

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

June 28, 2020

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>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).</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
Accepted Response Code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> The translation to Cree has been completed. Working with translators on the Ojibway and Oji-Cree translation. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Continue attempting to secure a translator that will complete Ojibway and Oji-Cree translation work due to size of the document.
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial 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.
Accepted Response Code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> IAO continues to work with Northern Nishnawbe Education Council (NNEC) to support memorials for each of these students. As of November 2019, memorials have been held and funded for five of the youth. <p><i>Planned/ continued response to recommendation</i></p>

			<ul style="list-style-type: none"> • One remaining memorial will be planned and held in 2020/21, if confirmed to be the wishes of the family. • The family of one of the seven youth has opted not to proceed with a memorial through the Inquest process.
Final Recommendation			
<p>3. The terms “on-reserve” and “off-reserve” should not be a restriction for any First Nation education and health care funding frameworks.</p> <p>Directed to: Ontario, Canada Shared Provincial Lead: Ministry of Education (EDU), Ministry of Health (MOH) 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.
Accepted in part Response code: 1 Recommendation has been implemented	<ul style="list-style-type: none"> • Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations. • Ontario recognizes the role of the federal government in providing many services on-reserve. • The province provides insured health services to all eligible residents of Ontario. Ontario’s approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services regardless of whether they live on- or off-reserve. 	Complete	<p><i>Planned/ continued response to recommendation</i></p> <p>MCCSS</p> <ul style="list-style-type: none"> • MCCSS is the provincial lead for Jordan’s Principle. Within MCCSS specifically, the Child Well-Being Branch (CWB) in the Child Welfare & Protection Division is the lead point of contact for potential Jordan’s Principle cases related to child and family services. If, and when, Jordan’s Principle claims are received, CWB will connect families, communities, Jordan’s Principle Navigators and/or the federal government with the appropriate provincial programs and services.

	<ul style="list-style-type: none"> 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. 		
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario, Canada Provincial 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.
Accepted in part Response Code: 1 Recommendation has been implemented	<ul style="list-style-type: none"> Ontario supports the principles within this letter. The province's response to Recommendation #4 will be driven by its priority to strengthen relationships, improve quality of life and expand economic opportunity for Indigenous peoples in Ontario, including through the priorities raised through the Inquest process. 	Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Ontario is guided by the principles underlying the letter. The principles include an emphasis on renewing relationships with Indigenous Peoples through the recognition of rights, respect, co-operation and partnership.

Final Recommendation			
<p>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) Provincial 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.
<p>Accepted</p> <p>Response Code: 8</p> <p>Content or intent of recommendation is already in place</p>		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In response to the student safety crisis identified by NAN in summer 2017, EDU provided \$6.7 million in funding for the 2017/18 school year to address the immediate needs of NAN students. Actions taken included providing tuition funding to First Nation operated schools, to provide students with access to the program of their choice. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2018/19, a portion of EDU's Seven Youth Inquest funding to NAN supported Re-engagement Coordinator meetings to discuss issues, challenges and barriers that re-engagement coordinators have identified, as well as best practices, successes and supports required to continue achievement. NAN has identified this initiative as supporting the implementation of this recommendation. In 2019/20, EDU provided further funding to NAN and NAN organizations to support programs that had been previously funded for the stabilisation of the NAN-declared emergency. EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continue to be addressed.
Final Recommendation			
<p>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)[now referred to as Matawa Education and Care Centre (MECC)] Provincial 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	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.

	approach to achieve the same aim.		
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> EDU has provided funding to each partner organization, including NNEC, MECC, and KO, to support engagement with families and communities on the establishment of memorial scholarships. Communities and families have been heavily involved in the scholarship development process and it has been noted that this work has played a pivotal role in supporting families. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU continued to provide funding to support the development of memorial scholarships in the 2019/20 fiscal year.
Final Recommendation			
<p>7. In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</p> <ol style="list-style-type: none"> i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations; ii. First Nations governments exercise inherent control over their education systems; iii. First Nation communities seek to have greater responsibility and capacity to govern their own spiritual, cultural, social, and economic affairs; iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain; v. Canada will support individual First Nations communities as they develop local solutions to the effects of colonial policy; and vi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply. <p>Directed to: All parties Provincial 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.
Accepted Response code: 1A Recommendation will be implemented		In Progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Ontario is committed to meeting its constitutional obligations regarding Aboriginal peoples. Ontario respects Aboriginal and treaty rights as recognized and affirmed under section 35 of the <i>Constitution Act, 1982</i>. Historical treaties are important to the ongoing relationship between the Crown and First Nations and continue to inform our dialogues at every level.

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| | | | <ul style="list-style-type: none"> • Ontario acknowledges that many Indigenous communities seek greater responsibility and capacity to govern over matters that directly affect their communities. The province is committed to working with Indigenous partners and Canada, as appropriate, to support community-based approaches and to enhance Indigenous participation in decision-making towards positive socio-economic outcomes. • EDU has implemented the Reciprocal Education Approach (REA) which came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation/federally-operated schools or provincially-funded schools. • The Ministry of Children, Community and Social Services (MCCSS) is coordinating the province’s approach to how programs and services for First Nations, Métis and Inuit children, youth, and families are designed, delivered and governed. • Specifically, MCCSS is working on co-developing and co-implementing holistic, culturally safe, prevention- and community-based child and family programming and services with First Nations, Métis, Inuit and urban Indigenous partners. • This is intended to focus on prevention-based programming that is designed and delivered by First Nations, Inuit and Métis partners and urban Indigenous partners across Ontario. • In 2019/2020 MCCSS streamlined the administration of transfer payments to First Nations, Inuit and Métis partners and service providers for the provision of community-based child and family services prevention programs. This has allowed First Nations, Inuit and Métis partners and service providers to more effectively target needs reducing administrative burdens such as rigid reporting requirements and enhancing the flexibility of allocations to enable transfer payment recipients to use funding more efficiently and effectively. • Ontario is committed to working with First Nations, Inuit and Métis partners to support their visions of exercising enhanced jurisdiction and control over child and family services including through pathways established under the federal government’s <i>An Act respecting First Nation, Inuit and Métis children, youth and families</i>. • Ontario’s <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i> includes an acknowledgement in the preamble that “Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan’s Principle.” • MCCSS, as Ontario’s lead ministry, responds to any request that is named or could be considered a Jordan’s Principle for a First Nations child, as well as applying the principle to Métis and Inuit children. |
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Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Health (MOH), Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Education (EDU), Ministry of Municipal Affairs & Housing (MMAH), 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.
Accepted Response Code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> This recommendation is being addressed through the collaborative Jordan's Principle work underway. <p>MCCSS</p> <ul style="list-style-type: none"> See Recommendation #3. The MCCSS Child Well-being Branch in the Child Welfare & Protection Division is the lead contact for potential Jordan's Principle cases related to child and family services, to connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate programs and services. <ul style="list-style-type: none"> Jordan's Principle is a topic area for technical table discussions, bi-laterally with First Nations and tri-laterally with First Nations and Canada. <p>Awenen Niin:</p> <ul style="list-style-type: none"> MCCSS provides funding to the Kinna-aweya Legal Clinic through the Local Poverty Reduction Fund (LPRF) to support the Awenen Niin ("Who Am I?") Identification Program, which assists clients with form completion, gathering required information, and referrals to appropriate government services. This clinic is also operated with support from ServiceOntario's fee waiver program, which waives fees for short form birth certificates for individuals who are homeless or marginally housed. <ul style="list-style-type: none"> Funding from MCCSS' LPRF is one-time funding and estimated to be completed in February 2021. Effective January 15, 2018, MCCSS has streamlined applications for the Ontario Disability Support Program (ODSP) by adding Registered Nurses (RNs) to the list of health professionals who can verify individual impairment and its likely duration.

- All applications to determine medical eligibility for ODSP for persons living in Remote Communities (north of the 50th parallel) are expedited for adjudication to make up for delays due to distance and access to Health Care Professionals.
 - Additionally, MCCSS disability adjudicators have participated in training sessions that have focused on Indigenous health.
- As of 2017, adjudicators have been participating in the Indigenous Cultural Competency Training Program.

MMAH

- MMAH is working directly with Ontario Aboriginal Housing Services (OAHS) and Miziwe Biik Development Corporation (MBDC) in the design and delivery of housing programs.
- These Indigenous non-profits have long-established relationships with MMAH's Housing Division which allows them direct access to Ministry staff and leadership to ensure input on housing programs and policy.
- For the 2019/20 year, the following funding was allocated to OAHS and MBDC for the delivery of housing programs:
 - \$13.3 million in operating funding for the Indigenous Supportive Housing Program
 - \$8.4 million under the Ontario Priorities Housing Initiative
 - \$4.4 million under the Investment in Affordable Housing (2014 Extension)
- In addition, the following amounts were allocated to OAHS only in 2019/20:
 - \$910,894 under the Canada-Ontario Community Housing Initiative
 - \$6.89 million under the Rural and Native Housing Program
- For the 2020/21 year, the following funding has been allocated to OAHS and MBDC:
 - \$13.3 million in operating funding for the Indigenous Supportive Housing Program
 - \$7.4 million under the Social Services Relief Fund
 - \$8 million for the Rural and Urban Indigenous Housing Program (OAHS only)
 - \$8.4 million under the Ontario Priorities Housing Initiative
 - \$1.3 million under the Canada-Ontario Community Housing Initiative (OAHS only)

Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Health (MOH), 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.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations. The province provides insured health services to all eligible residents of Ontario. Ontario's approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically required services regardless of whether they live on- or off-reserve. MOH is collaborating with federal and First Nations partners in the short-term to link First Nations children to existing provincially funded services. 	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> This recommendation is being addressed through the collaborative Jordan's Principle work underway. <p>MCCSS</p> <ul style="list-style-type: none"> Ontario continues to implement the provincial <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i>, which includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle." MCCSS, as Ontario's lead ministry, responds actively to any request that is named or could be considered a Jordan's Principle for a First Nations child, as well as applying the principle to Métis and Inuit children. MCCSS works with the federal government and First Nation, Inuit and Métis partners to share information and better align service delivery/ address gaps.

Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario Provincial 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.
<p>Accepted in part</p> <p>Response code: 1 Recommendation has been implemented</p>	<p>Aspects of the recommendation within provincial jurisdiction have been implemented.</p>	<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In 2017/18, EDU provided \$70,000 to NNEC to fund a Teacher Coach position. The intent of the Teacher Coach was to help build programming and curriculum for NNEC and provide mentorship and support for NNEC staff and educators. In 2017/18, EDU provided funding to address concerns identified by NAN through the student safety crisis. Funding supported extending tuition funding to First Nation operated schools, to provide students with access to the program of their choice. In 2017/18, EDU also provided tuition funding to identified First Nation schools, including Dennis Franklin Cromarty, where they were unable to negotiate a reverse education services agreement with local school boards. EDU provided tuition funding for eligible students for the 2018/19 school year. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2019/20, EDU also provided Seven Youth Inquest funding to NNEC to support the hiring of a Student Safety Manager, who had the responsibility of overseeing and coordinating NNEC services and supports for students resulting in quality programming targeting student needs. NNEC identified the hiring of this staff member as supporting the implementation of this recommendation. The Reciprocal Education Approach (REA) came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nations students who wish to attend First Nation/federally-operated schools or provincially-funded schools. Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.

			<ul style="list-style-type: none"> • The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations. • With the REA now in effect, Boards and First Nations are no longer required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First Nation-operated school. • The EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.
Final Recommendation			
<p>29. Each remote First Nation community should be provided with reliable high-speed internet access to allow for youth to:</p> <p>i. receive high school education at home;</p> <p>ii. community and family connectivity when youth are away from home for school or for other reasons; and</p> <p>iii. career options for youth and their families within their communities.</p> <p>Directed to: Canada, Ontario Provincial 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.
Accepted Response code: 1A Recommendation will be implemented		In Progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Following completion of ENDM's Northwestern Broadband Expansion Initiative (NWOBEI) in 2014, which connected 21 remote First Nations communities by installing approximately 2,000 kilometres of high-speed fibre-optic cable, ENDM has been working towards connecting the remaining seven remote communities with modern broadband: Nibinamik, Neskantaga, Eabametoong, Marten Falls and Webequie in the Ring of Fire Region, and Fort Severn and Peawanuck on the northern James Bay Coast. • For the James Bay coast communities, ENDM invested \$1.9 million in 2018 towards a \$7.5 million satellite upgrade to bring 100mbs of service to Fort Severn and Peawanuck for five years. Prior to this investment these communities each had 10mbs of bandwidth for distribution to the entire community, less than a single residence in urban areas. • ENDM continues to explore long-term options with other funding partners to bring fibre optics to these communities (e.g., a potential joint project with Quebec).

			<ul style="list-style-type: none"> • Since 2013, ENDM has been working with Matawa First Nations Management to connect the five communities in the Ring of Fire Region. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • In October 2019, Ontario announced an investment of \$30 million to expand broadband into five remote Matawa communities in the Ring of Fire Region. • The project includes the installation of approximately 800 kilometres of fibre-optic telecommunications cable from Wunnumin Lake to Aroland First Nations, connecting each of the five remote Matawa member communities. Approximately 650 homes and 28 institutions, including schools, airports, band offices, health offices and police stations across the five communities will benefit from broadband connectivity. • Construction began in January 2020 and is currently on schedule. Approximately 50% of cable has been delivered, much of it staged in the Far North. Line clearing to Fort Hope has been completed. Matawa is mobilizing to begin laying cable in June 2020 with communities expected to be connected (staged) by early 2021. • In 2019, the Ministry of Infrastructure (MOI) released a Broadband and Cellular Action Plan (Action Plan) that will invest \$315 million over five years and encourage the private sector to expand access in unserved and underserved areas, including First Nations communities. • The overall provincial investment includes \$150 million for a new provincial broadband which was announced on June 3, 2020. The program is designed to increase broadband and cellular coverage to unserved and underserved communities. The application intake for the program is expected in Summer 2020.
Final Recommendation			
<p>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:</p> <ol style="list-style-type: none"> an assessment of the current educational achievement gap in NAN territory; 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; 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; 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. <p>Directed to: Canada, Ontario Provincial 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	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.

	approach to achieve the same aim.		
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2018/19, EDU provided funding to NAN to continue work on closing the achievement gap. This included support for engagement and research to assess the educational achievement gap in NAN territory. In March 2019, NAN developed an Achievement Gap Analysis, outlining the internal and external factors impacting student achievement, setting out strategies to help address the achievement gap, and establishing principles and recommendations to help close the gap. This analysis was included as part of NAN's annual TPA report back to EDU.
Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario, and NAN Provincial Lead: Ministry of Health (MOH)</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.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> Ontario has been working with the federal government and NAN to develop recommendations on access to care and to discuss health system planning. A Charter of Relationship Principles Governing Health System Transformation in the NAN 	<p>Community Wellbeing</p> <p>In progress</p> <p>Health System Transformation</p> <p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Community Wellbeing</p> <ul style="list-style-type: none"> MOH provides continued support for Sioux Lookout First Nations Health Authority's (SLFNHA) "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way. In 2019/20, \$2.8 million was provided in base funding for public health nursing, public health service capacity and overall support for SLFNHA's Approaches to Community Wellbeing program. \$400,000 was provided for an Associate Medical Officer of Health position dedicated

	<p>Territory has been signed by NAN, Ontario and Canada to guide the work of health transformation for NAN communities.</p> <ul style="list-style-type: none"> The Charter notes: “Continuous evaluation is important for measuring progress and systematically assessing, evaluating and improving the structure, process and outcomes.” 		<p>to Indigenous health.</p> <p>Health System Transformation</p> <ul style="list-style-type: none"> Ontario has been working with NAN and Canada to explore health system transformation, while also responding to immediate health needs through a trilateral Joint Action Table. Health system transformation aims to address the recommendations of the Seven Youth Inquest by improving health outcomes for First Nations through evidence-based models, streamlining services, providing accountability to communities and funders, and developing long-term strategies to crisis situations. To support NAN in the health system transformation process, since 2017/18 Ontario has provided ~\$2.8 million to NAN, based on jointly negotiated work plans. <p><i>Planned/ continued response to recommendation</i></p> <p>Health System Transformation</p> <ul style="list-style-type: none"> MOH to continue to work with the federal government and NAN on scoping models for health system transformation, examining approaches to health governance, as well as improving the delivery of culturally appropriate health services to NAN community members.
Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario and NAN Provincial Lead: Ministry of Health (MOH) 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.
Accepted in part Response code: 1B Alternative recommendation has been implemented	<p>Indigenous Youth Life Promotion</p> <ul style="list-style-type: none"> In 2016, Ontario announced new investments in: 	<p>Youth Life Promotion</p> <p>In progress</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives</p>	<p><i>Steps taken toward implementation</i></p> <p>Youth Life Promotion (YLP) Initiatives</p> <ul style="list-style-type: none"> MOH continues to provide \$23 million in base funding to support youth life promotion and suicide prevention initiatives. Of that funding, MOH is investing over \$6 million to support NAN communities.

	<ul style="list-style-type: none"> ○ Land-based/cultural programming and prevention supports; ○ Enhancements to the Tele-Mental Health Service to reach more Indigenous communities; ○ Indigenous mental health and addictions workers and other mental health and wellness supports for students in First Nations schools; and ○ Mental Wellness Teams across the province, in partnership with the federal government. <ul style="list-style-type: none"> ● MOH is leading ongoing implementation of these initiatives with Indigenous partners, inter-ministerial partners and the federal government. ● MOH continues to explore ways to align these initiatives with other activities in Indigenous communities. <p>Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> ● MOH committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in 	<p>In progress</p> <p>Prevention Initiatives in Remote High-Need First Nation Communities.</p> <p>In progress</p>	<ul style="list-style-type: none"> ● MOH continues to work with Indigenous partners, including NAN, to support the ongoing implementation of this funding through investments in sustainable, culturally appropriate programming that will enhance the mental health and well-being of Indigenous communities across the province. ● In 2019/20, youth life promotion investments included: <ul style="list-style-type: none"> ○ \$1,168,200 to support land-based/cultural programming, which NAN indicated to create a centralized mental health and wellness program in Thunder Bay, with a focus on students that have relocated to attend school; ○ \$ 3,988,000 for mental health and addictions workers and other mental health and wellness supports for students in NAN’s First Nations schools; and ○ \$1,750,000 to support 7 Mental Wellness Teams that are dedicated to serving NAN communities (total investment to support Mental Wellness Teams for NAN communities, including the federal government contribution, is \$3.5 million). ● Over the course of the 2019/20 funding year, MOH worked with NAN and their community partners to identify community-based organizations to administer funding for workers and other supports for students in NAN’s First Nations schools. As a result, MOH has executed agreements with 14 organizations, including Tribal Councils, Education Authorities and individual First Nations, to support these students. ● Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022). ISC and MOH have extended the co-funding agreement between the province and Canada which will enable funds to continue to flow to host organizations through federal agreements until March 31, 2022. ● Given the unprecedented circumstances surrounding the COVID-19 pandemic, MOH has enabled organizations to use their 2020/21 YLP funding flexibly to support the continued safe delivery of essential mental health and wellness services (e.g. through the purchase of personal protective equipment, additional staffing and/or upgrading equipment to enable virtual delivery of services). ● In 2019/20 an additional \$1 million provided by MOH was invested to expand service to a texting platform (Good2Talk) and to include all interested Indigenous Institutes in the services. <p>Easier Access to Mental Health and Addictions Services through MHA System Transformation</p> <ul style="list-style-type: none"> ● Ontario has committed to new investments in Ontario’s mental health and addictions service sector across the lifespan over ten years. The initial wave of investments in 2019/20 consists of
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	<p>order to incorporate input and advice from Indigenous communities.</p> <ul style="list-style-type: none"> ○ MOH received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016. ○ The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017. 		<p>new base funding for a range of priorities, including services for Indigenous peoples and other priority populations.</p> <ul style="list-style-type: none"> • Investments are focused in three priority areas: <ul style="list-style-type: none"> ○ \$7.9 million for new and expanded on-the-ground Indigenous Mental Health and Addictions Services, including mental health and addictions programming, two additional Indigenous-led treatment and healing centres, traditional healing, continuing social crisis responses, and patient navigators in the North to support vulnerable communities. ○ \$1.7 million for Training, Development, and Support for Frontline Mental Health Workers, including specialized training, therapeutic supports and self-care for frontline community-based workers, and trauma-informed training for education system leaders to better support Indigenous students. ○ \$3.3 million for critical system supports to improve client journeys and prevent social emergencies, including Indigenous Mental Health and Addictions System Coordinators, and supports for youth including additional youth-focused outreach workers. • These investments are being led by the Ministry of Health, the Ministry of Children, Community and Social Services, and the Ministry of Education in partnership with the Ministry of Indigenous Affairs. Ontario will continue to work with Indigenous partners to design and deliver programs and services that address community-identified needs. • As part of its planning to invest in mental health and addictions services in the coming years, the government is also looking at undertaking fundamental, long-range reforms to create a connected mental health and addictions system that is focused on the client. Ultimately, the goal is to provide better access to mental health and addictions services for all people in Ontario, including First Nations individuals. <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include: <ul style="list-style-type: none"> ○ Working with Indigenous partners to establish and expand ten Indigenous Mental Health and Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOH and MCCSS). The Centres will provide care using a combination of traditional healing and clinical care.
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			<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ As part of this, Ontario is working with NAN and other Indigenous partners to establish three new youth-specific Indigenous Mental Health and Addictions Treatment and Healing Centres, including two in NAN territory. ○ Funding 34 Indigenous-led mental health and wellness programs and services across the province to help stop the cycle of intergenerational trauma. These programs include traditional healing elements to provide enhanced, culturally appropriate supports for Indigenous youth, adults, families and communities. ○ The following communities and organizations in NAN territory are currently receiving funding for mental health and wellness programs and services: <ul style="list-style-type: none"> ▪ Pikangikum First Nation, Nibinamik First Nation, Fort Severn First Nation, Lac Seul First Nation, Poplar Hill First Nation, Matawa Health Co-operative, Mishkeegogamang First Nation, Moose Cree First Nation, and Shibogama Tribal Council. • Financial details specific to current mental health and addictions investments in NAN territory include: <ul style="list-style-type: none"> ○ Mental Health and Wellness Supports (up to \$2.8 million) for NAN communities, in addition to funding that supports several northern service providers, including Dilico Anishinabek Family Care, Ontario Native Women’s Association service sites, and Indigenous Friendship Centres; ○ Mental Health and Addictions Treatment and Healing Centres – Up to \$3 million was approved to support two youth residential Treatment & Healing Centres in NAN territory (jointly funded by MOH and MCCSS); and ○ MOH also provides over \$300,000 in Professional Development funding to NAN to build and enhance Indigenous mental health workers’ knowledge, competencies and skill capacity to support them in providing high quality mental health services to children, youth and families. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MOH will continue to support NAN and their community-based partners in their planning and implementation of youth life promotion initiatives. <p>MCCSS</p> <p>Youth Justice Division’s Prevention Initiatives in Remote High Need First Nations Communities:</p> <ul style="list-style-type: none"> • Aligned with Ontario’s Response to the Truth and Reconciliation Commission (TRC); 94 Calls to Action, the Youth Justice Division will continue to invest \$0.6 million in annualized funding in
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			<p>2020/2021 towards the <i>Prevention Initiatives in Remote High-Need First Nation Communities</i> model.</p> <ul style="list-style-type: none"> The initiative develops relationships through recreation-based programming (e.g. youth employment, recreation opportunities, food sustainability, art-based initiatives) to help identify community priorities and needs for children, youth and their families. The initiative also aims to address issues of Indigenous overrepresentation in the youth justice system, as well as to ensure that children and youth reach their full potential through strong prevention initiatives.
Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Health (MOH) 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.
<p>Accepted</p> <p>Response code: 8</p> <p>Content or intent of recommendation is already in place</p>		<p>Health System Transformation</p> <p>In progress</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <p>In progress</p> <p>Youth Life Promotion</p> <p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Health System Transformation</p> <ul style="list-style-type: none"> See Recommendation #35. <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> See Recommendation #36. <p>Youth Life Promotion</p> <ul style="list-style-type: none"> See Recommendation #36.

Final Recommendation			
38. Work with the Federal government and First Nations to improve consistency, enhance coordination, and increase resources to support mental health and wellness, including programs on-reserve. Directed to: Ontario Provincial Lead: Ministry of Health (MOH) Additional ministry: 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.
Accepted Response code: 8 Content or intent of recommendation is already in place		Health System Transformation In progress Culturally Appropriate Mental Health and Addictions Initiatives In progress Youth Life Promotion In progress	<i>Steps taken toward implementation</i> Health System Transformation <ul style="list-style-type: none"> See Recommendation #35. Culturally Appropriate Mental Health and Addictions Initiatives <ul style="list-style-type: none"> See Recommendation #36. Youth Life Promotion <ul style="list-style-type: none"> In an effort to reduce administrative burden and reporting requirements, and at the direction of First Nations partners, Ontario worked with the federal government and First Nations partners to develop a model of co-funding by Canada and Ontario whereby funding for federal-provincial jointly funded Mental Wellness Teams (i.e., including provincial funding) flows through existing federal contribution agreements with First Nations recipients. This model allows for enhancements to the Mental Wellness Teams to expand their scope to place a greater emphasis on prevention and mental health promotion rather than crisis intervention alone and increases coverage of the teams across First Nations communities while reducing administrative burden for Indigenous partners. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> MOH will continue to work with NAN, their community-based partners and ISC to support ongoing implementation of youth life promotion initiatives.

Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Health (MOH)</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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Boards of health are required to strengthen local relationships with Indigenous communities, as outlined in the <i>Relationship with Indigenous Communities Guideline</i>. <ul style="list-style-type: none"> Boards of health will provide the steps they have taken to implement the <i>Relationship with Indigenous Communities Guideline</i> under the Ontario Public Health Standards to MOH in their Annual Service Plan.
Final Recommendation			
<p>40. In order to raise awareness among youth regarding issues relating to alcohol/substance misuse, through Health Canada, the Ministry of Health (MOH), 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.</p> <p>Directed to: Canada, Ontario, and NAN Provincial Lead: Ministry of Health (MOH) Additional Ministry: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (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.
Accepted Response code: 8		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> MOH provides funding to Ontario's 34 Public Health Units (PHUs) to promote Canada's Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities. In 2018, MOH updated the Ontario Public Health Standards: Requirements for Programs,

Content or intent of recommendation is already in place			<p>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.</p> <ul style="list-style-type: none"> 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). <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> MOH and NAN have been in communication about the recommendation to discuss supports, barriers, etc. NAN is also following up with the local public health unit who leads substance use prevention efforts in the area. The ministry will continue to engage with NAN on implementing this recommendation in 2020/21.
Final Recommendation			
<p>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:</p> <ol style="list-style-type: none"> developing detoxification programs; funding a culturally-based treatment program and facility that would utilize Elders; and funding aftercare programs for youth leaving addictions treatment programs. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Health (MOH) 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.
<p>Accepted</p> <p>Response code: 8</p> <p>Content or intent of recommendation is already in place</p>	<ul style="list-style-type: none"> Province-wide approach. Opportunity for a proposal to be submitted by First Nations organizations in the Thunder Bay Region which would be inclusive of services listed above. 	In progress	<p><i>Steps taken toward implementation</i></p> <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> See Recommendation #36. <p>MCCSS</p> <ul style="list-style-type: none"> In partnership with Indigenous communities and the federal government, MCCSS-IHWS continues to work with MOH to support 10 new and expanded Indigenous-led Mental Health and Addictions Treatment and Healing Centres that will provide care using a combination of

			<p>traditional healing and clinical approaches to help Indigenous youth, adults and families access culturally safe treatment closer to home, on and off reserve.</p> <ul style="list-style-type: none"> ○ As of June 5, 2020, seven of the 10 Treatment and Healing Centres were operational. They are located in Fort Frances, Kenora, Manitoulin Island, Muskrat Dam First Nation, Ottawa, Toronto and Victoria Harbour. ○ See Recommendation #36 for additional details. ● As part of Ontario's commitment to develop and implement a comprehensive and connected mental health and addictions strategy, the government is also investing over \$12 million annually to support mental health and addictions programming and services for Indigenous people, families, and communities, including \$5 million through an MCCSS-MOH partnership for Indigenous mental health and addictions services. ○ See Recommendation #36 for additional detail on these investments.
Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario Provincial 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.
Accepted Response code: 8 Content or intent of recommendation is already in place		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> ● Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> ● EDU continued to provide funding in the 2018/19 fiscal year to MECC to support orientation tours for grade 8 students and families. The tours provide opportunities for students to familiarize themselves to the services in Thunder Bay before attending school. ● EDU also continued to fund Transition Coordinator positions in the 2018/19 fiscal year for KO, MECC and NNEC.

			<ul style="list-style-type: none"> • EDU funding for Transition Coordinator positions for MECC and NNEC also continued for the 2019/20 fiscal year. • EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continues to be addressed.
Final Recommendation			
<p>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:</p> <ol style="list-style-type: none"> description of schools, including curriculum, student base, and staffing; limitations regarding programs offered, including availability of academic stream courses; accommodation arrangements while residing away from the home community; travel allowances while residing away from the home community; after-school activities and recreational resources; community supports; availability of supports for students with special needs; other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities <p>Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN) Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • In 2017/18, NAN identified this recommendation as a priority and requested funding from EDU to support information gathering and the development of an information package detailing school options off-reserve within northern Ontario. The completed information package will be printed and distributed to communities for students, parents and guardians. • In 2017/18, EDU provided funding to MECC to support the development of a comprehensive information package for students and parents/ guardians to provide details on MECC services. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • In 2018/19, EDU provided funding to MECC to create informational videos to support student transitions as well as a comprehensive information package for students and families to see what services and supports are available.

Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), and Matawa Learning Centre (MLC) Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2018/19, EDU provided funding to KO to support KO staff transition community visits. These visits provide KO staff the opportunity to develop relationships with communities, allowing for better preparation for student transitions and programming. In 2019/20, EDU provided Seven Youth Inquest funding to NAN to support the hard-copy creation and dissemination of the Community Visit Protocol Guide to community partners. The Community Visit Protocol Guide was developed in 2018/19 and is meant to inform community partners of the approaches, processes and considerations that should be taken into account as part of any relationship and reconciliation building process with First Nations, with a particular focus on NAN communities. EDU is also providing funding to NAN, through the Education Partnership Program (EPP), for programs that support student transitions. Some of the programs supported through EPP are costs for provincial teachers to visit First Nation communities, curriculum sharing, and Student Achievement Officer positions. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.
Final Recommendation			
<p>62. In order to achieve equity and equality for First Nations students, Canada should:</p> <ol style="list-style-type: none"> i. revise current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve or MLC regardless of their or their parents' normal place of residence; ii. pending the revision of policies to allow any First Nation student to attend a First Nation high school off-reserve regardless of normal place of residence, work with school boards in Northwestern Ontario to ensure that reverse tuition agreements are in place; 			

<p>iii. eliminate proposal-based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14); iv. determine the required annual increase for core funding to ensure that by First Nation education and service providers operating off-reserves are able to meet the needs of their students; and v. all funding for education of First Nations students off-reserve should be long-term, stable, reliable and predictable.</p> <p>Directed to: Canada, Ontario Provincial 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.
<p>Accepted in part</p> <p>Response code: 62. i, iii, iv, v: 5 Not applicable to agency assigned 62. ii. 1 Recommendation has been implemented</p>	<ul style="list-style-type: none"> Aspects of the recommendation within provincial jurisdiction have been implemented. 	Completed	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the Reciprocal Education Approach (REA). Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019. Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA. The REA is the result of collaboration between the Ministry of Education, First Nation partners, and school board associations. With the REA now in effect, boards and First Nations will no longer be required to negotiate formal agreements for the base fee for students who wish to attend a provincially funded school or First Nation-operated school. The EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.
Final Recommendation			
<p>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:</p> <p>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;</p>			

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

Directed to: Canada, Ontario
 Provincial 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.
<p>Accepted in part (ii. and iii. accepted)</p> <p>Response codes:</p> <ul style="list-style-type: none"> 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"> • This recommendation is multifaceted and applies to various parties. EDU accepts the parts of the recommendation that are under provincial jurisdiction. • Part i. of this recommendation addresses a federal responsibility. • Part iv. does not apply to EDU. The Ministry of Education is not affiliated with the Teach for Canada program, and as such does not have authority over program design, including access. 	<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • EDU continues to offer ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regards to these opportunities through the development of communication protocols. • EDU is also willing to share information regarding teacher salary grids and education funding formulas as First Nations continue to review the interim educational (federal) funding formula with Canada. • First Nation, Métis and Inuit communities have identified challenges recruiting and retaining qualified early childhood educators to deliver culturally responsive programs. In an effort to support staff in child care and early years settings in upgrading their skills, the Early Childhood Educators Qualifications Upgrade Program (ECE QUP) prioritizes applicants living and/or working in these communities. The ECE QUP supports individuals to obtain an Early Childhood Education diploma and become eligible to apply for membership with the College of Early Childhood Educators. Financial support is available through education and travel grants, and training allowances.

Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial 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.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> EDU is analyzing the possibility of offering Ontario Secondary School Diploma credits for volunteer hours. 	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> EDU has provided funding to each First Nation Inquest partner to assist in the implementation of education-related recommendations. To date, Recommendation 75 has not been identified as a priority for funding partners.
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Education (EDU), Ministry of Municipal Affairs & Housing (MMAH), Ministry of Health (MOH), 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.
Accepted Response code: 1A Recommendation will be implemented and		In progress	<p><i>Steps taken toward implementation</i></p> <p>MCCSS</p> <ul style="list-style-type: none"> MCCSS continues to maintain its collaborative approach with all partners to advance engagement and implementation of this recommendation.

<p>8 Content or intent of recommendation is already in place (regarding some health services)</p>			<ul style="list-style-type: none"> • MCCSS participates in the Education Table Task Team focussing on Student Well-being, which has been established by Nishnawbe Aski Nation (NAN). This table is working to address this recommendation and includes the following action items: <ul style="list-style-type: none"> ○ Action a plan to get students appropriate identification including a strategy for getting ID in communities prior to students coming out for school. <ul style="list-style-type: none"> ▪ Having appropriate identification in order to access services and supports is an essential part of supporting student transitions to urban centres. ○ Coordinate discussions with respect to treatment of payments to Boarding Home Parents being considered income against calculation of ODSP. <ul style="list-style-type: none"> ▪ Accessing boarding homes for youth is critical to student well-being while at school in urban centers. <p>Identification for students: Awenen Niin</p> <ul style="list-style-type: none"> • MCCSS provides funding to the Kinna-awaya Legal Clinic through the Local Poverty Reduction Fund (LPRF) to support the Awenen Niin (“Who Am I?”) Identification Program, which assists clients with form completion, gathering required information, and referrals to appropriate government services. This clinic is also operated with support from ServiceOntario’s fee waiver program, which waives fees for short form birth certificates for individuals who are homeless or marginally housed. • Funding from MCCSS’ LPRF is one-time funding and estimated to be completed in February 2021. <p>Student Support:</p> <ul style="list-style-type: none"> • MCCSS led the development of an inventory of income support, housing, health and recreation services in Thunder Bay for students relocating to Thunder Bay to attend school. This inventory of services was shared with inquest partners. The City of Thunder Bay has since expanded their website to include a comprehensive inventory of services available in the community. <p>Health</p> <ul style="list-style-type: none"> • Ontario Health – North continues to work with communities and providers to address the recommendations of the Seven Youth Inquest and improve health services for Indigenous youth on- and off-reserve through the following activities: <ul style="list-style-type: none"> ○ Working with partners to improve access to health services for Indigenous people and communities through coordination among health service providers. For example, Ontario Health - North provided one-time funding through its Mental Health Service Providers to ensure that students received the necessary care when in crisis (in 2017/18 and 2018/19) via a joint mobile crisis response team. Ontario Health – North has also invested in
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			<p>Indigenous youth injury prevention to address injuries caused by high risk behaviours and drug/alcohol misuse (base funding beginning 2018/19).</p> <ul style="list-style-type: none"> ○ Making investments in Indigenous student success by improving access to mental health supports and after-school activities funding. Ontario Health - North provided funding to support wellness activities for the students at Dennis Franklin Cromarty High School (in 2017/18 and base funding beginning 2018/19). • Financial details specific to Ontario Health - North investment in NAN territory include: <ul style="list-style-type: none"> ○ \$20,400 to Wapekeka for land-based training (2018/19 one-time funding); ○ \$35,000 to Tommy Beardy Treatment center for a mental health focused youth conference (2018/19 one-time funding); ○ \$117,273 to Tommy Beardy Treatment center for critical facility upgrades (2018/19 one-time funding); ○ \$68,900 to Thunder Bay Regional Health Sciences Center for regional delivery of the Indigenous youth P.A.R.T.Y. (Prevent Alcohol and Risk Related Trauma in Youth Project) Program (2018/19, base funding); ○ \$16,051 to Dennis Franklin Cromarty High School to support after-school activities (2018/19 base funding); ○ \$20,400 to Wapekeka for winter survival training (2018/19 one-time funding); ○ \$161,200 to Poplar Hill Culturally Based Mental Health and Addictions Program (2018/19 to 2020/21 one-time funding); ○ \$264,500 to Fort Severn for Mental Wellness Program (2018/19 to 2020/21 one-time funding); ○ \$473,900 to Mishkeegogamang for Makons Youth Program (2018/19 to 2020/21 one-time funding); ○ \$65,000 to Wapekeka for Support Services for Vulnerable Clients in times of Crisis (2017/18 one-time funding); ○ Pikangikum First Nation Aftercare Program (\$68,400 2017/18, \$234,600 2018/19, \$249,700 2019/20 one-time funding); and ○ Nibinamik First Nation Land-based Healing Program (\$110,400 2017/18, \$353,400 2018/19, \$353,400 2019/20 one-time funding). <p>Education</p>
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- Historically, EDU has provided funding to NNEC, KO and MECC, and other NAN organizations, to support Education System Navigator positions. The Education System Navigator will have the expertise to provide support for students and families, advocate on students' behalf and work to eliminate barriers by engaging in collaboration across education, health, social and justice disciplines.
 - Historically, EDU has also provided funding to KO, MECC and NNEC to support the Reengagement Program, which supports students that have been disengaged from a secondary program for at least one semester. The program is locally driven and tailored to the needs of NAN organizations.
- Planned/ continued response to recommendation*
- Health**
- Ontario Health – North continues to work with program partners at Dennis Franklin Cromarty High School (DFC) and local health service providers to identify recreational needs and well-being services for DFC youth. MOH is continuing to provide funding for Health and Wellness Activities for DFC students. In addition, Ontario Health - North continues to fund the Suboxone program at DFC.
 - Financial details specific to Ontario Health - North investment in NAN territory include:
 - Wunnumin Lake First Nation Expansion of Suboxone Treatment & Aftercare Program (\$331,000 base funding beginning 2020/21);
 - Matawa Health and Wellness Program (\$486,000 2019/20, and \$486,000 2020/21, one-time funding);
 - Shibogama Community Mental Wellness Team (\$344,300 2019/20, and \$344,300 2020/21, one-time funding); and,
 - Reverend Tommy Beardy Treatment Center, expanded Youth Residential Treatment and Withdrawal Management (\$187,000 2019/20 base funding, \$312,500 2019/20 one-time funding and \$500,000, 2020/21 base funding).
 - NOTE: Ontario Health - North continues to participate with other inquest partners through the Seven Youth Inquest Education Table.
- Education**
- In 2019/20 EDU continued to provide funding to NNEC and MECC to support the Education System Navigator positions and the Reengagement Program.

			<p>Rent Geared to Income</p> <ul style="list-style-type: none"> • Under the Community Housing Renewal (CHR) strategy, MMAH is implementing a suite of changes to simplify how rent-geared-to-income (RGI) assistance is calculated for social housing tenants. Regulatory amendments were approved in September 2019. Relevant changes include: <ul style="list-style-type: none"> ○ All tenants in full-time studies (elementary, secondary and post-secondary) living in RGI housing will now have their income exempt from the rent calculation, removing the existing conditions attached to this exemption. ○ Moving to a simplified, annual calculation of rent based on 30 per cent of adjusted family net income as determined (where possible) by income tax return information. ○ In-year reviews will only be completed under specific circumstances (e.g., permanent decrease of 20% or more in household income), and RGI tenants will no longer be required to report an increase in income between annual reviews. • These new rules come into force on July 1, 2020 but allow each Service Manager the choice of whether to implement the changes on either July 1, 2020 or July 1, 2021. <p>Access to Government-Issued Identification</p> <ul style="list-style-type: none"> • The Ministry of Government and Consumer Services (MGCS) has created plain-language guiding documents to help youth and school staff understand the process and requirements for obtaining key identification documents that may be needed to access supports and services (e.g., Drivers' Licences, Health Cards). • MGCS is participating in Lakehead University's study on the topic of Personal Identification and Social Determinants of Health: Invisibility as a Barrier to Services among First Nations in Northern Ontario. As part of the study, ServiceOntario participated in an Identification clinic on Mishkeegogamang First Nation in November 2019. • MGCS attends meetings of the Thunder Bay Identification Action Group to support service providers and their organizations to increase access to identification for homeless, marginally housed, low-income and other persons in need. • A collaborative approach to identifying barriers and addressing issues related to accessing government-issued identification is being established with NAN, Ontario ministries and other implicated parties.
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Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial 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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • See Recommendation #36. • EDU provided funding to MECC to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. The goal of this funding to increase student attendance, participation and learning experiences. • In 2018/19, EDU continued to provide funding to MECC to support after school programming for students seven days a week. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Inquest partners did not ask for EDU funding to support activities related to this recommendation for 2019/20.
Final Recommendation			
<p>80. Work with agencies funded under the Indigenous Healing and Wellness Strategy (formerly the Aboriginal Healing and Wellness Strategy) to explore creating more employment opportunities for youth (e.g. peer mentors).</p> <p>Directed to: Ontario Provincial 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.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Engagements were held between January to April 2018 with Indigenous Healing and Wellness Strategy (IHWS) service partners to seek advice on supporting Indigenous youth in response to Inquest Recommendation 80 to work with IHWS' long-standing partners to explore employment opportunities such as peer mentors. • IHWS partners showed support for Indigenous-led mentorship approaches as part of the continuum of effective and sustainable preventative measures that move beyond crises to address the healing, health and wellness of Indigenous youth. • IHWS partners described a continuum of mentorship and prevention approaches such as land-based programs, peer-to-peer mentors, pairing youth with Elders, and leveraging suicide intervention resources. • They also highlighted the importance of youth leadership opportunities and other community practices to address youth's mental health and resiliency, enhance their emotional and social development and skills, and in turn, help support their education and employment goals/outcomes. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MCCSS has been sharing the engagements findings with IHWS and ministry partners. • Further to IHWS partners' emphasis on early intervention/prevention approaches (described above), it is important to note Ontario's work with Indigenous partners in recent years in Indigenous-led prevention-based programming development and implementation: <ul style="list-style-type: none"> ○ Refer to Recommendations #35 and #36 for recent years' work by MOH and MCCSS (children and youth areas and IHWS Office) in partnership with NAN and other partners to support Indigenous-led mental health and addictions and youth life promotion initiatives. ○ Refer to Recommendation #75 about funding to create and sustain peer leaders and mentors at MECC (EDU lead). • MCCSS will continue to leverage learnings from IHWS partners to inform program improvements.
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Final Recommendation

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

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)

Provincial Lead: Ministry of Education (EDU), Ministry of Health (MOH)			
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.
Accepted Response code: 1A Recommendation will be implemented		<p>Health In progress</p> <p>Youth and Community Wellness In progress</p> <p>Youth Life Promotion In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Health</p> <ul style="list-style-type: none"> Ontario Health – North continues to participate as requested on the NAN Education Table. Financial details specific to current MOH investments include: <ul style="list-style-type: none"> \$3 million for Inter-professional Primary Care Model for Sioux Lookout (\$30 million across Ontario); and \$5.7 million for Remote First Nations Family Medicine Residency Program in Matawa (Full value of program dollars). <p>Youth and Community Wellness</p> <ul style="list-style-type: none"> Ontario Health - North continues to participate as requested on the NAN Education table. In 2018/19, EDU provided funding to KO to support the development of processes that include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities. In 2017/18 EDU also provided funding to NNEC to fund an Education System Navigator/Reengagement Program Coordinator in support of Recommendation 78, which will also in part address the objectives of this recommendation. <p>Youth Life Promotion</p> <ul style="list-style-type: none"> See Recommendation #36. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2019/20, EDU provided Inquest funding to MECC to support the employment of a Distance Education Program Coordinator, who is responsible for overseeing the Distance Education program (DEP) and developing assessment tools and resources to ensure the DEP is effective

			<p>and inclusive to all learners. MECC has identified that funding for this activity will support the education-related response to this recommendation.</p> <ul style="list-style-type: none"> • EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continues to be addressed.
Final Recommendation			
<p>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 the Solicitor General (SolGen) 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 SolGen, 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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
Accepted		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2017; please refer to 2017 Response to the OCC for further details on the establishment of the Provincial Missing Persons Investigators Working Group (which includes representatives from police services across the province) which continues to be ongoing. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • The <i>Comprehensive Ontario Police Services Act (CPSA)</i>, which established the new <i>Community Safety and Policing Act</i> will come into force in 2021. • As part of the work to bring the <i>CSPA</i> into force, SolGen is engaging key stakeholders and partners on the development of key matters for regulation such as standards to deliver adequate and effective policing, including investigations into missing persons.
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> The <i>Missing Persons Act</i>, 2018 came into force on July 1, 2019. SolGen is monitoring implementation of the Act. The ministry is required to conduct a review of the Act within five years of it coming into force (i.e., by July 1, 2024). The Ministry of the Solicitor General continues to work with the Provincial Missing Persons Investigators Working Group to monitor implementation of the Act. The <i>Comprehensive Ontario Police Services Act</i> (CPSA), which established the new <i>Community Safety and Policing Act</i> will come into force in 2021. As part of the work to bring the <i>CSPA</i> into force, SolGen is engaging key stakeholders and partners on the development of key matters for regulation such as standards to deliver adequate and effective policing, including investigations into missing persons.
Final Recommendation			
<p>95. In order to decrease the purchase of alcohol by persons under 19 years of age through “runners” or second party purchasers:</p> <p>i. Review and revise (where necessary) Liquor Control Board of Ontario (LCBO) guidelines for the detection of second party purchases; and</p> <p>ii. enhance opportunities and methods employed to identify second party purchases and review existing practices for detecting and deterring this practice.</p> <p>Directed to: LCBO, Ontario Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (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.
Accepted		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details.

Response code: 1 Recommendation has been implemented			<p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Since 2017, LCBO has operated a mobile patrol performed by a marked security vehicle and uniform security guard between the four stores in Thunder Bay. The patrol has a mandate to reduce loitering and ensuring overall safety and security of the LCBO premises for both customers and staff. • LCBO will maintain regular communication with Thunder Bay Police Services about suspicious activities and will adjust its approach as necessary.
Final Recommendation			
<p>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:</p> <p>i. review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and</p> <p>ii. based on the recommendations of the LCBO and TBPS task force/working group, develop a protocol for the reporting of suspected second party purchases to the TBPS.</p> <p>Directed to: LCBO, TBPS Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • LCBO will continue to monitor how added procedures and training contribute to the effectiveness of existing Challenge and Refusal procedures, and will maintain regular communication with TBPS to adjust its approach as necessary.
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario, LCBO, and Thunder Bay Police Service (TBPS) Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (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.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> As a Phase I approach to the public awareness campaign, LCBO developed signage for its stores (including posters and digital point of sale screens) reminding customers that it is illegal to purchase alcohol on behalf of minors. Starting in April 2017, LCBO displayed this signage in all four stores located in Thunder Bay. Signs will be maintained until further notice. LCBO held a number of discussions with Thunder Bay stakeholders in 2018 to inform a Phase II public awareness campaign (i.e., social media component). In Fall 2019, NAN, KO, TBPS and MECC were engaged on a revised version of the creative for the social media component. LCBO also delivered an update at the January 15 Political Table prior to the campaign roll-out. In late January 2020, the LCBO posted the social media content on its Facebook, Twitter and Instagram social media sites.
<p>Final Recommendation</p>			
<p>101. The Ministry of Heritage, Sport, Tourism and Culture Industries (MHSTCI) 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. Directed to: Ontario Provincial Lead: Ministry of Heritage, Sport, Tourism and Culture Industries (MHSTCI)</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>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2019; please refer to 2019 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Ontario’s After School Program at Dennis Franklin Cromarty funding will continue through the 2020/21 school year. <ul style="list-style-type: none"> Since 2009, MHSTCI has funded the Multicultural Association of Northwestern Ontario to deliver Ontario’s After School Program. The program serves youth (ages 13-18) between grades 9-12, Monday-Friday from 4:00-7:00pm. The school averages approximately 127 youth attending the program on a daily basis.

Final Recommendation			
<p>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.</p> <p>Directed to: The City of Thunder Bay, Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> The <i>Community Safety and Policing Act, 2019</i> provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.
Final Recommendation			
<p>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 (MOH), the Ministry of Children, Community and Social 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.</p> <p>Directed to: The City of Thunder Bay, Canada, Ontario, NAN, NNEC, KO, and MLC Provincial Lead: Ministry of Health (MOH)</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.
Accepted in part Response code:	<ul style="list-style-type: none"> MOH has worked with other partners to determine the appropriate approach to this recommendation. 	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> MOH is providing funding over three years (2018/19 to 2020/21) through Ontario Health - North to support safe sobering sites for First Nations youth in Thunder Bay to safely detoxify from substance and alcohol misuse.

<p>1A Recommendation will be implemented and</p> <p>8 Content or intent of recommendation is already in place</p>			<ul style="list-style-type: none"> • The safe sobering sites are operated by the following First Nations organizations: <ul style="list-style-type: none"> ○ Keewaytinook Okimakanak (KO); ○ Matawa Education and Care Centre (MECC); and ○ Northern Nishnawbe Education Council (NNEC). • Ontario Health - North continues to work with these organizations and other inquest partners on the implementation of this recommendation. • The Committee has developed three Youth Detox Safe Sites in Thunder Bay. The three sites are now in place and operational • The Committee continues to work on developing a proposal for an alternate site for other youth that are not affiliated with KO, MECC or NNEC. • Financial details specific to Ontario Health - North investment include: <ul style="list-style-type: none"> ○ \$133,400 to KO for a safe sobering space (2018/19 to 2020/21); ○ \$133,300 to MECC for a safe sobering space (2018/19 to 2020/21); ○ \$133,300 to NNEC for a safe sobering space (2018/19 to 2020/21). <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Ongoing planning for the development of a proposal for youth currently not served by current programs.
<p>Final Recommendation</p>			
<p>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.</p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Education (EDU) Additional Ministry: Ministry of Indigenous Affairs (IAO)</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>Accepted</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Ontario continues to work with Inquest parties, including City of Thunder Bay to facilitate opportunities for collaboration on the work of the Inquest.

Response code: 1 Recommendation has been implemented			<ul style="list-style-type: none"> In 2018/19 EDU provided funding to Matawa Education and Care Centre (MECC) to support a Basic Needs Emergency Supply. Funding was used to distribute clothing and basic necessities to students moving to Thunder Bay to attend MECC schools.
Final Recommendation			
<p>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.</p> <p>Directed to: Ontario Provincial 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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> The Ministry of Children, Community and Social Services (MCCSS) continues to work bilaterally with NAN towards a shared goal of developing a more responsive and holistic approach to NAN child, youth and family well-being; this relationship was confirmed with the signing of an agreement in April 2018. In addition, Ontario is working with Canada and First Nations partners, including NAN, to develop new policy and funding approaches for First Nations child and family services in Ontario. <ul style="list-style-type: none"> Ontario continues to engage with Canada and First Nations partners through ongoing meetings of the Trilateral Technical Table on Child and Family Wellbeing. As part of this work, Ontario supported the development of the Ontario Special Study, led by the Chiefs of Ontario, which outlines considerations and options for policy and funding reform of First Nations child and family services. In 2020/21, MCCSS continues to invest in a range of measures that support the implementation of this recommendation. This includes over \$10 million in prevention-oriented funding for NAN in support of community-based services aimed at improving the well-being of children, youth and families. <p><i>Planned/ continued response to recommendation</i></p>

			<ul style="list-style-type: none"> MCCSS continues to work with First Nations partners, including NAN, to support improved outcomes for First Nations children, families and communities including through ongoing work to support the development of distinct First Nations-led child and family services systems and well as through ongoing work with First Nations partners and the federal government on funding reform.
Final Recommendation			
122. Through the Ministry of Education (EDU), work with First Nation communities, in collaboration with district school 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. Directed to: Ontario Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> EDU currently offers all ministry-led professional development opportunities, resources and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.
Final Recommendation			
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. Directed to: Ontario Provincial 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.
Accepted Response code: 8		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i>

Content or intent of recommendation is already in place			<ul style="list-style-type: none"> • EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff, and has worked on information sharing with regard to these opportunities through the development of communication protocols. • EDU continues to fund Indigenous Education Leads in each District School Board, foster greater collaboration between First Nation schools and provincially funded schools. This position has been in place since 2016 and is intended to facilitate relationships, sharing and communication between First Nation schools and publicly funded schools. • In the 2018/19 and 2019/20 fiscal years, EDU provided funding to NAN through the Education Partnership Program (EPP) to support the Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions. • For 2019/20, EDU also provided funds as part of the Emergency Education Action Workplan transfer payment agreement to support professional development activities between Wabun Tribal Council and school boards.
Final Recommendation			
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. Directed to: Ontario Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> • In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the development of the Reciprocal Education Approach (REA). • Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019. • Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA. • The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations.

			<ul style="list-style-type: none"> • With the REA now in effect, Boards and First Nations will no longer be required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First Nation School. The REA clarifies the process for negotiating additional services and supports that are outside of the basic tuition, such as high cost special education supports. • The EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.
Final Recommendation			
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. Directed to: Ontario Provincial 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.
Accepted Response code: 8 Content or intent of recommendation is already in place		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> • Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> • EDU continues to fund Indigenous Education Board Leads in every school board to support information sharing, communication and identification of necessary supports and services for students who transition between First Nation schools and provincially funded schools. • In the 2018/19 and 2019/20 fiscal year EDU provided funding to NAN through the Education Partnership Program (EPP) to support the Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions. • EDU is also providing funding to NAN, through the EPP, for programs that support student transitions. Some of the programs supported through the EPP are: costs for provincial teachers to visit First Nation communities, Curriculum sharing and Student Achievement Officer positions. The aim of the community visits is to support relationship building and increase

			awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.
Final Recommendation			
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. Directed to: Ontario Provincial Lead: Ministry of Education (EDU) Support: 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • EDU directed provincially-funded school boards to work closely with Indigenous partners to review team names, logos and mascots to raise awareness about the negative impact of stereotypes on individuals, schools and communities. EDU also established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers. • In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. The revisions, done in collaboration with Indigenous and education partners, made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student's education in Grades 4 to 8 and Grade 10. • On May 21, 2019, the revised First Nations, Métis, and Inuit Studies, Grade 9 -12, curriculum was released for implementation in September 2019. This curriculum will increase students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, in areas such as art, literature, law, humanities, politics and history. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • In 2018/19 EDU provided funding to Matawa Education and Care Centre (MECC) to support the development of an anti-racism course using the Critical Thinking Consortium approach of critical, creative and collaborative thinking as an educational goal and as a method of teaching and learning.

			<ul style="list-style-type: none"> • On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education. • The ministry is investing \$3.25 million to support: <ul style="list-style-type: none"> ○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum, ○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages. • The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners to co-design an approach to strengthen Indigenous content and learning across all subjects, courses and grades, including Indigenous languages. • This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions. • Funded by IAO, Northern Ontario Research, Development, Ideas and Knowledge (NORDIK) completed the design of the Indigenous Youth-Leading-Youth Anti-Racism program in August 2019, informed by input from an Indigenous Youth Advisory Circle, and students at First Nations schools in Ontario, including DFC and KO. • The Indigenous Youth-Leading-Youth Anti-Racism program will be an online-resource in 2020-21 freely available to be used to host Indigenous-focused anti-racism workshops in schools and community centres in Ontario.
Final Recommendation			
<p>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. Directed to: Ontario Provincial Lead: Anti-Racism Directorate (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.
Accepted		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> • The ARD held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including Nishnawbe Aski Nation (NAN), to

<p>Response code: 1 Recommendation has been implemented</p>			<p>better understand experiences of systemic racism, and determine ways to address racism through public education and awareness initiatives and campaigns.</p> <ul style="list-style-type: none"> • The ARD invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector. • The ARD allocated funding to public awareness initiatives to address anti-Indigenous racism, which included work with and funding for short-term community-based initiatives in Thunder Bay and area, including the development of a youth social media campaign by NAN, and a community-based anti-racism conference in Kenora. • Through engagement sessions with Indigenous leadership and communities, the ARD gained insight into the Indigenous experiences of systemic racism, including the impact of attitudes, behaviours, practises and policies on Indigenous people. • The ARD partnered with First Nation, Métis and Inuit communities, as well as Indigenous service providers to hold community engagement sessions in Kenora, Sioux Lookout, Barrie, Toronto and Ottawa. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • The Anti-Racism Directorate continues to lead the provincial government's anti-racism work, including engaging with community leaders and organizations.
<p>Final Recommendation</p>			
<p>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. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</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>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education.

			<ul style="list-style-type: none"> The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners co-design an approach to strengthen Indigenous content and learning across all subjects, courses and grades, including Indigenous languages. This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions.
Final Recommendation			
<p>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 programing 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.</p> <p>Directed to: Ontario Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU continues to engage in discussions with colleges to explore how this program can be expanded further so that students in First Nation-operated schools have full access to the program.
Final Recommendation			
<p>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.</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</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	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.

	approach to achieve the same aim.		
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • 2018/19 amendments to the <i>Coroners Act, 1990</i> provide the Chief Coroner with authority to collect and disclose information under specified circumstances and enable identification and analysis of trends related to deaths. • In 2018 the OCC secured a vendor for the corresponding information technology solution that is required to improve how the OCC records, tracks and analyzes data related to deaths under investigation, including those of Indigenous youth. • The overall cost of this project is approximately \$2 million, with \$750,000 allocated for software development. The project is expected to be completed in late 2019/ early 2020. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Progress continues on the information technology solution; funding has been provided since June 2019 update. The project is on target to be complete in 2020.
Final Recommendation			
<p>131. The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected. Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues. • As a first step, the OCC participated in engagement meetings in 2018 in Thunder Bay with the Chiefs of Ontario and First Nations leadership, including NAN, to gain advice and insight into next steps. • The OCC's work in this area is a priority. Along with partners in the Ontario Forensic Pathology Service, the OCC ensured it was a key priority in its 2015 five-year Strategic Plan. <p><i>Planned/ continued response to recommendation</i></p>

			<ul style="list-style-type: none"> • The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current). • In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative is continuing in 2020. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes. • In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations.
Final Recommendation			
<p>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</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Thunder Bay now has a robust call schedule for coroners to ensure availability at all times. This was not in place previously. • Regarding communities outside of Thunder Bay, the OCC continues to work on improving service delivery to remote areas where there are no resident coroners. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. • In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative is continuing in 2020. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes.
Final Recommendation			
<p>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.</p>			

Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)			
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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. • The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues, including communication with families. • As a first step, the OCC participated in engagement meetings in 2018 in Thunder Bay with the Chiefs of Ontario and First Nations leadership, including NAN, to gain advice and insight into next steps. • The OCC's work in this area is a priority. Along with partners in the Ontario Forensic Pathology Service, the OCC ensured it was a key priority in its 2015 five-year Strategic Plan. • The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current). • In August 2019 the Chief Coroner met with NAN to develop a pilot to improve service delivery and communications to Indigenous communities. All parties are committed to continuing meeting in 2020/21 for both funding and implementation purposes. • In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations. • The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OPIRPD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS ensured that a plan was in place to provide counselling/support to affected families. Supports have been working directly with the Family Liaison Officer involved in the reinvestigations.
Final Recommendation			

134. The Office of the Chief Coroner should amend policies to allow for extended family members to access information about the deceased, consistent with legislation. Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)			
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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> The OCC/OFPS policy supports allowing information sharing with extended family members. The OCC/OFPS have educated staff and coroners/pathologists accordingly to ensure they are aware and are following policy regarding information sharing. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> Enshrined in policy and practice.
Final Recommendation			
135. At the Annual Education Course for Coroners and Pathologists in 2017, the progress/results from recommendations 130 through 134 should be presented and discussed. Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)			
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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Recommendation has been completed and is still relevant and is a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. The progress/results from 130 through 134 were discussed at the Annual Education Course for Coroners and Pathologists in May 2019 and the themes are regularly discussed at staff and management meetings. The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19. Inquest Coroners and staff also receive Bimickaway training from Indigenous Justice Division.

Final Recommendation			
<p>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:</p> <p>i. CTA#18 - 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;</p> <p>ii. CTA#19 - 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</p> <p>iii. CTA#20 - 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.</p> <p>Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN) Provincial Lead: Ministry of Health (MOH) Other 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.
<p>i. Accepted</p> <p>ii. Directed to the Federal government</p> <p>iii. Directed to the Federal government</p> <p>Response codes:</p> <p>i. 2 Under consideration</p> <p>ii. 5 Not applicable to agency assigned</p> <p>iii. 5 Not applicable to agency assigned</p>		In Progress	<p><i>Steps taken toward implementation</i></p> <p>Community Wellbeing</p> <ul style="list-style-type: none"> • See Recommendation #35. <p>Health System Transformation</p> <ul style="list-style-type: none"> • See Recommendation #35. <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • See Recommendation #36.

Final Recommendation			
<p>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:</p> <ul style="list-style-type: none"> i. comparative funding for the education of First Nations children on and off reserves; ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Indigenous Affairs (IAO) Additional ministries: Ministry of Education (EDU), Ministry of Health (MOH)</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.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> i. Much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government; ii. public information iii. some of this is public information, some additional information may be held by MOH or other ministries, several of these indicators are not measured or held by the federal government. 	In Progress <ul style="list-style-type: none"> i. N/A ii. Complete iii. In Progress 	<ul style="list-style-type: none"> i. <i>Annual report to the National Council for Reconciliation:</i> In the absence an established National Council for Reconciliation, requests for administrative data collected by the Government of Ontario will be considered and released where possible and with the appropriate permissions to ensure the privacy of individuals and communities are respected. <i>Steps taken toward implementation</i> ii. Reported complete in 2017; please refer to 2017 Response to the OCC for further details. iii. Health System Transformation <ul style="list-style-type: none"> • See Recommendation #35. <i>Planned/ continued response to recommendation</i> iii. Health System Transformation <ul style="list-style-type: none"> • See Recommendation #35. iv. Ontario does not collect administrative data with Indigenous identifiers in several areas, including in the health sector, IAO will continue to monitor the implementation of the Data Standards for the Identification and Monitoring of Systemic Racism and other related identity data initiatives. (https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism?_ga=2.159390717.1936596097.1591582187-1300337295.1542942560)

Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Indigenous Affairs (IAO) Additional support: Anti-Racism Directorate (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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Ontario procured the services of the Provincial Health Services Authority of British Columbia to deliver the San'yas Indigenous Cultural Safety Training Program (San'yas Program) to all Ontario public service employees. OPS employees began taking the training in April 2018. Rolling registration will continue until 2021. <ul style="list-style-type: none"> As of April 2020, 31,742 OPS employees have been registered in the Indigenous Cultural Competency Training, accounting for approximately 56% of the workforce. The <i>OPS Anti-Racism Policy and Program</i> will help to create more equitable human resources policies, procedures and practices to better support all employees in achieving full participation in the workplace, including Indigenous, Black and other racialized employees. As part of the Policy, the Anti-Racism Competency and Capacity building program (ARCC) is an evidenced-based applied learning program designed to increase foundational awareness and understanding of systemic racism. It will equip OPS employees with the anti-racism knowledge, skills and tools needed to foster open dialogue and advance racial equity. ARCC will help build a public service that is more inclusive, equitable and responsive in meeting needs of Ontario's growing and changing racial demographics. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> The Ministry of Indigenous Affairs (IAO) continues to work with Provincial Health Services Authority of British Columbia to deliver San'yas Indigenous Cultural Competency Training Program to all OPS employees by 2021. ARCC is currently being developed and piloted by the ARD.

- In addition, the ARD is working with partner ministries deliver cultural competency training to employees in the justice sector and is also developing training resources to support anti-racism initiatives (e.g. data collection).

Final Recommendation

140. In order to achieve reconciliation through education, we support and endorse Recommendation 62 of the Truth and Reconciliation Commission’s “Calls to Action” that calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students;**
- ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;**
- iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and**
- iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.**

Directed to: Canada, Ontario
 Provincial Leads: Ministry of Education (EDU), Ministry of Colleges and Universities (MCU)

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.
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<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. • In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. These revisions were done in collaboration with Indigenous and education partners. • The revisions made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student’s education in Grades 4 to 8 and Grade 10. • In addition to the curriculum revisions, EDU has worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including residential schools and treaties. These resources complement the curriculum revisions. • On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released for implementation in September 2019. • This curriculum will increase all students’ learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law,
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			partnership with Brock University and an Indigenous Classroom Assistant program with Nipissing University. Kenjgewin Teg Educational Institute offers an Additional Qualifications Course – Teaching FNMI Children with the Ontario College of Teachers.
Final Recommendation			
<p>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:</p> <ul style="list-style-type: none"> i. developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools; ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history; iii. building student capacity for intercultural understanding, empathy, and mutual respect; and iv. identifying teacher-training needs relating to the above. <p>Directed to: Ontario Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • EDU participates regularly in the Council of Ministers of Education Canada (CMEC) Indigenous Education Committee to work with partners to address TRC Call to Action #63 through the implementation of activities identified in the Indigenous Education Plan. • The ministry is investing \$3.25 million to support: <ul style="list-style-type: none"> ○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum, ○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages. • The ministry is committed to enhancing connections between the curriculum and Indigenous peoples’ experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry will continue to work with Indigenous partners to co-design an approach to strengthen Indigenous content and learning across all subjects, courses and grades, including Indigenous languages.

			<ul style="list-style-type: none"> This work began in June 2019 and has continued, with the most recent meeting taking place in January 2020. Next steps to proceed with this work are in development, based on these discussions. The ministry has provided funding to Indigenous partner organizations, subject associations, post-secondary institutes and community members to create curriculum-linked resources. These resources support the learning and teaching of the curriculum that incorporate First Nations, Métis, and Inuit perspectives, cultures, histories and contributions for Social Studies, Grades 4-6; History Grades 7, 8 and 10.
Final Recommendation			
<p>143. All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</p> <ol style="list-style-type: none"> Indicates whether each recommendation is (a) accepted, (b) accepted in part, or (c) rejected; 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; Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete; Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations; 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). <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>Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> IAO continues to coordinate the provincial response to the OCC, due annually on June 28. For the 2020 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> IAO will publicly share Ontario's response with those who request it. Annual reports are also available on NAN's website (see Recommendation #144).

Final Recommendation			
<p>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.</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) Provincial 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.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018. NAN agreed to host annual reports on their website. Annual reports can be found at the following location: http://www.nan.on.ca/article/seven-youth-inquest-progress-reports-on-inquest-recommendations-22459.asp
Final Recommendation			
<p>145. Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</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) Provincial 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.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> This is being implemented as the recommendations are completed, as appropriate.