improving their mental and physical health, resiliency, life skills, through community outreach, engagement, participation in recreational, social and cultural opportunities, and exposure to positive role models/mentors, especially for Indigenous youth from remote northern communities attending school in Thunder Bay. YIP achieves this in partnership with many community partners.</p>
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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>2020: 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 Nishnawbe Aski Nation 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>This review has recently been completed by NAN, and the findings will be made available to all accommodation service providers in Ontario Region to consider best practices for many aspects of this recommendation. Based on the principle of First Nations control over First</p>	<p>Recommendation is accepted and remains completed.</p> <p>2020: Quality Boarding Homes In February 2020, an Ontario-Wide Boarding Home Review gathering was held in Thunder Bay where best practices for boarding homes was discussed. The current draft report addresses boarding home standards, property codes, guardianship, student safety, student wellness, communication and best practices, and management and administration. The report will inform future work in establishing standards for Ontario boarding parents and boarding homes. The goal of the report, once completed and released, is to provide a basic standard for student boarding homes that must be met.</p>

	<p>Nations Education and Wellness, service providers will ultimately determine what aspects of this review they incorporate into how they deliver the program.</p> <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>The Department continues to support 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 “train-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 ensure student safety and well-being while attending school. 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>	
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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
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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	2020: Same response given as recommendation 76.	Recommendation is accepted and remains completed. 2020: Standardized Procedures for Boarding Homes In February 2020, an Ontario-Wide Boarding Home Review gathering was held in Thunder Bay where best practices for boarding homes was discussed. The current draft report addresses boarding home standards, property codes, guardianship, student safety, student wellness, communication and best practices, and management and administration. The report will inform future work in establishing standards for Ontario boarding parents and boarding homes. The goal of the report, once completed and released, is to provide a basic standard for student boarding homes that must be met.

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
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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>2021: In progress</p> <p>Planned/ continued response to recommendation:</p> <p>Health</p> <ul style="list-style-type: none"> • Ontario Health – North 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. MOH is continuing to provide funding for Health and Wellness Activities for DFC students. In addition, Ontario Health - North continues to fund the Suboxone program at DFC. • Financial details specific to Ontario Health - North investment in NAN territory include: <ul style="list-style-type: none"> o Wunnumin Lake First Nation Expansion of Suboxone Treatment & Aftercare Program (\$331,000 base funding beginning 2020/21); o Matawa Health and Wellness Program (\$486,000 2019/20, and \$486,000 2020/21, one-time funding); o Shibogama Community Mental Wellness Team (\$344,300 2019/20, and \$344,300 2020/21, one-time funding); and, o Reverend Tommy Beardy Treatment Center, expanded Youth Residential Treatment and Withdrawal Management (\$187,000 2019/20 base funding, \$312,500 2019/20 one-time funding and \$500,000, 2020/21 base funding). • NOTE: Ontario Health - North continues to participate with other Inquest partners through the Seven Youth Inquest Education Table. Education • In 2019/20 EDU continued to provide funding to NNEC and MECC to support the Education System Navigator positions and the Reengagement Program. • Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> o \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,

\$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.

- A portion of 2020-23 funding has been allocated to KO, NNEC and MECC to support the Education Systems Navigator position and the Reengagement Program.

MMAH – Provincial Housing and Homelessness Programs

- MMAH provides funding to 47 local Service Managers (i.e., Consolidated Municipal Service Managers and District Social Services Administration Boards) and 2 Indigenous Program Administrators (i.e., Ontario Aboriginal Housing Services and Miziwe Biik Development Corporation) to help them assist clients in their communities who are experiencing or at-risk of homelessness.

- Under the Community Homelessness Prevention Initiative (CHPI), Service Managers have the flexibility to design local programs based on need. The CHPI Program Guidelines encourage Service Managers to coordinate program planning and delivery with local Indigenous housing and service providers. For example, this could include assisting Indigenous students who are experiencing or at-risk of homelessness with services such as budgeting, counselling, household tasks, meals, referrals for job placements, and transportation.

o Planned CHPI Allocation in 2021-22: \$338.7 million
o Planned CHPI Allocation in 2021-22 for District of Thunder Bay Social Services Administration Board (the Service Manager): \$3.5 million.

- Under Home For Good (HFG), and the Indigenous Supportive Housing Program (ISHP), Service Managers and Indigenous Program Administrators provide housing assistance and support services to clients within the following priority homelessness areas:

o Chronic homelessness;

o Indigenous homelessness;

o Youth homelessness; and

o Homelessness following transitions from provincially-funded institutions and service systems (e.g., hospitals and correctional facilities).

- Under the HFG and ISHP Program Guidelines, eligible types of assistance could include assisting Indigenous students who are experiencing or at-risk of homelessness with housing assistance and

mental health supports. o Planned HFG Allocation in 2021-22: \$49.7 million. o Planned HFG Allocation in 2021-22 for District of Thunder Bay Social Services Administration Board (the Service Manager): \$1.3 million. o Planning ISHP Allocation in 2021-22: \$13.3 million.

Rent Geared to Income

- Under the Community Housing Renewal (CHR) strategy, MMAH has implemented a suite of changes to simplify how rent-geared-to-income (RGI) assistance is calculated for social housing tenants. Regulatory amendments were approved in September 2019. Relevant changes include: o All tenants in full-time studies (elementary, secondary and post-secondary) living in RGI housing will now have their income exempt from the rent calculation, removing the existing conditions attached to this exemption. o Moving to a simplified, annual calculation of rent based on 30 per cent of adjusted family net income as determined (where possible) by income tax return information. o In-year reviews will only be completed under specific circumstances (e.g., permanent decrease of 20% or more in household income), and RGI tenants will no longer be required to report an increase in income between annual reviews.
- While these new rules came into force on July 1, 2020, each Service Manager had the choice to implement the changes on either July 1, 2020 or July 1, 2021. Access to Government-Issued Identification • MGCS-ServiceOntario has met with Keewaytinook Okimakanak Secondary Student Services (KOSSS) to discuss how to facilitate access to identification for Indigenous youth, particularly those from remote northern communities.
- MGCS-ServiceOntario has provided refresher training to front-line staff in the region to support specific cases where alternative documents (e.g., Indian Status Cards) can be accepted in lieu of foundational documents such as birth certificates as proof of date of birth, legal name, signature. This initiative is to further strengthen and support the success rate for the acquisition of ID for Indigenous youth.
- MGCS-ServiceOntario is participating in Lakehead University's study entitled Personal Identification and Social Determinants of Health: Invisibility as a Barrier to Services among First Nations in Northern Ontario. As part of the study, MGCS-ServiceOntario participated in an Identification clinic on Mishkeegogamang First Nation in November 2019 (further ID clinics on hold due to COVID-19).
- Since July 2020, NAN, IAO, MGCS-ServiceOntario and other Ontario ministries, as well as Canada and First Nation education partners have held regular meetings to develop a collaborative approach to

identify barriers and address issues related to accessing government-issued identification. MGCS-ServiceOntario will continue to work with Indigenous communities and organizations to explore options to addressing the barriers faced by Indigenous youth when they arrive in Thunder Bay or other urban areas.

2020:

MCCSS

- MCCSS continues to maintain its collaborative approach with all partners to advance engagement and implementation of this recommendation.
- MCCSS participates in the Education Table Task Team focussing on Student Well-being, which has been established by Nishnawbe Aski Nation (NAN). This table is working to address this recommendation and includes the following action items:
 - Action a plan to get students appropriate identification including a strategy for getting ID in communities prior to students coming out for school.
 - Having appropriate identification in order to access services and supports is an essential part of supporting student transitions to urban centres.
 - Coordinate discussions with respect to treatment of payments to Boarding Home Parents being considered income against calculation of ODSP.
 - Accessing boarding homes for youth is critical to student well-being while at school in urban centers.

Identification for students: Awenen Niin

- MCCSS provides funding to the Kinna-aweya Legal Clinic through the Local Poverty Reduction Fund (LPRF) to support the Awenen Niin (“Who Am I?”) Identification Program, which assists clients with form completion, gathering required information, and referrals to appropriate government services. This clinic is also operated with support from ServiceOntario’s fee waiver program, which waives fees for short form birth certificates for individuals who are homeless or marginally housed.
- Funding from MCCSS’ LPRF is one-time funding and estimated to be completed in February 2021.

Student Support:

- MCCSS led the development of an inventory of income support, housing, health and recreation services in Thunder Bay for students relocating to Thunder Bay to attend school. This inventory of services was shared with inquest partners. The City of Thunder Bay has since expanded their website to include a comprehensive inventory of services available in the community.

Health

- Ontario Health – North continues to work with communities and providers to address the recommendations of the Seven Youth Inquest and improve health services for Indigenous youth on- and off-reserve through the following activities:
 - Working with partners to improve access to health services for Indigenous people and communities through coordination among health service providers. For example, Ontario Health - North provided one-time funding through its Mental Health Service Providers to ensure that students received the necessary care when in crisis (in 2017/18 and 2018/19) via a joint mobile crisis response team. Ontario Health – North has also invested in Indigenous youth injury prevention to address injuries caused by high risk behaviours and drug/alcohol misuse (base funding beginning 2018/19).
 - Making investments in Indigenous student success by improving access to mental health supports and after-school activities funding. Ontario Health - North provided funding to support wellness activities for the students at Dennis Franklin Cromarty High School (in 2017/18 and base funding beginning 2018/19).
- Financial details specific to Ontario Health - North investment in NAN territory include:
 - \$20,400 to Wapekeka for land-based training (2018/19 one-time funding);
 - \$35,000 to Tommy Beardy Treatment center for a mental health focused youth conference (2018/19 one-time funding);
 - \$117,273 to Tommy Beardy Treatment center for critical facility upgrades (2018/19 one-time funding);
 - \$68,900 to Thunder Bay Regional Health Sciences Center for regional delivery of the Indigenous youth P.A.R.T.Y. (Prevent Alcohol and Risk Related Trauma in Youth Project) Program (2018/19, base funding);

- \$16,051 to Dennis Franklin Cromarty High School to support after-school activities (2018/19 base funding);
- \$20,400 to Wapekeka for winter survival training (2018/19 one-time funding);
- \$161,200 to Poplar Hill Culturally Based Mental Health and Addictions Program (2018/19 to 2020/21 one-time funding);
- \$264,500 to Fort Severn for Mental Wellness Program (2018/19 to 2020/21 one-time funding);
- \$473,900 to Mishkeegogamang for Makons Youth Program (2018/19 to 2020/21 one-time funding);
- \$65,000 to Wapekeka for Support Services for Vulnerable Clients in times of Crisis (2017/18 one-time funding);
- Pikangikum First Nation Aftercare Program (\$68,400 2017/18, \$234,600 2018/19, \$249,700 2019/20 one-time funding); and
- Nibinamik First Nation Land-based Healing Program (\$110,400 2017/18, \$353,400 2018/19, \$353,400 2019/20 one-time funding).

Education

- Historically, EDU has provided funding to NNEC, KO and MECC, and other NAN organizations, to support Education System Navigator positions. The Education System Navigator will have the expertise to provide support for students and families, advocate on students' behalf and work to eliminate barriers by engaging in collaboration across education, health, social and justice disciplines.
- Historically, EDU has also provided funding to KO, MECC and NNEC to support the Reengagement Program, which supports students that have been disengaged from a secondary program for at least one semester. The program is locally driven and tailored to the needs of NAN organizations.

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>2020:</p> <ul style="list-style-type: none"> • See Recommendation #36. • EDU provided funding to MECC to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. The goal of this funding to increase student attendance, participation and learning experiences. • In 2018/19, EDU continued to provide funding to MECC to support after school programming for students seven days a week. • Inquest partners did not ask for EDU funding to support activities related to this recommendation for 2019/20.

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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>2020:</p> <ul style="list-style-type: none"> • MCCSS has been sharing the engagements findings with IHWS and ministry partners. • Further to IHWS partners' emphasis on early intervention/prevention approaches (described above), it is important to note Ontario's work with Indigenous partners in recent years in Indigenous-led prevention-based programming development and implementation: <ul style="list-style-type: none"> ○ 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. ○ Refer to Recommendation #75 about funding to create and sustain peer leaders and mentors at MECC (EDU lead). • MCCSS will continue to leverage learnings from IHWS partners to inform program improvements. • Engagements were held between January to April 2018 with Indigenous Healing and Wellness Strategy (IHWS) service partners to seek advice on supporting Indigenous youth in response to Inquest Recommendation 80 to work with IHWS' long-standing partners to explore employment opportunities such as peer mentors. • IHWS partners showed support for Indigenous-led mentorship approaches as part of the continuum of effective and sustainable preventative measures that move beyond crises to address the healing, health and wellness of Indigenous youth. • IHWS partners described a continuum of mentorship and prevention approaches such as land-based programs, peer-to-peer mentors, pairing youth with Elders, and 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.
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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>2021:</p> <ul style="list-style-type: none"> • Each year, NNEC staff continue to engage in a number of different opportunities to ensure that they are well equipped to deal with students who may be dealing with a variety of challenges. This training continues to include sessions such as: Mental Health First Aid, Sexual Abuse Trauma, Streetwise Training, Assertiveness Training, Gang and Drug Awareness, ASIST Training, First Aid & CPR, Trauma and Health for Youth, and NAN On-Call Training. • As there were no students out for school this past school year, Boarding Home training sessions were not undertaken. <p>2020:</p> <ul style="list-style-type: none"> • This past year, NNEC staff engaged in a number of different opportunities to ensure that they were well equipped to deal with students who may be dealing with a variety of challenges. Some of this training included but was not limited to Mental Health First Aid, Sexual Abuse Trauma, Streetwise Training, Assertiveness Training, Gang and Drug Awareness, ASIST Training, Mental Health First Aid, First Aid & CPR, Trauma and Health for Youth, and NAN On-Call Training. • Our Boarding Home Parents also engaged in training that was hosted by NAN throughout the school year to ensure that they were well equipped to support our students to the best of their abilities.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented

GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
2021:	
Annual Harm Reduction Training Strategies	
Recommendation was accepted and is in progress.	
Engaging Education Representatives	
See response to Recommendation 47.	
Mental Health Supports	
<p>The Choose Life program continues to address the gaps in mental health services for NAN First Nations children and youth at risk of suicide. The program allows communities to develop in-community services to prevent the loss of youth. It also provides youth the opportunities to access mental health supports and counsellors in and out of the community. Other supports include detox treatment centres, aftercare programs, suicide prevention training, and first aid and CPR courses. The NAN First Nations can also request to include this type of training in Choose Life applications.</p>	
<p>In 2020-2021, the NAN Choose Life department was able to provide virtual training opportunities for Choose Life frontline workers on topics around mental health and wellness, including: professional development and skill building; Living Works: Suicide Prevention Training; cultural teaching nights with Peter Shebagabow; Introduction to Turtle Concepts; SBE Group training opportunities such as emotional health, team building, self regulation, and bullying; Feather Carriers Leadership for Life Promotion Training; training with Tikinagan Child & Family Services on the responsibility and duty to report; as well as training opportunities with St. John's Ambulance. Individual and group sessions on Choose Life orientation, the application process, and reporting requirements are available upon request.</p>	
Community Wellness Training Program	
<p>In 2020-2021, the NAN Community Wellness Training Program offered 8 virtual training sessions through the Mental Health Program. One of the objectives of the Mental Health Program is to</p>	
<p>Though this program's intended audience are NAN Mental Health Workers, this program reaches many other front-line workers such as Crisis Team Coordinators, Regional Crisis Coordinators, Health Directors, Community Health Representatives, NNADAP</p>	

Workers, as well as others, to work towards increasing individual, family, and community capacity to facilitate healing and contribute to long term wellness. Session Topics Include:

- Mental Health Resources
- Self Care Techniques
- Mental Wellness Mini-Virtual Conference
- Youth & Elder Relationships
- Empowerment workshop
- Lateral Violence
- Medicine Bag Teachings
- Mitt Making

To promote mental health, healing, and wellness through improved availability of mental health and addictions services, the NAN Mental Health Program purchased Huawei tablets as a community resource for individuals to access NAN HOPE. One tablet was sent to each NAN community.

The Mental Health Program was also able to purchase supplies to support Mental Health workers in NAN communities to offer self-care programming in their communities. Supplies included:

- Paint Kits from The Creative
- Beading Kits (beads, needles, thread, beading foundation, felt)
- Sewing machine & sewing kits (material, notions, thread, bobbins, ribbon, rick rack packaged in a sewing bag)
- Dreamcatcher and Lanyard craft kits from Halfords
- Art supplies (canvas boards, paint, paint brushes)
- Fishing rods
- Outdoor cook sets

2020:

Annual Harm Reduction Training Strategies

A more fulsome strategy needs to be developed to ensure school staff, (boarding home) parents and others are trained in suicide prevention, crisis intervention, the care of intoxicated individuals, and first aid and CPR. Off-reserve First Nation organizations train their staff and boarding home parents in these areas, but there is a need to engage NAN First Nations

to determine their actual needs for harm reduction training.

Inquest Task Team on Student Well-Being

This recommendation is being addressed by the Student Well-Being Task Team, and hopefully the NAN First Nations can be successfully brought into the Inquest process so that their specific needs can be identified and plans developed to ensure harm reduction training is accessible at the community level on an annual basis.

Mental Health Supports

The Choose Life program continues to address the gaps in mental health services for NAN First Nations children and youth at risk of suicide. The program allows communities to develop in-community services to prevent the loss of youth. It also provides youth the opportunities to access mental health supports and counsellors in and out of the community. Other supports include detox treatment centres, aftercare programs, suicide prevention training, and first aid and CPR courses. The NAN First Nations can also request to include this type of training in Choose Life applications.

The NAN Choose Life department also arranges two to three training opportunities annually with Choose Life Coordinators on topics revolving around mental health and wellness.

Harm Reduction Training

In 2019-2020, NAN Social Development delivered harm reduction training in the following communities:

- ASIST: Wahgoshig and Constance Lake First Nations
- Gender Based Violence: Thunder Bay
- Mental Health First Aid: Missinabie Cree First Nation, Thunder Bay and Sioux Lookout
- Module 4 Traditional Family Awareness: Timmins and Thunder Bay
- • Module 5 Critical Incident Group Debriefing: Thunder Bay

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code KO accepts this recommendation where resources are available
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	

2021:

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:

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, CTRI: Counselling Certificate Training, Land Based & Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, Case Note/Incident Reporting, and Intergenerational Trauma.

KO believes that ongoing training is imperative for student well-being

2020:

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:

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, CTRI: Counselling Certificate Training, Land Based & Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, Case Note/Incident Reporting, and Intergenerational Trauma.

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. All new staff receive the above-mentioned training and will continue to explore training that is relevant to the issues that they encounter. KO Boarding Home Parents/Student Home Workers participate in the training sessions that are coordinated annually by Nishnawbe Aski Nation and this is ongoing.

Each area completes training on an ongoing basis each year. Whether it's to refresh their skills and/or for new staff to obtain their certification. Due to the Emergency Act that has been in place since March 2020, our staff have been participating in various webinars that focus on student mental health, how to work with high-risk youth, etc, through CTRI.

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C - Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2021:</p> <p>Funding Concern: MLC’s funding for staff training is uncertain past March 2022 due to the possibility of Canada not continuing to fund the Choose Life Program.</p> <p>2020:</p> <p><u>Annual Staff Training:</u> Each August/September MLC has annual staff training before we welcome back our Matawa students in September. MLC also utilizes our school’s PD days to do various group professional development sessions.</p> <p><u>August/September 2019 Staff Training Sessions:</u></p> <ul style="list-style-type: none"> • August 19, 2019 – Trauma from St. Joseph’s Care Group • August 20, 2019 – Missing Person Training from Thunder Bay Police Service • August 21, 2019 – Substance Use and Harm Reduction by St. Joseph’s Care Group • August 21, 2019 – Trauma Informed Care from St. Joseph’s Care Group • August 27, 2019 – Vicarious Trauma from St. Joseph’s Care Group • August 27, 2019 – Resiliency Skills from St. Joseph’s care Group • August 28, 2019 – Assessing Student Intoxication from DFC Safe Sobering Site staff • September 3, 2019 – Humans Resources, IT and Duty to Report by Senior Staff • September 3, 2019 – Critical Incident Stress from St. Joseph’s Care Group • September 27, 2019 – Lakehead Search and Rescue Training <p><u>MLC Train-The-Trainer:</u> After much advocacy, MLC was successful in obtaining train-the-trainer funding in academic 2019-2020 and has completed 4 train-the-trainer sessions in which certified staff are now able to train Mental Health First Aid, Applied Suicide Intervention Skills Training, Non-Violent Crisis Intervention Training, and Standard First Aid which will benefit:</p>	

- Our 9 First Nation communities with a total population of over 10,000 people living in First Nations and Urban Centres.
- Our 85 plus Matawa Education Department employees.
- Our 200 plus Matawa First Nations Management employees working within other Matawa departments.
- Over 300 participants who attend our annual Matawa Education Conference each March.
- Our partners at St. Joseph's Care Group who work within our school.
- Our numerous First Nation Seven Youth Inquest partners which includes numerous local organizations.

MLC Staff Train-the-Trainer Sessions:

- January 20-24, 2020 - Standard First Aid
- February 4-7, 2020 – Non-Violent Crisis Intervention
- February 24-28, 2020 Mental Health First Aid
- March 2-6, 2020 – Applied Suicide Intervention Skills Training

MLC staff have also completed the following additional Professional Development throughout the 2018-2019 and 2019-2020 school year:

- 2SLGBTQ Workshop
- 4 R's Training
- Applied Suicide Intervention Skills Training
- Assessing Suicide in Kids Training
- Bring It Together Conference
- CESBA Conference
- Chiefs of Ontario Special Education Conference
- Cognitive Behavioural Therapy
- Collaboration and Development of Grade 11 College Preparation course (NBE3C)
- English: Contemporary Aboriginal Voices
- Cannexus Career Development Conference
- COVID-19 and Mental Health Webinars
- Healthy Relationships Plus Program
- Introduction to Learning Disabilities and ADHD
- Ice-Safety and Rescue Training
- Lakehead Search and Rescue Training
- Learning Disabilities of Ontario Professional Workshop Series

- Matawa Health Co-op Forum
- Mindfulness Training
- Mental Health First Aid Training
- Naloxone Training
- NAN Parent, On Call and Prime Workers Training
- Non-Violent Crisis Intervention Training
- Outdoor Survival Training
- Ontario Association of Adult and Continuing Education School Board
- Administrators Conference
- Paddle Canada Lakewater Canoe Instructor Course
- PLAR Training by Seven Generations
- Psychological First Aid
- Resolving PTSD Training
- Respect in Sport, Hockey Online Checking Certificate, Online Hockey University, and Hockey Northwestern Ontario Coach 'Level 2' certification (allows eligibility to run Hockey Canada Skills Academy)
- Right To Play Community Mentor Training
- SafeTALK
- Solution Focused Therapy
- Special Education Specialist Training
- Standard First Aid
- Strategic Planning Session
- Strength Assessment Inventory Training
- Stress Lessons for Grade 7-12 from the Psychology Foundation of Canada
- Telehealth for Mental Health Distance Therapy Training
- Teaching within a Strength-Based Framework Session
- Trauma Informed Care Training
- Wilderness First Response
- White Water Rescue Training

Annual Boarding Home Parent Training:

MLC does not operate boarding homes; therefore, it is likely not the correct party to train boarding parents. We do however act as liaison between our Matawa First Nation Education Authorities and Nishnawbe Aski Nation to ensure that our Matawa members are aware of and participate in NAN's annual Boarding Home Parent training.

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>The Government of 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 the Government of Canada. NAN has also received annual funding 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, grief coping, relationship building, employability skills, mental health First Aid, and CPR.</p> <p>Tuition paid to off-reserve schools contains fees for safe and accepting schools. This fee is intended to support schools to be physically, emotionally, socially and culturally safe and have positive</p>

	<p>school climates that support learning and well-being. As a result of the implementation of the Interim Funding Formula, this allocation is also applied to First Nations schools on-reserve. First Nations and private schools are responsible for ensuring their safe school protocols meet the standards required for licensing by the Ministry of Education.</p> <p>The Government of Canada has continued to support on-call worker and boarding home parent training through the EPP. The training is designed by NAN and based on needs identified by their partner organizations. ISC will continue to work with NNEC, KO, and MFNM to understand what training is required. Each organization has accessed the Structural Readiness program in the recent past to conduct staff training. Some have proposed Occupation Health and Safety Training and other types of safety training through this process as well.</p>
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RECOMMENDATION 83

In order to increase awareness regarding risks related to alcohol, substance and solvent use and ensure consistent mandatory education of First Nations students attending school in Thunder Bay, in consultation with 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 – No OCC response code	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Pre-pandemic, our partnership with Dilico enabled two of their “Youth Outreach Workers” to run an after school program to provide support, educate, and increase the awareness among students about the consequences of high-risk behaviour. One of these staff help to coach our Boys Basketball team, while the other helps to coach Girls Broomball. Each of these individuals continue to act as positive role models and are committed to ensuring utmost levels of safety for our students and we look forward to having them back in our school when we resume regular programming.</p> <ul style="list-style-type: none"> • It should be noted that these Youth Outreach Workers also facilitate activities at the school to keep our youth engaged and away from high risk behaviour during a regular school year. • When students make it out for school, they 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 each year, which helps to act as a strong deterrent of high-risk behaviour as they are exposed to the detrimental things that can happen as a result of drug and alcohol abuse. • • NNEC continues to pursue and build additional partnerships to provide additional services to keep 	<p>2021: The Safe Sober Site staff have developed several harm reduction modules and has conducted online virtual sessions for the 2020/21 academic year, due to the global pandemic. This will continue as part of their programming each year and will be done in-person, should students be on site.</p> <p>2020: 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. KO, in partnership with the TBRHSC P.A.R.T.Y. Program, hosts monthly seminars via</p>	<p>2021: Funding Concern: MLC’s Safe Sobering Site, Mental Health Team and partnership with St. Joseph’s Care Group funding is uncertain past March 2022 due to the possibility of Canada not continuing to fund the Choose Life Program.</p> <p>2020: MLC works closely with community partners to ensure that students are provided with the information they need around the risks relating to alcohol, substance and solvent use.</p> <p><u>Student Education and Training:</u> The following student training in this important area is a major annual focus of the MLC and has been delivered by:</p> <p><u>Student Training by Community Partners:</u></p> <ul style="list-style-type: none"> • Alcohol and Risk-Related Trauma in Youth (delivered by P.A.R.T.Y. Program – Thunder Bay Regional Hospital) • Indigenous Party Program (delivered by
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	<p>our youth safe and well informed, even from a distance during the pandemic. We continue to work with the City of Thunder Bay to implement the “Youth Inclusion Program” which provides extra support for sports, art and other after school recreational activities, which usually provides a safe space for students to learn new skills, meet new friends, and receive guidance and insight from Youth Inclusion Program staff. This past year, these funds were used to support students from a distance.</p> <p>2020:</p> <ul style="list-style-type: none"> • Our partnership with Dilico 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. One of these staff help to coach our Boys Basketball team, while the other helps to coach Girls Broomball. Each of these individuals act as positive role models and are committed to ensuring utmost levels of safety for our students. 	<p>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. They are developing a communication protocol that would provide “alerts” to our well-being, student support, student home workers, on-call workers, boarding home parents and other pertinent staff on any possible dangerous areas and/or what to do when responding to an intoxicated student.</p> <p>The Safe Sober Site staff have developed several harm reduction modules to host education nights with our students in the upcoming academic year.</p>	<p>P.A.R.T.Y. Program – Thunder Bay Regional Hospital)</p> <ul style="list-style-type: none"> • Harm Reduction (delivered by Baysafe) • Naloxone Training (delivered by Elevate) • Thunder Bay Situation Table • St. Joseph’s Care Group • Thunder Bay Drug Strategy • Safe Food Handling Course • Lakehead University Student Training on GPS, Fire Starting, etc • Hunter Education • Canadian Firearms Safety Certification • Wilderness First Aid Course <p><u>Student Training by All MLC Staff:</u> As you can see in Recommendation #81, all staff provide students with regular, appropriate, accurate, and up-to-date information relating to the health and social issues associated with alcohol, substance and solvent use, the consequences of underage drinking, resources available to</p>
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	<ul style="list-style-type: none"> • Dilico also continues to facilitate activities at the school to keep our youth engaged and 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 as they are exposed to the detrimental things that can happen as a result of drug and alcohol abuse. • As always, NNEC continues to pursue and build additional partnerships to provide additional services to keep our youth safe and well informed. This past year we worked with the City of Thunder Bay to implement the “Youth Inclusion Program” which saw extra support for sports, art and other after school recreational activities, providing a safe space for students to learn new skills and meet new friends. 		<p>help, education on harm reduction, and the importance of assisting and staying with intoxicated peers and reporting any concerns.</p> <p><u>2018-2019 Student Harm Reduction Training and Workshops:</u></p> <ul style="list-style-type: none"> • Oct 17/18 – Crisis Response spoke to students about services they have, how to contact them and gave students resources. • Oct 24/18 - Adult and Teen Challenge presented about the dangers and long-term effects from using alcohol and drugs and spoke to students about the program and how they can access it. • Nov 21/18 - National Addiction Awareness Week – Presentation on what addiction is, how it impacts ourselves and loved ones, and a discussion about the importance of the awareness week.
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			<ul style="list-style-type: none">• Dec 5/18 - Harm Reduction with Ontario Aboriginal HIV/AIDS Strategy where students learned the importance of harm reduction, what harm reduction is and various tips on how to practice harm reduction in their own lives.• January 16/19 - Harm Reduction with Ontario Aboriginal HIV/AIDS Strategy presented education around STI's, drug and alcohol dangers as well has medical information that pertain to STI's, drugs and alcohol.• Jan 30/19 – Addictions - Personal Testimony from a St. Joseph's Care Group worker who presented to the students his personal testimony on his addictions and the obstacles/trauma he experienced while growing up into his adulthood, he spoke about ways he worked through them, talked about different supports
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			<p>within the school and community for students.</p> <ul style="list-style-type: none"> • March 27/19- SAFE - Staff spoke about ways students can keep safe while in the community, at school and at their boarding homes. Students encouraged to reach out for help at any time, reinforced on-call supports and wellness programs/services. • April 24/19 – Crisis Response reminded students about the services available to them, how to access them and students got a few reading resources. <p><u>2019-2020 Student Harm Reduction Training and Workshops:</u></p> <ul style="list-style-type: none"> • Sept 18-19, 2019 - Party Smart, Party Safe: This workshop was the beginning of Orientation Week for the students. Students learned about the dangers of various drugs and alcohol use. Harm reduction strategies
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			<p>were shared and students encouraged to come up with some of their own strategies. During this workshop students were provided numerous resources in the city of Thunder Bay such as AA Meetings, NA Meetings, and Crisis Response.</p> <ul style="list-style-type: none">• September 25, 2019 - Healthy Coping: During this workshop students learned about what healthy coping skills are, how to use them in difficult situations, identify what coping skills have worked in the past as well as compiling a list of healthy coping skills they can use in the future. Students also learned about the unhealthy coping skills they may use and tips for trying to change them and begin to use healthy coping skills. Students were provided a “cheat” sheet that consisted of several healthy coping skills to
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			<p>support them in various aspects of their lives such as boarding home, school and community.</p> <ul style="list-style-type: none"> • October 9, 2019 - Stages of Substance Use and Harm Reduction Strategies: This was an Educational workshop that taught students about numerous types of drugs both legal and illegal, the side effects short-term and long-term and the risks associated with each drug. Students were given different harm reduction strategies and scenarios that they should use them in. Students were provided resources and informed of different treatment methods/options. • October 16, 2019 - Holistic Wellness: Students learned about their own wellness in a holistic approach. Discussions and activities around what holistic wellness is and strategies
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			<p>on how they can use them in their daily lives.</p> <ul style="list-style-type: none"> • October 23, 2019 - Superior Points Presentation Harm Reduction: Superior Points presented to the students about the services they offer within the city of Thunder Bay. They provided students with harm reduction items such as condoms. The students were taught about Naloxone, how it works and when it should be administered. • December 18, 2019 - Lesson #5 - The Fourth R - Impact on Substance Use and Abuse: During this session students learned about the different levels of substance use, understand the impact of substance use on themselves and others, understand harm reduction and ways to help a friend who is struggling with substance use.
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			<ul style="list-style-type: none"> • March 20, 2020 - Alcohol and Risk-Related Trauma in Youth (delivered by P.A.R.T.Y. Program at Thunder Bay Regional Hospital • In addition, our orientation workshops with St. Joseph’s Care Group drop-in, weekly Mental Health Wellness Hikes, and our Mental Wellness Workbook Series in response to the COVID-19 pandemic also provide harm reduction information to students (see Recommendation #71 for more information on these programs).
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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	1 – Recommendation has been implemented

GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Choose Life is supporting harm reduction programs, safe sobering sites, addictions counsellors for students and facilitated referrals to specialized resources and external community agencies as required, traditional/land-based teachings, increasing opportunities to participate in sports, art, music, and other recreational programming. 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.

PARTY	NNEC & DFC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2021:</p> <ul style="list-style-type: none"> • As noted in year's previous, proposal based funding continues to provide a number of important services for our youth which help to comprise an effective harm reduction program. • The continued help of our primary care team which includes a Nurse Practitioner and a Registered Nurse, our tertiary care team which consisted of an Adolescent Psychiatrist and Psychologist, as well as daily Counselling for our youth, has enabled us to continue to collect an array of pertinent data which has helped to inform Student Care Plans. It should be noted that Elders and Land Based Learning opportunities continue to be crucial to the well-being of our students, as they provide a more traditional approach to health and well-being when we're able to offer these programs. • Pre-pandemic at DFCHS, incident rates continued to be at an all-time low. These additional services continue to make an enormous difference by helping to stabilize youth with mental health issues and mental illnesses. Historical statistics show that once mental health challenges have been addressed these students are far more successful in their studies. 	

- NNEC continues to receive Choose Life funding each year 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 continues to enable us to develop individual care plans for each of our NNEC students when they come out for school.
- It should be noted again that "Waakaahikan", our safe sober space, also continues to play a key role in supporting our harm reduction program when students are in Thunder Bay for school. This important space continues to provide students that are faced with an array of challenges with a safe space to decompress, and has also continued to allowed us to gather data to get students into proper follow-up programming or aftercare.
 - Despite a number of challenges, NNEC continues to look to duplicate these services at PFFNHS. We will continue to explore our options until we are able to offer the supports that students deserve when they leave home to attend PFFNHS.
 - While we have seen major success from this approach, it is still largely contingent on proposal based funding. While Choose Life remains a crucial source of funding for all of the aforementioned activities; we require ongoing, predictable and reliable funding to continue to operate these types of programs successfully and continue to grow them to meet student needs.
 - NNEC remains hopeful that the data that is being gathered through programs like Choose Life will present a strong case to Government that resources for these services need to be provided on an ongoing basis and should not be proposal based.

2020:

- Proposal based funding continues to provide a number of important services for our youth which help to comprise an effective harm reduction program.
- As has been the case previously, with the continued help of our primary care team which includes a Nurse Practitioner and a Registered Nurse, our tertiary care team which consisted of an Adolescent Psychiatrist and Psychologist, as well as daily Counselling for our youth, we were able to continue to collect an array of pertinent data which has helped to inform Student Care Plans. It should be noted that Elders and Land Based Learning opportunities are also crucial to the well-being of our students, as they provide a more traditional approach to health and well-being.
- At DFCHS, incident rates continue to be at an all-time low. These 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 are far more successful in their studies.

- Last year, 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 continues to enable us to develop individual care plans for each of our NNEC students.
- It should be noted again that “Waakaahikan”, our safe sober space, also continues to play a key role in supporting our harm reduction program, as it continues to provide students with an array of challenges with a safe space to decompress, and has also continued to allowed us to gather data to get students into proper follow-up programming or aftercare.
- While we are looking to duplicate these services at PFFNHS, human resource challenges continue to be an issue. We are hopeful that by working with SLFNHA we will be able to implement the services that we need out of our Wellness Centre.
- While we have seen major success from this approach, it is still largely contingent on proposal based funding which has now concluded. While we will be including all of these services in our 2020-2021 Choose Life proposal and hope to have them approved, we require ongoing, predictable and reliable funding to continue to operate these types of programs successfully.
- NNEC is hopeful that the data that is being gathered through programs such as Jordan’s Principle and Choose Life will present a strong case to Government that resources for these services need to be provided on an ongoing basis.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code KO accepts this recommendation where resources are available
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
2021: This remains ongoing and will be reviewed by the KO Circle of Care Working Group as they develop the Continuum of Care Framework.	
2020: 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 have developed a well-being and land-based intervention program that will assist in stabilizing the physical/emotional/spiritual/well-being needs of our students while allowing them to continue their education.

KO implemented a Land-Based Intervention Site just outside of Sioux Lookout and it's been operational since 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 intervention site has recently been renovated to ensure safety of our students while on site. The site has a teaching lodge that provides cultural teachings that are shared from KO Elders and are a part our community's tradition. The intervention site is also an emergency option to care for our students while they await treatment and/or require stabilization.

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
PARTY RESPONSE	A – Accepted – No OCC response code A – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
2021: Funding Concern: MLC's partnership with St. Joseph's Care Group funding is uncertain past March 2022 due to the possibility of Canada not continuing to fund the Choose Life Program.	
2020: <u>St. Joseph's Care Group Partnership:</u> St. Joseph's Care Group in-house counsellors complete fast-tracked student referrals to Residential Treatment Centre, the Sister Margret Smith Centre, with a max wait of 5 weeks and also make referrals to AA groups for students struggling with addictions. MLC staff make student referrals to our in-house	

counsellors and students are seen within a couple of days, if not on the same day as the referral. In addition, St. Joseph's Care Group staff provide students with monthly calendars which highlights their programs and services. Distance Education: To further support students continuing education MLC 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.

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 – No OCC response code	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE			
TIME FRAME	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	2021: As noted previously, 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. In recent years, several students at DFCHS were successful in completing treatment programs at Sister Margaret Smith Centre while continuing to keep up with their school work. We look	2021: This is ongoing. KO continues to utilize the Telehealth Psychiatry program as well as our KO Mental Health Workers. The Safe Sober Site has developed information on	MLC's main avenue for addressing alcohol and substance use by students and obtaining necessary treatment for our students is through our partnership with St. Joseph's Care Group where in-house counsellors complete fast-tracked student referrals to Residential Treatment Centre, the Sister Margaret Smith Centre,

	<p>forward to continuing to take innovative approaches and utilizing partnerships to support students who are facing challenges in the future when they leave home for school.</p> <p>Though NNEC has still not been able to secure 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 continue to explore additional alternatives to sending these students home due to their health and safety issues.</p> <p>Continued 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 furthering the development of this framework and consequent treatment programs.</p> <p>2020:</p> <ul style="list-style-type: none"> • 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. For instance, several students at DFCHS were successful in completing treatment programs at Sister Margaret 	<p>treatment services within Ontario that will be shared with KO First Nation leadership, Tribal Council and KOBE staff, as a reference tool to support ALL membership with addictions treatment options.</p> <p>2020: KO continuously engages with community partners to access services for the students. 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 strongly in alternatives to mainstream services and utilizes the</p>	<p>with a max wait of 5 weeks and also make referrals to AA groups for students struggling with addictions. Our St. Joseph's Care Group partnership has evolved as follows:</p> <p><u>Academic 2017-2018</u>: MLC established a major partnership with St. Joseph's Care Group for the purpose of helping MLC to deliver fully integrated holistic student centered programs and services (see recommendation 71).</p> <p><u>Academic 2018-2019</u>: MLC students have had access to Sister Margaret Smith Residential Treatment Program.</p> <p><u>Academic 2019-2020</u>: The school has the following St. Joseph's Care Group staff inhouse meaning they work alongside MLC staff and are in school with our students:</p> <ul style="list-style-type: none"> • 1 FT Clinical Supervisor • 3 FT Mental Health and Addiction Counsellors • 2 FT Child and Youth Workers
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	<p>Smith Centre this past year while continuing to keep up with their school work.</p> <ul style="list-style-type: none"> • Though NNEC has not been able to secure 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 continue to explore additional alternatives to sending these students home due to their health and safety issues. • 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 furthering the development of this framework and consequent treatment programs. 	<p>Elders and Land Based programming as an alternative method of therapy for at risk students. In response to this recommendation, KO has developed the Intervention Site based in Sioux Lookout. (See Rec. 84 response)</p>	<ul style="list-style-type: none"> • 1 0.25 Nurse Practitioner-not on site • 1 PT Family Therapist • 1 0.2 Psychiatrist
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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.

MLC should connect with KO and NNEC about their mentorship relationship with St. Joseph’s Care Group.

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 – No OCC response code	A – Accepted – No OCC response code B – Complete – No OCC response code
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	DFCHS continues to implement the usage of the DFCHS Crimestoppers Video bi-annually 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 continues to be undertaken after viewing during our student orientation.	A copy of the Crimestoppers video will be incorporated into the KO orientation sessions and KO will invite LCBO to present during the orientation sessions. 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. This initiative is ongoing for each academic year and	2020: MLC’s Student Orientation involves harm reduction education directed to our students which includes information on the risks associated with second party purchases. DFC/NNEC and the LCBO have also completed a public education social media campaign about second party purchases. MLC students were also involved in a LCBO led focus group exploring the barriers Indigenous youth face and what youth would like to see in the community which would help them to face those barriers.

		<p>orientations are conducted in Thunder Bay and Sioux Lookout.</p> <p>KO's Safe Sober Site staff will be including this in their orientation session each semester. Information will be provided via handouts shared at each site.</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	1 – Recommendation has been implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	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

	<p>Education secondary school programs. ISC understands that NAN has developed an education options package to help share information on the options available to ensure education service continuity.</p> <p>Last year, 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 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 some cases using existing community-based funding.</p> <p>The Government of Canada is committed to working with First Nations parties to the Inquest to support service continuity between on-reserve and off-reserve systems.</p>
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PARTY	ONTARIO
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
Health	
<ul style="list-style-type: none"> Ontario Health – North 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

- Ontario Health - North continues to participate as requested on the NAN Education table.
- In 2018/19, 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.

Youth Life Promotion

- See Recommendation #36.

2020 Updates

- In 2019/20, EDU provided Inquest funding to MECC to support the employment of a Distance Education Program Coordinator, who is responsible for overseeing the Distance Education program (DEP) and developing assessment tools and resources to ensure the DEP is effective and inclusive to all learners. MECC has identified that funding for this activity will support the education-related response to this recommendation.
- EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continues to be addressed.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
Recommendation is accepted and is in progress.	

Continuity of Care

Engaging Education Representatives

In August 2019, NAN hosted a meeting to specifically address strategies to help meet the ongoing need for comprehensive student counselling services for NAN students attending provincially funded high schools. The meeting was intended to assess progress to date and determine further actions required to support the implementation of Recommendations 46, 47, 81 and 87. The meeting was attended by education representatives of First Nation and provincial school systems serving First Nation students in the Thunder Bay and broader Northern Ontario area. A meeting report was prepared which includes: 1) a SWOT analysis of off-reserve student counselling services, 2) student information discussions on comprehensive assessments and progress reporting, continuity of care, and information exchange strategies, and 3) takeaways and considerations. Another session with education representatives from the First Nations and provincial schools was planned for June 2020 but it had to be postponed due to the COVID-19 pandemic restrictions. This session will be rescheduled as soon as possible, post-COVID-19.

Health Supports

Although barriers still exist around community health supports, some partners have shared that improvements through expanded clinical and resource capacity at the high school level (e.g. access to Elders, nurses, nurse practitioners, etc.) have led to improved student attendance, student retention, and communication.

At the beginning of the COVID-19 pandemic in March 2020, NAN received several concerns from community leadership and members that the quarantines and lockdowns were having a negative impact on youth mental health, and that these public health measures may lead to a disruption in the drug supply to NAN First Nations, which could lead to increases in withdrawals and acute mental health and behavioural issues. As a result, the Mental Health & Substance Use Working Group, a subcommittee of the NAN COVID-19 Task Team, was established with the following purpose and scope:

1. To gather and provide vital information to support NAN members with physical, mental, emotional and spiritual challenges as a result of COVID-19 pandemic.
2. To mobilize service providers to support community and urban members with counselling and support.
3. To identify professional services and consulting professional services for community professionals who are managing serious mental health conditions and require client management and treatment advice.
4. To identify cultural and spiritual considerations to support each community impacted by COVID-19 positive tests.

NAN is currently supporting a collaborative proposal that will support and enhance existing services during COVID-19. This approach will provide 24/7 mental health supports to all of NAN territory through virtual and telephone supports, in order to

provide immediate care to someone in crisis, and work to support them into closer ongoing services that can be accessed in community or through existing mental health supports in their area. The advocacy work to address gaps in mental health and substance use supports is ongoing. NAN Health Transformation is exploring how to align temporary COVID-19 efforts with long-term transformative efforts.

PARTY	NNEC & DFC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Pre-pandemic, NNEC continued to offer education plans through our WAHSA Distance Education program for high-risk students that were sent home before the end of the semester so that they were able to continue to move forward with their academics.</p> <p>The Electronic Medical Records system that we have been utilizing for the past four years has also helped to ensure that a health and mental health plan is able to follow them when students are sent back to their home communities. This system continues to be a major asset in tracking interactions between students and different facets of the health care system.</p> <p>To the greatest extent possible, NNEC continues to work 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. NAN has also recently been facilitating discussions on best practices for the continuity of care with partners which have led to some fruitful conversations on the best approaches for supporting our youth when they return home.</p> <p>For the past five years, Ontario has continued to provide resources for a full-time Transition Coordinator to work with students who are sent back home due to health and safety concerns when they leave their communities for school. Both of our Transition Coordinators continue to be a key element in helping assist and support students as they leave their communities for large urban centres and new school programs.</p> <p>While NNEC is pleased with the recent three year commitment from the Ministry of Education to support programs such as this, we continue to require ongoing, predictable and reliable funding for our Transition Coordinators 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 in their communities. We are hopeful that Ontario will choose to make a long-term commitment to this important position in the near future.</p>	

2020:

- NNEC continues to offer 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.
- The Electronic Medical Records system that we have been utilizing has helped to ensure that a health and mental health plan is able to follow them when they are sent back to their home communities. This system continues to be a major asset in tracking interactions between students and different facets of the health care system.
- To the greatest extent possible, NNEC continues to work 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 three 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. Our Transition Coordinator continues to be a key element in helping assist and support students as they leave their communities for large urban centres and new school programs.
- NNEC continues to require ongoing, predictable and reliable funding for the Transition Coordinator 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. We are hopeful that Ontario will choose to make a long-term commitment to this important position.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
As stated in Rec. 71, 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 continues to develop its Continuum of Care framework 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 of their health/mental health plan of care.

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, interim process for the transition of student's 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.

KO Staff received privacy & security training and the policies were approved by the Keewaytinook Okimakanak Board of Education (KOB) 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 and training has been completed for the KOB Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation session was developed for the implementation of the Citizen Portal.

While phase two is in progress, it has encountered technical difficulties with the Mustimuhw cEMR. While KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it's been operational since July 2018, the Citizen Portal that was a secondary component and would allow our students/clients access to their workers, is no longer available in Canada. We are currently testing an alternative with Mustimuhw and are exploring options.

Phase three will connect the KOSSS/KOB 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. KOSSS and KO Health have completed test clients and completed successful transfers of client information and/or files that would support our interdepartmental communication in an efficient and secure manner.

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.

The Circle of Care Technical Working Group continues to meet and will be seeking a resolution of the KO Chiefs to support the Continuum of Care Framework and for their approval on the development of protocols/partnerships necessary that will directly support all clients.

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code A – Complete – No OCC response code
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: MLC ensures that students who are sent home for health and safety concerns continue their education and have the supports they need at home through our Distance Education Program as well as our Mental Health Program. MECC’s Mental Health Team and St. Joseph’s Care Group staff and are able to provide support to students while back in their communities via email and telephone.</p> <p>2020: MLC ensures that students who are sent home for health and safety concerns continue their education and have the supports they need at home through our Distance Education program. MLC’s Mental Health Team and St. Joseph’s Care Group staff and are able to provide support to students while back in their communities via email and telephone. MLC has one Nurse 5 days a week and once a week a Nurse Practitioner come in to see the students at MLC. In addition, Matawa Health-Cooperative and Education Department continue to explore a health planning and health database system. Meetings continue to occur between both departments in regards how to best support those students sent home for health and safety reasons.</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 – Recommendation has been implemented ii. 1 – Recommendation has been implemented iii. 1 – Recommendation has been implemented iv. 1 – Recommendation has been implemented 1B – Alternate recommendation has been implemented v. 1 – Recommendation has been implemented 2 – Under consideration 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. <p>MLC students attended the P.A.R.T.Y. Program at the Hospital on September 20, 2018 and</p>

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

	<p>specific cultural and community needs to consider for program inclusion – for example opening/closing prayer and smudging.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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	<p>2021: Review of policies was completed in 2020.</p> <ul style="list-style-type: none"> • Choose Life provides “Aftercare Services” for those that require this support • Health Canada provides funding of the NNADAP program in community <p>Canada continues to work toward improving medical transportation processes under the Non-Insured Health Benefits program. As of March 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>2020:</p> <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 Ontario Ministry of Health and Long-Term Care (MOHLTC) have a shared commitment to the implementation of electronic medical/health records. To date there are 28 communities in NAN territory where physicians providing health services use an EMR. Communities, First Nation

	<p>health organizations and educational organizations, have begun to implement the Mustimuhw community electronic medical record or other medical records (i.e. OSCAR). 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.</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> <p>iv. Choose Life is an important community driven initiative addressing gaps in community addiction services, including aftercare and in services for youth attending school away from home.</p> <p>v. Indigenous Services Canada continues to work toward improving medical transportation processes 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>
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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 – No OCC response code	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE					
TIME	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM

FRAME					
<p>DETAILS PROVIDED BY PARTY</p>	<p>The Government of Canada has continued to support the NAN Youth Conference and participation of youth in the NAN Youth Council through various means. ISC is supportive of youth participation in board meetings, but First Nations Education boards ultimately determine their own composition. Structural Readiness has supported board meeting costs for each of KO, MFNM, and NAN when proposed. ISC understands that the First Nations parties to the Inquest have now implemented</p>	<p>Youth Participation in Decisions</p> <p>The recommendation was accepted and remains completed. 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>This position was approved by the NNEC Board of Directors and was implemented during the 2018-2019 school year.</p> <p>This program continues to be a major asset to NNEC leadership and programming as students are able to ensure that they have a voice regarding decisions made regarding their education and well-being. It also gives students experience with job applications, resumes, interviews, and number of other skills that they learn during their time in this position, such as report writing and public speaking.</p> <p>The continued implementation of</p>	<p>Keewaytinook Okimakanak Board of Education (KOBE) has approved a Terms of Reference and have adopted two Youth Representative (2) seats.</p> <p>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>Ongoing.</p>	<p>Student participation in the day-to-day operation and direction of MLC activities is continues to be significant. The MLC Student Council works directly with the MLC Teachers, Student Activities Coordinators, Cultural Workers, Mental Health Workers, Student Support Workers, and Elders to determine the school's activity schedule and priorities. The MLC Student Council helps to guide the overall direction and goals of MLC.</p>

	youth participation in their respective governance processes.		this program is contingent on ongoing, predictable and reliable funding.		
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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	Substantially Complete but will be Ongoing – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Working Group – Substantially Complete but will be Ongoing</p> <p>This recommendation was proposed jointly by the Service and other parties. It has been accepted by the Service and implementation is ongoing.</p> <ul style="list-style-type: none"> • 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”), 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 all on-call workers across different educational organizations.

- ii. & iv. Public Awareness/Social Media Search (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- iii. Information Sheets (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- v. Press Releases (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- vi. Best Practices for Interviews (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- vii. & viii. Internal and Global Search Plans (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- ix. & x. Missing Person Risk Factors & Missing Person Questionnaire (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- xi. Training (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- xii. Training Case Scenario (Complete). No further update as recommendation was completed and reported on in previous yearly reports.
- 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. The Committee's first meeting took place on May 27 , 2020, and the work is ongoing.

Update (Overall): June 2020 - 2021 The Service has completed training of all its members as prescribed. As with any organization we continue to hire new person(s) and as such will provide training when it is identified and offered. A new in-house Indigenous diversity training curriculum is in the process of being developed. The Service continues to be in discussion with NAN to finalize the outstanding items outlined in this recommendation.

Update on Public Awareness/Social Media Campaign): Complete
 No further update as recommendation was completed and reported on in previous yearly reports.

2020:
Recommendation 91 – Working Group – Substantially Complete but will be Ongoing
 This recommendation was proposed jointly by the Service and other parties. It has been accepted by the Service and implementation is ongoing.

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 all on-call workers across different educational organizations.

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 a procedure on taking down missing person posts when the individual is located.
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 took place June 26, 2018 at 2pm at the Brodie St Library. All named organizations in this recommendation were in attendance. It was in an ‘open house’ format, with an elder present for opening prayer/smudging. The video was played, and the postcards were 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 as recommendation was completed and reported on in previous yearly reports.

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 (Complete). Training has occurred on a request basis. Continued training can occur on request, with assistance from Lakehead Search and Rescue (LSAR).

xii. Training Case Scenario (Complete). An information/training session relating to

TBPS Missing Persons Protocol and volunteer searchers took place Jan 18-19, 2018, 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. The Committee's first meeting took place on May 27th, 2020.

Update (Overall): June 2019 - 2020

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.

The Service continues to be in discussion with NAN to finalize the outstanding items outlined in this recommendation.

Update on Public Awareness/Social Media Campaign): Complete

The Media launch took place June 26, 2018 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. A re-launch was conducted with NAN in the fall of 2019 in order to maintain awareness.
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PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1 – Recommendation has been implemented; relaunched in 2020
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Ongoing - The City’s main responsibility is in the review of billboards and the re -launch of the campaign every fall. The working group, led by NAN, only meets as required—usually to review the materials prior to re-launching the campaign.</p> <ul style="list-style-type: none"> • NAN leads this recommendation, including the annual update (New billboard re -posted in March 2021) of the “Am I Missing?” campaign, which is where the City of Thunder Bay is involved. This community awareness and education campaign will continue to be renewed/re-launched every fall, to coincide with the return of Indigenous youth to Thunder Bay for secondary school education. All recommendation partners have an opportunity to review materials and discuss updates and other changes prior to the annual re-launch. • The lessons learned as part of this recommendation will be considered in the Corporation’s response to the Missing and Murdered Indigenous Women and Girls Calls for Justice to be launched on October 4,2021, the National Day for Action for Missing and Murdered Indigenous Women and Girls and 2SLGBTQQIA+. <p>2020: In August 2019, Inquest partners relaunched the “Am I Missing” public awareness campaign that was developed in 2018. The updated campaign included a billboard, interior posters for City of Thunder Bay public transit (buses), posters, postcards, a video and social media posts. The postcards were translated into Cree, Oji-cree and Ojibwe for distribution into all First Nations communities within northwestern Ontario’s NAN territory. The goals of the campaign are to raise community awareness about potential risk factors associated with missing persons, educate the community about how to respond in the event of a missing person, and clarify that is it unnecessary to wait 24 hours before reporting a missing person. Work</p>

	is underway to update and re-launch the 2020 campaign, which will be launched to coincide with the return of Indigenous youth to Thunder Bay for their education in August. Alternatives will be discussed if youth are not returning to Thunder Bay due to concerns about COVID-19.
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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. 1A – Recommendation will be implemented viii. 1A – Recommendation will be implemented ix. 1 – Recommendation has been implemented x. 1 – Recommendation has been implemented xi. 5 – Not applicable to agency assigned xii. 1 – Recommendation has been implemented xiii. 5 – Not applicable to agency assigned
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Missing Person Investigations and Searches The recommendation is accepted and is completed, in progress, or does not apply depending on the subsection. NAN continued to facilitate and participate in the working group created to address this recommendation and its subsections.</p> <p>Subsections i, iii, iv, v, vi, ix, x, xii remain completed. Subsections xi and xiii do not apply to NAN.</p> <ul style="list-style-type: none"> ii. “Am I Missing?” is a public awareness campaign developed in 2018 to draw attention to the importance of reporting missing persons to police without delay. It was launched for the third time in August 2020 to keep raising awareness in Thunder Bay. The campaign was adapted in partnership with the Ontario Provincial Police in Sioux Lookout, and launched in January 2021. This subsection remains completed.

vii. Development is ongoing for a missing persons search toolkit which will be an educational resource for NAN First Nations. This subsection is in progress. viii. NAN continues to consider its internal protocol and policy regarding missing persons who are members from NAN communities, and the role of its employees. This subsection is in progress.

viii. NAN continues to consider its internal protocol and policy regarding missing persons who are members from NAN communities, and the role of its employees. This subsection is in progress.

2020:

The recommendation is accepted and is completed, in progress, or does not apply depending on subsection.

Missing Person Investigations and Searches

NAN facilitated and participated in discussions through the working group created to address this recommendation and its subsections.

i. In the last year, the organizations who are to create policies and procedures continued to develop these documents on their own. Should the need arise to discuss any component of the policies and procedures, NAN will help to facilitate discussions.

This subsection remains completed.

ii. “Am I Missing?” is a public awareness campaign developed in 2018 to draw attention to the importance of reporting missing persons to police without delay. The campaign consisted of a video and post cards. It was first launched in June 2018 in Thunder Bay. A second launch took place in June and September 2019, and it included the following resources:

- a) Post cards translated into Oji-Cree, Mushkego Cree, Hudson Bay Cree, and Ojibway;
- b) Poster;
- c) Interior bus cards;
- d) Billboard; and
- e) A 30-second video.

Print resources were distributed to NAN First Nations to raise awareness among community members. A third launch is planned for August 2020.

This subsection remains completed.

iii. The working group developed the student information template and consent form.

This subsection remains completed.

iv. In 2018, the Thunder Bay Police Service developed the social media guide, “Missing Persons & Social Media: Limit misinformation & protect the privacy of missing persons”, which the working group reviewed.

This subsection remains completed.

v. The Thunder Bay Police Service previously stated the service has a process in place for issuing releases. The working group has not discussed this subsection.

This subsection remains completed.

vi. The Thunder Bay Police Service previously stated the service has an arrangement with Nishnawbe-Aski Legal Services Corporation or works directly with the First Nation education organizations, band councils, elders and NAN. The working group has not discussed this subsection.

This subsection remains completed.

vii. Rather than continuing to develop an internal search plan, NAN is instead developing a missing persons guide as an educational resource for the NAN First Nations.

This subsection is in progress.

viii. Rather than continuing to develop a global search plan, NAN is instead developing an internal protocol on how NAN will respond to missing person matters in the future due to liability concerns.

This subsection is in progress.

ix. The risk factors were identified by the working group.

	<p>This subsection remains completed.</p> <p>x. The working group developed the following: 1) a missing person questionnaire, 2) a missing persons poster, 3) a consent form 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, and 4) a consent form for the Thunder Bay Police Service to release information about a missing student to a school or education organization.</p> <p>This subsection remains completed.</p> <p>xi. This subsection does not apply to NAN.</p> <p>xii. NAN and TBPS developed the best practices for non-police community volunteer searchers, which was provided to KO, MLO and NNEC for their consideration in their policies and procedures.</p> <p>This subsection remains completed.</p> <p>xiii. This subsection does not apply to NAN.</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>2021:</p> <ul style="list-style-type: none"> • Named parties of the Recommendation #91 working group continue to meet frequently since the Inquest Recommendations were released and continue to work steadily towards the implementation of this critical Recommendation. • Progress on subsections is as follows: <ul style="list-style-type: none"> i) o NNEC has successfully implemented our own new and improved Missing Student Protocol Guide to be utilized in the event there is a missing student.

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

o The status of this subsection is complete.

ii)

o The Open House and Media Launch for the “Am I Missing Campaign” that was created by the working group took place on June 26 , 2018 at the Brodie Street Thunder Bay Public Library. A short video and post cards were presented at the Open House which were utilized to spread awareness about the importance of reporting missing person’s matters to police without delay.

o Post-cards were translated into Ojibwae, Cree, and Oji-Cree and circulated throughout our remote Northern communities. o Each of the parties involved with the Recommendation have helped to share the cost of this campaign.

o A second wave of postcards as well as a revamped social media campaign took place on September 10 , 2019.

o Most recently, on January 13 , 2021, a third push was made to help spread awareness about the “Am I Missing?” campaign in the Dryden and Sioux Lookout areas in partnership with Nishnawbe Aski Police Service, Ontario Provincial Police, and our other Inquest partners.

o The status of this subsection is complete.

iii) o 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

o These forms will continue to be utilized for the collection of crucial student information.

o The status of this subsection is complete.

iv) o 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.

o NNEC has policies and procedures in place for utilizing social media when there is a missing student. o The status of this subsection is complete.

v)

o The working group has discussed the usage and approaches to press releases.

o The status of this subsection is complete.

vi)

o 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.

o The status of this subsection is complete.

vii)

o NNEC has developed an Internal Search Plan that has been approved by the Board of Directors and Legal Counsel.

o This plan will continue to 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.

o 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.)

o The status of this subsection is complete.

viii)

o NNEC has developed our own "Global Search Plan" which has been approved by our Board of Directors. NNEC is pleased to report that the document created by the Recommendation #94 Working Group "Best Practices for Non-Police Searchers" has been included in our internal plans and this item is now complete.

o The status of this subsection is complete.

ix)

o 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 continue to be used by NNEC to help continue to inform our policies and procedures for missing students.

o TBPS Missing Persons Policy contains these risk factors which were distributed to The working group for reference.

o The status of this subsection is complete.

x)

o The working group has reviewed the revised TBPS Missing Person's Questionnaire. NNEC continues to review and make the necessary changes to this document so that we are best able to gather important information in the event that a student goes missing.

o The status of this subsection is complete.

xi)

o We have been advised by TBPS that they have completed the training of officers on Missing Persons Policy as suggested in this section.

o Each year, 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.

o Our SSSP, On-Call and other front line staff have engaged in a number of training sessions, including sessions with Lakehead Search and Rescue, which has prepared them to conduct future searches to the best of their ability.

o The status of this subsection is complete.

xii)

o TBPS conducted training on missing person's investigations and missing person's searches which NNEC has partaken in.

o 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.

o NNEC will continue to offer its support and guidance towards the development of this training. o The status of this subsection is complete.

xiii)

o TBPS 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.

o 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.

o We understand that the status of this subsection is complete.

2020:

	<ul style="list-style-type: none"> • Named parties of the Recommendation #91 working group continue to meet frequently since the Inquest Recommendations were released and continue to work steadily towards the implementation of this critical Recommendation. • Progress on subsections is as follows: <ul style="list-style-type: none"> i) <ul style="list-style-type: none"> ○ 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 <i>complete</i>. ii) <ul style="list-style-type: none"> ○ The Open House and Media Launch for the “Am I Missing Campaign” that was created by the working group took place on June 26th, 2018 at the Brodie Street Thunder Bay Public Library. A short video and post cards were presented at the Open House which were utilized to spread awareness about the importance of reporting missing person’s matters to police without delay. ○ Post-cards were translated into Ojibwae, Cree, and Oji-Cree and circulated throughout our remote Northern communities. ○ Each of the parties involved with the Recommendation have helped to share the cost of this campaign. ○ A second wave of postcards as well as a revamped social media campaign took place on September 10th, 2019. Moving forward, the working group is looking to spread this message into other catchment areas, including but not limited to Sioux Lookout and Dryden. ○ The status of this subsection is <i>complete</i>. iii) <ul style="list-style-type: none"> ○ 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 continue to be utilized for the collection of crucial student information. ○ The status of this subsection is <i>complete</i>. iv) <ul style="list-style-type: none"> ○ TBPS have developed a guide to addressing “Missing Persons & Social Media: Limiting
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	<p>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.</p> <ul style="list-style-type: none"> ○ NNEC has policies and procedures in place for utilizing social media when there is a missing student. ○ The status of this subsection is <i>complete</i>. <p>v)</p> <ul style="list-style-type: none"> ○ The working group has discussed the usage and approaches to press releases. ○ The status of this subsection is <i>complete</i>. <p>vi)</p> <ul style="list-style-type: none"> ○ 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 <i>complete</i>. <p>vii)</p> <ul style="list-style-type: none"> ○ NNEC has developed an Internal Search Plan that has been approved by the Board of Directors and Legal Counsel. ○ This plan will continue to 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. ○ 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.) ○ The status of this subsection is <i>complete</i>. <p>viii)</p>
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	<ul style="list-style-type: none"> ○ NNEC has developed our own “Global Search Plan” which has been approved by our Board of Directors. NNEC is waiting on approval from the Recommendation #94 Working Group to include their “Best Practices for Non-Police Searchers” document as part of our Appendices as noted in the recommendation. ○ The status of this subsection is <i>ongoing</i>. <p>ix)</p> <ul style="list-style-type: none"> ○ 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 continue to 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 <i>complete</i>. <p>x)</p> <ul style="list-style-type: none"> ○ The working group has reviewed the revised TBPS Missing Person’s Questionnaire. NNEC continues to review and make the necessary changes to this document so that we are best able to gather important information in the event that a student goes missing. ○ The status of this subsection is <i>complete</i>. <p>xi)</p> <ul style="list-style-type: none"> ○ 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. ○ NNEC continues to try and schedule important training with Lakehead Search and Rescue for our frontline staff though we have been unsuccessful thus far. NNEC will continue to reach out to try and schedule training when the COVID-19 virus subsides. ○ The status of this subsection is <i>ongoing</i>. <p>xii)</p> <ul style="list-style-type: none"> ○ TBPS conducted training on missing person’s investigations and missing person’s searches which
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	<p>NNEC has partaken in.</p> <ul style="list-style-type: none"> ○ 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 <i>complete</i>. <p>xiii)</p> <ul style="list-style-type: none"> ○ TBPS 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 <i>complete</i>.
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PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2021: KO has developed a Missing Student Protocol Guide (MSPG) that will be utilized by all staff.</p> <p>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>

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 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.

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.

KO participated in the Public Awareness Campaign and will share all information and material within our member communities. This item remains ongoing and MSPG Training and Lakehead Search & Rescue Training will be conducted again in July and August of 2020.

KO will participate in the Working Group being developed by NAN to share the Rec. 91 campaign to sites outside of Thunder Bay i.e. Sioux Lookout, Dryden, Timmins. As the legislation was changed and is Ontario-wide, we found it important that all our community members in various towns, cities and/or their home communities are aware of the new missing person legislation.

While we did undertake a mail-out and poster campaign last year, greater education and understanding comes with in- person sessions. Ongoing. KO/KOBE staff receive training on the Missing Student Protocol Guide annually and information is shared with KO First Nations via mail-out and sharing on social media platforms.

2020:

KO has developed a Missing Student Protocol Guide (MSPG) that will be utilized by all staff. The protocol identifies:

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

	<p>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.</p> <p>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.</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>This item remains ongoing and MSPG Training and Lakehead Search & Rescue Training will be conducted again in July and August of 2020.</p> <p>KO will participate in the Working Group being developed by NAN to share the Rec. 91 campaign to sites outside of Thunder Bay i.e. Sioux Lookout, Dryden, Timmins. As the legislation was changed and is Ontario-wide, we found it important that all our community members in various towns, cities and/or their home communities are aware of the new missing person legislation. While we did undertake a mail-out and poster campaign last year, greater education and understanding comes with in-person sessions.</p>
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PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM

<p>DETAILS PROVIDED BY PARTY</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. This working group is still active in academic 2019-2020.</p> <p>There has been much work done for this recommendation. MLC has developed a Missing Student Protocol Guide which outlines a clear set of policies and procedures to deal with missing student situations specific to the MLC. MLC took the lead in developing a series of student information form templates for First Nation partner organizations to use. It was not possible for each organization to create one set of MSPG policies and procedures as each organization operates under different structures. However, the Working Group discussed and came up with best practices that each organization could use in developing their own policies and procedures.</p> <p>MLC was a part of a Public Awareness Campaign subgroup that planned the implementation of a public information campaign which emphasizes the importance of reporting a missing person to police without delay. A public awareness campaign titled “Am I Missing?” which includes a video suitable for social media and public service announcements; as well as, postcards for distribution to students, parents, boarding parents, and the community did launch on June 26, 2018. Postcards will also be translated into Ojibway, Cree and Oji-Cree.</p> <p>MLC continues to work with the Thunder Bay Police Service in supporting our students who may encounter legal issues.</p> <p>Each year MLC staff participated in training provided by Thunder Bay Police Service and Lakehead Search and Rescue on missing person investigations and missing person searches. We have also liaised with Matawa Education Authorities to ensure their staff participate in all trainings offered.</p>
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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	<ul style="list-style-type: none"> Reported complete in 2017; please refer to 2017 Response to the OCC for further details on the establishment of the Provincial Missing Persons Investigators Working Group (which includes representatives from police services across the province) which continues to be ongoing. <p>2020: The <i>Comprehensive Ontario Police Services Act</i> (CPSA), which established the new <i>Community Safety and Policing Act</i> will come into force in 2021.</p> <ul style="list-style-type: none"> As part of the work to bring the <i>CSPA</i> into force, SolGen is engaging key stakeholders and partners on the development of key matters for regulation such as standards to deliver adequate and effective policing, including investigations into missing persons.

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	<ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p>2020:</p> <ul style="list-style-type: none"> • The <i>Missing Persons Act</i>, 2018 came into force on July 1, 2019. SolGen is monitoring implementation of the Act. • The ministry is required to conduct a review of the Act within five years of it coming into force (i.e., by July 1, 2024). • The Ministry of the Solicitor General continues to work with the Provincial Missing Persons Investigators Working Group to monitor implementation of the Act. • The <i>Comprehensive Ontario Police Services Act (CPSA)</i>, which established the new <i>Community Safety and Policing Act</i> will come into force in 2021. • As part of the work to bring the <i>CSPA</i> into force, SolGen is engaging key stakeholders and partners on the development of key matters for regulation such as standards to deliver adequate and effective policing, including investigations into missing persons.

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	1 – Recommendation has been implemented	Complete

RESPONSE		
GRADE		
TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The recommendation was accepted and remains completed.</p> <p>Joint Protocol The handout on best practices for community searchers was jointly developed by NAN and the Thunder Bay Police Service, and it was translated into the syllabic versions in Mushkego Cree, Hudson Bay Cree, Ojibway, Oji-Cree, and the long vowel translation in Ojibway.</p>	<p>2021: The Joint Search Protocol has been finalized and is now in circulation.</p> <p>2020: Recommendation 94 – Multilingual Joint Search Protocol – Complete:</p> <p>All meetings are complete and a protocol has been established. One final meeting will occur with NAN representatives to ensure the protocol is sufficiently represented in our internal policy.</p>

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>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</p> <p>2020 Updates</p> <ul style="list-style-type: none"> • Since 2017, LCBO has operated a mobile patrol performed by a marked security vehicle and uniform security guard between the four stores in Thunder Bay. The patrol has a mandate to reduce loitering and ensuring overall safety and security of the LCBO premises for both customers and staff. • LCBO will maintain regular communication with Thunder Bay Police Services about suspicious activities and will adjust its approach as necessary.
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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>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</p> <p>2020: LCBO will continue to monitor how added procedures and training</p>	<p>2021: The “Runner Project Plan” at TBPS remains operational, when staffing complement permits</p>

	<p>contribute to the effectiveness of existing Challenge and Refusal procedures, and will maintain regular communication with TBPS to adjust its approach as necessary.</p>	<p>2020: Joint Task Force with LCBO to Deter Underage Drinking (Complete).</p> <p>The “Runner Project Plan” at TBPS remains operational, when staffing complement permits.</p> <p>Update June 2019-2020: In January 2020 the Community Oriented Response Unit was created to focus on identified community issues. One of the focuses of the Community Oriented Response team is neighbourhoods in which there are LCBO’s. The presence of this Unit has proven as a deterrent for underage individuals accessing alcohol.</p>
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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	1 – Recommendation has been implemented	Complete
GRADE		

TIME FRAME	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020:</p> <ul style="list-style-type: none"> In Fall 2019, NAN, KO, TBPS and MECC were engaged on a revised version of the creative for the social media component. LCBO also delivered an update at the January 15 Political Table prior to the campaign roll-out. In late January 2020, the LCBO posted the social media content on its Facebook, Twitter and Instagram social media sites. 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. LCBO held a number of discussions with Thunder Bay stakeholders in 2018 to inform a Phase II public awareness campaign (i.e., social media component). 	<p>Public Campaign to Deter Second Party Purchases of Alcohol (Complete).</p> <p>Update from June 2019 – June 2020: TBPS has completed its portion of this task. The LCBO was to reach out to NAN, NNEC, KO among others to finalize its public campaign.</p>

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>2021:</p> <ul style="list-style-type: none"> • School closures occurred during the COVID-19 pandemic as determined by First Nations communities and organizations. • Due to complications of COVID-19, ISC provided education funds for schools and organizations to implement educational services for students in their home communities. • Flexibility existed for First Nation to address unique learning modifications based on their needs, this included options for development of on-the-land learning, traditional and cultural activities and increased investments in technology and devices to deliver virtual learning. <p>2020:</p> <p>A working group has been struck, terms of reference drafted and work has commenced under the leadership of KO eHealth. Due to multiple priorities of members involved on the working group services DFCHS and MLC have not yet been implemented. KO has implemented. i this support for their communities. Matawa is investigating how best to implement this type of support. ISC funding is supporting student cell phones for safety and connecting with family members.</p> <p>NEEC 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>2021: Use of social media permeates throughout the Youth Inclusion Program (YIP). The success of many programs within depends on the use of social media.</p> <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. 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>2021: Ongoing</p> <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. 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>
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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	<ul style="list-style-type: none"> • Reported complete in 2019; please refer to 2019 Response to the OCC for further details. • Ontario's After School Program at Dennis Franklin Cromarty funding will continue through the 2020/21 school year. <ul style="list-style-type: none"> ○ Since 2009, MHSTCI 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-Friday from 4:00-7:00pm. ○ The school averages approximately 127 youth attending the program on a daily basis.

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 implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: An update to the program will be provided to Council as part of the Transit Fare and Revenue Strategy later this year as the City transitions to an Electronic Fare Management System (EFMS).</p> <p>2020: The First Nation Secondary School Pass (FNSSP) ‘Pilot Program’ 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 price for the pilot program was introduced at a discounted rate of \$41.25 per eligible student per month and is subject to the City’s annual budget process and related user fee increases. Transit Services presented an agreement to the interested communities/organizations based upon the Council approved pilot program Terms and Conditions. Nine (9) communities/ organizations initially confirmed their participation in the pilot program. Students are provided with their pass, a summary of the rules of the pass as well as transit maps and transit travel training/orientation that may be required to assist them with using the public transit system. During the original pilot program the process of pass distribution for Transit Administration and student educators was streamlined. Since inception in 2017, student participation in the program has grown from 222 to 328. As part of the 2020 budget, the program was continued for the 2019-2020 school term. An internal review of the Transit Division’s Fare and Revenue Strategy will be completed as part of introducing an Electronic Fare Management System by Q1 2022. Administration will be providing a separate report to City Council prior to the introduction of EFMS that will include recommendations for all discounted fare pass programs.</p>

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	<p>2021:</p> <ul style="list-style-type: none"> • Since March 2020, delivery of the paper copies of the Key has been paused for majority of locations because of closures of facilities. Only Dilico received delivery during the pandemic. All locations are on hold at this time. • As of 2020, the Key is going eco-friendly with less paper copies being distributed, however it is always available online to view at www.thunderbay.ca/thekey • Once facilities begin to reopen, the Key Coordinator will check in with all locations on the distribution list as mentioned above to confirm which locations require paper copies. <p>2020: The Key Coordinator was in contact with staff from MLC and DFCHS in Fall 2016, and both are now added to the distribution list.</p>

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>2021: In 2020 15% of the applicants were referred by Indigenous agents, however, 50% of the applicants came from the social services sector and, again, there is a likelihood of Indigenous applicants coming through that channel.</p> <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. 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**

2021:

- Well Nation is an Indigenous health and wellness program. A personal trainer, came to Thunder Bay to launch the certification program for WellnessWarriors. This program was offered to city staff in the Rec and Culture division as well as Indigenous community members. The Canada Games Complex (CGC) provided free space for the training and the City paid for some staff to attend. City staff did not graduate from the program as no certifications were given out upon the first visit, second visit was at an additional cost, and additionally they could not call themselves Wellness Warriors since they were not Indigenous.

- Indigenous Sport and Wellness Ontario (ISWO) did play a key factor in bringing the program to Thunder Bay, certifying their staff and ongoing delivery of the program. When it came time for community development work, CGC staff helped secure space for ISWO and advertised the program. It is neither funded by a grant or CGC programming. The partnership was more about providing space and access to the program spearheaded by ISWO. A meeting is to take place once facilities re-open to reassess what that partnership can look like moving forward. Some ideas are: provide space, hiring Wellness Warriors and/or providing additional fitness training opportunities to Wellness Warriors.

- Canada Games Complex staff have collaborated with District of Thunder Bay Social Services Administration Board to provide programming to the Academy neighbourhood. This is currently fitness only, but planned to expand to swimming as well. • Division programs regularly engage organizations and public to determine programming needs and interests for facilities and neighbourhoods. Recent examples include: public engagement for park redevelopment and programming in the Dease Park/McKellar neighbourhood; public survey regarding ice/arena use; public/participant surveys of community events.

- The Division is an active participant in the Healthy Kids Thunder Bay initiative, a collective impact approach to health of local children and families involving a number of community organizations and engaging community in identifying their needs for programs and services.

- The Division is an active participant in the Community Safety & Wellbeing Plan development process and resulting action table for children, youth & families.

2017-2020

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

	<p>interests. Recreation & Facilities Master Plan consultations included a forum specific to Indigenous 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. 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	<p>2021:</p> <ul style="list-style-type: none"> • In May 2021, the Community, Youth & Cultural Funding Program (CYCFP) approved a Project Grant supporting the Engaging Youth Making a Difference project hosted by RMYC/MANWO. • In 2021, a CYCFP Grant was approved for the Thunder Bay Skateboard Coalition skate school. Youth who want to enter the sport of skateboarding may be intimidated by showing up at the skate park, not having the funds for equipment and are not sure where to start in terms of learning how to skateboard. The project will target lower or fixed income youth, girls, visible minorities and individuals from the Westfort and Current River

	<p>communities who do not have access to reliable transportation (because they can walk to the parks). There will be no fees for the participants to attend the Skate School.</p> <ul style="list-style-type: none"> • 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 five years. A Youth Inclusion Manager, two Program Supervisors, two Youth Navigators and two Coordinators have been hired through the Recreation & Culture Division to implement the Youth Inclusion Program. • In 2021, YIP will be launching Youth Project Grants to empower and mentor youth to apply for funding and deliver projects that are important to them. • The Recreation & Culture Division pursues funding, sponsorships, donations and partnerships on an annual basis to support Division programs & services. Funding sources outside of the annual municipal budget allocation are typically one-time, single year, or a set one-time multi-year term (i.e. YIP 5 year funding). Outstanding funding sources are typically not guaranteed beyond the approved funding term. <p>2017-2020: 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. 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 – No OCC response code	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE				
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: The City of Thunder Bay conducted public engagement (Stakeholder survey closed May 16, 2021) on its rink use policy. A stakeholder meeting took place April 22, 2021. DFCHS and MLC were invited to the stakeholder meeting and have been invited to attend a meeting where key findings and proposed recommendations will be presented to City Council for approval.</p> <p>2017-2020: Partners Forum was held for input on City-wide youth</p>	<p>2020:</p> <ul style="list-style-type: none"> 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 including but not limited to free golf at the City Golf Courses, discounted rates on ice times for hockey as well as broomball, 	<p>KO students continue to utilize the City of Thunder Bay municipal parks and skating rinks during the nine school months they are here. Our students utilize the rinks for hockey and broomball on a weekly basis.</p> <p>2020: KO is participating on two Interagency Committees to develop intramural activities with our partners in Sioux Lookout and Thunder Bay. KO partners with Windigo, Independent First Nations Alliance, Northern Nishnawbe Education Council, KO, and Shibogama (WINKS). Another</p>	<p>MLC and the City of Thunder Bay have worked together to coordinate the participation of Matawa First Nation students, including MLC students, in City recreation programs and City sponsored events throughout the school year. Some examples of their work are set out below:</p> <ul style="list-style-type: none"> MLC participated in Nibii Mamowechitiwin Youth Water Gathering at Fort William First Nation Sept 21-23, 2018 which was a City of

	<p>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.</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. Children & Youth staff invited partners including</p>	<p>free swimming lessons, and discounts at the Canada Games Complex for NNEC students.</p> <ul style="list-style-type: none"> • Through Public Safety Canada, the City of Thunder Bay began to implement their “Youth Inclusion Program” this past school year which helped to provide resources for additional opportunities for our youth to get involved in recreation and other City sponsored events during and after school hours. • Next school year, the City plans to 	<p>partnership is under development in Thunder Bay with the above-mentioned partners and will include Matawa First Nations Management and Nishnawbe Aski Nation.</p>	<p>Thunder Bay event for Recommendation 115;</p> <ul style="list-style-type: none"> • MLC partnered with the City of Thunder Bay on their Youth Inclusion Grant in which a City of Thunder Bay Youth Inclusion Program youth worker provides in school support and programming for our students and MLC has been provided with additional funding to support school programming for our students; • First Nations Secondary School Pass was implemented for students which provides discounted bus
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	<p>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 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</p>	<p>implement additional human resources to help run after school programming, help students learn more about the city and its amenities, and promote healthy active lifestyles.</p>		<p>passes for students;</p> <ul style="list-style-type: none"> • 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 continue to have increased access to City volunteer opportunities;
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	<p>also supported the event.</p> <p>Through the Youth Inclusion Program (YIP), both DFCHS and MLC are expanding their hockey programs, through arrangements to access ice time in City areas at reduced rates. A broomball league is being explored for the first YIP site in winter 2019.</p> <p>Thunder Bay Indigenous Friendship Centre carved a snow sculpture for SnowDay 2019. DFC students submitted nominations for students for annual Thunder Bay Arts and Heritage Awards.</p> <p>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</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 the Kinsmen Youth Centre); • The input of students at MLC was been sought and received with respect to Parks and Recreations Planning; • The City provided \$11,000.00 in funding for an equipment lending library to be established by and for Matawa First Nation community students and other
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	Kinsmen Youth Centre.			<p>youth;</p> <ul style="list-style-type: none"> • The City provided discounted or free transportation to support students to attend events; • The City of Thunder Bay has approved a strong box at Wilson Park to permit students to store their athletic equipment at the park. <p>Overall, MLC students have had greater opportunities to participate in recreational activities in Thunder Bay.</p>
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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	<p>2021:</p> <ul style="list-style-type: none"> • Supervisory staff maintain a daily operations/activity log of all exceptional circumstances which may occur across the network during an operating day. Records of all operating exceptions, incidents, etc. are captured as part of the daily operations log. These logs are currently manually created documents and Transit continues to explore ways to automate the process. • The Ambassadors program is a Customer Service training program developed by the Canadian Urban Transit Association (CUTA) of which Thunder Bay Transit is a member. Separate procedures are in place to govern how passenger safety incidents are managed. Those procedures are reinforced as part of delivery of the CUTA Ambassador training program. • Other actions have included travel training for students, Transit staff attending student orientation days, etc. Travel training can be delivered on request. A night stop program is also in place which allows passengers to request to be dropped off anywhere along a route during evening hours. A corporate Code of Conduct and extra duty security at City Hall are other examples of additional actions in place. <p>2020: 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.</p>

Note: Thunder Bay does not report that the existing protocols are 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	1B – Alternate Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Children and Youth Programs are beginning to re-evaluate conditions to non-affiliated employment such as credentials and certifications with the hopes of removing barriers for youth to apply. • Outreach continues to be made targeting Indigenous youth.</p> <ul style="list-style-type: none"> • The number of applications received from Indigenous Youth have increased slightly over the last two years (2.53% of applications in 2019 and 2.93% of applications in 2020). • Initiatives exist within the Corporation’s Employment Outreach & Retention Plan that that are targeted towards Indigenous recruitment. This includes enhancing our targeted communications plan to further promote employment opportunities to Indigenous people, which also includes enhancing our existing social media strategy (i.e. Facebook, Instagram) to reach Indigenous youth. • We continue to consult and collaborate with key community Indigenous groups, recruitment services, educational institutions, and Ministry programs/initiatives, in an effort to explore and develop specific placement programs to assist Indigenous people to gain qualifications needed to apply for entry level positions. • Each year, the Corporation hosts placement students of Confederation College from key programs intending to serve Indigenous peoples, such as the Native Child and Family Services program, and the Aboriginal Community Advocacy Program. This partnership offers a rich learning environment for students, and helps them develop their skills and work networks. • This Corporation has had some success with short-term placement opportunities in the past. (i.e. Anishinabek Employment & Training Services) and we look forward to building further opportunities in this regard (i.e. Operator in Training Internship with the Ontario First Nations Technical Services Corporation). We will also continue to partner with Oshki-Pimache-O-Win Education and Training Institute to offer childcare placement opportunities to Indigenous peoples. <p>2017-2020:</p>

	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.
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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>2021: Being Implemented- In process</p> <p>Ongoing - In the broad sense, there is no completion date for the Wayfinding program, as new trails are built or rehabilitated, and as new facilities are constructed or as there is appetite to expand along the road network new elements will continue to be added to over time. The majority of signs for Downtown Cores Wayfinding – Phase 1 were delivered during winter 2020. Parks and Mobility are working with the Roads Division to have these signs installed during the summer and fall of this 2021. The large kiosk signs have not been delivered yet, but they are expected to be delivered in the summer and installed in the fall of 2021 as well.</p> <ul style="list-style-type: none"> Wayfinding signage for multi-use trails constructed over the last few years – Ford Street Trail from Walsh Street to Confederation College & the Neebing River Trail from Ford Street to Balmoral Street is currently being designed and will go out for procurement late summer or fall of this year for installation fall 2021 or spring 2022. The Waterfront Trail will follow similar timelines and the three segments will be: (1) Marina

Park Drive North from Marina Park overpass to Richardson Elevator,(2)Island Drive from Main Street to the Floodway and(3) on Mission Island from the Mission Marsh to 110th Ave.

- Indigenous spaces and presence are identified as an action item in the Indigenous Relations and Inclusion Strategy, which will further respond to this Recommendation and include Indigenous community input on development and implementation during engagement sessions currently taking place (2021).
- Tourism Thunder Bay is redeveloping welcome signage at the Thunder Bay Airport to include greetings in Ojibway.
- Tourism Thunder Bay is supporting and advocating for Indigenous tourism development has been identified as a specific objective in the 2017-2021 Tourism Product Development Strategy. • Tourism Thunder Bay is an active member of Indigenous Tourism Ontario.
- Corporate Communications is developing an implementation plan which will include a diversity standard for all communications materials at the City of Thunder Bay. Engagement is currently taking place

2020:

The current ongoing Wayfinding Plan has made great efforts to acknowledge the local Indigenous community in the proposed signage. It 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 local Indigenous artists, including one from Fort William First Nation, 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 Ojibwa, 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." Progress on implementation has been slowed by response to COVID19. However, a tender for the fabrication of the downtown phase one signage in the

	<p>value of approx. \$125,000 was awarded in the spring of 2020 with delivery expected in the fall of 2020 and installation in the fall of 2020 or spring 2021.</p> <p>Indigenous spaces and presence is also identified as an action item in the draft Indigenous Relations and Inclusion Strategy, which will further respond to this Recommendation and include Indigenous community input on development and implementation.</p>
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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	<p>2021: Council’s approved calendar ensures that no meetings will take place on 21 June to honour National Indigenous Peoples Day 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, 2020.</p> <p>2017-2020: 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.</p>

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	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Implemented- Ongoing</p> <ul style="list-style-type: none"> • The recommendation working group finalized the awareness and education campaign materials at its meeting on 3 June 2021, and will be launching the campaign on 29 June 2021. <p>2020: 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 was extended into 2020.</p> <p>In February 2020, Council approved the addition of a new focus area of Anti-Racism and Reconciliation to the Community, Youth & Cultural Funding Program’s project grant category, beginning with the October 2020 intake on a pilot basis. Targeted marketing will be directed to organizations whose programs and services are in alignment with the goals of the Funding Program.</p> <p>Inquest partners have worked collaboratively to develop a public education and awareness campaign on racially-motivated crimes against Indigenous persons. The campaign builds on a previous hate-motivated crime campaign and is informed by research on hate crimes, local incidents, and focus group work, including youth input. The campaign includes posters, postcards, and radio, print and social media ads. The campaign launch will coincide with the return of Indigenous youth to Thunder Bay for their education in August. Alternatives will be discussed if youth are not returning to Thunder Bay due to concerns about COVID-19.</p>

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	<ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p>2020:</p> <ul style="list-style-type: none"> • The <i>Community Safety and Policing Act, 2019</i> 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>2021: Ongoing - Terms on the board are two years in length, and recruitment for new members is an ongoing challenge</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. In January 2019, Georjann Morriseau was appointed as a Civilian Board Member to the Thunder Bay Police Services Board.</p>

RECOMMENDATION 114

Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-term Care and Child and Youth Services, the Northwest Local 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 - Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Canada funding NAN to develop the plan and implement the following:</p> <ul style="list-style-type: none"> • Safe Sobering Sites • Student Help and Dispatch Line • Detox Facility • Caring for the Addiction Issues of Youth • Caring for the Mental Health of Youth <p>NAN included KOBE, MLC, NNEC and Thunder Bay Regional Health Services to revise discharge protocol for unaccompanied students.</p> <p>2020: The Government of Canada is supportive of this recommendation and is participating on a working group, led by the Ontario Health North, to address this issue. 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>

PARTY	ONTARIO
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PARTY RESPONSE	1A - Recommendation will be implemented 8 - Content or intent of recommendation is already in place
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021:</p> <p>MOH is providing base funding beginning in 2021-22 through Ontario Health - North to support safe sobering sites for First Nations youth in Thunder Bay to safely detoxify from substance and alcohol misuse.</p> <ul style="list-style-type: none"> • The safe sobering sites are operated by the following First Nations organizations: <ul style="list-style-type: none"> o Keewaytinook Okimakanak (KO); o Matawa Education and Care Centre (MECC); and o Northern Nishnawbe Education Council (NNEC). • Ontario Health - North continues to work with these organizations and other Inquest partners on the implementation of this recommendation. • The Committee has developed three Youth Detox Safe Sites in Thunder Bay. The three sites are now in place and operational. • The Committee continues to work on developing a proposal for an alternate site for other youth that are not affiliated with KO, MECC or NNEC. • Financial details specific to Ontario Health - North investment include: o \$133,400 to KO for a safe sobering space; o \$133,300 to MECC for a safe sobering space; and o \$133,300 to NNEC for a safe sobering space. Planned/ continued response to recommendation • Ongoing planning for the development of a proposal for youth currently not served by current programs. <p>2017-2020:</p> <ul style="list-style-type: none"> • MOH is providing funding over three years (2018/19 to 2020/21) through Ontario Health - North to support safe sobering sites for First Nations youth in Thunder Bay to safely detoxify from substance and alcohol misuse. • The safe sobering sites are operated by the following First Nations organizations: <ul style="list-style-type: none"> o Keewaytinook Okimakanak (KO); o Matawa Education and Care Centre (MECC); and o Northern Nishnawbe Education Council (NNEC). • Ontario Health - North continues to work with these organizations and other inquest partners on the implementation of this recommendation. 	

- The Committee has developed three Youth Detox Safe Sites in Thunder Bay. The three sites are now in place and operational
- The Committee continues to work on developing a proposal for an alternate site for other youth that are not affiliated with KO, MECC or NNEC.
- Financial details specific to Ontario Health - North investment include:
 - \$133,400 to KO for a safe sobering space (2018/19 to 2020/21);
 - \$133,300 to MECC for a safe sobering space (2018/19 to 2020/21);
 - \$133,300 to NNEC for a safe sobering space (2018/19 to 2020/21).

PARTY	CITY OF THUNDER BAY
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
<p>2021: Ongoing - Three sites have been implemented.</p> <p>A Health Services Improvement Plan (HSIP) has been developed to request funding from the Northwest LHIN for the creation of additional Safe Sobering Services in Thunder Bay that would act to augment the existing services provided by Matawa Education & Care Centre, Dennis Franklin Cromarty, and Keewatinook Okimakinak. At this time, there is no lead agency identified to submit the HSIP.</p> <p>2020: Working group meetings have been held regularly through the coordinated effort of the Northwest Local Health Integration Network. This recommendation was included as an action in Thunder Bay Drug Strategy (TBDS) Strategic Plan 2017-2020. Three safe sobering sites (KO, NNEC, Matawa) are operational and include shared services among the three groups, as well as use of existing resources within each group. Funding, however, has only been secured for three years (2018/19, 2019/20, 2020/21), and efforts to find ongoing funding are important moving forward. Updated local level data was collected from the hospital, police and Superior North EMS, as well as provincial level data related to intoxicated youth. The review of this data</p>	

indicated a need for a fourth safe sobering site (to serve all other youth not currently served by the existing sites). Inquest partners engaged community stakeholders and conducted a survey related to the development of a fourth site and determine interest. A draft Project Charter and Planning Committee has been established, but work has been on hold due to COVID-19.

PARTY	NAN
PARTY RESPONSE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
The recommendation is accepted and in progress.	
Alternative Facility for Intoxicated Youth	
<u>Safe Sobering Sites</u>	
NAN supported KO, MLC, and NNEC in the creation of their Safe Sobering Sites in Thunder Bay. The organizations and schools have worked hard to make these sites available and fully operational to ensure the safety of their students. The sites have received positive feedback, especially from police and EMS. The sites were initially funded for three years only, and discussions will need to take place for the sites to continue to be funded. Turning the funding into evergreen funding was requested by the organizations.	
<u>Student Help & Dispatch Line</u>	
In 2019-2020, NAN worked with KO, MLC and NNEC and the Thunder Bay Regional Health Sciences Centre to revise the hospital discharge protocol for unaccompanied students so that the hospital can use the Student Help & Dispatch Line to connect discharged students to their on-call worker or a Safe Sobering Site. More detail on this policy change is provided under Recommendation 116.	
<u>Fourth Detox Facility</u>	
The working group created for the recommendation continues to try to create a fourth facility to serve all youth in the City of Thunder Bay. Youth detox is a desperately needed service, especially for youth under 18 years of age. Research was conducted and data collected from the hospital, police and EMS, as well as provincial data. Data reviewed included emergency department visits, EMS calls for service, and police contact for intoxicated youth. A draft project charter was developed. In October 2019, a stakeholder engagement session was held where stakeholders were presented information about the Safe Sobering Sites and asked about what they were seeing or experiencing regarding youth intoxication, gaps in	

community services, how could their organization’s mandate assist, and their interest to collaborate in developing a business case or proposal to offer this service. A survey was also created to reach stakeholders unable to attend the engagement session. The City of Thunder Bay’s Drug Strategy has mostly coordinated these efforts and their commitment is acknowledged.

NAN Health Transformation

For NAN Health Transformation, access to a range of culturally sensitive treatment options has been a key theme in any engagement. NAN Health Transformation continues to support this recommendation and has prioritized community-led solutions to mental health and substance use issues as an immediate need.

Indigenous Mental Health and Addiction Treatment Centres

The Ka-Na-Chi-Hih Specialized Solvent Abuse Treatment Center (Ka-Na-Chi-Hih) operates two Indigenous Mental Health and Addiction Treatment Centres. Both sites were secured in Timmins and Sioux Lookout. There is ongoing collaboration and relationship building with partner organizations in the region. Ka-Na-Chi-Hih is currently in the process of obtaining the required operational licensing from the Ministry of Children, Community and Social Services. First intakes should tentatively take place in December 2020 or January 2021.

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
2021:	
<p>Funding Concern: MLC’s Safe Sobering Site funding is uncertain past March 2022 due to the possibility of Canada not continuing to fund the Choose Life Program. Matawa Safe Sobering Site: MLC received funding from Ontario and Canada for a Matawa Safe Sobering Site. The Matawa Safe Sobering Site is a service accessible to all Matawa First Nation’s Youth from ages 13-21 who are under the influence of alcohol and other substances. Staff provide a safe, judgement free zone where students can come in, sleep it off and access Mental Health supports, harm reduction strategies and a referral to treatment. The Matawa Safe Sobering Site staff are fully trained to provide care and monitor students while they safely achieve a level of sobriety.</p>	

During intake, staff gather as much information as possible to determine eligibility or ineligibility of a student. The intake tools such as; the HACK, sedation and respiration scales determine initial student intoxication, monitor student intoxication, level of sedation, and their number of respirations per minute. This ensures a stable recovery from intoxication. Staff will then inform students about harm reduction strategies, and gather additional student information that will be used when completing the Discharge and Mental Health referral. The referral is sent to the Mental Health Team and they create and implement an after-care plan for the student.

The Matawa Safe Sobering Site is open 24 hours, 7 days a week during the school calendar with the exceptions of Christmas and March breaks. The site is conveniently located within the Matawa Education and Care Centre.

Safe Sobering Site Working Group: MECC continues to work with the City of Thunder Bay’s Drug Strategy Coordinator and other Inquest Partners to develop existing sites and a 4th Safe Sobering Site for City of Thunder Bay youth not serviced by existing sites.

2020:

A Working Group to address this recommendation was formed to formulate a process of working with Ontario and Canada to fund this recommendation for each education organization. MLC submitted a proposal to the North West Local Health Integration Network for a Safe Sobering Site at our new Matawa Education and Care Centre site.

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 stabilization from substances. A Supervisor, Addiction Crisis Workers and Youth Residential Workers currently support students at the Matawa Safe Sobering Site.

MLC continues to work with partners to develop existing sites and a 4th Safe Sobering Site for City of Thunder Bay youth.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	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.

2020:

KO Sober site has had a total of 74 intakes in the 2019/20 fiscal year. Of these intakes, 2 students arrived by TBPS, and 7 required hospital intervention. Our staff have received a great response and cooperation from TBPS and EMS who were very pleased to see our facility in operation. All intakes that KO was able to accommodate provided a safe space for our students to detoxify, while keeping them out of emergency room and/or jail facilities.

KO has a second site established in Sioux Lookout and are prepared to accommodate 3 students. We are currently in the process of hiring staff and will begin their training and job shadowing July/August 2020. The Sioux Lookout Site will go live September 2020.

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 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	
2021: <ul style="list-style-type: none">• While much of the initial work has been undertaken for this recommendation, and each of the First Nations Education partners have their facilities up and running, NNEC continues to participate in Recommendation #114 working group meetings to discuss best practices and other relevant items.• As noted previously, NNEC has successfully developed and implemented an alternative facility aptly named “Waakaahikan” (which means “home” in Oji-Cree) for students in Thunder Bay who are intoxicated or are suffering from acute mental health issues and/or suicidal ideation, or other crisis.• Since the 2018-2019 school year, this facility has provided a safe space where qualified staff have been able to support a wide array of students who were suffering from the aforementioned conditions, which has helped to mitigate potential harm to NNEC students, boarding home parents, and parents during times of crisis.	
2020: <ul style="list-style-type: none">• NNEC continues to participate 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.

- NNEC has successfully 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.
- Since the 2018-2019 school year, this facility has provided a safe space where qualified staff are able to support a wide array of students who were suffering from the aforementioned conditions, which has helped to mitigate potential harm to NNEC students, boarding home parents, and parents during times of crisis.

2020 Updates

- NNEC continues to contribute to 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. The continued operation of this program will be heavily reliant on funding through our 2020-2021 Choose Life Proposal.
- NNEC continues to assist 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, though COVID-19 has slowed this initiative down considerably.

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 RESPOSENSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY	<p>2021: Ongoing-The working group considers this recommendation fully implemented. Annual work is conducted by the Thunder Bay Police Service, including data collection (incidents). The latest details on Project Floodway can be found here: https://thunderbaypolice.ca/main-menu/inquests-recommendations-and-updates</p> <p>2017-2020: Inquest partners came together in 2019 to revisit priority river areas identified for safety and security audits. A reassessment of the improvements to lighting, landscaping and other upgrades was conducted with the Safety and Security Specialist who led the initial audits, and no further improvements were identified. Work will continue on an ad-hoc basis with inquest partners, who will continue to monitor and encourage greater positive activity/use within these natural river areas, in an effort to continue to improve safety for all users. The Thunder Bay Police Service continued with Project Floodway, their initiative that includes regular patrols of these priority river locations. Project Floodway data shows a significant decline in incidents at these locations since it was launched in 2017.</p>
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THUNDER BAY POLICE SERVICE	
In progress	
SHORT-TERM	
<p>2021: 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 gleaned from the project from January 2020 – December 2020:</p>	
Average age	34.39
Median age	43.5
Oldest	74

Youngest	13
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# of 22 year olds	12
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# of 21 year olds	7
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# of 20 year olds	1
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# of 19 year olds	6
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# of 18 year olds	1
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# under 18 years old	6
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Total Persons	848
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Total males	527
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Total females	194
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*No gender identified	127
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Incidents 2019

January	41
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February	35
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March	17
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April	28
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May	29
June	37
July	65
August	78
September	93
October	68
November	55
December	33
Total Incidents	581

*Compare to 2019 total of 1012

2020:

Safety Audit of River Areas (In Progress).

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

Data Collection from Reporting Mechanism: The following information has been gleamed from the project for 2019:

Average age	35.76
Median age	34
Oldest	74

Youngest	11
# of 22 year olds	12
# of 21 year olds	7
# of 20 year olds	2
# of 19 year olds	1
# of 18 year olds	3
# under 18 years old	22
Total Persons	1191
Total males	563
Total females	266
Incidents 2019	
January	43
February	49
March	87
April	54
May	46
June	78

July	167
August	136
September	132
October	93
November	72
December	55
Total Incidents	1012

NNEC & DFC
1 – Recommendation has been implemented
SHORT-TERM
DETAILS PROVIDED BY PARTY
<ul style="list-style-type: none"> • 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 “CPTED”) 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 CPTED 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.
- 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.
- This past November 5th, 2019, Barry Horrobin came back to Thunder Bay to visit and to follow up on each of the recommendations that he'd made previously. This was an all-day session that included both meeting and discussion as well as visiting each of the sites to make observations and further suggestions.

2020:

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

KO

Accepted – No OCC response code

SHORT-TERM

DETAILS PROVIDED BY PARTY

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).

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 ongoing and we will continue to participate with this Working Group.

MLC

A – Accepted – No OCC response code

C – Complete – No OCC response code

SHORT-TERM

DETAILS PROVIDED BY PARTY

MLC participated in the planning and execution of the safety audit of the river areas. MLC participated in the training and audit organized by the City of Thunder Bay. MLC has been a part of the implementation of the final report. 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.

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>2021:</p> <ul style="list-style-type: none"> • A short film made in collaboration with Kingfisher Lake First Nation was in development, however the COVID-19 pandemic prevented the filming from taking place. Instead, the working group pivoted, and has been developing an animated film with the help of local design firm Generator. In addition to the animation, the campaign includes posters, postcards, radio, print, and social media ads. The launch of the campaign will coincide with the return of students to Thunder Bay this fall. <p>2020:</p> <p>Inquest partners have worked collaboratively to develop a public education and awareness campaign to increase the community’s understanding of the challenges that Indigenous youth face when they come to Thunder Bay for their education. These challenges include social and health challenges, racism, discrimination and stereotyping, and difficulties around navigating an urban environment with which they are unfamiliar. The campaign includes posters, postcards, a video, and radio, print and social media ads. The campaign launch will coincide with the return of Indigenous youth to Thunder Bay for their education in August. Alternatives will be discussed if youth are not returning to Thunder Bay due to concerns about COVID-19.</p>

PARTY	NAN
PARTY RESPONSE	8 – Content or intent of recommendation is already in place
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>The recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>Local and Social Media Campaign and Public Forum</p>

Public Awareness Campaign

NAN continues to participate in the working group working on the social media campaign to educate people in Thunder Bay on the issues that First Nations students face in Thunder Bay. The development of the campaign is ongoing, and it will include a video and other resources. Youth input was obtained at their school, while both youth and adults were engaged during the Wake the Giant event in September 2019. The campaign was planned to be launched in late summer 2020 and this may change due to the COVID-19 pandemic.

Student Obstacle and Challenges Including Racism

The obstacles and challenges that First Nation youth and students have reported experiencing in the City of Thunder Bay will continue to occur until all Inquest Parties, local organizations and service providers start to seriously consider how they may contribute to those obstacles and challenges, and how this can be addressed. For example, it took a systemic review by the Office of the Independent Police Review Director into the Thunder Bay Police Service for nine First Nations sudden death investigations to be reinvestigated. Four of these reinvestigations are investigations into the deaths of Curran Strang, Jethro Anderson, Kyle Morriseau, and Jordan Wabasse, who were the subject of the Inquest. In September 2019, a 21-year old NAN First Nation youth died by suicide after being forcefully escorted off the Thunder Bay Regional Health Sciences Centre property where he had gone to seek help. NAN will continue to work to increase public awareness of the health and social issues experienced by First Nations youth in Thunder Bay, and will work to try to address any obstacles, challenges or issues experienced by First Nations youth. Student safety is of utmost importance while youth from the NAN First Nations have to attend high school off-reserve.

Working Together to Address Issues Experienced by NAN Students at the Hospital

In July 2019, NAN coordinated a meeting between representatives from KO, MLC and the Thunder Bay Regional Health Sciences Centre (the Hospital) to work together to address specific issues raised at Inquest Political Table meetings regarding challenges faced by NAN students at the Hospital. Discussions at this meeting included topics such as consent requirements to disclose information regarding NAN students to the off-reserve schools' on-call workers to arrange transportation, protocols between the Hospital and child welfare agencies, and improving communications between the off-reserve schools or guardians and the Hospital's Emergency Department.

An important outcome of these productive discussions was the revision of the Hospital's protocol for unaccompanied students to include the Student Help & Dispatch Line, ensuring that discharged students can be connected to on-call workers so that they can be picked up at the Hospital and transported either to their boarding home or to a Safe Sobering Site. Other issues have since been raised at the Inquest Political Table and NAN will continue to work with the Hospital and the First Nation Inquest Partners to identify and implement practical solutions collaboratively.

NAN Youth Gathering

NAN hosts an annual youth gathering in Thunder Bay. Approximately 100 youth from across NAN territory attend this annual event. Keynote speakers and guest presenters speak to youth about challenges they may experience and the youth get to learn about their culture, identity and life skills.

The most recent gathering was held on February 14-16, 2020 and it was attended by 74 youth from 21 NAN First Nations. This year's topics included healthy relationships, sexual violence, addiction and drugs, coping strategies, grassroots activism, and the importance of identity. A local Indigenous LGBTQ2S+ Elder shared her personal story on the challenges and adversity she has faced as a two-spirited individual. Youth also learned about art and culture, Indigenous business, resume writing, money management, and had opportunities to apply onsite for a health card or social insurance number – important pieces of identification that are not easily accessible for NAN youth from remote northern communities – the lack of which often results in barriers to services.

At this year's gathering, there were engagement sessions with the youth regarding their experiences while in Thunder Bay. They were asked to answer questions about:

- Transportation;
- How welcomed they felt while living in the city;
- The kinds of events they would like to see;
- Their favourite place or hangout;
- Who they reach out to for support or where they feel best supported;
- Homesickness and how they deal with it;
- If they have a network of family or friends; and,
- If they felt the adults in their life listened to them.

These questions were intended to identify the challenges or obstacles as youth see them, with the hope that the information informs other work or future planning of youth events, activities or supports to have in place.

PARTY	DFC
PARTY REPOSNE	1A – Recommendation will be implemented
GRADE	
TIME FRAME	SHORT-TERM

DETAILS PROVIDED BY PARTY

- 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.
- Through ongoing discussion, the working group has come up with the concept of “Dear Thunder Bay” which aims to get the anonymous input of our students to find out more about what their thoughts, fears, and aspirations are with regards to Thunder Bay. Thus far, this has included a post-card campaign which will inform a short video that speaks to the items in the recommendation. While we had planned on launching this video campaign this fall, COVID-19 has slowed down progress on this initiative significantly.
- 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.
- This movement was celebrated this past September 14th as we brought together Indigenous performers, allies, students, residents of First Nations communities and citizens of Thunder Bay to help students and their families feel more welcome here in the city, as well as helping to educate the general population on Indigenous history, culture and traditions. A short video can be found at this link:
<https://www.youtube.com/watch?v=0r7D72wPk5I&t=27s>

PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code B – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
2020	

MLC is working with partners on a public education campaign called “Dear Thunder Bay” to be launched in 2020 which will help increase public awareness about the obstacles and challenges faced by First Nations students from remote communities who are residing in Thunder Bay. The working group has completed a Focus Session and Idea Brief which came up with the “Dear Thunder Bay” campaign concept currently in progress.

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>CTB - Content or intent of recommendation is already in place</p> <p>In July 2020 Youth Navigators hosted a session for a summer Culture and Language camp for high school students.</p> <ul style="list-style-type: none"> • Continued and close partnership with Indigenous, Inuit and Metis Graduation Coaches at all high schools. • Currently no programs within schools are happening due to schools being closed and public health restrictions in place. <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. Lakehead Public Schools grade 9 orientation sessions, fall 2018. • 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

	<p>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</p> <ul style="list-style-type: none"> • Community safety and well-being presentation at MLC human trafficking workshop - Crime Prevention Council • Youth Inclusion Program is connecting with youth from all named parties to engage the students and invite their involvement and participation in programming.
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PARTY	MLC
PARTY RESPONSE	A – Accepted – No OCC response code C – Complete – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020: As you can see in Recommendation’s #71 and #83 MLC is very active in consulting with our community partners to attend our school and provide a variety of information to our students to help them on their educational journey.</p>	

PARTY	NNEC & DFC
PARTY RESPONSE	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
<p>2020:</p> <ul style="list-style-type: none"> • While NNEC continues to provide a wide array of guest speakers for the benefit of our youth, we also 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.

- Thanks to funding provided by the City of Thunder Bay’s “Youth Inclusion Program” we were able to have Kyle Nobess and his Road to Freedom workshop at DFCHS where students learned about acting, screen writing, photography, and filming while also learning the value of living a life of sobriety. Kyle and his team are great role models and we are always excited to have them.
- 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.

PARTY	KO
PARTY RESPONSE	Accepted – No OCC response code
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	
KO does this by utilizing current Elders on staff and by inviting community leadership and Knowledge Keepers to be a part of our programming. This is ongoing and the KO Staff and we ensure that all special guests/speakers attend each of our four main sites: Dryden, Sioux Lookout, Pelican Falls Centre and Thunder Bay.	

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; curriculum prepared
GRADE	
TIME FRAME	SHORT-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Implemented Curriculum has been prepared</p> <ul style="list-style-type: none"> • The Corporation offers enhanced Indigenous Cultural Awareness training to all new employees. In consultation with the Indigenous community and the Corporation's union representatives, the City has redeveloped the staff Indigenous Cultural Awareness training module and learning offerings to enhance the current training curriculum that includes skills-based training related to the history of Indigenous peoples and residential schools, intercultural competency, conflict resolution, human rights and anti-racism. The training program launched in winter 2020, and now includes a mandatory six-hour training session for all existing City staff and all new City Staff. In winter of 2020, the Walk a Mile training curriculum will begin to undergo a comprehensive evaluation and review of completed participant surveys, with recommendations for future use. • In the spring of 2021, Children and Youth Programs Supervisors completed a mandatory training on Indigenous Cultural Awareness organized by the IRI office. • Since the launch in December 2020, approximately 166 employees have been trained on the enhanced program. Management, non -union staff, & City Council have been the priority to date. • Other learning opportunities, related to Indigenous Cultural Awareness, are offered in the form of lunch and learns, and other virtual sessions (i.e.Indigenizing Public Spaces training program to support staff in collaborating with Indigenous partners on Indigenous Place -making initiatives). • In October 2021, some City Leaders will have an opportunity to take a virtual training session on The Equitable Workplace: Cultivating Attitudes of Anti-Racism & Ally-ship. • In 2021, the Corporation will also begin training all employees on general diversity & inclusion (mandatory training), and gender & sexual diversity training (mandatory training). • Thunder Bay Tourism is supporting the delivery of cultural awareness training for the hospitality industry. <p>2020: The Corporation offers enhanced Indigenous Cultural Awareness training to all new employees. In consultation with the Indigenous community and the Corporation's union representatives, CTB has redeveloped the staff Indigenous Cultural Awareness training module and learning offerings to enhance the current training curriculum that includes skills-based training related to the history of Indigenous peoples and residential schools, intercultural competency, conflict resolution, human rights and anti-racism. The training program will launch in fall 2020, and will now include a mandatory six-hour training session for all existing City staff and all new City Staff. In winter of 2020, the Walk a Mile training curriculum will begin to undergo a comprehensive evaluation and review of completed participant surveys,</p>
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	with recommendations for future use.
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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	<p>2021: The United Nations Declaration on the Rights of Indigenous Peoples was included in the development of the Indigenous Relations & Inclusion Strategy and elements of it will be incorporated into the Strategy’s implementation plan.</p> <p>Considered in renewal of the Aboriginal Strategy and other cultural awareness training and activities in 2017. Also considered in the Indigenous Relations & Inclusion Strategy in 2020 that will be presented to City Council in fall 2020.</p>

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	1 – Recommendation has been implemented	1 – Recommendation has been implemented
GRADE			
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM

<p>DETAILS PROVIDED BY PARTY</p>	<p>2021: Implemented Ongoing - Needs and considerations are likely to change over time.</p> <p>Occasional consultations with other levels of government to secure support or funding is likely.</p> <p>Indigenous Services Canada continues to meet with the Mayor and City Manager of Thunder Bay to discuss opportunities for collaboration. Public Safety Canada has partnered with the City of Thunder Bay to implement a Youth Inclusion Program over a 5 year period.</p>	<p>2021: Steps taken toward implementation:</p> <ul style="list-style-type: none"> • Ontario continues to work with Inquest parties, including City of Thunder Bay to facilitate opportunities for collaboration on the work of the Inquest. • In 2018/19 EDU provided funding to MECC to support a Basic Needs Emergency Supply. Funding was used to distribute clothing and basic necessities to students moving to Thunder Bay to attend MECC schools. <p>Planned/ continued response to recommendation :</p> <ul style="list-style-type: none"> • Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> o \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and, o \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions. • Inquest partners did not ask for EDU funding to support activities 	<p>2021: Ongoing - Needs and considerations are likely to change over time. Occasional consultations with other levels of government to secure support or funding is likely.</p> <p>2017-2020: Discussed at meetings 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. Funding request successful, Public Safety Canada providing \$5.6 million in funding over five years.</p>
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		<p>directly related to this recommendation for 2020-23, however a portion of 2020-23 funding has been allocated to NNEC for basic items to improve quality of life for students attending Pelican Falls First Nation High School.</p> <p>2017-2020: Ontario continues to work with Inquest parties, including City of Thunder Bay to facilitate opportunities for collaboration on the work of the Inquest.</p> <ul style="list-style-type: none"> • In 2018/19 EDU provided funding to Matawa Education and Care Centre (MECC) to support a Basic Needs Emergency Supply. Funding was used to distribute clothing and basic necessities to students moving to Thunder Bay to attend MECC schools. 	
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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>2021: In progress Steps taken toward implementation:</p> <ul style="list-style-type: none"> • The Ministry of Children, Community and Social Services (MCCSS) continues to work bilaterally with NAN towards a shared goal of developing a more responsive and holistic approach to NAN child, youth and family well-being; this relationship was confirmed with the signing of an agreement in April 2018. • With the announcement of the Child Welfare Redesign Strategy (CWR) in July 2020, MCCSS received a mandate to continue its work with First Nations, Inuit and Métis partners to implement the co-developed Ontario Indigenous Children and Youth Strategy (OICYS). As part of the redesign initiative, MCCSS continues to engage all partners on enhancing customary care through potential policy and regulatory changes that align with and respect the customs and priorities of communities. • In addition, Ontario is working with Canada and First Nations partners, including NAN, to develop new policy and funding approaches for First Nations child and family services in Ontario. <ul style="list-style-type: none"> o Ontario continues to engage with Canada and First Nations partners through ongoing meetings of the Trilateral Technical Table on Child and Family Wellbeing. o As part of this work, Ontario supported the development of the Ontario Special Study, led by the Chiefs of Ontario, which outlines considerations and options for policy and funding reform of First Nations child and family services. • MCCSS continues to invest in a range of measures that support the implementation of this recommendation. This includes prevention-oriented funding for NAN in support of community-based services aimed at improving the well-being of children, youth and families. <p>Planned/ continued response to recommendation:</p>

• MCCSS continues to work with First Nations partners, including NAN, to support improved outcomes for First Nations children, families and communities including through ongoing work to support the development of distinct First Nations-led child and family services systems and well as through ongoing work with First Nations partners and the federal government on funding reform.

2018-2020:

In addition, Ontario is working with Canada and First Nations partners, including NAN, to develop new policy and funding approaches for First Nations child and family services in Ontario.

- Ontario continues to engage with Canada and First Nations partners through ongoing meetings of the Trilateral Technical Table on Child and Family Wellbeing.
- As part of this work, Ontario supported the development of the Ontario Special Study, led by the Chiefs of Ontario, which outlines considerations and options for policy and funding reform of First Nations child and family services.
- In 2020/21, MCCSS continues to invest in a range of measures that support the implementation of this recommendation. This includes over \$10 million in prevention-oriented funding for NAN in support of community-based services aimed at improving the well-being of children, youth and families.
- MCCSS continues to work with First Nations partners, including NAN, to support improved outcomes for First Nations children, families and communities including through ongoing work to support the development of distinct First Nations-led child and family services systems and well as through ongoing work with First Nations partners and the federal government on funding reform.
- The Ministry of Children, Community and Social Services (MCCSS) continues to work bilaterally with NAN towards a shared goal of developing a more responsive and holistic approach to NAN child, youth and family well-being; this relationship was confirmed with the signing of an agreement in April 2018.

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 has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	Reported complete in 2018; please refer to 2018 Response to the OCC for further details. 2020: 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.

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	Reported complete in 2018; please refer to 2018 Response to the OCC for further details. 2020: <ul style="list-style-type: none"> • EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff, and has worked on information sharing with regard to these opportunities through the development of communication protocols.

	<ul style="list-style-type: none"> • EDU continues 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 publicly funded schools. • In the 2018/19 and 2019/20 fiscal years, EDU provided funding to NAN through the Education Partnership Program (EPP) to support the 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. • For 2019/20, EDU also provided funds as part of the Emergency Education Action Workplan transfer payment agreement to support professional development activities between Wabun Tribal Council and school boards.
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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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	MEDIUM-TERM
DETAILS PROVIDED BY PARTY	<p>2020: Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.</p> <ul style="list-style-type: none"> • The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations. • With the REA now in effect, Boards and First Nations will no longer be required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First

	<p>Nation School. The REA clarifies the process for negotiating additional services and supports that are outside of the basic tuition, such as high cost special education supports.</p> <ul style="list-style-type: none"> The EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA. <p>2017-2019:</p> <ul style="list-style-type: none"> In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the development of the Reciprocal Education Approach (REA). Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019.
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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>Reported complete in 2017; please refer to 2017 Response to the OCC for further details.</p> <p>2020:</p> <ul style="list-style-type: none"> EDU continues 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.

	<ul style="list-style-type: none"> • In the 2018/19 and 2019/20 fiscal year EDU provided funding to NAN through the Education Partnership Program (EPP) to support the 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 EPP, for programs that support student transitions. Some of the programs supported through the EPP are: costs for provincial teachers to visit First Nation communities, Curriculum sharing and Student Achievement Officer positions. 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.
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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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020:</p> <p>The ministry is investing \$3.25 million to support:</p> <ul style="list-style-type: none"> ○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum, ○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages. <ul style="list-style-type: none"> • The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners to co-design an approach to strengthen

Indigenous content and learning across all subjects, courses and grades, including Indigenous languages.

- This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions.
- Funded by IAO, Northern Ontario Research, Development, Ideas and Knowledge (NORDIK) completed the design of the Indigenous Youth-Leading-Youth Anti-Racism program in August 2019, informed by input from an Indigenous Youth Advisory Circle, and students at First Nations schools in Ontario, including DFC and KO.
- The Indigenous Youth-Leading-Youth Anti-Racism program will be an online-resource in 2020-21 freely available to be used to host Indigenous-focused anti-racism workshops in schools and community centres in Ontario.

2017-2019:

- EDU directed provincially-funded school boards to work closely with Indigenous partners to review team names, logos and mascots to raise awareness about the negative impact of stereotypes on individuals, schools and communities. EDU also established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers.
- In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. The revisions, done in collaboration with Indigenous and education partners, made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student's education in Grades 4 to 8 and Grade 10.
- On May 21, 2019, the revised First Nations, Métis, and Inuit Studies, Grade 9 -12, curriculum was released for implementation in September 2019. This curriculum will increase students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, in areas such as art, literature, law, humanities, politics and history.
- In 2018/19 EDU provided funding to Matawa Education and Care Centre (MECC) 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.

	<ul style="list-style-type: none"> 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.
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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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2020: The Anti-Racism Directorate continues to lead the provincial government’s anti-racism work, including engaging with community leaders and organizations.</p> <ul style="list-style-type: none"> The ARD 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 awareness initiatives and campaigns. The ARD invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector. The ARD allocated funding to public awareness initiatives to address anti-Indigenous racism, which included work with and funding for short-term community-based initiatives in Thunder Bay and area, including the development of a youth social media campaign by NAN, and a community-based anti-racism conference in Kenora.

	<ul style="list-style-type: none"> • Through engagement sessions with Indigenous leadership and communities, the ARD gained insight into the Indigenous experiences of systemic racism, including the impact of attitudes, behaviours, practises and policies on Indigenous people. • The ARD partnered with First Nation, Métis and Inuit communities, as well as Indigenous service providers to hold community engagement sessions in Kenora, Sioux Lookout, Barrie, Toronto and Ottawa.
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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	<p>2021: Steps taken toward implementation:</p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. Planned/ continued response to recommendation: • 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. • The ministry has taken steps to increase all students’ knowledge and understanding of First Nations, Métis, and Inuit histories, cultures, contributions, and perspectives. • This work supports continued commitments to revise curriculum, develop targeted resources and build educator capacity to enhance learning and teaching of Indigenous people’s historical and contemporary

	<p>contributions to Canada, including topics of significance such as the history and legacy of residential schools and treaties. The ministry is committed to enhancing connections between the curriculum and Indigenous peoples’ experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.</p> <ul style="list-style-type: none"> • This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions. <p>2020:</p> <ul style="list-style-type: none"> • This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions.
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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>Reported complete in 2017; please refer to 2017 Response to the OCC for further details. 2020:</p> <p>Steps taken toward implementation:</p> <ul style="list-style-type: none"> • Reported complete in 2017; please refer to 2017 Response to the OCC for further details. Planned/ continued response to recommendation: • Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> o \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and, o \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions. • A portion of 2020-21 Student Transitions and Safety funding has been allocated to MECC for a Dual Credit Program coordinator to support students in their transition after graduation into apprenticeship training, college, university, or the workplace. • 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	<p>2021:</p> <ul style="list-style-type: none"> • Progress continues on the information technology solution; funding has been provided since the June

	<p>2019 update. The project was to be complete in 2020; however, the implementation did not begin until Winter 2021. On target to have full implementation by Fall 2021.</p> <p>2020:</p> <ul style="list-style-type: none"> • Progress continues on the information technology solution; funding has been provided since June 2019 update. The project is on target to be complete in 2020. <p>2017-2019:</p> <ul style="list-style-type: none"> • 2018/19 amendments to the <i>Coroners Act, 1990</i> provide the Chief Coroner with authority to collect and disclose information under specified circumstances and enable identification and analysis of trends related to deaths. • In 2018 the OCC secured a vendor for the corresponding information technology solution that is required to improve how the OCC records, tracks and analyzes data related to deaths under investigation, including those of Indigenous youth. • The overall cost of this project is approximately \$2 million, with \$750,000 allocated for software development. The project is expected to be completed in late 2019/ early 2020.
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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>2021:</p> <ul style="list-style-type: none"> • The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OIPRD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS

	<p>ensured that a plan was in place to provide counselling/support to affected families. Supports have been working directly with the Family Liaison Officer involved in the reinvestigations. This investigative work is ongoing and should be complete by end of 2021.</p> <p>2020:</p> <ul style="list-style-type: none"> • The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current). • In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative is continuing in 2020. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes. <p>2018-2019:</p> <p>In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations.</p> <ul style="list-style-type: none"> • The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues. • As a first step, the OCC participated in engagement meetings in 2018 in Thunder Bay with the Chiefs of Ontario and First Nations leadership, including NAN, to gain advice and insight into next steps. • The OCC's work in this area is a priority. Along with partners in the Ontario Forensic Pathology Service, the OCC ensured it was a key priority in its 2015 five-year Strategic Plan. •

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	<p>2021: Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.</p> <p>2020</p> <ul style="list-style-type: none"> • Thunder Bay now has a robust call schedule for coroners to ensure availability at all times. This was not in place previously. • Regarding communities outside of Thunder Bay, the OCC continues to work on improving service delivery to remote areas where there are no resident coroners. • In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative is continuing in 2020. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes. • In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative continued in 2020. While all parties were committed to continuing meeting in 2020/21 for both funding and implementation purposes, there have been some delays due to the pandemic. The OCC intends to re-engage with NAN on this initiative in 2021/22.

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	<p>2021: Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OIPRD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS ensured that a plan was in place to provide counselling/support to affected families. Supports have been working directly with the Family Liaison Officer involved in the reinvestigations. This investigative work is ongoing and should be complete by end of 2021.</p> <p>2019-2020:</p> <ul style="list-style-type: none"> • In August 2019 the Chief Coroner met with NAN to develop a pilot to improve service delivery and communications to Indigenous communities. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes. • In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations. The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OPIRPD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS ensured that a plan was in place to provide counselling/support to affected families.

	<p>Supports have been working directly with the Family Liaison Officer involved in the reinvestigations.</p> <ul style="list-style-type: none"> • Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. • The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues, including communication with families. • As a first step, the OCC participated in engagement meetings in 2018 in Thunder Bay with the Chiefs of Ontario and First Nations leadership, including NAN, to gain advice and insight into next steps. • The OCC's work in this area is a priority. Along with partners in the Ontario Forensic Pathology Service, the OCC ensured it was a key priority in its 2015 five-year Strategic Plan. • The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current).
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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	1 – Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<ul style="list-style-type: none"> • The OCC/OFPS policy supports allowing information sharing with extended family members.

	<ul style="list-style-type: none"> • The OCC/OFPS have educated staff and coroners/pathologists accordingly to ensure they are aware and are following policy regarding information sharing. • Enshrined in policy and practice.
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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	1 Recommendation has been implemented
GRADE	
TIME FRAME	SHORT-TERM
DETAILS PROVIDED BY PARTY	<p>2021:</p> <ul style="list-style-type: none"> • Recommendation has been completed and is still relevant and is a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. • The progress/results from 130 through 134 were discussed at the Annual Education Course for Coroners and Pathologists in May 2019 and the themes are regularly discussed at staff and management meetings. • The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19. This training is now mandatory training for all staff and the 2020/21 sessions have begun. • Inquest Coroners and staff also receive Bimickaway training from Indigenous Justice Division. <p>2018-2020:</p> <ul style="list-style-type: none"> • Recommendation has been completed and is still relevant and is a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.

	<ul style="list-style-type: none"> • The progress/results from 130 through 134 were discussed at the Annual Education Course for Coroners and Pathologists in May 2019 and the themes are regularly discussed at staff and management meetings. • The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19. • Inquest Coroners and staff also receive Bimickaway training from Indigenous Justice Division.
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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	1 – Recommendation will be implemented 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>2021: No new updates.</p> <p>2020: Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Education Section): https://www.rcaanccirnac.gc.ca/eng/1524495412051/1557511602225</p> <p>The Government of 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. To these ends, the Government of Canada will continue to work with the AFN, the Chiefs Committee on Education, and the National Indian Education Council to continue looking at ways to refine Elementary/Secondary education program and funding to support Indigenous student achievement.</p> <p>To date, this process has led to the co-development of a new approach for funding Elementary/Secondary Education based on provincial comparability plus enhancements unique to First Nations students like language and culture and remoteness. The new approach enhances local and parental control over education by moving away from a reliance on proposal-based funding, and introducing greater flexibility in transfer payment program terms and conditions that allow First Nations communities to use Elementary/Secondary Education funding to meet local priorities.</p> <p>The Government of Canada Public Accounts provides detail on transfer payment programs administered by the Department of Indigenous Services Canada, including specific funding for Elementary/Secondary Education Advancement. The AFN has made use of this publicly available information to help inform discussions on the appropriate amount of funding for First Nations Education, which also helped to inform the new approach for funding based on provincial comparability, including annual growth factors. In Ontario Region, the budget allocation for First Nations elementary/secondary education program increased by approximately 4% from 2019-20 based on this new approach. OTTIFA has created a task team to examine the achievement gap in Ontario Region specifically.</p>

ISC has supported applicants through the Structural Readiness and Education Partnerships Program to work with provincial partners to help infuse provincial curriculum with Indigenous knowledge and culture, including treaty history. NAN has participated with the Ministry of Education through the EPP to these effects.

The Department of Canadian Heritage, the Assembly of First Nations, Inuit Tapiriit Kanatami and the Métis Nation have worked together to co-develop national First Nations, Inuit and Métis languages legislation that will reflect the distinct geographical, political, legislative and cultural context impacting language preservation, promotion and revitalization. The *Indigenous Languages Act* received Royal Assent and came into effect on June 21, 2019. Budget 2019 earmarked \$333.7 million over five years and \$115.7 million ongoing for the implementation of the *Indigenous Languages Act*, and to support the efforts of Indigenous Peoples to reclaim, revitalize, maintain and strengthen Indigenous languages.

Through Budget 2019, the Department received enhancements 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 2018 First Nation Indian Registration System data and 2011 Census data.

This five year investment in post-secondary education provides Ontario Region with additional incremental PSSSP funding for the first three years and the last two years will be the same as the year three funding amount. Ontario Region's 2020 (year two) Budget 2019 allocation is \$13,829,648.21.

In addition, following the First Nations' review of the Post-Secondary Education (PSE) programs, and the direction that First Nations would establish regional approaches to PSE, the 2019 federal Budget provided post-secondary engagement funding to support regional work by First Nations to establish such approaches.

Post-Secondary Engagement funding is a three year commitment in support of First Nations in their development of comprehensive and integrated First Nations post-secondary education regional models which will be accessible to all status First Nations (Registered Indians). Ontario Region's total post-secondary engagement allocation in 2019 (year one) was \$469,877.32. The Chiefs of Ontario First Nation Education Co-ordination Unit Education Directors will be developing a post-secondary engagement

	discussion strategy with their member First Nations.
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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	1 – Recommendation has been implemented 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	<p>2021: No new updates</p> <p>2020: Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Health Section): https://www.rcaanccirnac.gc.ca/eng/1524499024614/1557512659251</p>	<p>2021:</p> <ul style="list-style-type: none"> i. Accepted - In progress ii. Directed to the Federal government- 5 iii. Directed to the Federal government- 5 <p>Response codes:</p> <ul style="list-style-type: none"> i. 2 Under consideration ii.5 Not applicable to agency assigned iii. 5 Not applicable to agency assigned <p>Steps taken toward implementation: Community Wellbeing</p> <ul style="list-style-type: none"> • See Recommendation #35. Health System Transformation • See Recommendation #35. Culturally Appropriate Mental Health and Addictions Initiatives • See Recommendation #36. 	<p>The recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>Truth and Reconciliation Commission Calls to Action – Recommendations 18 through 20</p> <p><u>NAN Health Entity</u> In May 2019, the NAN Chiefs-in-Assembly passed Resolution 19/10: <i>Nishnawbe Aski Nation Health Self-Determination</i> directing NAN to proceed with health self-determination and develop a wholistic health framework that would form a NAN health system outside of the provincial system. A NAN-wide entity such as a “commission” is being explored. This entity would support the NAN-wide system and would be the vehicle to carry the ongoing process of Health Transformation forward. A well-known First Nations nurse practitioner was recruited to lead</p>

		<p>Community Wellbeing</p> <p>See Recommendation #35.</p> <p>Health System Transformation</p> <p>See Recommendation #35.</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <p>See Recommendation #36.</p>	<p>this process.</p> <p>A NAN Health Commission Reference Group was developed to guide the work of the ever-evolving development of the health commission concept. It is comprised of representatives from the health authorities, tribal councils and the Health Transformation Advisory Council (which includes youth representation).</p> <p>Additionally, a Health Human Resources group was established to aid in developing potential solutions to address the shortage of health care professionals in NAN First Nations. A draft concept of the NAN Health Commission's functions, legal structure and governance model(s) is being developed and a draft is to be shared with leadership in the Fall of 2020.</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	1A – Recommendation will be implemented	1A – Recommendation will be implemented
GRADE		
TIME FRAME	LONG-TERM	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>2021:</p> <ul style="list-style-type: none"> • Canada announced funding of \$127 million for 2020-21 budget year to establish the National Council for Reconciliation. • Ontario Technical Table for the Interim Funding Formula Approach (OTTIFA) continues to work to establish comparable funding for the education of First Nations children on and off reserves. • ISC supported schools to respond to COVID-19. • To date, Canada has supported Childcare Centres with a temporary wage increase for essential workers during the COVID-19 Pandemic so Early Childcare Educators can continue to support frontline workers through the provision of childcare so that services can still be provided for the greater community. • The federal government provided more than \$2 billion nationally to FN communities and provincial organizations through the Safe Return 	<p>2021:</p> <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; N/A ii. public information- Complete iii. some of this is public information, some additional information may be held by MOH or other ministries, several of these indicators are not measured or held by the federal government - In progress i. Annual report to the National Council for Reconciliation: In the absence of an established National Council for Reconciliation, requests for administrative data collected by the Government of Ontario will be considered and released where possible and with the appropriate permissions to ensure the privacy of individuals and communities are respected.

<p>to Class Fund so schools can adapt and make building retrofits to provide safe learning spaces such as improved air ventilation, cleaning supplies and proper equipment (including PPE) to keep children and staff safe. Schools also used these funds to hire additional staffing to keep schools open during challenging times.</p> <ul style="list-style-type: none"> o Matawa Education and Care Center is just about done building repairs and retrofits for student dwelling. Student dorms will be ready for students to move in just in time for 2nd semester classes in February 2022. This living space accommodates more than 100 students. • Educational Partnerships Program: EPP is aimed to advance First Nation elementary and secondary achievement in First Nations schools. <ul style="list-style-type: none"> o Most organizations are at the early stages of discussing what their Regional Educational Agreement may include. Some are considering an aggregate while other communities want to develop and plan their own, separate education system to meet the needs of students within the community. CIRNAC may be more involved in terms of jurisdiction in the development of Regional Education Agreements. • Education Partnership Program promotes collaboration between First Nations, Ministry of Education, Provincial partners and ISC. It has 3 components that include: <ul style="list-style-type: none"> o Partnerships – to share expertise and resources: NAN has an MOU to form a tripartite agreement with the Ontario Ministry of Education and ISC. o Structural Readiness- to strengthen the organization, cover start-up costs for First Nation 	<p>Steps taken toward implementation:</p> <ul style="list-style-type: none"> ii. Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <p>2017-2020:</p> <ul style="list-style-type: none"> i. <i>Annual report to the National Council for Reconciliation</i>: In the absence an established National Council for Reconciliation, requests for administrative data collected by the Government of Ontario will be considered and released where possible and with the appropriate permissions to ensure the privacy of individuals and communities are respected. ii. Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <p>iii. Health System Transformation</p> <ul style="list-style-type: none"> • See Recommendation #35. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> iii. Health System Transformation <ul style="list-style-type: none"> • See Recommendation #35. iv. Ontario does not collect administrative data with Indigenous identifiers in several areas, including in the health sector, IAO will continue to monitor the implementation of the Data Standards for the Identification and Monitoring of Systemic Racism and other related identity data initiatives. (https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-
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<p>School models and support service delivery agreements with partners</p> <ul style="list-style-type: none"> o Regional Education Agreement- Beginning in 2018 to 2019 and continuing onto 2023, Canada has made a commitment of \$14 million per year to support First Nations in: <ul style="list-style-type: none"> • Delivering information sessions, establishing technical tables to discuss funding and developing relational education agreements. Education leaders from the communities and organization that involve NAN, NNEC, Matawa Education, KO and KOBE sit at the OTTIFA Table. • The Ontario Education & Social Department Program continues to work in collaboration with the Chiefs of Ontario, First Nations Tribal Councils, Indigenous Representative Organizations and Community Education Leaders at OTTIFA tables to plan how to best meet the needs of First Nation students. These discussion tables include: <ul style="list-style-type: none"> • Transportation • Special Education • Remoteness • Achievement Gaps • Students over 21/Adult Education • Small Schools • Provincial Student Supports • Funding Protection • Research & Learning Program + Innovation in Education Programing • Provides a way for communities to develop research and create programs that are innovative for student learning. 	<p>racism?_ga=2.159390717.1936596097.1591582187-1300337295.1542942560)</p>
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	<ul style="list-style-type: none"> • Identifies gaps and helps leaders meet the needs of community • Innovation: \$866,5621.00 • Research: \$120,000.000 went out communities and organizations in 2020- 2021. Communities and organizations have used this fund to cover the expense of research which assists with the direction their education system is going while meeting the needs of their students. • Chiefs of Ontario – Education Coordination Unit is part of the team responsible for reviewing proposal submissions. • Thirty-four communities across Ontario were supported with Research and Innovation funding. • The Ontario Regional Executive, First Nation Inuit Health Branch, provides reports to the Chiefs-in- Assembly and Indigenous Representative Organizations on all areas with regard to health. • NAN Health System Transformation: Indigenous Services Canada signed The Charter of Relationship Principles Governing Health System Transformation in NAN Territory (the Charter) with NAN and Ontario, mandated by NAN Resolution 17/21. This is a system-wide approach whereby Indigenous Services Canada is committed to working collaboratively to transform health service delivery for First Nation communities in NAN territory. • Budget 2021 provides \$107.1M over the next three years to fund efforts to transform health care services designed and delivered by First Nations communities, building on the government's commitment to improve access to 	
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	<p>high-quality and culturally relevant health care for Indigenous peoples.</p> <ul style="list-style-type: none"> • Budget 2021 proposes to provide an additional \$1.2 billion in 2021-22 to continue supporting the COVID-19 response in Indigenous communities as follows: <ul style="list-style-type: none"> o \$478.1 million on a cash basis to continue to support the ongoing public health response to COVID-19 in Indigenous communities, including support to hire nurses, help at-risk people to isolate, and distribute personal protective equipment. o An additional \$760.8 million for the Indigenous Community Support Fund to help First Nations, Inuit, Métis Nation communities, and urban and off-reserve Indigenous organizations serving Indigenous peoples meet the unique needs of their populations during the COVID-19 pandemic. 	
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Notes: In order for Canada to receive a passing grade for this recommendation, the National Council for Reconciliation must be established by Canada and that has not occurred.

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	<p>Please see Government of Canada's Website on Delivering on Truth and Reconciliation Commission Calls to Action (Professional Development and Training for Public Servants section): https://www.rcaanccirnac.gc.ca/eng/1524504124015/1557514077713</p>	<p>2021:</p> <ul style="list-style-type: none"> • 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 OPS employees. • ARD is currently developing mandatory online ARCC programming designed for all staff, with specifically functional content for HR professionals, management/executives which will begin to roll out summer 2021. • Online anti-racism training will also be made available to political staff as part of their onboarding program beginning this summer. • In addition to the online programming for HR professionals, ARD is developing virtual ARCC for HR programming specifically for Talent Acquisition and Executive Talent Staff. 	<p>2020:</p> <p>The Corporation offers enhanced Indigenous Cultural Awareness training to all new employees.</p> <p>In consultation with the Indigenous community and the Corporation's union representatives, CTB has redeveloped the staff Indigenous Cultural Awareness training module and learning offerings to enhance the current training curriculum that includes skills-based training related to the history of Indigenous peoples and residential schools, intercultural competency, conflict resolution, human rights and anti-racism.</p> <p>The training program will launch in fall 2020, and</p>

		<p>2020: 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.</p> <ul style="list-style-type: none"> • ARCC is currently being developed and piloted by the ARD. • In addition, the ARD is working with partner ministries deliver cultural competency training to employees in the justice sector and is also developing training resources to support anti-racism initiatives (e.g. data collection).Ontario procured the services of the Provincial Health Services Authority of British Columbia to deliver the San'yas Indigenous Cultural Safety Training Program (San'yas Program) to all Ontario public service employees. • OPS employees began taking the training in April 2018. Rolling registration will continue until 2021. 	<p>will now include a mandatory six-hour training session for all existing City staff and all new City Staff.</p> <p>In winter of 2020, the Walk a Mile training curriculum will begin to undergo a comprehensive evaluation and review of completed participant surveys, with recommendations for future use.</p>
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		<ul style="list-style-type: none">○ As of April 2020, 31,742 OPS employees have been registered in the Indigenous Cultural Competency Training, accounting for approximately 56% of the workforce.● 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 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	
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		public service that is more inclusive, equitable and responsive in meeting needs of Ontario's growing and changing racial demographics.	
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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.

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
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RESPONSE	1 – Recommendation has been implemented 1A – Recommendation will be implemented	1 – Recommendation has been implemented
GRADE		
TIME FRAME	LONG-TERM	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Professional Development and Training for Public Servants section): https://www.rcaanccirnac.gc.ca/eng/1524504124015/1557514077713</p> <p>2017-2020: The Government of Canada is working with the Council of Ministers of Education to enhance knowledge and awareness of First Nations, Inuit and Métis history and culture across Canada and to enhance the knowledge and awareness of teachers, students and school leaders on the history and culture of Indigenous peoples.</p> <p>Further, Budget 2016 invested \$275 million in language and culture until fiscal year 2020 to 2021. Indigenous Services Canada (ISC) is also working with First Nations partners to transform First Nations elementary and secondary education on reserve, which will include new funding formulas that are enhanced with language and culture investments to meet the specific needs of Indigenous students.</p> <p>Starting in fiscal year 2017 to 2018, ISC is contributing \$3 million per year, for 3 years, to the First Nations</p>	<p>2020:</p> <ul style="list-style-type: none"> • 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. • The ministry is investing \$3.25 million to support: <ul style="list-style-type: none"> ○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum, ○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages. • The ministry is committed to enhancing connections between the curriculum and Indigenous peoples’ experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners to co-design an approach to strengthen Indigenous content and learning across all subjects, courses and grades, including Indigenous languages.

	<p>University of Canada to develop a National Centre for Collaboration in Indigenous Education. The national centre will serve as an informational resource base for reconciliation and will focus on the growing needs of students, educators and the various policy and other decision makers involved in Indigenous kindergarten to grade 12 education in Canada.</p>	<ul style="list-style-type: none"> ○ This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions. <ul style="list-style-type: none"> ● The Ministry of Colleges and Universities (MCU) continues to invest in the Indigenous Institutes sector. ● MCU provided \$22.8 million in total operating funding to Indigenous Institutes in 2019/20, which is an increase of \$1.8 million over the previous year. Additionally, in 2019/20, MCU provided Indigenous Institutes with: <ul style="list-style-type: none"> ○ \$350,000 for mental health supports ○ As part of Ontario’s response to the COVID-19 crisis, \$1.5 million in emergency funding. <p>2017-2019: Indigenous Institutes in Ontario offer a variety of education related programs. Oshki-Pimache-O-Win: The Wenjack Education Institute offers an Aboriginal Bachelor of Education program in partnership with Brock University and an Indigenous Classroom Assistant program with Nipissing University. Kenjgewin Teg Educational Institute offers an Additional Qualifications Course – Teaching</p>
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		<p>FNMI Children with the Ontario College of Teachers.</p> <ul style="list-style-type: none">• Reported complete in 2018; please refer to 2018 Response to the OCC for further details.• In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. These revisions were done in collaboration with Indigenous and education partners.• The revisions made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student's education in Grades 4 to 8 and Grade 10.• 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 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.
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		<ul style="list-style-type: none"> • On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released for implementation in September 2019. • 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. It is comprised of a suite of ten secondary courses that focus on Indigenous content and offer multiple pathways to post-secondary education. Up to three of these courses may be substituted for compulsory credits. • The revised curriculum is the result of nine years of engagement and co-development with First Nation, Métis and Inuit partners. This reflects the collaborative working relationship to improve Indigenous education and includes enhanced examples and teacher prompts to strengthen the content of the courses and enhance educators' ability to support student learning.
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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>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</p> <p>2021:</p> <p>Planned/ continued response to recommendation:</p> <ul style="list-style-type: none"> • EDU participates regularly in the Council of Ministers of Education Canada (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. • The ministry invested \$2.75 million to support: o school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum, o further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages. • In 2020-21, funding for Curriculum and Assessment Implementation (including Indigenous-focused curriculum), was transferred to the Grants for Student Needs (GSN). This funding (projected to be \$4.3 million in 2021-22) is designed to support the implementation and training for educators and system leaders for new and newly revised curriculum and assessment policies, including Indigenous- focused curriculum.

- The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.
- This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions.
- In addition to the curriculum revisions, the ministry worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support the implementation of the revised curricula.

2020:

- EDU participates regularly in the Council of Ministers of Education Canada (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.
- The ministry is investing \$3.25 million to support:
 - school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum,
 - further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages.
- The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners to co-design an approach to strengthen Indigenous content and learning across all subjects, courses and grades, including Indigenous languages.
- This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions.
- The ministry has provided funding to Indigenous partner organizations, subject associations, post-secondary institutes and community members to create curriculum-linked resources. These resources support the learning and teaching of the curriculum that incorporate First Nations, Métis, and Inuit perspectives, cultures, histories and contributions for Social Studies, Grades 4-6; History Grades 7, 8 and 10.

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 1A – Recommendation will be implemented
GRADE	
TIME FRAME	LONG-TERM
DETAILS PROVIDED BY PARTY	<p>2021: Through the Interim Formula Funding Approach, the tuition rates for First Nation operated schools currently exceed the local provincial school board rates.</p> <ul style="list-style-type: none"> • Facility goals will be established in coordination with each community who determines their own plans and priorities. Engagement is planned to determine where investments in future education facilities will best serve their students needs. This will include an assessment of communities seeking new facilities versus those that wish to continue to support off reserve facilities such as Dennis Franklin Cromarty High School, Pelican Falls High School and associated accommodation options. • First Nations seeking a new educational facility (or major renovation/repair or addition to an existing facility) apply for funding through the First Nations Infrastructure Investment Plan process, following the

standard procedure for submitting proposals under the Capital Facilities and Maintenance Program. All funding requests are prioritized using the ISC School Priority Ranking Framework (SPRF). Projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. New school projects ensure that education facilities meet health and safety standards including sufficient sources of heat, potable water, and sanitation.

- Since 2016, 5 school projects were completed: Pikangikum (K4 –Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4- Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4-Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr. 9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teacherages are also planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase.

2017-2020:

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.

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 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-tailored education programs for the benefit of Anishinabek students.

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.

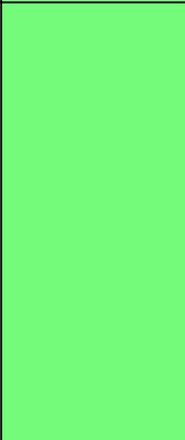
RECOMMENDATION 143

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	DETAILS PROVIDED BY PARTY	GRADE
CANADA	1 – Recommendation has been implemented	The Government of Canada supports this recommendation.	
ONTARIO	1 – Recommendation has been implemented	<p>2021:</p> <ul style="list-style-type: none"> • For the 2021 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation. • IAO will publicly share Ontario’s response with those who request it. Annual reports are also available on NAN’s website (see Recommendation #144). <p>2020:</p> <ul style="list-style-type: none"> • IAO continues to coordinate the provincial response to the OCC, due annually on June 28. • For the 2020 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation. • IAO will publicly share Ontario’s response with those who request it. Annual reports are also available on NAN’s website (see Recommendation #144). 	

<p>CITY OF THUNDER BAY</p>	<p>1 – Recommendation has been implemented</p>	<p>2021: The leadership of this recommendation has been transferred to the Manager – Indigenous Relations & Inclusion</p> <ul style="list-style-type: none"> •The Fifth Annual Report, including this document, was presented to City Council on June 28, 2021 • An in-depth analysis of the commendations directed at the Corporation is underway to determine if the intended long-term outcomes of each recommendation has been accomplished, and to determine if there has been positive systemic change. <p>First annual report presented to Council on June 12, 2017; second annual report on June 25, 2018; third annual report on June 24, 201, fourth annual report on August 10, 2020.</p>	
<p>NAN</p>	<p>8 – Content or intent of recommendation is already in place</p>	<p>The recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>NAN prepared its annual reports on June 28 for 2017, 2018 and 2019. NAN will submit its fourth annual report on June 28, 2020, and will continue to provide an annual report thereafter on each anniversary date until NAN indicates that all recommendations it received are rejected or implemented. NAN will send by</p>	

		email a copy of the annual report to any person who requests the report.	
NNEC & DFC	1 – Recommendation has been implemented	Information in this document is part of the annual report that will be submitted to the Office of the Chief Coroner and any other interested parties until each Recommendation has been implemented or rejected.	
THUNDER BAY POLICE SERVICE	Complete – No OCC response code	<p>2021: This recommendation is accepted by the Service and this Report constitutes the Service’s Report thereunder.</p> <p>The last report was submitted in 2020, this submission constitutes the ongoing support of that annual report.</p> <p>2019-2020: The last report was submitted in 2019, this submission constitutes the ongoing support of that annual report.</p>	
MLC	A – Accepted – No OCC response code C – Complete – No OCC response code	MLC has prepared an annual report to indicate its follow up on the recommendations that were aimed at the MLC; as well as, the recommendations MLC is completing on behalf of other parties.	
KO	Accepted – No OCC response code	2021:	

		<p>The Annual Report will be submitted by June 28, 2021 at 10:00 a.m.</p> <p>Keewaytinook Okimakanak has submitted an annual report to the Coroner's Office in 2017, 2018, 2019, 2020 and will continue to do so.</p>	
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RECOMMENDATION 144

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

TIME FRAME: SHORT-TERM

PARTY	PARTY RESPONSE	DETAILS PROVIDED BY PARTY	GRADE
CANADA	1 – Recommendation has been Implemented	The Government of Canada supports the role Nishnawbe Aski Nation has taken in fulfilling this recommendation.	
ONTARIO	1 Recommendation has been implemented	Reported complete in 2018. NAN agreed to host annual reports on their website. Annual reports can be found at the following location: http://www.nan.on.ca/article/seven-youth-inquest-progress-reports-on-inquest-recommendations-22459.asp	
CITY OF	1 Recommendation has been	NAN offered its website to host all reports including	

THUNDER BAY	implemented	<p>CTB's, which are also posted on the CTB website.</p> <ul style="list-style-type: none"> • The Corporation's documents are submitted to NAN to be posted publicly on their website. They can be found here: www.nan.ca/resources/seven-youth-inquest-jury-recommendations/ 	
NAN	8 – Content or intent of recommendation is already in place	<p>The recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>At the Political Table held on June 22, 2017 in Thunder Bay, the organizations receiving recommendations agreed for NAN to post the annual reports on its website. The annual reports for 2017, 2018 and 2019 were posted to the NAN website. Annual reports will be posted to the NAN website until such time it is determined there are no more annual reports to be posted.</p>	
NNEC & DFC	1 – Recommendation has been implemented	<p>NNEC and each of the other Inquest partners have agreed that NAN's website is and will continue to be the central location that is the most beneficial to post annual reports on the Inquest Recommendations of the Office of the Chief Coroner.</p>	
THUNDER BAY POLICE SERVICE	Complete – No OCC response code	<p>The Service submits its report to the Coroner and also provides NAN with its completed yearly updates for publication on NAN's website. Further, the Service publishes its annual Inquest reports at www.thunderbaypolice.ca</p>	

MLC	A – Accepted – No OCC response code C – Complete – No OCC response code	MLC shares our annual report with our Matawa community and with local media; in addition, we also post our annual report on the Nishnawbe Aski Naion website which hosts all parties reports in a central location.	
KO	Accepted – No OCC response code	The NAN website hosts the Annual Reports of all Inquest Partners on their website. KO will post our Inquest Annual Report on their Keewaytinook Okimakanak website.	

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	The Government of Canada has revised policies to reflect new tasks related to the recommendations and will continue to do so as required.	
ONTARIO	1A – Recommendation will be implemented	This is being implemented as the recommendations are completed, as appropriate.	
CITY OF THUNDER BAY	1 – Recommendation has been implemented	2021: An in-depth analysis of the recommendations directed at the Corporation is under way to determine if the intended long-term outcomes of each recommendation has been accomplished, and to determine if there has been positive systemic change. 2020: Policies, procedures and processes revised as necessary,	

		per recommendation.	
NAN	8 – Content or intent of recommendation is already in place	<p>Recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>NAN revises its policies as necessary according to its internal policy revision procedures.</p>	
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	Complete	The Service has completed its changes to policies and procedures. Any further changes, when identified, will be made during normal operational reviews and implemented as appropriate.	
MLC	<p>A – Accepted – No OCC response code</p> <p>C – Complete – No OCC response code</p>	<p>2021:</p> <p>After the Inquest concluded MECC has continuously worked to update and create new policies and procedures to reflect new tasks and procedures within our school's various programs and services.</p> <p>MECC also created a COVID-19 Staff Working Group to adapt to the Matawa Chiefs Council directives and Ministry of Education guidelines for safe educational instruction during the COVID-19 pandemic.</p> <p>2020:</p> <p>After the Inquest concluded MLC worked to update and create new policies and procedures to reflect new tasks and procedures in the areas of:</p> <ul style="list-style-type: none"> • Philosophy and Goals: <ul style="list-style-type: none"> ○ Philosophy Statement ○ Mission, Values, and Guiding Principles ○ Process for Policy Development: ○ Policy Development and Review 	

		<ul style="list-style-type: none"> ○ Education Authority Administration: <ul style="list-style-type: none"> ○ Admission and Eligibility Requirements ○ Ontario Student Record (OSR) ○ Transportation ○ Reclamation of Properties ○ Research ○ Accessibility Standards • Curriculum and Instruction: <ul style="list-style-type: none"> ○ Accountability for Student Achievement ○ Prior Learning and Assessment Recognition (PLAR) for Mature Students ○ Ontario Secondary Schools Literacy Test ○ Cooperative Education ○ Student Pregnancy • Student Services: <ul style="list-style-type: none"> ○ Field Trip ○ Code of Conduct ○ Attendance ○ Computer Code of Conduct ○ Academic Honesty ○ Appropriate Dress ○ Reporting of Children in Need of Protection ○ Food and Beverage ○ Administration of Oral Medication ○ Prevalent Medical Conditions ○ Home Instruction • Personnel and Employee Relations: <ul style="list-style-type: none"> ○ Staff Training and Professional Development • School Community Relations: 	
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		<ul style="list-style-type: none"> ○ Use of School Buildings, Facilities, and Grounds ○ Fundraising in the School ○ Access to School Board Premises ○ Fire Evacuation ○ Safe Schools Systems Expectations ○ Bullying Prevention and Intervention ○ Sexual Orientation and Gender Identity ○ Harassment and Discrimination Policy ○ Student Concussion Management Procedures ○ Community Education Partnership ○ Community Engagement and Volunteers • Facilities and Equipment: <ul style="list-style-type: none"> ○ Facility Partnership ○ School Property ○ Woodworking Classroom Safety ○ Fitness Centre • Safe Sobering Site: <ul style="list-style-type: none"> ○ General Overview ○ Intake Screening and Student Care ○ Search ○ Documentation ○ Discharge ○ Incident Reports ○ 10,007 – Naloxone ○ Disposal and Storage of Contraband ○ Sharps ○ Supply Checks and Sanitation ○ Panic Buttons ○ Smoking ○ Cell Phone ○ Door Check 	
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		<ul style="list-style-type: none"> ○ Red Dot • Mental Wellness Program: <ul style="list-style-type: none"> ○ Student Privacy, Confidentiality, and Release of Information ○ Student Autonomy ○ Student Rights and Responsibilities ○ Assessment and Service Planning ○ Intake ○ St. Joseph's Care Group Partnership ○ Consent to Services ○ Collecting and Storing of Data ○ Suicide Prevention and Intervention ○ Aggressive and Threatening Behaviour ○ Case Notes and Recording • On Call Program: <ul style="list-style-type: none"> ○ Ride Requests ○ Code of Conduct ○ Documentation ○ Vehicle Supply ○ Risky Location Pick-Up ○ On-Call Worker ○ After Hours Supervision: <ul style="list-style-type: none"> ○ Matawa Administrative After-Hours On-Call ○ Missing Students: <ul style="list-style-type: none"> ○ Student Registration and Identification ○ Student Information Form ○ Thunder Bay Police Consent Form ○ Access and Storage of Student Information ○ Student Leaves School or Programming ○ School Staff Receiving Report of Missing Student ○ Student Missing from Excursion 	
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		<ul style="list-style-type: none"> ○ On-Call Receiving Report of Missing Student ○ Student Missing from Safe Sobering Site ○ Missing Student Questionnaire ○ Missing Student Poster ○ Missing Student Searches and Require Materials ○ Adopting a Family Liaison ○ External Information Sharing ○ Searches Within School ○ Global Search Plan: Inter-Agency Collaboration 	
KO	Accepted – No OCC response code	<p>New Policies that have been developed and reviewed by the KOBE members in March 2019:</p> <ul style="list-style-type: none"> • KOSSS Circle of Care Model • Land Based Programming • Boarding Home Guidelines • Student Home Policies • Missing Student Protocol Guide • Well-Being Program • Land Based Intervention Site • Safe Sober Site • Privacy & Security Policy (cEMR and Data Management) <p>Each of the policies will be included in the main KOSSS Policies & Procedures Manual.</p> <p>All policies and forms are currently being translated and will be made available to all staff at each site.</p>	