

**Ontario's Responses to Jury Recommendations  
Seven First Nations Youth Inquest 2016-26  
(Jethro Anderson, Reggie Bushie, Robyn Harper,  
Kyle Morrisseau, Paul Panacheese, Curran Strang & Jordan Wabasse)**

**June 28, 2018**

Response Code	Response Legend
1	Recommendation <i>has</i> been implemented
1A	Recommendation <i>will</i> be implemented
1B	Alternate recommendation <i>has</i> been implemented
2	Under consideration
3	Unresolved issues
4	Rejected
4A	Rejected due to flaws
4B	Rejected due to lack of resources
5	Not applicable to agency assigned
6	No response
7	Unable to evaluate
8	Content or intent of recommendation is already in place

Final Recommendation			
<p><b>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).</b></p> <p>Directed to: Ontario Lead: Ministry of Community Safety and Correctional Services (MCSCS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response Code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>Updated in Cree and working with translators to complete Ojibway and Oji-Cree.</li> </ul>
Final Recommendation			
<p><b>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 (DFC) and the Matawa Learning Centre (MLC), and other interested parties to develop a memorial in their honour.</b></p> <p>Directed to: Ontario Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response Code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>As of March 2018, memorials have been held and funded for two of the youth, Kyle Morrisseau and Robyn Harper. <ul style="list-style-type: none"> <li>The memorial for Kyle Morrisseau was held on November 17, 2017 on Keewaywin First Nation.</li> <li>The memorial for Robyn Harper was held on January 13, 2018, also on Keewaywin First Nation.</li> </ul> </li> <li>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.</li> </ul>

			<ul style="list-style-type: none"> <li>IAO is collaborating with the Northern Nishnawbe Education Council (NNEC) to plan and fund the four remaining memorials for Curran Strang, Jethro Anderson, Reggie Bushie and Paul Panacheese by the end of 2018.</li> </ul>
<b>Final Recommendation</b>			
<p><b>3. The terms “on-reserve” and “off-reserve” should not be a restriction for any First Nation education and health care funding frameworks.</b></p> <p>Directed to: Ontario, Canada  Shared Lead: Ministry of Education (EDU), Ministry of Health and Long Term Care (MOHLTC)  Additional ministry: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part  Response code: 1A recommendation will be implemented	<ul style="list-style-type: none"> <li>Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations.</li> <li>Ontario recognizes the role of the federal government in providing many services on-reserve.</li> <li>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.</li> </ul>	In progress	<ul style="list-style-type: none"> <li>Ontario has been working with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services. Ontario continues to discuss service needs, roles and responsibilities with federal and First Nations partners.</li> <li>MOHLTC is supporting First Nations Jordan’s Principle Navigators with: <ul style="list-style-type: none"> <li>Local Health Integration Network (LHIN) contacts to help address regional service navigation.</li> <li>Information provided by the province and the LHINs on programs and services that is tailored to their location in the province.</li> </ul> </li> <li>LHIN contacts have supported the federal Jordan’s Principle Focal Points and First Nations Jordan’s Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.</li> </ul>

	<ul style="list-style-type: none"> <li>In regards to education, the federal government has established guidelines and provides funding for First Nation students normally residing within First Nation communities, whether they attend a First Nation–operated school or a provincially-funded school through an education services agreement. EDU is working to better understand the barriers to this in order to develop a response.</li> </ul>		
Final Recommendation			
<p><b>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.</b></p> <p>Directed to: Ontario, Canada Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response Code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>Ontario has been working with Canada and Indigenous people in order to ensure work is underway on the priorities below.</li> </ul> <p><b>Truth and Reconciliation Commission and <i>United Nations Declaration on the Rights of Indigenous Peoples</i> (UNDRIP)</b></p> <ul style="list-style-type: none"> <li>On June 5, 2017, IAO released a One-Year Progress Report on Ontario’s response to the Truth and Reconciliation Commission (TRC) Calls to Action, highlighting progress and developments during the first year of implementation. IAO continues 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.</li> </ul>

			<ul style="list-style-type: none"> <li>• The federal government has the lead role in working with Indigenous peoples on how United Nations 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.</li> <li>• Many of the principles reflected in UNDRIP are consistent with Ontario's current approach to Indigenous relations and reconciliation.</li> </ul> <p><b>National Inquiry on Missing and Murdered Indigenous Women and Girls (MMIWG)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The province continues to support work to end violence against Indigenous women, through the Executive Committee to End Violence Against Indigenous Women.</li> </ul> <p><b>School Curricula</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Early learning and child care</b></p>
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			<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
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**Final 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.**

Directed to: Ontario, Canada, and Nishnawbe Aski Nation (NAN)

Lead: Ministry of Education (EDU)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response Code: 8 Content or intent of recommendation is already in place		In progress	<ul style="list-style-type: none"> <li>In response to the student safety crisis identified by Nishnawbe Aski Nation (NAN) in summer 2017, Ontario provided \$6.7 million in funding for the 2017-2018 school year to address the immediate needs of NAN students. Actions taken included, including tuition funding for First Nation operated schools, to provide students with access to the program of their choice.</li> <li>For the 2018-2019 school year, the Ministry of Education (EDU) provided further funding to NAN and NAN organisations to support programs that had been previously funded for the stabilisation of the NAN emergency.</li> <li>EDU provided Matawa Learning Centre (MLC) with requested funding to support a student navigator position.</li> </ul>

**Final 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 youth were gifted.**

Directed to: Ontario, Canada, Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC)

Lead: Ministry of Education (EDU)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>In progress</p>	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario based on the priorities identified by each partner organisation. <ul style="list-style-type: none"> <li>○ KO identified recommendation 6 as a priority, and EDU has provided the requested funding to support the establishment and granting of a scholarship and to fund families to attend the scholarship ceremony.</li> <li>○ MLC identified recommendation 6 as a priority, and EDU has provided the requested funding to support the establishment and granting of a scholarship, and to fund the family to attend the scholarship ceremony.</li> </ul> </li> <li>• To date, NAN and NNEC have not included Recommendation 6 in their workplans submitted to the province.</li> </ul>
<p><b>Final Recommendation</b></p>			
<p><b>7. In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</b></p> <ul style="list-style-type: none"> <li><b>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;</b></li> <li><b>ii. First Nations governments exercise inherent control over their education systems;</b></li> <li><b>iii. First Nation communities seek to have greater responsibility and capacity to govern their own spiritual, cultural, social, and economic affairs;</b></li> <li><b>iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain;</b></li> <li><b>v. Canada will support individual First Nations communities as they develop local solutions to the effects of colonial policy; and</b></li> </ul> <p><b>In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply.</b></p> <p>Directed to: All parties Lead: All</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>In progress</p>	<ul style="list-style-type: none"> <li>• The Ministry of Children, Community and Social Services (MCCSS) is leading the province’s approach to how programs and services for First Nations, Métis and Inuit children, youth, and families are designed, delivered and governed.</li> <li>• Specifically, MCCSS is working on co-developing and co-implementing holistic, culturally-safe, prevention- and community-based programming and services with First Nations, Métis, Inuit and urban Indigenous partners.</li> </ul>

			<ul style="list-style-type: none"> <li>This is intended to shift the current approach from crisis-based interventions to prevention-based programming that is designed and delivered by First Nations, Inuit and Métis communities and urban Indigenous partners across Ontario.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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.</b></p> <p>Directed to: Ontario  Lead: Ministry of Health and Long Term Care (MOHLTC), Ministry of Children, Community and Social Services (MCCSS)  Additional ministries: Ministry of Education (EDU), Ministry of Children, Community and Social Services (MCCSS), Ministry of Housing (MHO), Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response Code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> <li>This recommendation can be addressed through the collaborative Jordan's Principle work underway.</li> </ul>	In progress	<ul style="list-style-type: none"> <li>Ontario is supporting federal and First Nations Jordan's Principle Navigators with: a) ministries' points of contact; and b) information on programs and services that is tailored to their location in the province. <ul style="list-style-type: none"> <li>Within MCCSS specifically, the Strategic Policy and Aboriginal Relationships Branch is the lead point of contact for potential Jordan's Principle cases related to child and family services, to connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate programs and services.</li> <li>Please see response under Recommendation 22 for a more detailed update on Jordan's Principle.</li> </ul> </li> <li>MOHLTC is supporting First Nations Jordan's Principle Navigators with: <ul style="list-style-type: none"> <li>Local Health Integration Network (LHIN) contacts to help address regional service navigation.</li> <li>Information provided by the province and the LHINs on programs and services that is tailored to their location in the province.</li> </ul> </li> <li>LHIN contacts supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.</li> <li>Ontario continues to work with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services, and discussing service needs, roles and responsibilities.</li> </ul>

			<ul style="list-style-type: none"> <li>• MHO is working with MCCSS on the points of contact for assistance with access to housing and related support services (e.g., contacts for Municipal Services Offices and District Social Services Administration Boards (DSSABs)).</li> <li>• MHO is working with MCCSS to provide points of contact for assistance with access to housing and related support services beyond Service Managers and DSSABs (e.g., Ontario Aboriginal Housing Services).</li> </ul>
Final Recommendation			
<p><b>22. 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.</b></p> <p>Directed to: Canada, Ontario  Lead: Ministry of Health and Long Term Care (MOHLTC), Ministry of Children, Community and Social Services (MCCSS)  Additional ministries: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part  Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> <li>• MOHLTC is collaborating with federal and First Nations partners in the short term to link First Nations children to existing provincially funded services.</li> <li>• Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations.</li> <li>• Ontario recognizes the role of the federal government in providing many services on-reserve.</li> </ul>	In progress	<ul style="list-style-type: none"> <li>• Ontario has been working on the government's approach to Jordan's Principle.</li> <li>• Ontario's <i>Child, Youth and Family Services Act 2017</i> (CYFSA) includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle."</li> <li>• Ontario has identified points of contact across several ministries to provide information about provincially-funded programs and services. Ontario is also working with Department of Indigenous Services, federally-appointed Jordan's Principle Navigators in Provincial Territorial Organizations, Six Nations of the Grand River and Independent First Nations, and MCCSS regional staff to make connections with needed services.</li> <li>• MOHLTC is supporting First Nations Jordan's Principle Navigators with: <ul style="list-style-type: none"> <li>○ Local Health Integration Network (LHIN) contacts to help address regional service navigation.</li> <li>○ Information provided by the province and the LHINs on programs and services that is tailored to their location in the province.</li> </ul> </li> <li>• LHIN contacts supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Ontario is working with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services, and continues to discuss service needs, roles and responsibilities.</li> </ul>
Final Recommendation			
<p><b>23. This principle should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council (NNEC), such as operations and maintenance funding for its off-reserve schools, tuition for First Nations students living off-reserve, and so on.</b></p> <p>Directed to: Canada, Ontario Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part  Response code: 1A Recommendation will be implemented	Aspects of the recommendation within provincial jurisdiction will be implemented	In progress	<ul style="list-style-type: none"> <li>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>NNEC included recommendation 23 in their workplan and received \$70,000 from EDU to implement this recommendation. This funding will be used by NNEC to fund a Teacher Coach position to help build programming and curriculum for NNEC.</li> <li>Keewaytinook Okimakanak (KO), Nishnawbe Aski Nation (NAN), and Matawa Learning Centre (MLC) have not included Recommendation 23 in their workplans submitted to the province.</li> <li>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table with partners to develop responses to the recommendations.</li> </ul>
Final Recommendation			

<p><b>29. Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to:</b></p> <p>i. <b>receive high school education at home;</b></p> <p>ii. <b>community and family connectivity when youth are away from home for school or for other reasons; and</b></p> <p>iii. <b>career options for youth and their families within their communities.</b></p> <p>Directed to: Canada, Ontario Lead: Ministry of Energy, Northern Development and Mines (ENDM)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In Progress	<ul style="list-style-type: none"> <li>On October 6, 2017, a joint Ontario-Canada announcement was made in Thunder Bay: Canada committed to invest up to \$37.1 million, through the Federal “<i>Connect to Innovate</i>” program, and Ontario committed up to \$30 million, to expand broadband into five remote Matawa communities in the Ring of Fire Region.</li> <li>ENDM continues to work with Industry, Science and Economic Development Canada and Matawa First Nations on refining the proposal for expanding broadband and developing a work plan with a target to commence construction in the summer of 2019.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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 Nishnawbe Aski Nation (NAN), the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:</b></p> <p>i. <b>an assessment of the current educational achievement gap in NAN territory;</b></p> <p>ii. <b>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;</b></p> <p>iii. <b>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;</b></p> <p>iv. <b>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.</b></p> <p>Directed to: Canada, Ontario Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented.</p>		<p>Complete</p>	<ul style="list-style-type: none"> <li>NAN identified recommendation 32 as a priority, and has requested funding to support the creation of a working group, the development of assessment tools, an inventory of education programs and services, to develop an education program and service framework in NAN territory, to determine any future funding needs, and to determine the feasibility and design of an education data base. EDU provided this funding to NAN, who indicated that the recommendation will be met with this funding.</li> </ul>
<p>Final Recommendation</p>			
<p><b>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 Nishnawbe Aski Nation (NAN) communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.</b></p> <p>Directed to: Canada, Ontario, and NAN Lead: Ministry of Health and Long Term Care (MOHLTC)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted in part</p> <p>Response code: 1A Recommendation will be implemented</p>	<ul style="list-style-type: none"> <li>Ontario has been working with the federal government and NAN to develop recommendations on access to care.</li> <li>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</li> </ul>	<p><b>Culturally appropriate Indigenous health services Initiative</b> In progress</p> <p><b>Health System Transformation</b> In progress</p>	<ul style="list-style-type: none"> <li>In May 2016, Ontario announced a number of investments in initiatives focused on Northern First Nations to address gaps in health services. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes.</li> <li>These initiatives include supporting Sioux Lookout First Nations Health Authority's "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way.</li> </ul> <p><b>Health System Transformation</b></p> <ul style="list-style-type: none"> <li>In July 2017, NAN, Canada and Ontario signed the Charter of Relationship Principles Governing Health System Transformation in the NAN Territory. The Charter is intended to guide the health transformation process.</li> </ul>

	<p>transformation for NAN communities.</p> <ul style="list-style-type: none"> <li>The Charter notes: “Continuous evaluation is important for measuring progress and systematically assessing, evaluating and improving the structure, process and outcomes.”</li> </ul>		<ul style="list-style-type: none"> <li>NAN, Ontario and Canada developed a work plan outlining the process to define and scope potential transformative change in health services in NAN Territory.</li> <li>NAN is currently undertaking community engagement.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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 Nishnawbe Aski Nation (NAN) First Nation communities. The federal and provincial government should fund the strategy development and implementation.</b></p> <p>Directed to: Canada, Ontario and NAN  Lead: Ministry of Children, Community and Social Services (MCCSS)  Additional ministry: Ministry of Health and Long Term Care (MOHLTC)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part  Response code: 1B Alternative recommendation has been implemented	<p><b>Mental Health and Addictions Initiatives (led by MOHLTC)</b></p> <ul style="list-style-type: none"> <li>MOHLTC committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in order to incorporate input and advice from Indigenous communities.</li> </ul>	<p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <p>In progress</p>	<p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include: <ul style="list-style-type: none"> <li>In partnership with Indigenous communities and the federal government, establishment of up to six new or expanded Indigenous Mental Health &amp; Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOHLTC and Ministry of Children, Community and Social Services (MCCSS)). The Centres will provide care using a combination of traditional healing and clinical care.</li> <li>New funding into mental health and wellness programs and services aimed at addressing intergenerational trauma. These investments are guided by collaborative partnerships and active engagement with Indigenous partners, and included a dedicated Indigenous engagement process.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ MOHLTC received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016.</li> </ul> <p>The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017.</p> <p><b>Indigenous Youth Life Promotion (led by MCCSS)</b></p> <ul style="list-style-type: none"> <li>• As part of Ontario’s response to the TRC Calls to Action, the government announced new investments in: <ul style="list-style-type: none"> <li>○ Land-based/cultural programming and prevention supports;</li> <li>○ The Tele-Mental Health Service to reach more Indigenous communities;</li> <li>○ Indigenous mental health and addictions workers and supports for students in First Nations schools; and</li> <li>○ Mental Wellness Teams across the</li> </ul> </li> </ul>	<p><b>Youth Life Promotion</b> In progress</p>	<ul style="list-style-type: none"> <li>• On February 14, 2018, Ontario announced: <ul style="list-style-type: none"> <li>○ Funding to support expanding or establishing Indigenous-led Healing and Treatment Centres across Ontario, which will offer a combination of clinical and traditional care for Indigenous people.</li> <li>○ Funding for Indigenous-led mental health and wellness programs across the province that include traditional healing, to provide culturally appropriate supports for Indigenous youth, adults, families and communities.</li> </ul> </li> <li>• On April 17, 2018, Ontario named the Indigenous partners that the province will be working with to establish or expand these centres.</li> <li>• Ontario’s broader mental health and addictions planning was based on the Final Report of the Legislative Assembly’s all-party Select Committee on Mental Health and Addictions, which was informed by extensive public and sector advice, including a dedicated Indigenous engagement process.</li> </ul> <p><b>Youth Life Promotion</b></p> <ul style="list-style-type: none"> <li>• MCCSS invested \$4.43 million in 2017-18, which will grow to \$5.33 million in 2018-19, to support youth life promotion initiatives in NAN communities. This includes funding for mental health and addictions workers and supports for students in NAN schools and land-based/cultural programming. <ul style="list-style-type: none"> <li>○ Funding flowed to NAN in December 2017. NAN is engaging with their member communities to implement the initiatives and roll-out funding for mental health and addictions workers and supports for students in NAN schools.</li> <li>○ NAN has indicated their intent to use funding for land-based/cultural programming to support in-house cultural and traditional service capacity, with an initial focus on NAN students relocating to Thunder Bay. A Cultural Coordinator will provide programming to students with a connection to their history, culture, and traditions, through land-based programming and activities.</li> </ul> </li> <li>• Mental Wellness Teams (MWT) are providing crisis intervention, land-based healing and treatment and early intervention as a part of youth life promotion initiatives. A total of \$2 million (jointly funded between MCCSS and the federal government) has been invested in 2017-18, growing to \$3.5 million in 2018-19, to support seven MWTs to serve NAN communities. <ul style="list-style-type: none"> <li>○ On February 13, 2018, NAN coordinated an orientation session in Thunder Bay for the host organizations of the MWT, which was attended by representatives from MCCSS and Indigenous Services Canada, First Nation and Inuit Health Branch (FNIHB), to discuss roles and responsibilities in relation to the implementation of the MWT as well as communications protocols. MCCSS will continue to work with NAN, host organizations and FNIHB to support implementation of the MWTs.</li> </ul> </li> <li>• MCCSS will continue to support planning discussions with NAN as funding rolls out to inform on-going implementation of the various youth life promotion initiatives.</li> </ul>
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	<p>province, in partnership with the federal government.</p> <ul style="list-style-type: none"> <li>• MCCSS is leading the co-development of these initiatives with Indigenous partners, inter-ministerial partners and the federal government.</li> <li>• MCCSS is exploring ways to combine these initiatives with other activities in Indigenous communities.</li> <li>• The funding commitment for these initiatives is \$23 million annually at maturity (2018/19).</li> </ul>		<ul style="list-style-type: none"> <li>• MCCSS will continue to work with NAN and other Indigenous partners to provide culturally relevant programming that meets the needs of Indigenous children and youth.</li> </ul>
Final Recommendation			
<p><b>37. Assist Nishnawbe Aski Nation (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.</b></p> <p>Directed to: Canada, Ontario  Lead: Ministry of Children, Community and Social Services (MCCSS)  Additional ministry: Ministry of Health and Long Term Care (MOHLTC)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place		In progress	<p><b>Health System Transformation</b> See Recommendation #35.</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.</p> <p><b>Indigenous Youth Life Promotion</b> See Recommendation #36.</p>

Final Recommendation			
<p><b>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.</b>          Directed to: Ontario          Lead: Ministry of Health and Long Term Care (MOHLTC)          Additional ministry: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place		In progress	<p><b>Health System Transformation</b> See Recommendation #35.</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.</p> <p><b>Indigenous Youth Life Promotion</b> See Recommendation #36.</p>
Final Recommendation			
<p><b>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.</b>          Directed to: Ontario          Lead: Ministry of Health and Long Term Care (MOHLTC)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>Complete</p>	<ul style="list-style-type: none"> <li>• The new Ontario Public Health Standards published by the Minister of MOHLTC under the <i>Health Protection and Promotion Act</i> were finalized and released on January 1, 2018.</li> <li>• The Relationship with Indigenous Communities guideline was drafted in partnership with Chiefs of Ontario and First Nation representatives, urban Indigenous organizations through the Urban Indigenous Health Table and the Association of Ontario Health Centres to provide perspective of the Aboriginal Health Access Centres and Indigenous Community Health Centers.</li> <li>• The guideline document has been released and distributed to Public Health Units and First Nation communities.</li> </ul>
<p>Final Recommendation</p>			
<p><b>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 (MOHLTC), the Ministry of Finance (MOF), 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.</b></p> <p>Directed to: Canada, Ontario, and NAN Lead: MOHLTC Additional Ministry: MOF/ Liquor Control Board of Ontario, Ministry of Children, Community and Social Services (MCCSS)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted</p> <p>Response code: 8 Content or intent of recommendation is already in place</p>		<p>In progress</p>	<ul style="list-style-type: none"> <li>• MOHLTC provides funding to Ontario's 36 Public Health Units (PHUs) to promote Canada's Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities. <ul style="list-style-type: none"> <li>○ MOHLTC recently updated the Ontario Public Health Standards: Requirements for Programs, Services, and Accountability, which includes the Substance Use Prevention and Harm Reduction Guideline, 2018. The Guideline provides direction to PHUs on required approaches and interventions for substance use prevention and harm reduction, including alcohol.</li> </ul> </li> <li>• 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).</li> <li>• Ontario is investing \$26 million over four years to expand support for children, youth and families affected by fetal alcohol spectrum disorder (FASD). To increase awareness and support prevention of FASD, Ontario is supporting six initiatives that: <ul style="list-style-type: none"> <li>○ Create one-stop access to information/training resources;</li> <li>○ Provide funding for over 50 FASD workers to support approximately 2,500 Ontarians with FASD;</li> <li>○ Support parent support networks;</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Increase access to FASD initiatives developed by Indigenous partners;</li> <li>○ Establish a consultation group to provide advice and feedback to inform implementation planning and prioritization of efforts; and</li> <li>○ Creates a research fund to learn more about FASD, and how to prevent it.</li> <li>● These initiatives are aimed at helping to reduce the prevalence of the disorder, increase coordination of services, improve the quality of life for those with FASD, and increase support for families and caregivers.</li> <li>● Ontario has provided \$4.4 million in funding for the Indigenous Fetal Alcohol Spectrum Disorder and Child Nutrition Program. It is administered through service contracts with 21 Indigenous service providers and First Nation communities that deliver programming to more than 180 Indigenous communities on and off reserve. Through this program, frontline workers offer lifestyle and nutrition information; FASD education and interventions; and training for Indigenous and non-Indigenous social service providers, educators, justice and medical professionals.</li> </ul>
Final Recommendation			
<p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>i. developing detoxification programs;</b></li> <li><b>ii. funding a culturally-based treatment program and facility that would utilize Elders; and</b></li> <li><b>iii. funding aftercare programs for youth leaving addictions treatment programs.</b></li> </ul> <p>Directed to: Canada, Ontario  Lead: Ministry of Health and Long Term Care (MOHLTC)  Additional ministries: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place	<ul style="list-style-type: none"> <li>● Province-wide approach.</li> <li>● Opportunity for a proposal to be submitted by First Nations organizations in the Thunder Bay Region which would be inclusive of services listed above.</li> </ul>	In progress	<b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.

Final Recommendation			
<p><b>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.</b></p> <p>Directed to: Canada, Ontario Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place		Complete	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• Northern Nishnawbe Education Council (NNEC) included a funding request for a Transition Coordinator in response to recommendation 49, but identified that this funding will also in part address the needs identified in recommendation 43.</li> <li>• Nishnawbe Aski Nation (NAN) requested funding from EDU to support this recommendation. EDU provided requested funding in the 2017-18 fiscal year. NAN has indicated this will allow for gathering of information and development of an information package detailing school options off-reserve within northern Ontario. The completed information package will be printed and distributed to communities for students, parents, and guardians.</li> <li>• Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support an orientation in Thunder Bay for grade 8 students and their parents/guardians. This funding was provided by EDU. MLC indicated that through this funding, students will be provided with educational sessions to introduce them to MLC educational programs and services, a tour of Thunder Bay, and introduction to programs, services, and recreational opportunities. MLC will also invite the City of Thunder Bay and the Thunder Bay Police Service to present/conduct a workshop for the students.</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
Final 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

Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN)  
Lead: Ministry of Education (EDU)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• To date, Keewaytinook Okimakanak (KO), NAN, and Northern Nishnawbe Education Council (NNEC) have not included recommendation 44 in their work plans.</li> <li>• Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support hiring a consultant to develop an information package for students and parents/guardians that will serve as a tool to provide information about MLC. This funding has been provided by EDU.</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>

**Final Recommendation**

**49. In order to provide students from remote First Nations 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 remote First Nations communities to speak and engage with students prior to their move to Thunder Bay.**

Directed to: Canada, Ontario, the City of Thunder Bay, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), and Matawa Learning Centre (MLC)  
Lead: Ministry of Education (EDU)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• To date, KO has not included recommendation 49 in their work plans.</li> <li>• NAN requested funding from EDU to support this recommendation. EDU has provided requested funding in the 2017-18 fiscal year for completion of a protocol resource for community partners on engagement with First Nation students before they come to school.</li> <li>• NNEC included recommendation 49 in their work plan, for funding of \$70,000 to support implementation of this recommendation to fund a Transition Co-ordinator position to help build relationships with the communities served by NNEC, as well as assist with student support.</li> <li>• MLC has identified this recommendation as a priority and has requested funding to support travel by MLC staff to Matawa communities to provide education sessions for grade 7 and 8 students and their parents and guardians, and to provide other essential information about the school, the city, and available supports. EDU has provided requested funding for this recommendation</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
<b>Final Recommendation</b>			
<p><b>62. In order to achieve equity and equality for First Nations students, Canada should:</b></p> <ol style="list-style-type: none"> <li>i. <b>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;</b></li> <li>ii. <b>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;</b></li> <li>iii. <b>eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14);</b></li> <li>iv. <b>determine the required annual increase for core funding to ensure that by First Nation education and service providers operating off-reserves are able to meet the needs of their students; and</b></li> <li>v. <b>all funding for education of First Nations students off-reserve should be long-term, stable, reliable and predictable.</b></li> </ol> <p>Directed to: Canada, Ontario Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

	alternative approach to achieve the same aim.		If there are no further updates, provide an explanation.
<p>Accepted in part</p> <p>Response code: 62. i, iii, iv, v: 5 Not applicable to agency assigned 62. ii. 1A Recommendation will be implemented.</p>	<p>Aspects of the recommendation within provincial jurisdiction will be implemented</p>	<p>In progress</p>	<ul style="list-style-type: none"> <li>• On September 22, 2017, EDU issued a memo to all Directors of Education and Secretary/Treasurers of School Authorities in Ontario, encouraging them to enter into Reverse Education Services Agreements (RESA) with First Nations who had expressed an interest in entering into these agreements;; and signaling that the Ministry was exploring the possibility of legislative change regarding RESAs.</li> <li>• In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established. The membership of the Working Group includes representatives from First Nations across Ontario, Trustee and School Board associations and the Ministry.</li> <li>• To date, the Working Group has met on five occasions: October 2017, December 2017, January 2018, February 2018 and April 2018.</li> <li>• In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by: <ul style="list-style-type: none"> <li>○ In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and,</li> <li>○ In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee.</li> </ul> </li> <li>• Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to support the implementation of the REA approach. The Working Group has started working on implementation considerations for the REA.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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:</b></p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through: <ol style="list-style-type: none"> <li>a. financial assistance to those seeking education and training as teachers;</li> <li>b. initiatives to encourage First Nations people to become teachers; and</li> <li>c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and</li> </ol> </li> <li>iv. provide all teachers with access to the Teach for Canada program.</li> </ol> <p>Directed to: Canada, Ontario</p>			

Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part (ii. and iii. accepted)  Response codes:  i. 5 Not applicable to agency assigned  ii. 8 Content or intent of recommendation is already in place  iii. 2 Under consideration  iv. 5 Not applicable to agency assigned	<ul style="list-style-type: none"> <li>• This recommendation is multifaceted and applies to various parties. EDU accepts the parts of the recommendation that are under provincial jurisdiction.</li> <li>• Part i. of this recommendation addresses a federal responsibility.</li> <li>• 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.</li> </ul>	Complete	<ul style="list-style-type: none"> <li>• For recommendation 63.ii., EDU continues to offer all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.</li> <li>• EDU has continued to participate with partners at the Inquest Education Table to address further opportunities for information sharing, professional development, and resource sharing opportunities that are identified.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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 DFC and MLC. Explore the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

	alternative approach to achieve the same aim.		If there are no further updates, provide an explanation.
Accepted in part  Response code: 1A Recommendation will be implemented	EDU is analyzing the possibility of offering Ontario Secondary School Diploma credits for volunteer hours.	In progress	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• To date, KO, NAN, NNEC, and MLC have not included recommendation 75 in their workplans submitted to the province.</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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.</b></p> <p>Directed to: Ontario Lead: Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Education (EDU), Ministry of Children, Community and Social Services (MCCSS,) Ministry of Municipal Affairs (MMA), Ministry of Housing (MHO), Ministry of Health and Long Term Care (MOHLTC), Community Hubs, Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented and 8 Content or intent of recommendation is already in place (regarding some health services)		<p><b>Income Support</b></p> <ul style="list-style-type: none"> <li>i. Complete</li> <li>ii. Complete</li> <li>iii. In progress</li> <li>iv. In progress</li> <li>v. In progress</li> <li>vi. In progress</li> </ul>	<p><b>Income Support</b></p> <ul style="list-style-type: none"> <li>i. A collaborative approach has been established with Nishnawbe Aski Nation (NAN) to advance engagement with all relevant partners on this recommendation.</li> <li>ii. MCCSS is leading the development of an inventory of income support, housing, health, and recreation services in the Thunder Bay for students relocating to Thunder Bay to attend school. To date, a number of Indigenous partners and stakeholders have provided information regarding community based programs and services related to this recommendation.</li> <li>iii. The inventory of programs and services is being updated with stakeholders and available in order to incorporate each organization's related resources.</li> <li>iv. MCCSS is reviewing and analyzing potential policy changes within social assistance to increase supports for First Nations youth who leave their community and their families to attend high school.</li> <li>v. The Regional Multicultural Youth Centre (funded by the Ministry of Tourism, Culture, and Sport, and referenced in recommendation #101) will be included in the inventory of programs and services. The Centre has been engaged at the community level.</li> </ul>

		<p><b>Health</b> In progress</p> <p><b>Education</b> In progress</p> <p><b>Rent Geared to Income</b> In progress</p>	<p>vi. Ministries have also been participating in NAN-led meetings on this recommendation. An early action area identified, relates to student transit with a focus on collaboration among the City of Thunder Bay, city transit, First Nations education providers and NAN. A scheduled meeting led to an agreement to introduce subsidized semester bus passes. The subsidized semester bus pass program is considered a pilot until the end of the 2017/18 school year. A report will be presented to the City of Thunder Bay Council in the spring.</p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>The North West Local Health Integration Network (North West LHIN) continues to work with program partners at Dennis Franklin Cromarty High School (DFC) and local health service providers to identify recreational needs and well-being services for DFC youth. More recently, one-time funding was provided to DFC for Health and Wellness Activities for its students. In addition, the North West LHIN continues to fund the Suboxone program at DFC. Within the past fiscal year (2017/18), the North West LHIN also funded the Thunder Bay Regional Health Science’s Centre Indigenous Youth P.A.R.T.Y (Prevent Alcohol and Related Trauma in Youth) Program for students attending Dennis Franklin Cromarty (DFC) and Matawa Learning Centre (MLC).</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>To date, Keewaytinook Okimakanak (KO), NAN, and MLC have not included recommendation 78 in their workplans submitted to the province.</li> <li>NNEC has included recommendation 78 in their workplan, for funding of \$50,000 to support its implementation. This funding is intended for an Education System Navigator/Reengagement Program Coordinator position by NNEC to help guide new students and their parents through educational, legal, and health care systems while the students move away from their communities for school. This funding is also intended in part to address objectives identified in recommendation 87.</li> <li>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul> <p><b>Rent Geared to Income</b></p> <ul style="list-style-type: none"> <li>MHO is currently working with MCCSS to ensure alignment between Rent Geared to Income (RGI) Simplification and Income Security Reform, including Ontario Works (OW) and Ontario Disability Support Program (ODSP).</li> </ul> <p><b>Youth and Community Wellness</b></p>
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		<p><b>Youth and Community Wellness</b> In progress</p>	<ul style="list-style-type: none"> <li>• IAO has been working to address needs in First Nations communities across Ontario by investing in Indigenous youth and community-led solutions.</li> <li>• Investments provided in 2017-18 supported initiatives related to youth leadership, pathways to wellness, youth and family healing and connecting youth to their land and culture. Investments included: <ul style="list-style-type: none"> <li>○ Hiring a Transitional Support Worker for Dennis Franklin Cromarty High School Students to help them with post-secondary applications and funding process requirements.</li> <li>○ Expanding recreational programs through Right To Play's Hockey for Development Clinic in Fort Severn, extending the Promoting Life-skills in Aboriginal Youth (PLAY) program to more than 60 First Nation communities;</li> <li>○ Funding Jays Care Foundation's youth champions in James Bay Coast and Grand Council Treaty 3 communities to lead activities and events in their communities;</li> <li>○ Supporting Indigenous youth to plan and establish a youth leadership forum;</li> <li>○ Supporting Indigenous youth engagement in community projects on environmental, social, spiritual, and physical well-being through the Ontario Indigenous Youth Partnership Project; and,</li> <li>○ Creating activities and safe spaces for Indigenous youth through dance at Dennis Franklin Cromarty high school and surrounding communities through Outside Looking In.</li> </ul> </li> </ul>
Final Recommendation			
<p><b>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 Dennis Franklin Cromarty (DFC) and work with Matawa Learning Centre (MLC) and Keewaytinook Okimakanak (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.</b></p> <p>Directed to: Ontario Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• MLC identified this recommendation as a priority and requested funding to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. MLC identified the goal of this funding to increase student attendance, participation, and learning experiences. EDU provided the requested funding to MLC.</li> <li>• To date, KO, Nishnawbe Aski Nation (NAN), and Northern Nishnawbe Education Council (NNEC) have not included recommendation 79 in their workplans submitted to the province.</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
<b>Final Recommendation</b>			
<b>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).</b> Directed to: Ontario Lead: Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In Progress	<ul style="list-style-type: none"> <li>• Formal engagements started in January 2018 and were completed in April 2018 with Indigenous Healing and Wellness Strategy (IHWS) partners and service providers, including Nishnawbe Aski Nation (NAN). MCCSS is using the results of these engagements on program amendments and to inform options for youth mentorship approaches through IHWS.</li> </ul>
<b>Final Recommendation</b>			
<b>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.</b> Directed to: Canada, Ontario, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), and Matawa Learning Centre (MLC) Lead: Ministry of Children, Community and Social Services (MCCSS) Additional Ministries: Ministry of Education (EDU), Ministry of Health and Long Term Care (MOHLTC)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.



**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.**

Directed to: Ontario

Lead: MCSCS

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• In April 2016, the Ontario Provincial Police (OPP) Missing Persons &amp; Unidentified Bodies Unit (MPUB) formed and continues to lead a Provincial Missing Persons Investigators Working Group.</li> <li>• The goal of the Group is to inform the police response to missing persons investigations and the response to families of missing persons. The group reviews and discusses various topics/issues in this respect, including training and standards.</li> <li>• Members of the Working Group consist of representation from OPP, municipal and First Nation police services, the National Centre for Missing Persons &amp; Unidentified Remains, OPP Aboriginal Policing Bureau, Criminal Investigation Branch, the Ontario Police College, the OPP Academy, and members of the Office of the Chief Coroner of Ontario, the Ontario Forensic Pathology Service and the Ministry of Community Safety &amp; Correctional Services.</li> </ul>

**Final 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.**

Directed to: Ontario

Lead: Ministry of Community Safety and Correctional Services (MCSCS)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• In March 2018, the province passed the Safer Ontario Act, 2018 (SOA), which addresses a number of matters related to policing, missing persons, community safety, oversight, and inquests. The SOA enacts the new Missing Persons Act, 2018, which, once proclaimed into force, would create a legislative framework for missing persons occurrences by providing police with the tools and training to assess risk and determine the response in relation to investigations into missing persons.</li> <li>• MCSCS worked with Métis Nation of Ontario, Ontario Federation of Indigenous Friendship Centres, Chiefs of Ontario, and Tungasuvvingat Inuit to engage with Métis, First Nation and Inuit partners during the development of the Missing Persons Act, 2018.</li> </ul>
<b>Final Recommendation</b>			
<p><b>95. In order to decrease the purchase of alcohol by persons under 19 years of age through “runners” or second party purchasers:</b></p> <p>i. <b>Review and revise (where necessary) Liquor Control Board of Ontario (LCBO) guidelines for the detection of second party purchases; and</b></p> <p>ii. <b>enhance opportunities and methods employed to identify second party purchases and review existing practices for detecting and deterring this practice.</b></p> <p>Directed to: LCBO, Ontario Lead: Ministry of Finance (MOF)/LCBO</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• Through its Check 25 program, LCBO requires all retail employees to follow training, including on second-party purchases, and regular updating of this training is mandatory for all store managers and employees.</li> <li>• The LCBO reviewed all procedures and policies applicable to the jury’s recommendations with input from LCBO, Corporate Affairs, Resource Protection, Corporate Communications and Retail departments. Based on this review, additional reporting procedures for retail employees have been implemented (see recommendation #96).</li> <li>• Local management made changes to physical surveillance equipment and contracted additional security to assist in monitoring and deterring illicit activity outside stores, in collaboration with the Thunder Bay Police Service (TBPS).</li> <li>• LCBO will maintain regular communication with TBPS about suspicious activities and adjust its approach as necessary.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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 Liquor Control Board of Ontario (LCBO) managers and/or regional managers and staff (as appropriate) and Thunder Bay Police Services (TBPS) representatives to:</b></p> <p>i. <b>review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and</b></p> <p>ii. <b>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.</b></p>			

Directed to: LCBO, TBPS Lead: Ministry of Finance (MOF)/LCBO			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• In October 2016, a working group was created with representation from TBPS and the LCBO.</li> <li>• Based on discussions held by the working group between October 2016 and spring 2017 and comments submitted by the TBPS, a protocol for the reporting of second-party purchases was completed in summer 2017.</li> <li>• Amended procedures focused on reporting suspicious activity to TBPS and outlining the circumstances in which specific and timely information from police may be used reasonably by employees in the context of Challenge and Refusal. New procedures were implemented in the four Thunder Bay Stores on a pilot basis in September 2017, following employee training.</li> <li>• LCBO will continue to monitor how added procedures and training affect the Challenge and Refusal procedures and will maintain regular communication with TBPS to adjust its approach as necessary.</li> </ul>
<b>Final Recommendation</b>			
<b>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 Liquor Control Board of Ontario (LCBO) establishments.</b>			
Directed to: Ontario, LCBO, and Thunder Bay Police Service (TBPS) Lead: Ministry of Finance (MOF/LCBO)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Building on discussions held with KO, DFC, and the MLC in June 2017, LCBO contracted locally based Epica Pictures to advise and assist with the development of a Phase II public awareness campaign, including the production of a short video targeted at youth.</li> <li>• During a brainstorm session with the TBPS, MLC and DFC on October 18, 2017, it was suggested that focus groups be held with Thunder Bay students to inform a script. The focus</li> </ul>

			<p>group was held at Matawa Learning Centre on May 9<sup>th</sup>, 2018 and filming is planned to take place by fall 2018.</p> <ul style="list-style-type: none"> <li>• LCBO plans to develop a social media strategy in collaboration with other Inquest parties.</li> </ul>
<b>Final Recommendation</b>			
<p><b>101. The Ministry of Tourism, Culture and Sport (MTCS) should provide adequate funding to sustain the Regional Multicultural Youth Centre's initiatives at Dennis Franklin Cromarty (DFC) to keep students busy and safe after school, reduce risks and create a generation of active Aboriginal youths.</b></p> <p>Directed to: Ontario Lead: MTCS</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		Complete	<ul style="list-style-type: none"> <li>• Funding for after school programming at DFC will continue through the 2018-19 school year.</li> <li>• Approximately 90 youth attend programming after school.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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.</b></p> <p>Directed to: The City of Thunder Bay, Ontario Lead: Ministry of Community Safety and Correctional Services (MCSCS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		Complete	<ul style="list-style-type: none"> <li>• In March 2018, the province passed the Safer Ontario Act, 2018 (SOA), which addresses a number of matters related to policing, missing persons, community safety, oversight, and inquests. The SOA enacts the new Police Services Act, 2018, which provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.</li> </ul>

			<ul style="list-style-type: none"> <li>Ms. Celina Reitberger was appointed by the Lieutenant Governor in Council to the Thunder Bay Police Service Board for two years effective November 29, 2017. <ul style="list-style-type: none"> <li>Ms. Reitberger is from the Fort William First Nation and was the past Executive Director of Nishnawbe Aski Legal Services after practising law privately for more than 20 years.</li> </ul> </li> </ul>
<b>Final Recommendation</b>			
<p><b>114. Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, Thunder Bay Police Services Board (TBPSB), Health Canada, the Ministries of Health and Long-term Care (MOHLTC), the Ministry of Child and Youth Services (MCCSS), the Northwest Local Health Integration Network (NWLHIN), Emergency Medical Services (EMS), the Thunder Bay Regional Health Sciences Centre (TBRHSC), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Shibogama, Independent First Nations Alliance (IFNA) and Matawa Learning Centre (MLC) in order to develop an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.</b></p> <p>Directed to: The City of Thunder Bay, Canada, Ontario, NAN, NNEC, KO, and MLC Lead: MOHLTC</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted in part  Response code: 1A Recommendation will be implemented and 8 Content or intent of recommendation is already in place	<ul style="list-style-type: none"> <li>MOHLTC will work with other partners to determine the appropriate approach to this recommendation.</li> <li>MOHLTC will consider the recommendation.</li> </ul>	In progress	<ul style="list-style-type: none"> <li>North West Local Health Integration Network (NW LHIN) continues to facilitate engagement amongst the partners referenced in the Coroner's recommendations to develop a detox unit or shelter for youth ages 13 to 25.</li> <li>The partners have developed, accepted, and implemented Terms of Reference to guide the process, roles, responsibilities, and decision-making. Partners have also examined relevant data and research, and decided on characteristics and needs of the detox unit or shelter to guide the development of a service proposal.</li> <li>The North West LHIN continues to work with partners to explore options and develop a proposed solution, which will meet both individual stakeholders and collective interests.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Lead: Ministry of Education (EDU) Additional Ministry: Ministry of Indigenous Affairs (IAO)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• To date, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC) have not included recommendation #120 in their work plans submitted to the province.</li> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
<b>Final Recommendation</b>			
<p><b>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 Nishnawbe Aski Nation (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.</b></p> <p>Directed to: Ontario Lead: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress  The ministry continues to work bilaterally with Nishnawbe Aski Nation on a new holistic approach to NAN child, youth and family well-being.	<ul style="list-style-type: none"> <li>• On October 19, 2017, MCCSS and NAN signed a protocol agreement that sets out the process for bilateral discussions concerning child and family wellbeing.</li> <li>• On April 25, 2018, Ontario and NAN signed a relationship agreement to strengthen the bilateral relationship between Ontario, as represented by MCCSS, and NAN.</li> <li>• The purpose of the agreement is to confirm the commitment of NAN and Ontario to their shared goal of developing a transformed, more responsive and holistic approach to NAN child, youth and family wellbeing.</li> <li>• NAN continues to work with its member communities on programs for family well-being. NAN has hired and trained up to 58 frontline workers in NAN-member communities who deliver culturally safe and community- and prevention-based programming.</li> </ul>
<b>Final Recommendation</b>			

<p><b>122. Through the Ministry of Education (EDU), 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.</b>          Directed to: Ontario          Lead: EDU</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>• 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.</li> <li>• EDU has continued to participate with partners at the Inquest Education Table to address opportunities for information sharing, professional development, and resource sharing.</li> </ul>
Final Recommendation			
<p><b>123. In order to foster greater collaboration between First Nation schools and provincially-funded schools, through the Ministry of Education (EDU), engage with First Nation communities to identify opportunities to share information and expertise to support capacity building within First Nation schools.</b>          Directed to: Ontario          Lead: EDU</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place		Complete	<ul style="list-style-type: none"> <li>• 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.</li> <li>• EDU has continued to fund Indigenous Education Leads in each District School Board, foster greater collaboration between First Nation schools and provincially-funded schools. This position has been in place since 2016 and is intended to facilitate relationships, sharing, and communication between First Nation schools and publically-funded schools.</li> <li>• EDU has continued to participate with partners at the Inquest Education Table to address opportunities for information sharing, professional development, and resource sharing.</li> </ul>
Final Recommendation			

<b>124. Through the Ministry of Education (EDU), work with First Nations communities, school boards, and the federal government to address issues related to tuition agreements.</b> Directed to: Ontario Lead: EDU			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• On September 22, 2017, EDU issued a memo to all Directors of Education and Secretary/Treasurers of School Authorities in Ontario, encouraging them to enter into RESAs with First Nations who had expressed an interest in entering into these agreements;; and signaling that the Ministry was exploring the possibility of legislative change regarding RESAs.</li> <li>• In October 2017, an ESA/RESA Working Group (ERWG) was established. The membership of the Working Group includes representatives from First Nations across Ontario, Trustee and School Board associations, and the Ministry.</li> <li>• To date, the Working Group has met on five occasions: October 2017; December 2017; January 2018, February 2018 and April 2018.</li> <li>• In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by:             <ul style="list-style-type: none"> <li>○ In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and,</li> <li>○ In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee.</li> </ul> </li> <li>• Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to support the implementation of the REA approach. The Working Group has started working on implementation considerations for the REA.</li> </ul>
<b>Final Recommendation</b>			
<b>125. Through the Ministry of Education (EDU), work with Nishnawbe Aski Nation (NAN) through the Education Partnerships Program (EPP) 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.</b> Directed to: Ontario Lead: EDU			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 8 Content or intent of recommendation is already in place		Complete	<ul style="list-style-type: none"> <li>EDU has continued to fund Indigenous Education Board Leads in every school board to support information sharing, communication and identification of necessary supports and services for students who transition between First Nation schools and provincially funded schools.</li> </ul>
<b>Final Recommendation</b>			
<p><b>126. Through the Ministry of Education (EDU), 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.</b></p> <p>Directed to: Ontario Lead: EDU Support: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		<p><b>Education</b> Complete</p> <p><b>Youth</b> In progress</p>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>The Ontario curriculum has been revised so that all students learn about the history of Indigenous peoples in Canada, including the history of the residential school system.</li> <li>The curriculum requires that students from kindergarten to high school learn about the negative impacts of racism and discrimination and the importance of tolerance and inclusivity.</li> <li>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. <ul style="list-style-type: none"> <li>Additionally, EDU established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers.</li> </ul> </li> </ul> <p><b>Youth</b></p> <ul style="list-style-type: none"> <li>The NORDIK Institute at Algoma University was selected to design the Indigenous Youth Leading Youth Anti-Racism Program (Program) and administer the training for youth leaders. The Program's main objectives will be for Indigenous youth to educate non-</li> </ul>

			<p>Indigenous youth about the impacts that historical and contemporary racism have had on Indigenous peoples as well as support Indigenous youth as anti-racism educators by strengthening their skills and knowledge of anti-racism strategies. Working with Indigenous youth councils in Ontario, NORDIK established an Indigenous Youth Advisory Circle, which includes membership from northern communities including those from NAN and GCT #3, to inform the design and the delivery of the Program.</p> <ul style="list-style-type: none"> <li>• The pre-launch of the Program was held between March 21-23, 2018. The province sought input from students at First Nations schools including Keewaytinook Internet High School, Dennis Franklin Cromarty (DFC), and Pelican Falls High School.</li> <li>• The pre-launch was led by the Indigenous Youth Advisory Circle, focusing on gathering feedback on what to teach non-Indigenous youth about Indigenous racism and the needs of Indigenous youth when talking about racism.</li> <li>• The province will launch the targeted Indigenous Youth Leading Youth Anti-Racism Program in 2018, which will be delivered by Indigenous youth organizations across Ontario to youth in schools and community settings.</li> </ul>
<b>Final Recommendation</b>			
<p><b>127. Through the Anti-Racism Directorate (ARD), undertake research and engage with Indigenous communities to develop an Indigenous-informed Anti-Racism public education and awareness campaign.</b>          Directed to: Ontario          Lead: ARD</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>• The ARD has held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including Nishnawbe Aski Nation (NAN), to better understand experiences of systemic racism, and determine ways to address racism through public education and awareness initiatives and campaigns.</li> <li>• To support the development of a provincial Indigenous-Focused Anti-Racism Strategy, the ARD has partnered with First Nation communities and Indigenous service providers to hold the first two community engagement sessions in Kenora and Sioux Lookout.</li> <li>• The ARD has recently invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector.</li> <li>• The ARD has funded multiple short-term community-based public awareness initiatives in Thunder Bay, including: the development of a youth social media campaign by NAN, and a project led by Ontario Council of Agencies Serving Immigrants to gather community feedback on public awareness priorities on anti-Indigenous racism in Thunder Bay.</li> </ul>

Final Recommendation			
<p><b>128. Through the Ministry of Education (EDU), 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.</b></p> <p>Directed to: Ontario Lead: EDU</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>Through an Indigenous Steering Committee for curriculum revisions, a Joint Implementation Working Group was formed to oversee an initiative to support development to create resources for the delivery of curriculum revisions. Part of their work was to develop a process to evaluate and select resources. The call for resources was sent out in June 2017, with a submission deadline of September 1, 2017.</li> <li>Resources are currently under development and work is underway to make them available to both First Nation schools and publicly funded schools.</li> </ul>
Final Recommendation			
<p><b>129. Through the Ministry of Education (EDU), work with the Ministry's School College Work Initiative (SCWI) partners to expand opportunities for more students from Dennis Franklin Cromarty (DFC) 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.</b></p> <p>Directed to: Ontario Lead: EDU</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>EDU entered into discussions with Confederation College to explore how this program can be expanded further, so that students in First Nation operated schools have full access to the program.</li> </ul>
Final Recommendation			

<p><b>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.</b>          Directed to: The Office of the Chief Coroner (OCC)          Lead: Ministry of Community Safety and Correctional Services (MCSCS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>In March 2018, the province passed the <i>Safer Ontario Act, 2018</i> (SOA) which would amend the <i>Coroners Act</i> once those provisions are proclaimed into force, including the Chief Coroner's authority to collect and disclose information under specified circumstances, and enable identification and analysis of trends related to deaths. These changes are set to come into force on January 1, 2019.</li> <li>The OCC has secured a vendor for the corresponding information technology solution that is required. Anticipated completion is 2019.</li> </ul>
Final Recommendation			
<p><b>131. The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected.</b>          Directed to: The Office of the Chief Coroner (OCC)          Lead: Ministry of Community Safety and Correctional Services (MCSCS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>The OCC met with Indigenous leadership and community members to discuss services for remote areas. For example, on February 14, 2018, the Chief Coroner attended a NAN Health Transformation Meeting chaired by Ovide Mercredi to explore options and gain insight into challenges.</li> <li>Throughout 2017 and 2018, the Chief Coroner had several meetings with families and Indigenous leadership to discuss death investigations (both past and current).</li> </ul>
Final Recommendation			
<p><b>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</b>          Directed to: The Office of the Chief Coroner (OCC)          Lead: Ministry of Community Safety and Correctional Services (MCSCS)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	See Recommendation #131
<b>Final Recommendation</b>			
<b>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.</b> Directed to: The Office of the Chief Coroner (OCC) Lead: Ministry of Community Safety and Correctional Services (MCSCS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	See Recommendation #131
<b>Final Recommendation</b>			
<b>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.</b> Directed to: The Office of the Chief Coroner (OCC) Lead: Ministry of Community Safety and Correctional Services (MCSCS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

	alternative approach to achieve the same aim.		If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	See Recommendation #131
<b>Final Recommendation</b>			
<b>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.</b> Directed to: The Office of the Chief Coroner (OCC) Lead: Ministry of Community Safety and Correctional Services (MCSCS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1A Recommendation will be implemented		In progress	<ul style="list-style-type: none"> <li>Recommendations 130 through 134 are still in progress.</li> <li>In addition, the OCC/Ontario Forensic Pathology Service (OFPS) provided an all-staff cultural awareness training. The afternoon of OCC/OFPS's "all staff day" included a Blanket Exercise, facilitated by Kairos.</li> </ul>
<b>Final Recommendation</b>			
<b>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:</b> i. <b>CTA#18</b> - 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; ii. <b>CTA#19</b> - 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; and iii. <b>CTA#20</b> - 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. Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN) Lead: Ministry of Health and Long-Term Care (MOHLTC) Other Ministries: Ministry of Indigenous Affairs (IAO)			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
i. Accepted ii. Directed to the Federal government iii. Directed to the Federal government  Response codes: i. 2 Under consideration ii. 5 Not applicable to agency assigned iii. 5 Not applicable to agency assigned		<b>Community Wellbeing</b> In Progress	<b>Community Wellbeing</b> <ul style="list-style-type: none"> <li>In May 2016, Ontario announced a number of investments in health services initiatives focused on Northern First Nations. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes.</li> <li>These initiatives include supporting Sioux Lookout First Nations Health Authority's "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way.</li> </ul> <b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.  <b>Health System Transformation</b> See Recommendation #35.
<b>Final Recommendation</b>			
<p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>comparative funding for the education of First Nations children on and off reserves;</b></li> <li><b>the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and</b></li> <li><b>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.</b></li> </ul> <p>Directed to: Canada, Ontario            Lead: Ministry of Indigenous Affairs (IAO)            Additional ministries: Ministry of Education (EDU), Ministry of Health and Long-Term Care (MOHLTC), Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

<p>Accepted in part</p> <p>Response code: 1A Recommendation will be implemented</p>	<p>i. much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government;</p> <p>ii. public information</p> <p>iii. some of this is public information, some additional information may be held by MOHLTC or other ministries, several of these indicators are not measured or held by the federal government. IAO is working with other ministries to collect information where possible.</p>	<p>i. N/A</p> <p>ii. Public- complete</p> <p>iii. In progress</p>	<p><b>Coordination and submission of indicators</b></p> <ul style="list-style-type: none"> <li>IAO has been working across ministries to coordinate data on the indicators identified in TRC Call to Action #55. IAO/IAO intends to provide as much responsive information as available to the National Council for Reconciliation, once it is established.</li> </ul> <p><b>Health System Transformation</b> See Recommendation #35.</p> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>EDU publicly released the Third Progress Report on the implementation of the First Nations, Métis, and Inuit Education Framework in March 2018, providing comparative information and available data on key metrics.</li> </ul>
<p>Final Recommendation</p>			
<p><b>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 <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Lead: Ministry of Indigenous Affairs (IAO) Additional ministry: Anti-Racism Directorate (ARD)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>

<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>In progress</p>	<ul style="list-style-type: none"> <li>• Ontario procured the services of the Provincial Health Services Authority (PHSA) of British Columbia to deliver the San'yas Indigenous Cultural Safety Training Program (San'yas Program) to all Ontario public service employees.</li> <li>• OPS employees began taking the training in April 2018. Rolling registration will continue until 2021.</li> <li>• To date, 5420 participants have been registered in the San'yas Program.</li> <li>• IAO is developing a performance measurement framework to research the impact of this training on participants and the Ontario public service. IAO is also developing a vendor of record to provide complementary, in-person Indigenous training programs developed by Indigenous communities, businesses and organizations.</li> </ul>
<p>Final Recommendation</p>			
<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students;</b></li> <li><b>provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;</b></li> <li><b>provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and</b></li> <li><b>establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</b></li> </ol> <p>Directed to: Canada, Ontario Leads: Ministry of Education (EDU), Ministry of Training, Colleges and Universities (TCU)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p> <p>If there are no further updates, provide an explanation.</p>
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<ul style="list-style-type: none"> <li>• The first phase of curriculum enhancements has been completed and released in draft form and prepared for full release for the 2018-19 school year.</li> <li>• On December 14, 2017 the <i>Indigenous Institutes Act, 2017</i> came into force. The Act recognizes that Indigenous Institutes play a unique role in Ontario's postsecondary education and training system.</li> <li>• Ontario is investing \$67.5M over three years (2017-18 to 2019-20) to support capacity-building with the flexibility for each Indigenous Institute to determine institutional priorities.</li> </ul>
<p>Final Recommendation</p>			
<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>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;</b></li> </ol>			

<p><b>ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;</b>  <b>iii. building student capacity for intercultural understanding, empathy, and mutual respect; and</b>  <b>iv. identifying teacher-training needs relating to the above.</b></p> <p>Directed to: Ontario  Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<ul style="list-style-type: none"> <li>EDU has continued to work with the Council of Ministers of Education Canada, and with other members to share information with regard to progress in developing curriculum and resources, and supporting student capacity and teacher-training needs.</li> </ul>
<b>Final Recommendation</b>			
<p><b>143. All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</b></p> <p><b>i. Indicates whether each recommendation is (a) accepted, (b) accepted in part, or (c) rejected;</b>  <b>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;</b>  <b>iii. Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete;</b>  <b>iv. Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations;</b>  <b>v. Is sent by email to any person who requests to receive a copy; and 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).</b></p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC)  Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

Accepted		In progress	<ul style="list-style-type: none"> <li>IAO is coordinating the provincial response to the OCC, due annually on June 28..</li> <li>For the 2018 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation.</li> <li>As of June 2018, Ontario has completed 30% of the recommendations. Implementation of the remaining 70% of the recommendations are partially completed or on track to be fully implemented.</li> <li>IAO will publicly share Ontario's response with those who request it. Annual reports are also available on NAN's website (see Recommendation #144).</li> </ul>
<p>Response code: for i. through iv. 1 Recommendation has be implemented and for v. 1A Recommendation will be implemented</p>			
<p><b>Final Recommendation</b></p> <p><b>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.</b></p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC)</p> <p>Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.
Accepted		Complete	<ul style="list-style-type: none"> <li>NAN agreed to host annual reports on their website. Annual reports can be found at the <a href="#">following location</a>.</li> </ul>
<p>Response code: 1 Recommendation has been implemented</p>			
<p><b>Final Recommendation</b></p> <p><b>145. Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</b></p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC)</p> <p>Lead: All</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.  If there are no further updates, provide an explanation.

Accepted  Response code: 1A Recommendation will be implemented		In progress	• Ministries continue to update current policies, as required, to reflect new tasks and procedures resulting from the responses to the recommendations.
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