

# **FIRST NATIONS YOUTH INQUEST: 2018 REPORT CARD ON RECOMMENDATIONS**













## RECOMMENDATION 1

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Updated in Cree and working with translators to complete Ojibway and Oji-Cree.

## RECOMMENDATION 2

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	As of March 2018, memorials have been held and funded for two of the youth, Kyle Morrisseau and Robyn Harper.  The memorial for Kyle Morrisseau was held on November 17, 2017 on Keewaywin First Nation.  The memorial for Robyn Harper was held on January 13, 2018, also on Keewaywin First Nation.

	It was determined by Matawa Learning Centre (MLC) that the memorial for Jordan Wabasse will be held in three years, to honour the ten year anniversary of his death. In the meantime, the memorial award created in his name in response to Recommendation #6 will be presented.
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**Note:** Memorials have been held for Kyle Morrisseau and Robyn Harper and will be held for Jordan Wabasse. However, memorials must still be held for Jethro Anderson, Curran Strang, Paul Panacheese, and Reggie Bushie.

**RECOMMENDATION 3**

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

<b>PARTY</b>	<b>ONTARIO</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented	1- Recommendation has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations.</li> <li>• Ontario recognizes the role of the federal government in providing many services on-reserve.</li> <li>• The province provides insured health services to all eligible residents of Ontario. Ontario’s</li> </ul>	The terms “on-reserve” and “off-reserve” should not restrict First Nation education or health funding frameworks. Funding follows the student, based on where their parents choose to send their child for education (ie.on-reserve/off-reserve). Through Jordan’s Principle-Child First Initiative and Nishnawbe Aski Nation’s (NAN) Choose Life Initiative, any gaps in services are addressed expediently on a case-by-case basis.

	<p>approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services regardless of whether they live on- or off-reserve.</p> <ul style="list-style-type: none"><li>• In regards to education, the federal government has established guidelines and provides funding for First Nation students normally residing within First Nation communities, whether they attend a First Nation–operated school or a provincially-funded school through an education services agreement. EDU is working to better understand the barriers to this in order to develop a response.</li><li>• Ontario has been working with the federal government and First Nations partners on jurisdictional issues and linking First Nations children to available services. Ontario continues to discuss service needs, roles and responsibilities with federal and First Nations partners.</li><li>• MOHLTC is supporting First Nations Jordan’s Principle Navigators with:<ul style="list-style-type: none"><li>• Local Health Integration</li></ul></li></ul>	
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	<p>Network (LHIN) contacts to help address regional service navigation.</p> <ul style="list-style-type: none"><li>• Information provided by the province and the LHINs on programs and services that is tailored to their location in the province.</li><li>• LHIN contacts have supported the federal Jordan's Principle Focal Points and First Nations Jordan's Principle Navigators in the development of their environmental scan and recommendations for service coordination delivery models.</li></ul>	
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**RECOMMENDATION 4**

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

PARTY	ONTARIO	CANADA
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Ontario has been working with Canada and Indigenous people in order to ensure work underway on the priorities below.</li> </ul> <p><b>Truth and Reconciliation Commission and <i>Unite Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</i></b></p> <ul style="list-style-type: none"> <li>• On June 5, 2017, IAO released a One-Year Progress Report on Ontario’s response to the developments during the first year of implementation. IAO continue to work across ministries to monitor and share with Indigenous partners updates on the implementation of initiatives under Ontario’s response to the TRC Calls to Action.</li> <li>• The federal government has the lead role in working with</li> </ul>	<ul style="list-style-type: none"> <li>• Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship.</li> <li>• A co-developed policy approach was ratified by the AFN in December 2017 – it is meant to transform education funding in academic 2019-2020 into a transparent and predictable formula based on provincial education program funding plus additional investments for language and culture and for the unique circumstances of First Nations communities.</li> <li>• Canada full supports the UN Declaration on the Rights of of Indigenous Peoples, and the</li> </ul>

	<p>Indigenous peoples on how United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) can be addressed within Canada. Ontario has been working with the federal government, First Nations, Métis, and Inuit partners in considering policy options to address UNDRIP.</p> <ul style="list-style-type: none"><li>• Many of the principles reflected in UNDRIP are consistent with Ontario's current approach to Indigenous relations and reconciliation.</li></ul> <p><b>National Inquiry on Missing and Murdered Indigenous Women and Girls (MMIWG)</b></p> <ul style="list-style-type: none"><li>• On August 3, 2016, the federal government officially launched the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) and committed \$53.86 million over two years.</li><li>• Ontario hearings were held in Thunder Bay from December 4-7, 2017. The first two days were open to the public and the final day was closed.</li><li>• On March 6, 2018, Chief Commissioner Marion Buller submitted a request to the federal government for an extension of</li></ul>	<p>TRC's Calls to Action. Canada is working with other federal partners and Indigenous groups on how best to implement these principles.</p>
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	<p>two years to complete the Commission's work.</p> <ul style="list-style-type: none"><li>• The province continues to support work to end violence against Indigenous women, through the Executive Committee to End Violence Against Indigenous Women.</li></ul> <p><b>School Curricula</b></p> <ul style="list-style-type: none"><li>• Ontario worked with Indigenous partners to co-develop a process to include in the Ontario curriculum mandatory learning about residential schools, the legacy of colonialism, and rights and responsibilities of Indigenous and non-Indigenous people. This process involved revising sections of the Ontario curriculum in phases. This work has been guided by an Indigenous steering committee, the Central Policy and Planning Circle of the Chiefs of Ontario, and the presence of an Elder or knowledge keeper.</li><li>• The first phase included revisions to the curriculum for Social Studies for Grades 4 - 6 and for History for Grades 7, 8, and 10. The revised curriculum is complete and was released in spring 2018 for implementation in all publicly-</li></ul>	
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	<p>funded schools for the 2018-19 school year. The next phase of revisions has begun and focuses on the curriculum for Social Studies, Grades 1 – 3; Geography, Grade 9; Civics and Citizenship, Grade 10; select senior courses from Canadian and World Studies, Grades 11 – 12; and, Social Sciences and Humanities, Grades 9 – 12.</p> <ul style="list-style-type: none"><li>• As part of the strategy, Ontario has been working with Indigenous partners to create a process that supports development of curriculum-linked resources by Indigenous individuals and organisations throughout the province. The first classroom resources are expected to be released and available to schools beginning in the 2018-19 school year.</li></ul> <p><b>Early learning and child care</b></p> <ul style="list-style-type: none"><li>• As part of Ontario’s response to the TRC Calls to Action, EDU has invested \$93.5 million over 2017-18 and 2018-19, to support expanded access to early years programming in urban and rural settings off reserve, as well as in First Nations communities on-</li></ul>	
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	<p>reserve.</p> <ul style="list-style-type: none"><li>• In urban and rural communities off reserve, up to \$70 million over 2017-18 and 2018-19 (including capital investments and ongoing operating funding) was provided for culturally relevant child care and child and family programs delivered by Indigenous-led organizations through 61 projects.</li><li>• Through an investment of up to \$23.5 million over 2017-18 and 2018-19 (including ongoing operating funding), Ontario has also expanded child and family programs in over 40 First Nation communities, including five existing programs on reserve.</li></ul>	
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### RECOMMENDATION 5

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

<b>PARTY</b>	<b>ONTARIO</b>	<b>CANADA</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	8 - Content or intent of recommendation is already in place	1 - Recommendation has been implemented  1A - Recommendation will be implemented	8 – Content or intent of recommendation already in place
<b>GRADE</b>			
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>In response to the student safety crisis identified by Nishnawbe Aski Nation (NAN) in summer 2017, Ontario provided \$6.7 million in funding for the 2017-2018 school year to address the immediate needs of NAN students.</li> </ul>	Indigenous Services Canada is not aware of any student who has been denied access to a First Nations high school program due to lack of space or supported living arrangement, but in any such case, is committed to working with First Nations	<p>Recommendation is accepted and completed insofar as the content and intent of the recommendation is already in place.</p> <p>NAN has been actively working with NNEC and Canada to navigate</p>

	<p>Actions taken included, including tuition funding for First Nation operated schools, to provide students with access to the program of their choice.</p> <ul style="list-style-type: none"> <li>• For the 2018-2019 school year, the Ministry of Education (EDU) provided further funding to NAN and NAN organisations to support programs that had been previously funded for the stabilisation of the NAN emergency.</li> <li>• EDU provided Matawa Learning Centre (MLC) with requested funding to support a student navigator position.</li> </ul>	<p>partners to ensure a lack of program space or living arrangement does not create a barrier to students.</p>	<p>government policies in an effort to expedite the development of a new school facility and student living centre for Dennis Franklin Cromarty High School, as well as with respect to upgrades and renovations for Pelican Falls First Nations High School and Pelican Falls Centre. This is further in relation to Recommendation 59. NAN will take part in the Ontario-wide Boarding Home Review, if and when it begins. This is in relation to Recommendation 76 and 77.</p> <p>NAN will provide support to KO, MLC, and NNEC, upon request, as they work to secure the programs, services, and space for their students attending school off-reserve.</p>
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### RECOMMENDATION 6

In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie,

Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.

<b>PARTY</b>	<b>ONTARIO</b>	<b>CANADA</b>	<b>NNEC</b>	<b>MLC</b>	<b>KO</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented	1B – Alternate recommendation has been implemented	1A - Recommendation will be implemented	1- Recommendation has been implemented  1A - Recommendation will be implemented	Accepted – No OCC response code
<b>GRADE</b>					
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDES BY PARTY</b>	EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario based on the priorities identified by each partner organisation.  KO identified	The Government of Canada is supportive of this recommendation. First Nations parties have proposed scholarships to the Provincial Ministry of Education for the seven youth through the Inquest Education Table, who has agreed to support these initiatives.	To date, initial conversations have been undertaken with each of the families around memorial scholarships. Further consultation and conversation with these families around the finer details of each scholarship will be undertaken as soon as possible.	Funding has been received from Ontario and as a result, will be hosting the annual Jordan Wabasse Memorial Awards. Four of these awards will be distributed annually to Matawa students attending Simon Jacob Memorial Education Centre, Matawa Learning	KO consulted with the parents of Late Kyle Morrisseau from June 2017 up to the presentation of the three (3) scholarships in May 2018. Late Kyle’s parents were key in the design and development of the Memorial Scholarship. KO appreciates their

	<p>recommendation 6 as a priority, and EDU has provided the requested funding to support the establishment and granting of a scholarship and to fund families to attend the scholarship ceremony.</p> <p>To date, NAN and NNEC have not included Recommendation 6 in their workplans submitted to the province.</p>		<p>NNEC plans to have these scholarship opportunities available for the graduating classes of the 2018-2019 school year.</p>	<p>Centre, and a provincial high school in Thunder Bay.</p> <p>The first two awards will be distributed on June 27, 2018 and the second set will be awarded in Fall of 2018.</p> <p>These awards will be presented annually to students who excel in Athletics and Outdoor Education. These are reflective of Jordan's life and his passion and talent for hockey as he was a goalie for the Current River Comets while in Thunder Bay and the outdoors as he enjoyed hunting with his</p>	<p>ongoing guidance and direction as we move forward in planning for additional years.</p> <p>Funding for the scholarships was secured through the Ministry of Education (MOE) for the inaugural scholarship presentations that was held at Dennis Franklin Cromarty High School (2 recipients) and Pelican Falls Centre High School (1 recipient).</p> <p>Work is ongoing to secure long-term funding for the Seventh Generation Memorial Scholarship. A promotional kit and micro-site</p>
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				family in his community of Webequie First Nation.	have been developed and KO will be seeking donors from public/private sectors.
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**Note:** Although NNEC reports to have scholarships underway, Ontario reports that NNEC has not included recommendation 6 in its workplan.

### RECOMMENDATION 7

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

- i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations;
- ii. First Nations governments exercise inherent control over their education systems;
- iii. First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social, and economic affairs;
- iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non- Indigenous students will remain;
- v. Canada should support individual First Nations communities as they develop local solutions to the effects of colonial policy; and
- vi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply.

**TIME FRAME:** SHORT-TERM

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

### **RECOMMENDATION 8**

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

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

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

TIME FRAME	LONG-TERM
<p><b>DETAILS PROVIDED BY PARTY</b></p>	<ul style="list-style-type: none"> <li>• Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period. This included: <ul style="list-style-type: none"> <li>○ \$577 million in the High-Cost Special Education program over 5 years;</li> <li>○ \$275 million in the New Paths for Education Program to support First Nations language and culture programming;</li> <li>○ \$330 million in the Youth Employment Strategy; and</li> <li>○ A lifting of the 2% funding cap for First Nations programs that will lead to a 22% increase in overall funding by 2020-2021</li> </ul> </li>   <li>• <b><i>Education Transformation</i></b> – In addition to investments made in existing First Nations education programming, the Government of Canada is committed to transforming its support for First Nations education by establishing a new fiscal relationship for First Nations education through regional approaches that provide sufficient, predictable, and sustainable funding and support strong student outcomes. In fulfilling this commitment Indigenous Services Canada (“ISC”) has worked with AFN, the Chiefs Committee on Education, and the National Indian Education Council to develop a new policy approach for First Nations education that will fundamentally reform the way First Nations education is funded. This approach will implement a co-developed funding model that applies provincial formulas to First Nations on a province-to-province basis, and will engage individual First Nations in 2018-2019 to discuss the formulas and their proposed implementation as part of the ongoing broader education engagement process. In 2019-2020, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities. The Department is working with the Chiefs of</li> </ul>

	<p>Ontario to engage with Ontario First Nations on implementation of the proposed interim formula in 2018-2019, as part of the ongoing broader education engagement and transformation process. In order to develop the new policy approach, ISC provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First-Nations students receive quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the AFN, the Chiefs Committee on Education, and ISC who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education Transformation.</p> <ul style="list-style-type: none"> <li>• In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. COO has established the Ontario Technical table for Interim Funding Approach (“OTTIFA”), to collaborate and partner on the implement of the new policy approach and funding formula in Ontario.</li> </ul>
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### **RECOMMENDATION 9**

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

- i. develop and implement culturally appropriate curricula and programs. Staff hired for these programs should include on-site Elders; cultural and traditional land-based teachers; and after-school activity co-ordinators;

- ii. develop and implement languages curricula and programs (including individual courses and full/partial immersion);
- iii. assess and identify students with special education needs and provide the necessary supports to those students including, but not limited to, speech and language therapy; occupational and physical therapy;
- iv. ensure the safe transportation of students to and from school;
- v. create and implement safe school protocols;
- vi. decrease absenteeism by hiring a community-school liaison worker or having a community Elder attend at the homes of absent students to reinforce the importance of attending school and to encourage students and their families to make all efforts to attend school on a regular basis;
- vii. increase capacity in new and existing First Nation education institutions;
- viii. analyze current and historical education data as provided by First Nations and organizations designated by First Nations;
- ix. address and overcome the unique challenges facing First Nations students, schools, and communities (e.g. socio-economic disadvantage, remoteness and isolation, small school size, special needs incidence rates, population growth, etc.);
- x. assess needs, develop estimates of cost, and develop processes for adjusting those costs over time to keep pace with inflation, education best practices and changes in legislation and student need; and
- xi. educate students on the United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, then work of the Truth and Reconciliation Commission and Treaty Rights to strengthen the knowledge of students regarding their rights and protections.

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

### RECOMMENDATION 10

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

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

### RECOMMENDATION 11

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

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

### RECOMMENDATION 12

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

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

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

### RECOMMENDATION 13

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

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

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

## RECOMMENDATION 14

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

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

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

## RECOMMENDATION 15

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

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

### NOTE:

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

## RECOMMENDATION 16

Establish and fund a Federal Advocate for First Nations Children and Youth to monitor the progress toward closing the outcome gaps between First Nations children and non- Indigenous children in areas such as education, health, economic well-being and social services and to report directly to Parliament on this progress on an annual basis. The office should also be mandated to assist First Nations in identifying and accessing programs, funding and services. In response to a request, a complaint, or on its own initiative, the Federal Advocate would act on behalf of concerns of Indigenous individuals, families, communities, or organizations and could initiate reviews, make recommendations, and provide advice to governments, facilities, systems, agencies, or service providers.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1B – Alternate recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM

<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Canada is supporting children who need help right away and making long-term changes for the future. <ul style="list-style-type: none"> <li>○ Long-term changes include building better structures and funding models through processes like Education and Health transformation and through a commitment to transforming First Nation Child and Family services program.</li> <li>○ Short-term changes include Child First Initiative, which is a fund of \$382.5 million which focuses on Jordan’s Principle. It will be available from 2016-2019. Local service coordinators have been hired in communities across Canada to help families who have questions about Jordan’s Principles or would like to submit a request for products, services, or supports.</li> </ul> </li> <li>• In the NAN Territory the Chose Life Initiative was launched on April 11, 2017. This project is aimed at providing rapid funding relief to First Nations in NAN Territory with children and youth at-risk of suicide. ISC has also been working with AFN through the Jordan’s Principle Action Table to co-develop options for sustainable, long-term approach to ensure First Nations children have access to services and supports they need. The new approach is targeted to be in place April 1, 2019.</li> </ul>
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**Note:** Canada is making progress through developing programs and hiring individuals to monitor these programs which work to close outcome gaps between First Nations children and non- Indigenous children. However, recommendation 16 calls for the establishment of Federal Advocate for First Nations Children and Youth, which Canada does not report to be creating. In order to receive a passing grade in the future, Canada must establish this body.

### RECOMMENDATION 17

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented

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

### RECOMMENDATION 18

Canada should develop and fund a program that will ensure that all First Nations pre- school age children have access to early childhood education programs to further their physical, social, emotional, spiritual, and cognitive development and to prepare them for kindergarten. Canada should develop this program jointly with First Nations and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Canada has committed to complementing its elementary and secondary education investments with \$100 million from Budget 2016 for Indigenous Early Learning and Childcare. Canada will also dedicate a portion of the \$7 billion investment committed in Budget 2017 for early learning and childcare programs for Indigenous children living on and off reserve. Canada is also engaging with Indigenous organizations and parents to determine the best approach to delivering high-quality early learning and child care on reserve as part of a proposed Indigenous Framework on Early Learning and Child Care.</li> <li>• The Indigenous Early Learning and Child Care (ELCC) Framework is</li> </ul>

	<p>being co-developed with Indigenous peoples to reflect the unique needs and priorities of First Nations and Inuit and Metis children and families across Canada. Engagement activities are to be led by Indigenous organizations and Canada. AFN has provided advice on the overall engagement approach and is currently conducting their own engagement process, including regional meetings with First Nations living on-and-off reserve. AFN has also established an ELCC National Expert working group, which includes regional AGN representatives and officials from ESDC, HC, and INAC. The AFN member from Ontario is Yolanda Fobister. The AFN is developing a final report on engagement that will be a key piece as we move into the co-development of the Framework.</p> <ul style="list-style-type: none"> <li>• ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools. This funding will be maintained through Education transformation for all First Nations-operated schools.</li> </ul>
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**Note:** Canada’s response to this recommendation is focused on early education, which includes elementary education (including kindergarten). However, recommendation 18 calls on Canada to ensure that First Nations pre- school age children have access to early childhood education programs. If the programs being co-developed ultimately focus on pre-school age children, Canada may secure a passing grade for recommendation 18 in the next couple of years.

### RECOMMENDATION 19

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented

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

**NOTE:** Although Canada reports to implement health and mental-health programs that are culturally focused, recommendation 19 calls on Canada to ensure that all First Nations children and youth have access to a robust offering of high-quality cultural and traditional activities and knowledge. In order to receive a passing grade in the future, Canada should broaden its efforts outside of the health-care framework.

## RECOMMENDATION 20

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Canada provides funding to First Nations education organizations to run extra-curricular activities through its New Parts for Education Program as well as supporting student retention activities, including extra-curricular activities through the First Nations Student Success Program.</li> <li>• In 2018-2019 the Department provided funding for a variety of extra-curricular activities to the First Nations named to the Inquest, including:             <ul style="list-style-type: none"> <li>○ The continued funding of the NAN youth outreach and extra-curricular strategy</li> <li>○ The continued funding of a tutoring program at MLC</li> <li>○ Funding for life skills training to KO, MLC, and NNEC</li> <li>○ The continued funding of after-school arts and recreation programs, graduation trips, and guest speakers at NNEC schools in the past 3 years</li> <li>○ A critical gap being addressed through the NAN Choose Life Initiative is land-based healing and recreation activities that</li> </ul> </li> </ul>

	<p>promote mental wellness and well-being to prevent suicides. Examples of activities being put in place by communities and organizations to address this recommendation includes peer support programs, art and recreational therapy, school based recreation programs, and traditional harvesting of food</p> <ul style="list-style-type: none"><li>○ Choose Life funding has supported the creation of a program at the Matawa Learning Centre, which focusses on developing hockey skills while earning a Physical Education credit. This has translated into stronger relationships across the school community through teamwork and fun small group interaction. Students are engaging in the program and demonstrating individual progress while exploring concepts in long term athletic development and plans for continued healthy eating, wellness and overall fitness</li><li>● “Education Transformation” will bring a new approach to education funding that will put in place an interim formula in 2019-2020 that is stable, predictable, based on provincial comparability, and includes specific funding for language and culture programming.</li></ul>
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## RECOMMENDATION 21

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

<b>PARTY</b>	<b>CANADA</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1A – Recommendation will be implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Canada provided NAN with funding to develop such a program at its annual youth forum, as was proposed by NAN.	<p>Recommendation is accepted and in progress.</p> <p>A two-year work plan was developed to engage youth in the creation of a youth leadership training program. Indigenous Services Canada funded Year 1 in 2017-2018. Funding will be pursued in 2018-2019 for costs associated with Year 2 to continue implementing the recommendation.</p> <p>Completed activities include: leadership activities at the NAN youth gathering on February 9-11, 2018; engagement sessions with Oshkaatisak Council and youth participants in January and March 2018 in the creation of a youth leadership resource manual. The NAN recreation resource manual will be modified to build upon the youth leadership training program.</p>

		Outstanding activities include: the modification of the youth leadership resource manual and implementation at the First Nation level; local youth groups will be the focus of the next development phase of the program.
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## RECOMMENDATION 22

### \*Jordan's principle

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

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

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

### RECOMMENDATION 23

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Indigenous Services Canada has increased the rate it funds for the tuition of students attending NNEC schools off-reserve, in order to be at par with the local board rates. This tuition rates include an operation and maintenance component.

	The Choose Life Initiative is funding tuition amounts for students attending DFC, not currently registered in a school on-Reserve (normal roll). Once names of non-tuition students are identified, ISC works with NNEC to ensure students funded through Choose Life or Jordan’s Principle, are placed on future nominal rolls where eligible.
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**RECOMMENDATION 24**

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

- i. The identification of outcome gaps in areas such as health, economic wellbeing, social services, living conditions, and so on;
- ii. The establishment of publically reported targets and timelines for the elimination of those gaps;
- iii. Annual reports to Parliament on the achievement of the targets and timelines for the elimination of health, economic, wellbeing, living conditions and social services gaps;
- iv. The development of new funding mechanisms for programs for First Nations that are transparent and based on robust assessments of needs;
- v. The provision of sufficient funding to implement the plan in the various program areas and to ensure that the targets and timelines are met;
- vi. The enactment of a statutory guarantee of funding sufficiency;
- vii. A program to measure and report on progress in meeting those targets and to revise the plan if targets and not being met; and
- viii. A review of social programs in communities in other countries facing similar circumstances (e.g. socio-economic disadvantage, small communities, dispersed and isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1B – Alternate recommendation has been implemented
<b>GRADE</b>	

<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	In addition to “Education Transformation”, the response to Inquest recommendations is also being addressed through Health Transformation activities in NAN territory. ISC and the province are funding NAN to develop a community developed transformative approach to health in NAN Territory. This work is being supported by the tripartite Joint Action Table and includes exploring potential decision-making structure for funding allocation, with guiding principles, as well as addressing immediate needs such as suicide prevention, youth mental wellness, crisis response and social emergencies.

**Note:** Although Canada is taking steps to close outcome gaps between First Nations people and other Canadians, recommendation 24 calls for a comprehensive and holistic plan. Until Canada works with First Nations to develop such a plan, Canada cannot receive a passing grade for recommendation 24.

## RECOMMENDATION 25

### \*On-Reserve

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

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	2 – Under consideration

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

## RECOMMENDATION 26

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

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	2- Under consideration 8 – Content or intent of recommendation already in place 5 – Not applicable
<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• The Department supports First Nations-operated schools to employ certified teachers through the band-operate funding formula, as well as specific program funding to increase teacher salaries in many band-operated schools. Through Budget 2016, a 10% increase was provided to all eligible recipients of the Band-Operated Funding Formula. In addition to core funding provided for teacher salaries and professional development,</li> </ul>

	<p>the Department also support teacher recruitment and retention activities through the New Paths for Education Program.</p> <ul style="list-style-type: none"><li>• Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Council's, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends it made by the student and their supporting education authority. Under the Post-Secondary Partnerships Program the Department also supports Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, Canada is aware of a number of post-secondary institutions, mainstream and Indigenous, that offer Aboriginal Teacher Education programs in Ontario. Through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the work place, and learn about job and career opportunities.</li><li>• First Nations can identify needs for teacherages on the First Nation Infrastructure Investment plan.</li><li>• "Education Transformation" will put in place an interim formula that is stable, predictable, based on provincial comparability and includes recognition for remoteness and language and culture.</li></ul>
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**Note:** While Canada's response to recommendation 26 outlines broad funding and programming to address the issues outlined in this recommendation, Canada should more specifically address the issues outlined in this recommendation in order receive a passing grade in the future.

## RECOMMENDATION 27

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

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	2 – Under consideration 1 – Recommendation has been implemented 1A – Recommendation will be implemented

<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>• Canada has invested significant funding in First Nation education infrastructure through Budget 2016 investments with the objective of providing safe and healthy learning environments for First Nation students. In order to implement these investments, Canada works with individual First Nations to identify their education infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs.</li> <li>• First Nations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility.</li> <li>• Capital investments have been made in existing school facilities within NAN to address health and safety priority items and to extend the useful life of the facilities.</li> <li>• The Kuhkenah Network (K-Net) provides information and communication technologies, telecommunications services, and network supports across north-western Ontario, including to over 200 First Nations-operated schools in the Region. This includes all Keewayintook Internet High Schools and Wahsa Distance Education Schools on-reserve. Indigenous Services Canada provides annual funding to K-Net to support the provision of these services.</li> </ul>

**Note:** Canada has reported making some progress in implementing parts of this recommendation, however has not addressed how recommendation 27 will be fully implemented. More specificity is needed in the future to determine if this recommendation has been successfully implemented and thus, whether Canada is able to receive a passing grade.

## RECOMMENDATION 28

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

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

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

## RECOMMENDATION 29

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	8 – Alternative recommendation has been implemented	1A – Recommendation will be implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response given as recommendation 27.	<ul style="list-style-type: none"> <li>• On October 6, 2017, a joint Ontario-Canada announcement was made in Thunder Bay: Canada committed to invest up to \$37.1 million, through the Federal “<i>Connect to Innovate</i>” program, and Ontario committed up to \$30 million, to expand broadband into five remote Matawa communities in the Ring of Fire Region.</li> <li>• ENDM continues to work with Industry, Science and Economic Development Canada and Matawa First Nations on refining the proposal for expanding broadband and developing a work plan with a target to commence construction in the summer of 2019.</li> </ul>

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

### RECOMMENDATION 30

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

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

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

### RECOMMENDATION 31

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1B – Alternative recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response given as recommendation 27.

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

### RECOMMENDATION 32

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been	1 – Recommendation has been

	implemented 1A – Recommendation will be implemented	implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Through the First Nations Student Success Program, funding has been provided to First Nations communities to develop, utilize, and maintain student assessments. Assessments currently being administered include EQAO, as well as those related to literacy and numeracy. All First Nations schools in Ontario are also supported to purchase and maintain education data and information systems that track student and school achievements. All parties named in the Inquest are recipients under the First Nation Student Success Program.</p> <p>Under the Structural Readiness component of the Education Partnerships Programs, NAN has been funded to support the development of an education database system to support NAN as they move forward in exploratory discussions on education jurisdiction. NAN has also been supported to develop a student data base that at this time includes biographical information, and is used by on-call and support workers to maintain</p>	<p>NAN identified recommendation 32 as a priority, and has requested funding to support the creation of a working group, the development of assessment tools, an inventory of education programs and services, to develop an education program and service framework in NAN territory, to determine any future funding needs, and to determine the feasibility and design of an education data base. EDU provided this funding to NAN, who indicated that the recommendation will be met with this funding.</p>

	<p>student safety. Indigenous Services Canada is supportive of enhancing the data base to include other types of information, at the direction of NAN and affiliated First Nations communities.</p> <p>In “Education Transformation”, funding to develop student assessments to conduct EQAO, literacy, and numeracy assessments will be captured in the provincially comparable formula. Through regional education agreements, specific and unique challenges such as educational achievement gaps in a particular region, can be discussed.</p>	
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**RECOMMENDATION 33**

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1B – Alternate recommendation has been implemented	1 – Has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM

<b>DETAILS PROVIDED BY PARTY</b>	Exploratory discussion between Nishnawbe Aski Nation and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and identify a framework for a NAN-wide education system.	Recommendation is accepted and was completed in March 2017.  Education Systems and Symposium:  i) The conference on the development of a NAN-wide education system was held on February 28, March 1-2, 2017.  ii) Presentations on innovations in First Nation education continue to be provided to leadership on a regular basis, for example at Chiefs assemblies, to tribal councils, etc.
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### RECOMMENDATION 34

**\*On-Reserve**

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

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

- v. to develop a sustainable funding framework and plan to address housing needs into the future, based upon population growth expectations. This framework should include a budget for on-going housing maintenance.

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

### **RECOMMENDATION 35**

In order to achieve parity of services, community health and safety, and quality of life as between First Nation and non-First Nation communities, develop a method for measuring and establishing equivalence in health outcomes and services

between NAN communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1A – Recommendation will be implemented	4 – Rejected
<b>GRADE</b>			
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Exploring data systems and data partnership is a priority activity on the tripartite Health Transformation work plan. This work includes identifying what data system and First Nations capacity are required to advance First Nations control over health status and healthcare delivery data as well as looking at mechanisms to support NAN communities in identifying their health data priorities, and developing community-based strategies to support community health and wellness planning using health data.</p>	<ul style="list-style-type: none"> <li>• Ontario has been working with the federal government and NAN to develop recommendations on access to care.</li> <li>• A Charter of Relationship Principles Governing Health System Transformation in the NAN Territory has been signed by NAN, Ontario and Canada to guide the work of health transformation for NAN communities.</li> <li>• The Charter notes: “Continuous evaluation is important for measuring progress and systematically assessing evaluating and improving the structure process and outcomes.”</li> </ul>	<p>Recommendation is rejected. An alternative approach will be achieved.</p> <p>(The recommendation was initially accepted and reported as in progress at June 28, 2017)</p> <p>NAN is unable to implement the recommendation in a way that would be effective in establishing an equivalence in health outcomes and services. Parity remains extremely difficult to discuss and address, much less measure, due to the impact of jurisdictional issues and their effect on access to health care.</p> <p>In February 2017, the NAN Chiefs-in-Assembly passed Resolution 17/21 <i>Charter of Relationship Principles</i></p>

		<ul style="list-style-type: none"> <li>• In May 2016, Ontario announced a number of investments in initiatives focused on Northern First Nations to address gaps in health services. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes.</li> <li>• These initiatives include supporting Sioux Lookout First Nations Health Authority's "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally</li> </ul>	<p><i>Governing Health System Transformation in NAN Territory</i> (the Charter) that states the status quo is not acceptable. A new system is required to replace the current colonial health system to improve the health and wellbeing of First Nations in the NAN territory. On July 24, 2017, Grand Chief Alvin Fiddler met with Federal Minister of Health, Jane Philpott and Ontario Minister of Health, Eric Hoskins to discuss the process of health system transformation in the NAN territory and signed the Charter of Relationship Principles.</p> <p>NAN has begun conducting its health transformation activities and part of this work involves ascertaining the deficiencies and needs related to health services delivery in NAN territory.</p> <p>There is potential through this work for the development of a method to measure and establish an equivalence in health outcomes and services</p>
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		<p>appropriate way.</p> <p><b>Health System Transformation</b></p> <ul style="list-style-type: none"> <li>• In July 2017, NAN, Canada and Ontario signed the Charter of Relationship Principles Governing Health System Transformation in the NAN Territory. The Charter is intended to guide the health transformation process.</li> <li>• NAN, Ontario and Canada developed a work plan outlining the process to define and scope potential transformative change in health services in NAN Territory.</li> <li>• NAN is currently undertaking community engagement.</li> </ul>	<p>for NAN communities, which continues to be an identified objective of the health transformation process.</p> <p>NAN will continue to work with its government partners on health transformation and ensure that NAN communities receive high quality health care that is designed and delivered by First Nations in a manner that is consistent with their cultures, values, and needs.</p>
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**RECOMMENDATION 36**

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1B – Alternative recommendation has been implemented	1A – Recommendation will be implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Addressing this recommendation builds on work already underway or completed such as, funding for a youth engagement strategy on needs for responding to social crises, engagement sessions underway that are supporting health transformation, in NAN as well as upcoming engagement being planned on a longer-term approach for Jordan’s Principle and Choose Life funding.	<p><b>Mental Health and Addictions Initiatives (led by MOHLTC)</b></p> <ul style="list-style-type: none"> <li>• MOHLTC committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in order to incorporate input and advice from Indigenous communities. <ul style="list-style-type: none"> <li>○ MOHLTC received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016.</li> </ul> </li> </ul> <p>The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017.</p> <p><b>Indigenous Youth Life Promotion (led by MCCSS)</b></p> <ul style="list-style-type: none"> <li>• As part of Ontario’s response to the TRC Calls to Action, the government announced new investments in:</li> </ul>	<p>Recommendation is accepted and is pending.</p> <p>NAN has an internal mental health working group, which was created to address a number of NAN Chiefs Resolutions that touch on suicide prevention. NAN has worked to identify the best and most effective way to implement the recommendation without duplicating other work in progress or without recreating a process.</p> <p>NAN has also developed a work plan to proceed with consulting youth and Elders in 10 NAN First Nations. From the data collected, a</p>

		<ul style="list-style-type: none"> <li>○ Land-based/cultural programming and prevention supports;</li> <li>○ The Tele-Mental Health Service to reach more Indigenous communities;</li> <li>○ Indigenous mental health and addictions workers and supports for students in First Nations schools; and</li> <li>○ Mental Wellness Teams across the province, in partnership with the federal government.</li> </ul> <ul style="list-style-type: none"> <li>● MCCSS is leading the co-development of these initiatives with Indigenous partners, inter-ministerial partners and the federal government.</li> <li>● MCCSS is exploring ways to combine these initiatives with other activities in Indigenous communities.</li> <li>● The funding commitment for these initiatives is \$23 million annually at maturity (2018/19).</li> </ul> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>● Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include: <ul style="list-style-type: none"> <li>○ In partnership with Indigenous communities and the federal government, establishment of</li> </ul> </li> </ul>	<p>strategy will be put into place to address the continuing intergenerational suicide trauma in NAN First Nations.</p> <p>Funding will be pursued in 2018-2019 for costs associated with implementing the recommendation.</p>
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		<p>up to six new or expanded Indigenous Mental Health &amp; Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOHLTC and Ministry of Children, Community and Social Services (MCCSS)). The Centres will provide care using a combination of traditional healing and clinical care.</p> <ul style="list-style-type: none"><li>○ New funding into mental health and wellness programs and services aimed at addressing intergenerational trauma. These investments are guided by collaborative partnerships and active engagement with Indigenous partners, and included a dedicated Indigenous engagement process.</li><li>● On February 14, 2018, Ontario announced:<ul style="list-style-type: none"><li>○ Funding to support expanding or establishing Indigenous-led Healing and Treatment Centres across Ontario, which will offer a combination of clinical and traditional care for Indigenous people.</li><li>○ Funding for Indigenous-led mental health and wellness</li></ul></li></ul>	
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		<p>programs across the province that include traditional healing, to provide culturally appropriate supports for Indigenous youth, adults, families and communities.</p> <ul style="list-style-type: none"><li>• On April 17, 2018, Ontario named the Indigenous partners that the province will be working with to establish or expand these centres.</li><li>• Ontario's broader mental health and addictions planning was based on the Final Report of the Legislative Assembly's all-party Select Committee on Mental Health and Addictions, which was informed by extensive public and sector advice, including a dedicated Indigenous engagement process.</li></ul> <p><b>Youth Life Promotion</b></p> <ul style="list-style-type: none"><li>• MCCSS invested \$4.43 million in 2017-18, which will grow to \$5.33 million in 2018-19, to support youth life promotion initiatives in NAN communities. This includes funding for mental health and addictions workers and supports for students in NAN schools and land-based/cultural programming.<ul style="list-style-type: none"><li>○ Funding flowed to NAN in December 2017. NAN is engaging with their member</li></ul></li></ul>	
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		<p>communities to implement the initiatives and roll-out funding for mental health and addictions workers and supports for students in NAN schools.</p> <ul style="list-style-type: none"><li>○ NAN has indicated their intent to use funding for land-based/cultural programming to support in-house cultural and traditional service capacity, with an initial focus on NAN students relocating to Thunder Bay. A Cultural Coordinator will provide programming to students with a connection to their history, culture, and traditions, through land-based programming and activities.</li><li>● Mental Wellness Teams (MWT) are providing crisis intervention, land-based healing and treatment and early intervention as a part of youth life promotion initiatives. A total of \$2 million (jointly funded between MCCSS and the federal government) has been invested in 2017-18, growing to \$3.5 million in 2018-19, to support seven MWTs to serve NAN communities.<ul style="list-style-type: none"><li>○ On February 13, 2018, NAN coordinated an orientation session in Thunder Bay for the host organizations of the MWT,</li></ul></li></ul>	
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		<p>which was attended by representatives from MCCSS and Indigenous Services Canada, First Nation and Inuit Health Branch (FNIHB), to discuss roles and responsibilities in relation to the implementation of the MWT as well as communications protocols. MCCSS will continue to work with NAN, host organizations and FNIHB to support implementation of the MWTs.</p> <ul style="list-style-type: none"> <li>• MCCSS will continue to support planning discussions with NAN as funding rolls out to inform on-going implementation of the various youth life promotion initiatives</li> <li>• MCCSS will continue to work with NAN and other Indigenous partners to provide culturally relevant programming that meets the needs of Indigenous children and youth.</li> </ul>	
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**RECOMMENDATION 37**

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
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<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	8 - Content or intent of recommendation is already in place
<b>GRADE</b>		
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>The First Nations Mental Wellness Continuum Framework is a shared vision for First Nations Mental Wellness. It outlined a coordinated, holistic approach to mental wellness programming that takes into account the important role of First Nations culture, traditions, and language.</p> <p>The Government of Canada, in partnership with the province and NAN is supporting communities in adapting, optimizing and realigning their mental wellness programs and services into a comprehensive approach.</p> <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from Canada to meet their identified needs and will work with them to support those priorities.</p>	<p><b>Health System Transformation</b> See Recommendation #35.</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.</p> <p><b>Indigenous Youth Life Promotion</b> See Recommendation #36.</p>

### 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.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	8 - Content or intent of recommendation is already in place
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p><b>Health System Transformation</b> See Recommendation #35.</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.</p> <p><b>Indigenous Youth Life Promotion</b> See Recommendation #36.</p>

### RECOMMENDATION 39

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>The new Ontario Public Health Standards published by the Minister of MOHLTC under the <i>Health Protection and Promotion Act</i> were finalized and</li> </ul>

	<p>released on January 1, 2018.</p> <ul style="list-style-type: none"> <li>• The Relationship with Indigenous Communities guideline was drafted in partnership with Chiefs of Ontario and First Nation representatives, urban Indigenous organizations through the Urban Indigenous Health Table and the Association of Ontario Health Centres to provide perspective of the Aboriginal Health Access Centres and Indigenous Community Health Centers.</li> <li>• The guideline document has been released and distributed to Public Health Units and First Nation communities.</li> </ul>
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### RECOMMENDATION 40

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	8 - Content or intent of recommendation is already in place	1A – Recommendation will be implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM

<p><b>DETAILS PROVIDED BY PARTY</b></p>	<p>To advance First Nations control of education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. Canada is committed to working with organizations named in this recommendation to improve services for youth.</p> <p>Indigenous Services Canada will continue to work with youth to look for ways to further support their activities in the coming year.</p>	<ul style="list-style-type: none"> <li>• MOHLTC provides funding to Ontario’s 36 Public Health Units (PHUs) to promote Canada’s Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities. <ul style="list-style-type: none"> <li>○ MOHLTC recently updated the Ontario Public Health Standards: Requirements for Programs, Services, and Accountability, which includes the Substance Use Prevention and Harm Reduction Guideline, 2018. The Guideline provides direction to PHUs on required approaches and interventions for substance use</li> </ul> </li> </ul>	<p>Recommendation is accepted and in progress.</p> <p>In the last year, discussions occurred with Health Canada and FNIHB to determine how to implement the recommendation effectively and to raise awareness among youth of issues relating to alcohol/substance misuse.</p> <p>Consideration was also given to training community addiction workers to strengthen their capacity to provide youth with early and brief interventions, as well as providing support services to reduce substance use.</p> <p>NAN has developed a work plan to research what materials currently exist on alcohol/substance misuse and begin the collection of resource materials, e.g. brochures, posters, videos/webinars, social media campaigns, etc. The resource materials collected</p>
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		<p>prevention and harm reduction, including alcohol.</p> <ul style="list-style-type: none"> <li>• As part of their work, PHUs are required to collaborate with Indigenous communities on substance use and harm reduction programs and services. This work is guided by the Relationship with Indigenous Communities Guideline (released in May 2018).</li> <li>• Ontario is investing \$26 million over four years to expand support for children, youth and families affected by fetal alcohol spectrum disorder (FASD). To increase awareness and support prevention of FASD, Ontario is supporting six initiatives that: <ul style="list-style-type: none"> <li>○ Create one-stop access to information/training resources;</li> <li>○ Provide funding for over 50 FASD workers to support</li> </ul> </li> </ul>	<p>will be distributed to communities and some may be translated to reach a wider audience in order to expand awareness of alcohol/substance misuse.</p> <p>NAN will work in collaboration with community health directors, health authorities, tribal councils, and others. Work is in progress and funding will be pursued in 2018-2019 for costs associated with implementing the recommendation.</p>
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		<p>approximately 2,500 Ontarians with FASD;</p> <ul style="list-style-type: none"><li>○ Support parent support networks;</li><li>○ Increase access to FASD initiatives developed by Indigenous partners;</li><li>○ Establish a consultation group to provide advice and feedback to inform implementation planning and prioritization of efforts; and</li><li>○ Creates a research fund to learn more about FASD, and how to prevent it.</li></ul> <ul style="list-style-type: none"><li>● These initiatives are aimed at helping to reduce the prevalence of the disorder, increase coordination of services, improve the quality of life for those with FASD, and increase support for families and caregivers.</li><li>● Ontario has provided \$4.4</li></ul>	
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		<p>million in funding for the Indigenous Fetal Alcohol Spectrum Disorder and Child Nutrition Program. It is administered through service contracts with 21 Indigenous service providers and First Nation communities that deliver programming to more than 180 Indigenous communities on and off reserve. Through this program, frontline workers offer lifestyle and nutrition information; FASD education and interventions; and training for Indigenous and non-Indigenous social service providers, educators, justice and medical professionals.</p>	
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### RECOMMENDATION 41

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

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

PARTY	CANADA	ONTARIO
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	8 - Content or intent of recommendation is already in place
<b>GRADE</b>		
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Choose Life and Jordan’s Principle investments are being used to address gaps in existing mental wellness services for youth, including supporting detox services, enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, and reduce risk factors for youth suicide.	<b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.

	<p>ISC is aware that in addition to existing and new investments there is a need for changed to the current system of supports, including better alignment of services among education organizations and communities as well as with provincial services. Canada is working with the province and First Nation partners to support better coordination and to address gaps and challenges.</p> <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from Canada to meet their identified needs and will work with them to support those priorities.</p>	
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**RECOMMENDATION 42**

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	No response provided in 2018.
<b>GRADE</b>		

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

### RECOMMENDATION 43

In order to provide an opportunity for students from remote First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay in a positive, supervised environment, provide sufficient funding to ensure that grade 7 and 8 students from First Nation communities are able to be part of classroom learning or orientation sessions in Thunder Bay so that they and their families can familiarize themselves with the schools and the community prior to beginning high school away from home.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	8 - Content or intent of recommendation is already in place
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM

<p><b>DETAILS PROVIDED BY PARTY</b></p>	<p>The Department has provided funding on an annual basis to NAN to facilitate orientation sessions in Thunder Bay, Sioux Lookout, and Timmins, targeted for all students attending secondary school off-reserve. Local service providers, First Nation organizations, local District School Boards, and boarding parents participate to outline the numerous services available to the students. An additional \$100,000 has been provided to NNEC in 2017-2018 and 2018-2019 to conduct local school orientations to their schools and services, and to ensure parents feel comfortable having their children living away from home. In 2017-2018, funding was also provided to NNEC to offer training to prospective students. Funding has also been provided to NNEC in each of the last two years to travel to communities attending NNEC schools. The goal of these trips is to forge stronger bonds with parents and communities by inviting other community organizations to NNEC communities and holding open houses to highlight the strengths of NNEC programming. NNEC has also request funding to develop promotional materials and boarding home advertisements for their programming, for which ISC has also provided funding.</p> <p>Specific funding for student transitions will remain in place throughout “Education</p>	<ul style="list-style-type: none"> <li>• EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</li> <li>• Northern Nishnawbe Education Council (NNEC) included a funding request for a Transition Coordinator in response to recommendation 49, but identified that this funding will also in part address the needs identified in recommendation 43.</li> <li>• Nishnawbe Aski Nation (NAN) requested funding from EDU to support this recommendation. EDU provided requested funding in the 2017-18 fiscal year. NAN has indicated this will allow for gathering of information and development of an information package detailing school options off-reserve within northern Ontario. The completed information package will be printed and distributed to communities for students, parents, and guardians.</li> <li>• Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support an orientation in Thunder Bay for grade 8 students and their parents/guardians. This funding was provided by EDU. MLC indicated that through this funding, students will be provided with educational sessions to introduce them to MLC</li> </ul>
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	Transformation”.	<p>educational programs and services, a tour of Thunder Bay, and introduction to programs, services, and recreational opportunities. MLC will also invite the City of Thunder Bay and the Thunder Bay Police Service to present/conduct a workshop for the students.</p> <ul style="list-style-type: none"> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>
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**NOTE:** Canada and Ontario have provided funding, however, discussions between Canada, Ontario, and First Nations to further this initiative are ongoing.

#### RECOMMENDATION 44

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
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<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1A – Recommendation will be implemented	<b>i)</b> 1A - Recommendation will be implemented <b>ii)</b> 1A - Recommendation will be implemented <b>iii)</b> 8 – Content or intent of recommendation is already in place <b>iv)</b> 8 – Content or intent of recommendation is already in place <b>v)</b> 1 - Recommendation has been implemented <b>vi)</b> 1A - Recommendation will be implemented <b>vii)</b> 1A - Recommendation will be implemented <b>viii)</b> 1A - Recommendation will be implemented <b>ix)</b> 1 - Recommendation has been implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	The Government of Canada supports the creation of a comprehensive information package, and has been in discussions with NAN about developing a product that would outline education options available to all students looking to pursue education off-	<ul style="list-style-type: none"> <li>EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities</li> </ul>	Recommendation is accepted and is either completed or in progress or the content and intent of the recommendation is already in place depending on subsection. Comprehensive Information Package:  <b>i-ii, v, vii-viii)</b> The “ <i>Off-Reserve Highschool Options Information Survey</i> ” is currently in development. Six (6) schools in Thunder Bay have responded to a survey requesting information on course offerings as well as in-school services available to students. The survey has been

	<p>reserve in Northern Ontario.</p>	<p>identified by each partner organisation.</p> <ul style="list-style-type: none"> <li>• To date, Keewaytinook Okimakanak (KO), NAN, and Northern Nishnawbe Education Council (NNEC) have not included recommendation 44 in their work plans.</li> <li>• Matawa Learning Centre (MLC) identified this recommendation as a priority and requested funding to support hiring a consultant to develop an information package for students and parents/guardians that will serve as a tool to provide information about MLC. This funding has been provided</li> </ul>	<p>shared with schools in Thunder Bay, Timmins, and Sioux Lookout/Dryden. Two follow-up requests for information have been sent with no response received. Further follow-up will be conducted to ensure complete information is provided to students and communities. NAN will conduct separate research and individual phone calls and emails with each school to fill in any missing information not collected through the survey. Funding was secured to complete the printing and distribution of the Comprehensive Information Package.</p> <p><b>iii-iv)</b> Students are made aware of accommodation arrangements and travel allowances by their community or Tribal Council Education Authorities prior to leaving their home communities.</p> <p><b>v-vi)</b> Students are made aware of various after-school activities by the schools that they attend. Additional recreation information is provided by NAN through the annual Student Orientations, Student Extracurricular Extravaganzas, and Culture Days. Student Orientations are held at the beginning of every school year and are open to all NAN high school students. During the orientations, community partners are invited to set up booths and engage students in programming that is available throughout</p>
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		<p>by EDU.</p> <ul style="list-style-type: none"> <li>• EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</li> </ul>	<p>the school year. Extracurricular Extravaganzas are held in the late Fall and are 1-day gatherings of community recreation providers in one location where students are given opportunities to engage in interactive workshops to try activities that might spark interest. Culture Days are workshops on traditional knowledge that are held in each high school depending on available facilities and Elders/knowledge keepers.</p> <p><b>ix)</b> Every year, the <i>Early High School Registration FAQs and Forms</i> document, which was developed through the Education Partnerships Program (EPP), is distributed to the NAN communities. The document contains contact information and websites of schools in Timmins, Sioux Lookout, and Thunder Bay for students and parents to explore.</p>
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**Note:** Although Ontario reports that NAN has not included recommendation 44 in its work plan, NAN reports to be making progress in implementing this recommendation.

### RECOMMENDATION 45

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	No response provided in 2017 or 2018.	No response provided in 2017 or 2018.
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response provided as in recommendation 43.		

### RECOMMENDATION 46

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

- i. include physical, psychological and emotional assessments;

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1- Recommendation has been implemented 1A – Recommendation will be implemented	No response provided in 2017 or 2018.	No response provided in 2017 or 2018.
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	ISC provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is student-specific and determined by a formula based on individual student requirements. This funding includes direct services including student		

	<p>assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated</p>		
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	<p>through “Education Transformation”.</p> <p>Canada is supportive of this recommendation and has provided funding through Jordan’s Principle and Choose Life to support student assessments upon arrival in Thunder Bay. ISC is also working with Education Organizations and the province to improve the coordination of existing services to ensure that student information (ie. health records, previous assessments) are available to schools and education organizations at the start of the school year.</p>		
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## RECOMMENDATION 47

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

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

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

	recommendation.
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### RECOMMENDATION 48

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

<b>PARTY</b>	<b>THUNDER BAY POLICE SERVICE</b>
<b>PARTY RESPONSE</b>	
<b>GRADE</b>	Implemented
<b>TIME FRAME</b>	SHORT-TERM

### DETAILS PROVIDED BY PARTY:

#### **Recommendation 48 – Grade 8 Visit Program - Complete**

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

#### **Content from 2017 Report:**

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

education facilities for a joint project that will have Service officers attend with education authority officials for orientation sessions with students in their home communities.

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

**Update from June 2017 to June 2018:**

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

On August 15, 2017, TBPS had planned to visit Kingfisher, however the trip fell through as there was no available seating on the NAPS Court plane. Also in August 2017, TBPS planned on attending North Caribou Lake for a student and community visit however due to political issues in the community, the trip was put on hold. Since that time, the trip has been rescheduled twice as a result of issues within the community and the visit has yet to occur. We will continue to reach out to find a mutually acceptable date to complete the visit.

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

The Service sends out media advisories prior to their visits, to those in the community, in case any of them wish to attend. Additionally, the Service has requested the September 2018 student lists from each educational organization but has not received this information as of yet. On June 20th, 2018, during a group meeting it was requested that the Organizations provide the Service with the outstanding information. The Organizations advised they would provide us with the student

lists as soon as possible.

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

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

TBPS and MLC will also be working with the Prevent Alcohol and Risk-Related Trauma for Youth (P.A.R.T.Y.) program to utilize a specialized Indigenous P.A.R.T.Y. presentation to support MLC students transitioning in Thunder Bay. The Indigenous P.A.R.T.Y. program raises awareness of the risks and dangers involved in the use of alcohol, drugs, solvent abuse, and the risks of being in unsafe spaces if involved in these activities. The P.A.R.T.Y. program brings students together with law enforcement, paramedics, rehabilitation staff and injured survivors to impact future decisions. The goal is to link Indigenous youth to positive inclusive activities supporting their learning journey for success and to realize future goals. TBPS will be provided with new engagement tools to use with other education groups and Indigenous students in the city and region.



<p><b>DETAILS PROVIDED BY PARTY</b></p>	<p>Canada supports this recommendation, and currently partners with NAN and Education service providers in Thunder Bay to arrange for community visits.</p> <p>NAN has been provided \$25,675 in continued support for visits by provincial school board teachers to First Nation communities to create awareness</p>	<p>EDU offered funding of up to \$200,000 to each partner organisation, for the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>To date, KO has not included recommen</p>	<p>Meetings reported in detail in first annual report.</p> <p>Broad range of City functions (including but not limited to Aboriginal Liaison Office, Recreation &amp; Culture, Transit, Crime Prevention Council, Thunder Bay Drug Strategy, Human Resources and Emergency Services) participate in orientation events and programs each semester and annual events such as orientation events held by NAN, Confederation</p>	<p>Recommendation is accepted and is in progress.</p> <p>NAN is developing a Community Visit Protocol Guide to be shared with off-reserve organizations and community partners. The protocol guide will be used by community partners to inform them of proper etiquette and protocols when approaching and engaging</p>	<p>Working with NAPS, Thunder Bay, &amp; TBPS to accomplish recommendation.</p> <p>In the 2017/2018 academic year, MLC sent staff to Matawa First Nations to discuss Thunder Bay and supports available for students.</p> <p>MLC received funding from Ontario to conduct more grade 7 and 8 orientation sessions, these sessions will continue in 2018/2019.</p>	<p>KO conducts visits and intake sessions to each of its member communities throughout the year to conduct parent interviews and collect applications. Winter road trips/visits are conducted to engage students in various activities (square dancing, presentations conducted by KO students, etc.)</p> <p>KO has developed a student</p>	<p>NNEC travels to the First Nations communities that we serve each year to provide first-hand information regarding community supports and opportunities that are available to students while they are in Thunder Bay. NNEC has received additional funding through Canada to conduct additional community visits to engage more frequently with students before they leave home for</p>
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	<p>and gain a better understanding of students coming to their schools, including gaining knowledge of students' communities and their challenges. Trips for 18 teachers from 4 District School Boards are planned for this coming school year. In 2017-2018 NAN received \$71,960 to support community visits.</p> <p>ISC</p>	<p>ation 49 in their work plans.</p> <p>NAN requested funding from EDU to support this recommendation.</p> <p>EDU has provided requested funding in the 2017-18 fiscal year for completion of a protocol resource for community partners on engagement with First Nation</p>	<p>College and Lakehead University. As well, CTB participated in:</p> <ul style="list-style-type: none"> <li>• DFC Experience- Feb 27-Mar 1, 2018: Aboriginal Liaison Office: \$8000 funding for the event; Respect Initiative had an information booth. Recreation and Culture also supported the event</li> <li>• Neighbourhood events: Together We Are Stronger, through North Caribou Lake First Nation Friendship Agreement (three events in</li> </ul>	<p>NAN communities. NAN is working with First Nation education organizations in the development of the protocol guide. Upon completion, the protocol guide will be printed and distributed. Funding is secured to complete the printing and distribution of the Community Visit Protocol Guide.</p>	<p>In the 2017/2018 academic year, MLC staff and students completed a MLC Orientation Video for students in Matawa communities moving to Thunder Bay. Funding provided by City of Thunder Bay, movie will be premiered Fall 2018.</p>	<p>handbook to outline KOSSS services: Elder's Programming, Land Based Programming, Activity Centre Hours and Tutoring Sessions. Also included are community services within the City of Thunder Bay. KO, in conjunction with parties mentioned in this recommendation, will develop an information database for students and parents.</p> <p>KO is in</p>	<p>school.</p> <p>NNEC has also acquired additional funding through Canada to have students come out to visit our schools for events such as "The D.F.C. Experience" whereby students have a chance to see the city of Thunder Bay, get immersed in our school program as well as life in an urban setting, and preview all of the community supports that are available to them firsthand.</p>
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	<p>respects the role that NAN has taken in facilitating community visits for service providers for First Nations communities, and will consider further visits that may be recommended by NAN.</p>	<p>students before they come to school.</p> <p>NNEC included recommendation 49 in their work plan, for funding of \$70,000 to support implementation of this recommendation to fund a Transition Co-ordinator position to help build relationships with the communities served by NNEC, as well as assist with student</p>	<p>three neighbourhoods)</p> <ul style="list-style-type: none"> <li>•Presentations in the schools</li> <li>• Superior High School Indigenous Student Orientation Day, October 2017 - Aboriginal Liaison Office, Crime Prevention Council, Transit</li> <li>•Lakehead Public School Board has committed to holding a day of orientation for Indigenous Youth at all public high schools, Fall 2018</li> <li>•Funding for Matawa Student</li> </ul>			<p>implementation of the Maintaining Family &amp; Social Connections Terms of Reference that was developed by KO eHealth. An investment of 12 videoconference units has been undertaken to provide ease of access to each of our 4 main sites and any designated space that we have for our students. This is key in keeping the connections to the communities, families and</p>	<p>NNEC has also acquired a Transition Coordinator due to funding provided through Ontario who visits the communities frequently and helps to provide information and guidance to students before and during the time they are at NNEC schools.</p> <p>NNEC approached Canada and Ontario to participate in our Annual Winter Road trip during the 2017-2018 school year and will</p>
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		<p>support.</p> <p>MLC has identified this recommendation as a priority and has requested funding to support travel by MLC staff to Matawa communities to provide education sessions for grade 7 and 8 students and their parents and guardians, and to provide other essential information about the</p>	<p>Orientation Video - Crime Prevention Council, Aboriginal Liaison Office</p> <p>▪Funding for the video Chi Pi Kaaki Too Yang-Coming Together to Talk, in partnership with Thunderstone Pictures - Aboriginal Liaison Office</p>		<p>friends throughout the academic year and to host well-being workshops and sessions throughout the summer months.</p> <p>Each year, KO organizes a pre-orientation session in the communities, and KO will be inviting Thunder Bay Police Services (TBPS) and representatives from schools to join them this coming August 2018.</p>	<p>continue to reach out to other community partners when there are travel opportunities so that they may have opportunities to visit our communities to speak and engage with students prior to their move to Thunder Bay.</p>
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		<p>school, the city, and available supports. EDU has provided requested funding for this recommendation</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p>					
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**Note:** Although Ontario reports that KO did not include recommendation 49 in its work plan, KO reports to have implemented recommendation 49.

## RECOMMENDATION 50

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

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

## RECOMMENDATION 51

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

<b>PARTY</b>	<b>CANADA</b>	<b>NNEC</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	7 – Unable to evaluate	2 – Under consideration	4A – Rejected due to flaws  1B - Alternate recommendation has been implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	The First Nations parties named in this recommendation do not agree to its terms. The Department has provided funding for both MLC and NNEC to conduct feasibility studies for education infrastructure individually.	NNEC continues to be prepared to participate in a working group with Canada and MLC to further discuss the potential for opportunities for sharing resources; though NNEC prefers to pursue our own Student Living Centre pursuant to Recommendation #59.	MLC and NNEC already have an excellent working relationship.  Because of the magnitude of students attending high school in Thunder Bay from remote communities, it is not practical to believe these students can be safely or appropriately accommodated in one facility.  The City of Thunder Bay sold Grandview Lodge to Matawa First Nations at a nominal price. This will become the new site of the

			Matawa Education and Care Centre beginning in academic 2018/2019.
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### RECOMMENDATION 52

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>First Nations school operators receive provincial tuition that is equitable to the local school board. Within this rate there is an operations and maintenance allocation. There was a discrepancy with the rate being paid to students attending Pelican Falls, and this has been rectified.</p> <p>Through “Education Transformation”, in 2019-2020, an interim formula will be put into place that is stable, predictable, and based on provincial comparability, and will be applied to First Nations operated schools off-reserve as well.</p>

### RECOMMENDATION 53

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

- i. ensure that the teaching facilities include a cafeteria capable of producing three (3) hot meals each school day; and
- ii. offer all learners access to well-equipped:
  - a. gymnasium(s);
  - b. exercise space;
  - c. computer labs;
  - d. libraries;
  - e. music rooms;
  - f. art rooms;
  - g. drama classes;
  - h. special education classes;
  - i. science labs (as appropriate);
  - j. spaces for traditional, cultural activities;
  - k. spaces for Elders;
  - l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;
  - m. general purpose classrooms; and
  - n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Funding was made available to NNEC and MFNM to conduct school evaluations of DFC High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the MLC to assess program quality and identify immediate

infrastructure needs.

Funding has been provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. The results of these studies will inform discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies will include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues.

First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department's School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility.

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

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

ISC provides funding to First Nations-operates schools for instructional services through a core-formula, which is not proposal based. Through the co-developed approach that Canada has been working on closely with the AFN, the Chiefs

	<p>Committee on education, and the National Indian Education Council, the Department will fundamentally reform the way it funds elementary and secondary education commencing in 2019-2020. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, plus additional enhancements that address the specific needs and priorities of First Nations, including operators of and service providers to off-reserve schools.</p> <p>In 2019-2020, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.</p>
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**RECOMMENDATION 54**

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

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	

<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response provided as in recommendation 53.

### RECOMMENDATION 55

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

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

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

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

### RECOMMENDATION 56

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

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

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

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

### RECOMMENDATION 57

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM

<b>DETAILS PROVIDED BY PARTY</b>	Same response provided as in recommendation 53.
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**Note:** Although Canada has provided DFCHS with funding to complete a site analysis, there is no mention of whether a corresponding report has been completed.

### RECOMMENDATION 58

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

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

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

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

### RECOMMENDATION 59

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

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

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

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

### RECOMMENDATION 60

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

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

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

### RECOMMENDATION 61

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

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

## RECOMMENDATION 62

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

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

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

	<p>provincially-led Working Group on Reciprocal Education Agreements.</p> <p>ISC provides funding to First Nations-operated schools for instructional services through a core formula, which is not proposal-based. Through “Education Transformation”, an interim formula will be put in place in 2019-2020 that is stable, predictable, based on provincial comparability and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.</p>	<p>(ESA)/RESA Working Group (Working Group) was established. The membership of the Working Group includes representatives from First Nations across Ontario, Trustee and School Board associations and the Ministry.</p> <p>To date, the Working Group has met on five occasions: October 2017, December 2017, January 2018, February 2018 and April 2018.</p> <p>In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by:</p> <ul style="list-style-type: none"><li>• In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and,</li><li>• In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee.</li></ul> <p>Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to</p>
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		support the implementation of the REA approach. The Working Group has started working on implementation considerations for the REA.
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### RECOMMENDATION 63

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented	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
<b>GRADE</b>		
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	i. Canada provides tuition rates for students to attend First Nations schools off-reserve that are based upon local school board rates, and updated annually. Through the co-developed approach that Canada	For recommendation 63.ii., EDU continues to offer all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.

	<p>has been working on closely with the AFN, the Chiefs Committee on education, and the National Indian Education Council, the Department will fundamentally reform the way it funds elementary and secondary education commencing in 2019-2020. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, plus additional enhancements that address the specific needs and priorities of First Nations, including operators of and service providers to off-reserve schools.</p> <p>ii. Not applicable to the agency assigned, however, Canada is supportive of partnerships and tripartite agreements to share resources between school boards and First Nations-operated schools, which allow opportunities for professional development of staff. Through its Education Partnerships Program, staff at First Nations-operated schools are supported to participate in professional development exchanges, as proposed, through its Education</p>	<p>EDU hash continued to participate with partners at the Inquest Education Table to address further opportunities for information sharing, professional development, and resource sharing opportunities that are identified.</p>
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	<p>Partnerships Program. These opportunities allow for greater access to professional development for all, as critical knowledge of best practices and cultural competency are shared between district school boards, First Nations elders, students, and First Nations school-operators as well.</p> <p>iii. The Department supports First Nations-operated schools to employ certified teachers through the band-operate funding formula, as well as specific program funding to increase teacher salaries in many band-operated schools. Through Budget 2016, a 10% increase was provided to all eligible recipients of the Band-Operated Funding Formula. In addition to core funding provided for teacher salaries and professional development, the Department also support teacher recruitment and retention activities through the New Paths for Education Program. In the longer term, Canada is committed to transforming its support for First Nations education by establishing a new fiscal relationship for First Nations education. In taking steps to fulfill this commitment, ISC has worked with AFN, the Chiefs</p>	
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Committee on Education, and the National Indian Education Council to develop a new funding formula for First Nations education. Based on work to date, the Department will be fundamentally reforming the way it funds elementary and secondary education, commencing in 2019-2020. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, which will include all grants available in the provincial system for teacher recruitment and retention. Additional enhancements that address the specific needs and priorities of First Nations can be considered through regional education agreements, including teacher recruitment and retention.

(A-C) Through its Post-Secondary Support Program, Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at

the post-secondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority. Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, there are a number of post-secondary institutions, mainstream and Indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program.

In addition to post-secondary applications through the Skills

	<p>Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the workplace, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.</p> <p>ISC is not affiliated with the Teach for Canada program, and therefore does not have authority over program design. The Department is aware that some First Nations communities access this program.</p>	
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**RECOMMENDATION 64**

In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to

develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, provide on-going, predictable and reliable funding to ensure that there is an appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MLC students starting for the 2016-2017 school year, including:

- i. appropriate ratio of education assistants to students;
- ii. appropriate number of Elders (male and female) to be available during school hours;
- iii. dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students;
- iv. curriculum development that supports language, culture and traditional activities;
- v. regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;
- vi. additional staff member or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land based learning;
- vii. funding for land-based learning; and
- viii. funding to facilitate the development and implementation of Ojibway/Cree immersion programming.

<b>PARTY</b>	<b>CANADA</b>	<b>NNEC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented  1A – Recommendation will be implemented	3 – Unresolved issues	Accepted	1 – Recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>				
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	In support of First Nations control of First Nations education and wellness, Canada has encouraged First Nations parties to the inquest to identify what actions and supports	While we have received resources for a number of these important features from Canada’s “New Paths for Education Program” NNEC is still forced to pursue predominantly proposal	With the increase of funding that was secured for the 2017/18 school year, there have been extra cultural and educational resources/support	MLC does everything within its power to meet cultural needs of students – extremely difficult with limited funding.  MLC does not receive

	<p>they require to meet their identified needs and are working with them to support those priorities.</p> <p>Through Budget 2016, the Choose Life Initiative, and by mobilizing other resources, Canada has supported a number of specific activities identified by First Nations parties to the Inquest that correspond to recommendations 64-68, including:</p> <ul style="list-style-type: none"> <li>• Increased guidance and counselling allocations, which has allowed all First Nations education organizations in Ontario Region to improve direct student supports in accordance with their priorities;</li> <li>• Doubled the number of trips home for students during the</li> </ul>	<p>based funding to address the highly important cultural needs of students that attend NNEC schools.</p> <p>In particular, PFFNHS continues to be in dire need of dedicated space for Elders to spend time with students.</p> <p>Whereas this recommendation suggests that this commence for the 2016-2017 school year, NNEC is still advocating for ongoing, predictable, and reliable funding to cover the costs of these needs heading into the 2018-2019 school year.</p>	<p>staff available to our students. KO continues to identify and justify the need for on-going, predictable and reliable funding to continue these services and for staff retention.</p> <p>KO believes it is imperative for a student's well-being and identity that they retain their language, cultural knowledge and connection to the land while away from home to attend school. The development of our Land Based Programming and the activities being provided by the Land Based Coordinators (2 – based in Sioux Lookout and Thunder Bay) is essential to the cultural and well-being needs of our students. KO has used the funding available to</p>	<p>predictable and reliable funding – funding is year-to-year and proposal based.</p> <p>To date, MLC has not received any funding of any kind to secure:</p> <ul style="list-style-type: none"> <li>• Education Assistants;</li> <li>• Elders;</li> <li>• Dedicated space for Elders;</li> <li>• Regular professional development to support teachers to incorporate traditional language, culture and activities in day-to-day teaching; or</li> <li>• Curriculum development to support language, culture and traditional activities; or</li> <li>• Ojibay/Oji-cree immersion programming.</li> </ul>
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	<p>school year from 4 to 4, which has benefitted all students in NAN communities</p> <ul style="list-style-type: none"> <li>• Start-up costs for academic programming through NNEC's Wahsa internet high school</li> <li>• Critical Thinking Consortium phases at MLC</li> <li>• Vehicles for land-based learning excursions</li> <li>• Document translations</li> <li>• Social workers, Psychologists, Mental Health Workers, and Psychiatric services in schools</li> <li>• Culture and Land Based programming</li> <li>• School nurses</li> <li>• Tele Mental Health/Video conferencing</li> <li>• Foot Patrol program</li> <li>• Salaries for on-call</li> </ul>		<p>develop programming that fits the capabilities of the Elder's involved in providing support to our students. There have been various activities at the DFC, PFC, Sioux Lookout and Dryden sites that are guided by our Elders and students have been able to access them on a regular basis. This connection is a significant support to students while they are away from home. The Elder's use of language with our students and the promotion of language use is an important part of a young person's identity.</p> <p>KO was successful in receiving funding for the development and implementation of Ojibway/Cree</p>	<p>Funding was provided in 2016/2017 for a cultural worker – it is unclear if this funding will continue in 2017/2018.</p> <p>2016/2017 – Canada gave MLC \$30,000 to develop land-based out-door recreation credit – the program was developed, however, it is unclear whether funding will continue.</p> <p>MLC is currently in discussions with Canada and Ontario – If the discussions are successful, MLC will be able to implement this recommendation. MLC needs funding.</p>
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	<p>workers, their transportation, their supplies, their training, and a coordination unit</p> <ul style="list-style-type: none"> <li>• Student life skills training</li> <li>• Cell phones and personal safety devices to improve communication between students, families and school staff</li> <li>• Clothing and academic material costs</li> <li>• Furnitures costs for Pelican Falls student residences</li> <li>• Learning Kitchen start-up costs</li> <li>• Outdoor Learning facility start-up costs</li> <li>• Prime worker salaries</li> <li>• Recreational programming and equipment</li> <li>• An extra-curricular and outreach strategy</li> <li>• Tutoring programs</li> </ul>		<p>immersion programming for the 2018/19 academic year. The Native Language teachers (2 – based in Sioux Lookout and Thunder Bay) will be tasked with the development curriculum in collaboration with land-based lessons and program staff.</p>	
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	<ul style="list-style-type: none"><li>• Art programming and supplies</li><li>• Staff training initiatives</li><li>• Peer Mentorship Programs</li><li>• Youth Leadership Training (course development and implementation)</li><li>• Youth co-ordinators</li><li>• Cultural workers</li><li>• Missing person protocol training and equipment</li><li>• Supporting the cultural needs of students through coordinated active-wellness living program develop by KO, Shibogama First Nations Council, Windigo First Nations Council, Independent First Nations Alliance, and NNEC and funded through Choose Life. The program is addressing systemic and pressing issues such as prescription</li></ul>			
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	<p>drug abuse, residential school inter-generational trauma, suicide, language and culture loss through diverse active-wellness living opportunities.</p> <p>Canada will continue to work with First Nations parties to the Inquest in parallel to Education Transformation to ensure their specific needs and priorities are met.</p>			
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**Note:** NNEC, KO, and MLC receive passing grades for recommendation 64 as they report to actively work with Canada to secure funding for the staffing and programs mentioned in this recommendation. In order for Canada to receive a passing grade in the future, the requirements of this recommendation must be fully implemented by NNEC, KO, and MLC.

**RECOMMENDATION 65**

All intake forms, behaviour contracts, report cards and any other documentation that is given to the parents regarding their

children should be provided to them in their preferred language.

<b>PARTY</b>	<b>NNEC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	Accepted	3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>NNEC has acquired funding through Ontario’s “Indigenous Language Fund” to hire two full time Indigenous Language Leads for the 2018-2019 and 2019-2020 school years whose main purpose will be to translate all intake forms, behaviour contracts, report cards and any other documentation that is given to the parents regarding their children to ensure that this information is provided to them in their preferred language.</p> <p>The Indigenous Language Leads will also help to translate during trips to our Northern communities; develop new tools, resources and training techniques to</p>	<p>KO has reviewed and revised the identified forms and they have been translated in the three dialects of the KO First Nations: Hudson Bay Cree, Oji-Cree and Ojibway.</p> <p>As new programming is implemented, our policies and procedures are being created and/or revised to reflect these programs/services.</p> <p>It’s important to share program information and policies with parents/communities and to have these documents translated to their dialect. It’s particularly critical to translate these documents for Elder’s who work in an advisory or programming capacity with our program.</p> <p>This recommendation should be</p>	<p>MLC cannot implement this recommendation in a timely way without additional funding.</p>

	<p>ensure a revitalization of Indigenous language throughout NNEC programs, identify professional language development opportunities for NNEC staff and students, and act as a Teacher's Assistant in our Indigenous Language classes during the time they are not being utilized to translate important documents.</p> <p>Canada has also supplied one-time funding towards the initial implementation of this Recommendation.</p> <p>NNEC is hopeful that these crucial positions will be part of a new core funding framework if proposal based funding is phased out.</p>	<p>considered for long-term/core funding.</p>	
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**RECOMMENDATION 66**

In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and in

recognition of the unique challenges that they face due to exposure to adverse socio-economic circumstances prior to arriving in Thunder Bay, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, immediately provide adequate funding separate from core institutional funding required to ensure that there is an appropriate complement of qualified staff and programming to address the needs of DFCHS, PFFNHS and MLC students starting in the 2016-2017 school year, including:

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

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

## RECOMMENDATION 67

In order to improve education and health outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, provide on- going, predictable and reliable funding required to ensure that there is an appropriate staff complement and programs to address the recreational needs of DFCHS, PFFNHS and MLC students, including:

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Canada is committed to working with First Nations education providers to ensure students are well-supported and have access to extra-curricular opportunities while obtaining education off-reserve. To this end, the Department has supported NAN through the EPP in the past two years, to develop an extracurricular and outreach strategy for students attending school off-reserve. ISC provides annual financial allowances to First Nations Education organizations based on student enrolment. In addition to financial allowances, the Department has provided specific funding to MLC and NNEC in the past two years for after-school art and recreation programming for students enrolled at MLC, DFCHS, and PFFNHS, as well as for education and graduation trips for students at NNEC schools, as proposed. The Department has also provided specific funding in 2018-2019 for recreational equipment and resources that support student learning and extra-curricular

	<p>endeavours such as funding for tutors, specific learning equipment at MLC, and supplies for academic programming at NNEC schools.</p> <p>Through “Education Transformation”, an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address the unique challenges faced by First Nations students, their schools, and communities.</p>
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### RECOMMENDATION 68

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

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

<b>PARTY</b>	CANADA
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	The Inquest highlighted how much needs to be done to ensure that students from northern Ontario First Nation communities are safe and well supported when they leave their community to complete their secondary studies. Budget 2016 investments included specific new funding to double the number of trips home for

	<p>students during the school year and increases to the monthly accommodation rates for students in boarding homes, as well as supporting all First Nation schools to retain crucial guidance and counselling services for their students. This funding has been maintained on an ongoing basis.</p> <p>With respect to trips to home communities, each student attending school in Thunder Bay is funded for a minimum of 4 trips home, which has been calculated based on real costs. First Nations have the ability to purchase group flights (i.e. charters) to reduce costs, from which savings can be utilized for any additional trips required home for community celebrations and emergencies. In order to help improve communications with home communities, the Department has provided funding to NNEC in each of the last two years to install fiber optic cables at Pelican Falls that will enable greater bandwidth.</p> <p>ISC has provided funding for cell phones and personal safety devices to improve communication between students, families and school staff. In addition, a working group has been struck, terms of reference drafted to determine if and how KNET can support increased telehealth services in schools.</p>
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**RECOMMENDATION 69**

In order to promote and preserve the connection between students, their families and to help ensure student safety, amend current policies to ensure that any parent or legal guardian who moves away from their home community to live

with their child/children while the child/children attend secondary school will meet the definition of “boarding parent” and will be entitled to receive the same stipend as a boarding parent.

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

### **RECOMMENDATION 70**

In order to provide all First Nations students living in Thunder Bay with reasonable travel time and safe transportation to school and access to all extracurricular activities, in consultation with NNEC, KO, DFCHS, and MLC, conduct an

assessment of funding required to ensure that DFCHS and MLC students have access to reasonable transportation while attending school or extracurricular activities. Funding should be adequate to cover:

- i. the purchase or lease of vehicles to transport students;
- ii. the appropriate number of qualified drivers to operate such vehicles;
- iii. insurance for vehicles;
- iv. maintenance and operating costs for vehicles; and
- v. the assessment of the feasibility of using a local school bus company.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>ISC provides ongoing, core funding for local transportation of students attending school off-reserve in Thunder Bay. Department officials have worked in collaboration with First Nations parties to the Inquest to identify additional transportation needs required. NNEC was able to purchase a new school bus during the 2017-2018 school year, to transport students within Thunder Bay. The Department has also provided funding specifically for the purchase, insurance, driver training, and maintenance, of local transportation vehicles. Additionally, in 2017-2018, the Department provided funding to NNEC for a vehicle to transport students for extra-curricular, land-based activities.</p> <p>Through “Education Transformation”, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities.</p>

### RECOMMENDATION 71

In order to ensure that any special needs or supports required for First Nations students are identified and addressed while attending secondary school in Thunder Bay, ensure that funding and resources are in place upon arrival of students

in Thunder Bay to identify:

- i. special education needs;
- ii. substance and/or alcohol abuse issues;
- iii. mental health issues; and
- iv. any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation.

<b>PARTY</b>	<b>CANADA</b>	<b>NNEC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented  1A – Recommendation will be implemented	1A – Recommendation will be implemented	KO accepts this recommendation where resources are available.	1 – Recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	ISC provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special	NNEC has been provided with funding for two school years (2017-2018 & 2018-2019) through Canada’s “Jordan’s Principle” program to support the acquisition of an Adolescent Psychiatrist, a Registered Psychologist, Clinical Psychological Services, as well as a Nurse Practitioner to provide further support to students attending	KO is currently in the development of a Circle of Care model for students who attend high school away from their families and home communities. This model will address mental health concerns, access to specialized services, continuity of care when at home/school, and educational/cultural supports that provide students with the	MLC works to assist students with special needs (special education, substance and/or alcohol abuse, mental health issues, and academic supports, among other needs).  In academic 2017/2018 MLC established major partnership with St. Joseph’s Care Group in order to help MLC deliver fully integrated

	<p>Education Program is student-specific and determined by a formula based on individual student requirements. This funding includes direct services including student assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario</p>	<p>DFCHS.</p> <p>With the success that we saw during the 2017-2018 program at DFCHS we have requested funding through Canada's "Choose Life" program for the 2018-2019 school year to mirror this initiative at PFFNHS which tends to face even more challenges than DFCHS as there are a major lack of services in comparison due to remoteness.</p> <p>NNEC is hopeful that resources for these essential programs will be part of a new core funding framework if proposal based funding is phased out.</p>	<p>continued land-based teachings of their families and communities. The model has been in development with internal departments and the identification of service gaps are still a significant concern. While there has been significant funding for these services, the funding continues to be proposal-based and is not reflective of Rec. # 7 and its statements. KO continues to identify students with unmet needs and assists their families to secure access to needs services and supports comparable to those available to other children living in the same jurisdiction in a timely manner. To effectively collect data of services being provided to date, KO is in</p>	<p>holistic student centered programs and services. Students undergoing comprehensive education, health and cultural evaluations. MLC staff being trained to provide mental health supports. Two new youth workers.</p> <p>In 2018/2019, students will have access to:</p> <ul style="list-style-type: none"> <li>- Therapeutic Recreation</li> <li>- Nurse Practitioner</li> <li>- Mental-Health and Addiction Workers,</li> <li>- Psychologist,</li> <li>- Family Therapist, and</li> <li>- A psychiatrist.</li> </ul> <p>In 2017/2018 academic, MLC received funding for Mental Health Workers who provide assessments and after car and daily student access to walk-in and appointment based counselling.</p>
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	<p>First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated through “Education Transformation”.</p> <p>Canada is supportive of this recommendation and has provided funding through Jordan’s Principle and Choose Life to support student assessments upon arrival in Thunder Bay. ISC is also working with Education Organizations and the province to improve the coordination of existing services to ensure that student information (ie. health records, previous assessments) are available to schools and education organizations</p>		<p>progress of implementing a database that would provide the analytical information necessary to identify the service needs of our students, and it would also ensure the privacy and security that is legislated when providing these services. The Mustimuhw Community Electronic Record (cEMR) will be implemented in July 2018 complete with staff training and data migration. This platform will allow for efficient communication between key staff and service providers whether the student is at home or in school. An information sharing/transition of services process will be developed internally.</p>	<p>MLC became official member of Thunder Ba Situation Table in academic 2017/2018 – this process has successfully helped students.</p> <p>Mental health education is integrated weekly through “Wellness Wednesday”.</p> <p>MLC has two Elders who help students with alcohol/substance related issues and mental health distress.</p> <p>MLC still required special education program funding – this has not yet been received.</p> <p>MLC continues to engage in discussions with Canada, Ontario and others for necessary funding.</p>
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	at the start of the school year.			
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### RECOMMENDATION 72

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

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Through the Education Partnerships Program, ISC has provided funding to NAN for each of the last 3 years to run orientation sessions in Thunder Bay for new students to the city to get acquainted with community service providers. Through the same program, NAN also runs boarding home parent training in order to equip boarding home parents with the knowledge and expectations to adequately support their board-in students.</p> <p>Canada has also begun supporting co-ordinated on-call workers services for education service providers. NAN has used some of this funding to set up a call in line for any student in a distressful situation, so that their request can be triaged to their appropriate support worker. In 2018-2019, ISC has also provided resources specifically to support the salaries on prime worker positions for each organization</p>

	supporting students attending school in Thunder Bay and Sioux Lookout.
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### RECOMMENDATION 73

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

- i. resisting negative peer pressure;
- ii. reporting incidents of racism;
- iii. encouraging students to attend school and apply themselves to their studies;
- iv. reporting concerns regarding boarding homes;
- v. promoting healthy lifestyles; and
- vi. organizing activities to reduce risk factors.

<b>PARTY</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	Accepted	3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	NNEC has acquired funding through Canada to develop a Peer Mentor program that will be effective for the 2018-2019 School Year, so that older more experienced students will help younger students transition to life away from home in a large urban centre.	KO established a Peer Mentor program in September 2017 and is ongoing. First year students were partnered with senior students to provide support while adjusting to the school, boarding home and the city. This program is ongoing and will continue each school year. There was significant	MLC has received some resources to provide new students with formal peer mentors.  MLC continues to increase training and workshops for students to assist them with day-to-day issues. For example: - PARTY program offered by the

	<p>The program will be managed by our new Transition Coordinator and will help deter new students from high-risk behaviour, encourage new students to resist negative peer pressure, help to understand how to deal with potential incidents of racism, encourage students to attend school and be successful in their studies, report any concerns regarding boarding home accommodations, and help to encourage new students to pursue a healthy active lifestyle. This program will act as an added layer of support for students transitioning to life outside of their home communities.</p> <p>Peer Mentors will feel a sense of pride as they develop their leadership skills and help to guide the younger generation of students towards making positive life choices as they acquire credits towards their Ontario Secondary School Diploma away from home.</p>	<p>success of the program in the last school year as it provided additional comfort and guidance to first time students.</p> <p>Partnering students with a Mentor will be based on common interests, favorite subjects, personalities and other criteria that will create an ongoing support for new students as well as a positive sense of responsibility with senior students.</p> <p>Our Transition Worker works hand-in-hand with the Retention Coordinator, Tutors, Student Support Workers and the Active Wellness Coordinator to develop workshops/activities and to address and encourage students on a daily basis.</p> <p>KO developed the Dryden Boarding Home Pilot House for the 2017/18 Academic Year. The Boarding Home Parents worked diligently to cover these areas and incorporated programming to assist.</p> <p>Two (2) new Boarding Home Pilot Houses will be in operation for</p>	<p>Hospital</p> <ul style="list-style-type: none"> <li>- TBPS meet with MLC students to discuss safety and police interaction protocol</li> <li>- Thunder Bay District Health Unit provided students with Safe Food Handling education and certification as part of their Outdoor Education Credit</li> </ul> <p>MLC staff conduct Wellness Wednesday as outlined in recommendations 71 and 117.</p> <p>MLC is working with City of Thunder Bay to increase recreational opportunities for students, see recommendation 107.</p> <p>MLC is currently engaged in discussions with Canada and Ontario with a view to ensure that MLC students receive peer mentoring, amongst other things.</p>
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		Fall 2018/19; one in Sioux Lookout that will house girls and a duplex in Thunder Bay that will cover both girls and boys, separately.	
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**RECOMMENDATION 74**

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

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

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

### RECOMMENDATION 75

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1A – Recommendation will be implemented	No party response.
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response provided as in recommendations 64-68.	EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.	No party response.

		<p>To date, KO, NAN, NNEC, and MLC have not included recommendation 75 in their workplans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p>	
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**Note:** No party has addressed having explored the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements.

### RECOMMENDATION 76

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

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

<b>PARTY</b>	<b>CANADA</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented 1B – Alternate recommendation has been implemented	1 – Recommendation has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM

<p><b>DETAILS PROVIDED BY PARTY</b></p>	<p>In 2017, the Department increased the boarding home accommodation rate to \$12,000 per student per school year, to be in line with provincial rates for accommodation.</p> <p>In each of the last two years, the Department provided funding to NAN to continue to provide Student Accommodation Provider training for all boarding home parents. The sessions including student accommodation providers secured by NNEC, Matawa, KO, and other NAN affiliated organizations requiring boarding homes, as well as funding to support “trainer-the-trainer” training for First Nation organizations to train any new accommodation providers that may be arranged after the larger training session occurred. Training included the outlining of minimum expectations to ensure student safety and well-being while attending school</p> <p>To further support the best practices and minimum expectations of student accommodation providers, the Department also provided KO and NNEC with funding in 2017 to review and update their current boarding home guidelines.</p> <p>Each First Nations education organization currently has its own best practices and policy guidelines for boarding home parents. The Department has secured agreement from the Inquest Education Table (Parties named in the</p>	<p>Recommendation is accepted and is completed. Boarding Homes:</p> <ul style="list-style-type: none"> <li>i) The First Nation education organizations have established a universal rate for their boarding home parents which eliminates competition for boarding homes among the organizations.</li> <li>ii) NAN conducts annual boarding home parent training using the information from the Student Accommodation Provider Guide developed through the EPP. This guide is constantly reviewed to ensure the information is accurate and up-to-date.</li> </ul> <p>Through discussions at the Education Table, it was agreed that Indigenous Services Canada will conduct an Ontario-wide Boarding Home Review for Recommendation 76 and 77.</p> <p>A Working Group on Boarding Homes will be created to increase the number of quality boarding homes for students attending school off-reserve, as well as enhance and standardize the procedure for the screening and approval of boarding homes. Regular meetings will be held throughout 2018/2019 to evaluate the current boarding home procedures and previous training that has occurred. NAN is currently working with Indigenous Services Canada on setting up the working group. Discussions have taken place with the NAN Education Committee.</p>
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	<p>Inquest) to work with the broader NAN Education Committee to undertake a review of the Boarding Home Placement system, which will inform and standardize expectations across all organizations and the Region.</p> <p>The ultimate goal of the review will be to ensure students who leave their communities to attend school are housed in safe, supportive homes. The review will examine all aspects listed within this recommendation.</p>	
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### **RECOMMENDATION 77**

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

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

iii. minimum standards for written policies and procedures relating to screening and approval of boarding parents and homes.

<b>PARTY</b>	<b>CANADA</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented 1B – Alternate recommendation has been implemented	1 – Recommendation has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Same response provided as in recommendation 76.	<p>Recommendation is accepted and completed.</p> <p>Boarding Homes:</p> <p>i) NAN utilizes the Student Accommodation Provider Guide to inform boarding parents of the minimum acceptable standards. The training is reviewed by NAN after each training session to confirm the training is relevant and meet the requirements for ensuring student safety. Evaluation forms are provided to participants to obtain feedback on the training received which informs revisions.</p> <p>ii) This is the responsibility of each organization/First Nation entering into Boarding Home agreements.</p> <p>iii) First Nation Education Authorities have their own screening standards. This is to be part of the Ontario-wide Boarding Home Review.</p> <p>Please note: the Sioux Lookout Inter-Agency</p>

		<p>working group, which consists of NNEC, KO, Shibogama, Windigo and IFNA agreed to a standard boarding home rate. The standard boarding home rate also applies in Thunder Bay. However, individual First Nations administering their own boarding home program set their own rates.</p> <p>Once again, through discussions at the Education Table, it was agreed that Indigenous Services Canada will conduct an Ontario-wide Boarding Home Review for Recommendation 76 and 77.</p>
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### RECOMMENDATION 78

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented 8 - Content or intent of recommendation is already in place (regarding some health services)
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p><b>Income Support</b></p> <p>i. Complete - A collaborative approach has been established with Nishnawbe Aski Nation (NAN) to advance engagement with all relevant partners on this recommendation.</p> <p>ii. Complete - MCCSS is leading the development of an inventory of income support, housing, health, and recreation services in the Thunder Bay for students relocating to Thunder Bay to attend school. To date, a number of Indigenous partners and stakeholders have provided information regarding community based programs and services related to this recommendation.</p>

- iii. In progress - The inventory of programs and services is being updated with stakeholders and available in order to incorporate each organization's related resources.
- iv. In progress- MCCSS is reviewing and analyzing potential policy changes within social assistance to increase supports for First Nations youth who leave their community and their families to attend high school.
- v. In progress - The Regional Multicultural Youth Centre (funded by the Ministry of Tourism, Culture, and Sport, and referenced in recommendation #101) will be included in the inventory of programs and services. The Centre has been engaged at the community level.
- vi. In progress - Ministries have also been participating in NAN-led meetings on this recommendation. An early action area identified, relates to student transit with a focus on collaboration among the City of Thunder Bay, city transit, First Nations education providers and NAN. A scheduled meeting led to an agreement to introduce subsidized semester bus passes. The subsidized semester bus pass program is considered a pilot until the end of the 2017/18 school year. A report will be presented to the City of Thunder Bay Council in the spring.

**Health - In progress**

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

**Education – In progress**

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

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

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

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

**Rent Geared to Income – In progress**

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

**Youth and Community Wellness – In progress**

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

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

- Hiring a Transitional Support Worker for Dennis Franklin Cromarty High School Students to help them with post-secondary applications and funding process requirements.
- Expanding recreational programs through Right To Play's Hockey for Development Clinic in Fort Severn, extending the Promoting Life-skills in Aboriginal Youth (PLAY) program to more than 60 First Nation communities;
- Funding Jays Care Foundation's youth champions in James Bay Coast and

	<p>Grand Council Treaty 3 communities to lead activities and events in their communities;</p> <ul style="list-style-type: none"> <li>• Supporting Indigenous youth to plan and establish a youth leadership forum;</li> <li>• Supporting Indigenous youth engagement in community projects on environmental, social, spiritual, and physical well-being through the Ontario Indigenous Youth Partnership Project; and,</li> <li>• Creating activities and safe spaces for Indigenous youth through dance at Dennis Franklin Cromarty high school and surrounding communities through Outside Looking In.</li> </ul>
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### RECOMMENDATION 79

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>MLC identified this recommendation as a priority and requested funding to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. MLC identified the goal of this funding to increase student attendance, participation, and learning experiences. EDU provided the requested funding to MLC.</p> <p>To date, KO, Nishnawbe Aski Nation (NAN), and Northern Nishnawbe Education</p>

	<p>Council (NNEC) have not included recommendation 79 in their workplans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p>
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### RECOMMENDATION 80

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	No response provided in 2018.
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Formal engagements started in January 2018 and were completed in April 2018 with Indigenous Healing and Wellness Strategy (IHWS) partners and service providers, including Nishnawbe Aski Nation (NAN). MCCSS is using the results of these engagements on program amendments and to inform options for youth mentorship approaches through IHWS.

### RECOMMENDATION 81

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

- i. recognition, management and care of intoxicated students;
- ii. crisis intervention;
- iii. suicide prevention; and
- iv. first aid, including cardiopulmonary resuscitation.

<b>PARTY</b>	<b>NNEC &amp; DFC</b>	<b>NAN</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1A – Recommendation will be implemented	Accepted - KO accepts this recommendations where resources are available.	1A – Recommendation will be implemented 3 – Unresolved issues 5 – Not applicable to agency
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	NNEC staff currently receive First Aid training, On-Call training, and Applied Suicide Intervention	Recommendation is accepted and pending.  NAN will implement the recommendation as it	KO has conducted training as identified in this recommendation and this is ongoing for any new Boarding Home	<b>Because MLC does not operate boarding homes, it is likely not the correct party to train</b>

	<p>Skills Training (A.S.I.S.T.) to ensure that our staff and boarding home parents are best equipped to ensure the safety of our First Nations students while they are away from their communities for school.</p> <p>NNEC has received additional funding through Canada to continue to pursue training opportunities that allow NNEC staff and Boarding Home Parents to be best prepared in crisis situations in order to provide the most comprehensive support for our students. We are hopeful that there will be continue to be resources available in a new core funding framework for this crucial training if proposal based</p>	<p>applies to the safety of First Nation students attending school on-reserve and will assist with the harm reduction training delivery to boarding home parents off-reserve by Fall 2018.</p> <p>NAN has developed a work plan to conduct harm reduction training for frontline staff and others using an Instructors Training model to train instructors at the community level. The “NAN safeTALK and ASIST Program” will be created to address training in crisis intervention and suicide prevention. NAN will work with government partners to ensure annual training takes place.</p> <p>The work plan includes training in First Aid and CPR. Training frontline staff will allow for the safe management and</p>	<p>Parents or Staff. Additional training for Staff:</p> <p>Wilderness First Aid, Mental Health First Aid, Confidentiality and Duty to Report, Bullying/Cyber-Bullying, Missing Student Protocol Guide, Lakehead Search and Rescue Training, cEMR Database Management, CTRL: Counselling Certificate Training, Land Based &amp; Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, and Case Note/Incident Reporting.</p> <p>KO believes that ongoing training is imperative for student well-being and success. KO will continue consultation with staff and boarding home parents to determine areas of training for this coming year.</p>	<p><b>boarding parents.</b></p> <p>Parts of this recommendation have been completed and parts of this recommendation are in the process of being implemented.</p> <p>At this time, MLC does not operate a boarding home.</p> <p>MLC has received some funding for staff training which meets part of this recommendation.</p> <p>MLC staff have completed the following training in these areas in academic 2017/2018:</p> <ul style="list-style-type: none"> <li>• Applied Suicide Intervention Skills Training</li> <li>• Mental Health First Aid Training</li> <li>• Assessing Suicide in Kids Training</li> <li>• Naxolone Training</li> </ul>
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	<p>funding is phased out.</p>	<p>care of intoxicated students. NAN will work with government partners to ensure annual training takes place.</p> <p>Funding will be pursued in 2018-2019 for costs associated in implementing the recommendation.</p> <p>It is acknowledged that some people in the community may already be trained in crisis intervention and suicide prevention as various organizations or agencies, such as ORNGE, have provided some emergency response training in the past.</p>		<ul style="list-style-type: none"> <li>• First Aid which includes Wilderness First Response and White Water Rescue Training</li> </ul> <p>MLC is currently engaged in discussions with Canada and Ontario and others with a view to ensuring that MLC staff and students receive the training and support they need to help MLC students. If these discussions are successful, MLC will be in a position to implement this recommendation. However, in the absence of additional funding and other support from both Canada and Ontario, it will be very difficult for MLC to fully implement this recommendation.</p>
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### RECOMMENDATION 82

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

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Canada is committed to ensuring students are safe while living in Thunder Bay to attend secondary schools. In the interest of supporting this goal, funding was provided to NAN in 2017 to develop a Student Safety Brochure and Urban Living Curriculum, which would be distributed to all NAN students. In addition, NAN has received EPP funding to support a Student Safety Working Group comprised of multiple-interagency members who meet regularly to discuss on-going issues, missing students and other extreme circumstances. The Student Safety Working Group also reviewed the Missing Student Protocol, Student Safety Protocol, and Photo Student Data Base documents which were develop by NAN via funds provided by Canada. NAN was also provided with funding in 2018-2019 for a Student Safety Facilitator to work with other staff/supports to implement strategies and activities outlined by the Student Safety Working Group.

	Through Choose Life, ISC has provided funding to several education organizations to train staff and students, e.g. suicide prevention training, mental health First Aid, and CPR.
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### RECOMMENDATION 83

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

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

<b>PARTY</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	Accepted	1 – Recommendation has been implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	DFCHS currently has a partnership with Dilico that enables two of their “Youth Outreach Workers” to continue	KO invites individuals from various life experiences, including community-based individuals, to talk to the students about the	<ul style="list-style-type: none"> <li>• MLC works with community partners to ensure students are provided with information surrounding the risks of</li> </ul>

	<p>to run an after school program to provide support, educate, and increase the awareness among students about the consequences of high risk behaviour. This program also continues to facilitate activities at the school to keep our youth engaged and conversely away from high risk behaviour. Each semester students are also involved in the “Prevent Alcohol &amp; Risk-related Trauma in Youth” (P.A.R.T.Y.) program at the Thunder Bay Regional Health Sciences Centre, which helps to act as a strong deterrent of high-risk behaviour.</p> <p>Ontario Native Women’s Association (ONWA) also continues to work with DFCHS to provide after school programming to increase awareness of high-risk behaviour among the youth while offering other after school alternatives for youth to engage in, though this programming is more intermittent.</p> <p>NNEC is continuing to pursue and build additional partnerships</p>	<p>effects of alcohol/drugs and to encourage healthy role models/lifestyles.</p> <p>Workshops and sharing circles are held regularly at each of our sites and topics vary depending on the needs of the students.</p> <p>KO, in partnership with the TBRHSC P.A.R.T.Y. Program, hosts monthly seminars via videoconference and students are welcome to share any questions following each.</p> <p>Ongoing information sharing and awareness of new dangers (drugs/lethal substitutes) that are flagged by the TBDHU. Staff continually seek information on these items and there is ongoing communication to the Boarding Home Parents and to students.</p>	<p>alcohol, substance, and solvent use.</p> <ul style="list-style-type: none"> <li>• Community partners have provided the following free workshops for MLC staff and students in 2017/2018: <ul style="list-style-type: none"> <li>○ Alcohol and Risk-Related Trauma in Youth (delivered by PARTY Program – Thunder Bay Regional Hospital);</li> <li>○ Indigenous Party Program (delivered by PARTY Program – Thunder Bay Regional Hospital);</li> <li>○ Harm Reduction (delivered by Baysafe);</li> <li>○ Naloxone Training (delivered by Elevate);</li> <li>○ Thunder Bay Situation Table;</li> <li>○ St. Joseph’s Care Group;</li> <li>○ Thunder Bay Drug Strategy.</li> </ul> </li> <li>• MLC staff which now includes Elders, Mental</li> </ul>
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	to provide additional services to keep our youth safe and well informed.		Health Workers, Student Support Workers, and a Guidance Counsellor have regular ongoing discussions on these issues with students.
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### RECOMMENDATION 84

In order to allow students to continue their education in Thunder Bay while dealing with substance or alcohol issues, in consultation with local community partners, NNEC, KO and MLC should continue to develop harm reduction programs to address alcohol and substance use by students at their schools. The development of such programs should consider including a day program (if necessary) or a course option or students at the school. Canada should sufficiently fund NNEC, KO and MLC for these activities.

<b>PARTY</b>	<b>CANADA</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1A – Recommendation will be implemented	Accepted - KO accepts this recommendation where resources are available.	1B – Alternate recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Choose Life is supporting harm reduction programs, traditional/land-based teachings, increasing	Proposal based funding through Canada’s “Jordan’s Principle” program allowed for a number of important	KO students have access to a “suboxone program” at DFC and staff access the services that are provided by the	Unresolved issues around funding severely limit MLC’s ability to implement. MLC wishes to accept

	<p>opportunities to participate in sports, art, music, and other recreational programming. Combining these activities will help to ensure a better quality of life for First Nation students while they are living away from home or school.</p>	<p>services to be provided to our youth which helped to inform and develop harm reduction programs at DFCHS during the 2017-2018 school year.</p> <p>With the help of our primary care team which included a Nurse Practitioner and our Registered Nurse, our tertiary care team which consisted of an Adolescent Psychiatrist and Psychologist, and daily Counselling for our youth we were able to collect an array of pertinent data which helped to inform Student Care Plans. These additional services made an enormous difference in particular in helping us to stabilize youth with mental health issues and mental illnesses. Statistics show that once mental health challenges were addressed these students were far more successful in their studies.</p>	<p>DFC Medical Team.</p> <p>KO has previously had students attend an intensive therapy session in Sault Ste. Marie, as an alternative intervention option for students. Staff are currently developing a well-being and land-based intervention program for students that will assist in stabilizing their physical/emotional /spiritual/well-being needs while allowing them to continue their education.</p> <p>KO will continue to explore alternative intervention options where resources are available. Initial consideration to combine this with Recommendation # 114 was proposed, however, due to licensing issues with MCYS and funding restrictions with NW LHINs, it is not an</p>	<p>and implement the recommendation; however, in the absence of stable funding and removal of government barriers, MLC cannot fully achieve this recommendation.</p> <p>Currently, MLC works closely with community partners to address substance or alcohol issues for students. MLC makes every effort to accommodate students to complete their studies at the same time that they address substance and/or alcohol issues.</p> <p>To date, MLC has received some funding to address this recommendation but continues to encounter barriers in accessing programming and resources which will support students.</p>
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		<p>NNEC is requesting proposal based funding through Canada’s “Choose Life” program in order to pursue proper data management systems to track student’s behaviour to better inform the development of harm reduction programs. Once funding is acquired, NNEC will utilize this information to ensure that we are continuing to provide the best possible harm reduction program suited to the needs of each individual student.</p> <p>While proposal based funding has helped to set the precedent of the support that many of our youth need to be successful, NNEC is reliant on on-going, predictable, and reliable funding that will help to support these crucial supports at both DFCHS and PFFNHS.</p>	<p>option.</p> <p>The implementation of this recommendation is ongoing for a long-term solution.</p>	<p>MLC has strengthened existing partnerships and embarked on new partnerships aimed at addressing alcohol and substance use by students. However, without removing barriers it is very difficult to implement this recommendation.</p> <p>MLC is currently engaged in discussions with Canada and Ontario and others with a view to ensuring that MLC students receive the care and support they need to complete their studies. IF these discussions are successful, MLC will be in a position to implement this recommendation.</p>
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### RECOMMENDATION 85

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

<b>PARTY</b>	<b>NNEC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	Accepted	1B – Alternate recommendation has been implemented 3 – Unresolved issues 4B – Rejected due to lack of resources
<b>GRADE</b>			
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM

<p><b>DETAILS PROVIDED BY PARTY</b></p>	<p>NNEC currently explores whatever alternatives are available to allow students to receive the assistance they need which will still enable them to pursue their studies rather than be sent home to their communities.</p> <p>Once NNEC is able to secure ongoing, predictable, and reliable funding to develop more comprehensive Student Care Plans for students that suffer from alcohol and/or substance abuse issues, NNEC will be more apt to explore additional alternatives to sending these students home due to their health and safety issues.</p> <p>Ongoing conversations with important community partners such as the Centres for Addiction and Mental Health, Dilico, and St. Josephs Care Group continue to be pivotal to the development of this framework and consequent treatment programs.</p>	<p>KO continuously engages with community partners to access services for the students. Initial actions were to consult with community partners and develop intake protocols for our students.</p> <p>KO will conduct further research and consultation with community partners to streamline/facilitate intake protocols so our students may have ease of access to services.</p> <p>KO also believes strongly in alternatives to mainstream services and utilizes the Elders and Land Based programming as an alternative method of therapy for at risk students.</p>	<p>MLC wishes to accept and implement the recommendation; however, in the absence of stable funding, MLC will not be able to achieve this objective.</p> <p>MLC has strengthened existing partnerships and embarked on new partnerships aimed at addressing alcohol and substance use by students.</p> <p>In academic 2017/2018, MLC has established a major partnership with St. Joseph's Care Group for the purpose of helping MLC to deliver fully integrated holistic student centered programs and services (see recommendation 71). Students will have access to treatment programs and the following supports through our partnership with St. Joseph's Care Group:</p> <ul style="list-style-type: none"> <li>- Therapeutic Recreation</li> <li>- Nurse Practitioner</li> <li>- Mental-Health and Addiction Workers,</li> <li>- Psychologist,</li> <li>- Family Therapist, and</li> <li>- A psychiatrist.</li> </ul>
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**Note:** All parties attempt to ensure that students with addictions issues are not sent home before the conclusion of their studies, however, additional funding from Canada is required for NNEC and MLC. KO does not report that they require additional funding, while they mention it in many other recommendations.

### RECOMMENDATION 86

In order to increase awareness of DFCHS and MLC students regarding the risks associated with the purchase of alcohol through second party purchasers (“runners”), consider incorporating the Crimestoppers video made by DFCHS students into the orientation session held upon the arrival of new students in Thunder Bay each September. If the Crimestoppers video is not incorporated, include information in the orientation regarding the risks associated with the purchase of alcohol through second party purchasers.

<b>PARTY</b>	<b>NNEC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	Accepted	1B – Alternate recommendation will be implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	At the start of the 2017-2018 school year, DFCHS began to implement the usage of the DFCHS Crimestoppers Video each semester during student orientation which showcases the risks students face when coming into contact with second party purchasers of alcohol (runners). Further discussion around these risks continue to be undertaken after viewing.	A copy of the DFC Crimestoppers video will be incorporated into KO orientation.  KO will invite LCBO during the orientation sessions. Potentially, a video is to be produced on successes of the students. The video is intended to promote educational awareness.  KO Staff continue to be vigilant in being aware of any potential dangers to students, including those individuals who may	MLC, DFC, and LCBO are together creating a video which will address the risks associated with purchasing alcohol from runners.  In academic 2017/2018, MLC and LCBO conducted a focus group with MLC students which will help guide the messaging in the video.  MLC students are excited to create their own product and will use it in their orientation process

		cause harm through second party purchasers (“runners”). KO, MLC and DFCHS share information of any potential harms.	and information session going forward.
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### RECOMMENDATION 87

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>NAN</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	1A – Recommendation will be implemented	3 – Unresolved issues	1A – Recommendation will be implemented	Accepted	4B – Rejected due to lack of resources
<b>GRADE</b>						
<b>TIME FRAME</b>	LONG-TERM	LONG-TERM	LONG-TERM	LONG-TERM	LONG-TERM	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	With respect to continuing education, the	<b>Mental Health</b> The North West LHIN continues to	Recommendation is accepted in part and	Ontario has provided funding for	KO in currently in development of a sound	MLC wishes to accept and implement the

	<p>Department currently provides funding to the First Nation organizations to cover the cost of tuition fees for education programs provided off-reserve. In the event that a student is attending school off-reserve and must return home before school ends, the First Nations Band, Tribal Council, or education organization administering this tuition payment is responsible for using these funds to provide alternative, continuing education programming for this student while</p>	<p>work with various partners including those identified in this recommendation on access and coordination of mental health services for Indigenous peoples and communities, through ongoing collaboration in new investments in service, providing in-school mental health supports, and coordinating amongst health service providers.</p> <p><b>Education</b> NNEC indicated that \$50,000 in funding provided by EDU in support of implementation of recommendation 78 will also in part address the objectives of this recommendation, as this funding will be used to fund a</p>	<p>pending due to unresolved issues.</p> <p>The challenge with ensuring continuity of care for students is the lack of services and infrastructure available in communities. Additionally, there is a need to address the jurisdictional issues that arise when a student is moving between a provincial system and a federal system. Jordan's Principle helps to alleviate some of these jurisdictional issues, but it is not enough when a</p>	<p>the 2017-2018 and 2018-2019 school year to hire and retain a full-time Transition Coordinator to work with students who are sent back home due to health and safety concerns.</p> <p>An additional Mental Health Liaison is also required to ensure that community supports including but not limited to a health and mental health plan are in place prior to sending a student back to his or her</p>	<p>transition process and development of a 360 Circle of Care model that Staff/Boarding Home Parents/Community Workers will use as a guide to services.</p> <p>The development of this model is possible with funding received through Jordan's Principle/Choose Life Initiative. This is an ongoing item as both Canada and Ontario have yet to confirm these funds into long-term, core funding.</p> <p>Refer to the statements listed in</p>	<p>recommendation; however, in the absence of new and stable funding, MLC cannot achieve this recommendation.</p> <p>MLC strives to ensure that students who are sent home for health and safety concerns continue their education and have the supports they need at home.</p> <p>Matawa Health and Education departments are currently exploring health planning and a health database system which will connect MLC students to health care</p>
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	<p>in their home community. Alternative education options recipients could consider include: purchasing independent learning courses, or purchasing services from the KIHS or WAHSA Distance Education secondary school programs. The Department has identified funds and approached NAN to develop an Education Options document that would identify options for students to attain their education within or outside of their community.</p> <p>The Mustimuhw</p>	<p>position for an Education System Navigator/Reengagement Program Coordinator.</p> <p>KO identified recommendation 87 as a priority in its workplan submitted to EDU, and requested funding to support implementation of this recommendation. EDU provided this funding, and KO has indicated that this funding will result in the development of processes that will include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities.</p> <p>MLC requested</p>	<p>community lacks a resident professional able to address student issues. If a student has to wait upwards of a month or more for a professional to come to their community, it does not adequately address their safety needs. Alternatively, some communities have access to funds for counsellors and mental health professionals but lack the infrastructure to provide a confidential counselling space or appropriate lodgings for the service provider.</p>	<p>home community. This position will work with our Student Care Team as well as our Transition Coordinator, families and community members to ensure that students who are sent home due to health and safety concerns are getting the proper supports that they need when they head back to their home communities.</p> <p>NNEC offers continued education plans through our WAHSA</p>	<p>Recommendation # 7. The statements listed in this Recommendation require further technical and policy work in order to adequately address each of the 5 points. The next step for the implementation of these is to support local First Nations in their development of local solutions or in their response to the colonial policy.</p> <p>Ongoing research and analyses is necessary.</p>	<p>providers within their home communities.</p> <p>However, unless new resources are provided to Matawa First Nation communities so that these supports actually exist in the home communities, it will not be possible to achieve this recommendation.</p>
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	<p>Community Electronic Medical Record (CEMR) is a client-centric electronic medical record or charting system for First Nations Health Centres that supports information sharing between programs which can increase collaboration and improve client care, supporting integration of multi/interdisciplinary teams. Organizations such as a KO and Matawa, with significant involvement in the school systems, are also implementing the CEMR allowing for interaction between education</p>	<p>funding to support MLC's part of the cost for the creation of a missing person public service announcement, being developed with the City of Thunder Bay and the Thunder Bay Police Service. This funding has been provided by EDU.</p> <p><b>Indigenous Youth Life Promotion</b> See Recommendation #36.</p> <p><b>Supporting Transitions</b> In 2017-18, the Indigenous Youth and Community Wellness Secretariat (the Secretariat) provided funding for the hiring of a Transitional Support Worker for Dennis Franklin Cromarty High School</p>	<p>Continuity of care is a complex issue that at this time is impacted by funding, space, human resources, and jurisdiction.</p> <p>NAN will continue to work collaboratively with its partners through the Inquest process and externally. The lack of services and infrastructure available in communities may be addressed through the health transformation process.</p>	<p>Distance Education program for high-risk students that are sent home before the end of the semester so that they may continue to move forward with their academics.</p> <p>NNEC is in need of ongoing, predictable and reliable funding for the Transition Coordinator and Mental Health Liaison worker in order to ensure that students who are sent home due to health and</p>		
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	<p>departments, their mental health workers and the health system. Communities are funding these services, and in most cases using existing community based funding.</p>	<p>Students to help them navigate through post-secondary applications and funding process requirements.</p> <p><b>Client Journey Mapping</b>  The Secretariat is working to identify issues that prevent youth and communities from accessing needed supports. This work was completed across 13 ministries with the advice of Indigenous partners for northern Indigenous youth in crisis.  For example, the Secretariat found that a 14 year-old Indigenous youth leaving their remote community in Northern Ontario to attend high school in Thunder Bay may</p>		<p>safety concerns are provided with the proper academic, health and mental health supports when they arrive back home in their communities.</p>		
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		access 22 different resources through nine different types of organizations supported by seven different funders.				
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### RECOMMENDATION 88

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

- i. offer the P.A.R.T.Y. program to grades 9 through 12 for DFCHS and MLC;
- ii. offer the P.A.R.T.Y. program at least twice a year (September and January) to ensure that new students and returning students (after Christmas break) receive the program information when first arriving in Thunder Bay and to reinforce the message upon return to Thunder Bay for the second semester;
- iii. consider the option of an “in-school” P.A.R.T.Y. program for DFCHS and MLC students;
- iv. include Elders in the regular P.A.R.T.Y. program to meet the needs of First Nations students attending high school in Thunder Bay;
- v. in consultation with P.A.R.T.Y. International, develop a program with a focus on addressing the specific needs of Aboriginal youth; and
- vi. if considering the inclusion of the scenarios involving the deaths of the First Nations youth who are the subject of this inquest in the P.A.R.T.Y. program, P.A.R.T.Y. International must consult and obtain consent from the families involved.

<b>PARTY</b>	<b>P.A.R.T.Y. Program of Thunder Bay</b>
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<b>PARTY RESPONSE</b>	<ul style="list-style-type: none"> <li>i. 1 – Has been implemented</li> <li>ii. 1 – Has been implemented</li> <li>iii. 2 – Under consideration 1A – Will be implemented</li> <li>iv. 1 – Has been implemented 1B – Alternate recommendation has been implemented</li> <li>v. 1 – Has been implemented 1B – Alternate recommendation has been implemented 2 – Under consideration 1A- Will be implemented</li> <li>vi. 8 – Content or intent of recommendation is already in place</li> </ul>
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"> <li>i. The Hospital’s P.A.R.T.Y. Program was offered to grades 9-12 students from both Dennis Franklin Cromarty High School (DFCHS) and Matawa Learning Centre (MLC) in the 2017-2018 School Year</li> <li>ii. DFCHS students attended the P.A.R.T.Y. Program at the Hospital on the dates of September 15, 2017, and on January 24, 2018 in accordance with the recommendations and recognizing the start of the school year, and the start of second semester. MLC students attended the P.A.R.T.Y. Program at the Hospital on September 22, 2017 and January 31, 2018 in accordance with the recommendations and recognizing the start of the school year, and the start of second semester.</li> <li>iii. March 7, 2018 was “held” for DFCHS for the potential of an “In-School” P.A.R.T.Y. Program. However this format of program delivery requires further exploration by Injury Prevention and School contacts/teachers from DFCHS. Confirmation email received on June 26, 2018 from Sean Spenrath teacher at DFCHS confirming interest to have “In-School” P.A.R.T.Y. Program organized for delivery during general orientation Week. (Date to be determined) The date of March 29, 2018 was “held” for MLC for the potential of an “In-School” P.A.R.T.Y. Program. However this format of program delivery requires further exploration by Injury Prevention and School contacts/teachers at MLC.</li> </ul>

Following discussion with Jackie Corbett from MLC, a tentative date of September 26, 2018 has been set for an “In-School” P.A.R.T.Y. Program during MLC’s General Orientation Week.

- iv. P.A.R.T.Y. Program encourages elders to be present during any of our programs. MLC brought an elder with their students this year when attending P.A.R.T.Y. Program on January 31, 2018.  
This year the KO P.A.R.T.Y. Program incorporated an Elder session. This was broadcasted to Dryden High School on February 13, 2018 and provided an opportunity for youth to receive wisdom from an Elder. We will continue to offer Elder sessions in the upcoming school year. Refer to draft KO Schedule for 2018-19.  
In recognition that there may be times that both DFCHS and MLC do not have elders available to attend programming; Hospital resources will be utilized. This includes Indigenous Patient Navigators and Spiritual Care Providers. Other Hospital resources introduced during programming include Mental Health Assessment Team Nurses, Social Worker, and Volunteer Services.
  
- v. The Hospital’s P.A.R.T.Y. Program received ongoing support from P.A.R.T.Y. International for Indigenous P.A.R.T.Y. Program.  
In November, 2017 the Hospital Injury Prevention Lead was keynote speaker for a worldwide webinar. Her presentation focused on the Hospital’s P.A.R.T.Y. Program has explored for implementation in Northwestern Ontario.  
On February 22, 2018 the Hospital Injury Prevention Lead presented at a Trauma Association of Canada (TAC) conference. Her presentation highlighted the P.A.R.T.Y. Program for Northern/Indigenous communities.  
The Hospital is working with P.A.R.T.Y. International to finalize a “portable” version of P.A.R.T.Y. Program. This portable Toolkit will provide additional opportunities to collaborate with community partners such as ORNGE to deliver injury prevention programming into our Northern Communities.  
The portable P.A.R.T.Y. Program “Toolkit” was trialed twice this year with ORNGE paramedics. It was utilized in Mishgeegogamang in July, 2017 and Moosenee in November, 2017.  
Northern Communities are invited to participate in an in-hospital P.A.R.T.Y. Program session. Four dates are “held” for Northern Communities in 2018-2019. Refer to attached draft 2018-19 schedules.

	<p>Youth from Long Lake #58 attended the Indigenous P.A.R.T.Y. Program at the Hospital on April 25, 2018. April 24, 2019 is held for Long Lake #58 next year.</p> <p>Northern Communities that cannot attend P.A.R.T.Y. Program at the Hospital, will be offered the option to participate in the KO P.A.R.T.Y. Program via videoconference – Refer to draft KO Schedule for 2018-19.</p> <p>The P.A.R.T.Y. Program adapts to include sessions such as Elders, Role Modelling and Spiritual Care in order to provide relevant and relatable injury prevention programming for Indigenous youth.</p> <p>The P.A.R.T.Y. Program will continue to work with MLC, and DFCHS to Identify specific cultural and community needs to consider for program inclusion. Program changes in 2017-18 included an opening prayer by the community’s Elder, and a smudge at the closing of the MLC January 31, 2018 P.A.R.T.Y. Program.</p> <p>New partnership with MLC, Thunder Bay Police Services (TBPS) and the P.A.R.T.Y. Program. A new initiative entitled “Matawa LC – TBPS Youth Engagement Project” will provide opportunity for the P.A.R.T.Y. Program to build relationships and provide injury prevention programming to all of the Matawa communities over a two year period.</p> <p>vi. P.A.R.T.Y. Program encourages elders to be present during any of our programs. MLC brought an elder with their students this year when attending P.A.R.T.Y. Program on January 31, 2018.</p> <p>This year the KO P.A.R.T.Y. Program incorporated an Elder session. This was broadcasted to Dryden High School on February 13, 2018 and provided an opportunity for youth to receive wisdom from an Elder. We will continue to offer Elder sessions in the upcoming school year. Refer to draft KO Schedule for 2018-19.</p> <p>In recognition that there may be times that both DFCHS and MLC do not have elders available to attend programming; Hospital resources will be utilized. This includes Indigenous Patient Navigators and Spiritual Care Providers. Other Hospital resources introduced during programming include Mental Health Assessment Team Nurses, Social Worker, and Volunteer Services.</p>
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### RECOMMENDATION 89

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

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

<b>PARTY</b>	<b>CANADA (HEALTH CANADA)</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented 1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM

<b>DETAILS PROVIDED BY PARTY</b>	<ul style="list-style-type: none"><li>i. The review of existing policies is complete and information on types of services available to education organizations and students attending school off-reserve has been provided to education organizations.</li><li>ii. ISC and the MOHLTC have a shared commitment to the implementation of electronic medical and health records. There are 28 NAN communities with access to some type of EMR. Full implementation, as outlined in the recommendation, is a longer term initiative requiring changes to privacy legislation for which ISC is working collaboratively with the province to advance.</li><li>iii. Budget 2018 announced additional funding for addictions services, delivered through the NNADAP program at the community level, of \$200M over 5 years.</li><li>iv. Choose Life is an important community driven initiative addressing gaps in community driven initiative addressing gaps in community addiction services, including aftercare and in services for youth attending school away from home.</li><li>v. ISC continues to work toward improving the medical transportation process under the Non-Insured Health Benefits Program. On March 9, 2018, the Sioux Lookout First Nations Health Authority began providing After Hours Support Services telephone support to Sioux Lookout travellers on a 24/7 (outside working hours) basis.</li></ul>
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### RECOMMENDATION 90

In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve, and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO, and MLC, with the support of Canada and NAN, should consider creating a special seat on their Boards of Directors for a youth representative who is a student or former student of DFCHS or MLC under the age of 25. Canada should provide the funding for any costs associated with this position.

<b>PARTY</b>	<b>CANADA</b>	<b>NAN</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1 – Recommendation has been implemented	1 – Recommendation has been implemented	Accepted	8 – Content or intent of recommendation is already in place
<b>GRADE</b>					
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS</b>	The composition	Recommendation	This position has	Keewaytinook	Student

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

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

In order to **ensure timely reporting of missing students and consistent practice among institutions when students are reported missing or during sudden death investigations**, the City of Thunder Bay; TBPS; NAN; NAPS; NNEC; DFCHS; KO; and MLC should establish a working group to discuss best practices applicable to their respective roles pertaining to students from remote First Nations communities attending secondary school in Thunder Bay (“Students”). The working group should consider:

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

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

information where necessary;

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

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

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

<b>PARTY</b>	<b>THUNDER BAY POLICE SERVICE</b>
<b>PARTY RESPONSE</b>	In progress
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM

**DETAILS PROVIDED  
BY PARTY**

**Working Group – In Progress**

This recommendation was proposed jointly by the Service and other parties. It has been accepted by the Service and implementation is ongoing.

**Content from 2017 Report:**

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

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

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

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

**ii. Public awareness (Complete).** The Service has prepared and published a dedicated webpage<sup>2</sup> to ensure public awareness of the steps to be taken in the event that an individual’s whereabouts become unknown. Any further steps will require direction within the Working Group. Subject to any further discussions within the Working Group, this item has been

implemented.

**iii. Information Sheets (In Progress).** As set out in the Media Release, the Service is working to create a checklist of descriptors and identifiers for all students attending school in Thunder Bay from Northern First Nations Communities. This list will be kept with education organization staff and should assist in the event of a need to gather information in order to make a missing person report. The Service has reached out to Matawa, DFC, KO, and NNEC to ask what should be included on the proposed list. Additionally, the Service has asked each education organization to provide them with a list of their on-call workers to be kept in the Service Watch Commanders' Office. If a student is reported missing, the Watch Commander will be able to quickly contact an appropriate on-call worker who can provide detailed information about the student in a timely manner. The Service understands that Matawa requires Band Council approval before completing this item and that approval is pending. This item remains ongoing pending confirmation from Matawa.

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

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

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

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

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

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

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

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

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

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

**Update from June 2017 to June 2018:**

**i. The need to ensure timely reporting to police of all missing person matters that involve a Student (In Progress).** The Service can confirm that it is working with Matawa Learning Centre (“Matawa”), Denis Franklin Cromarty High School (“DFC”), Keewatinook Okimakanak (“KO”) and the Northern Nishnawbe Education Council (“NNEC”) to prepare

missing person protocols and contact information resources in an effort to synchronize policies and procedures among on-call workers across different educational organizations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>PARTY</b>	<b>NAN</b>
<b>PARTY RESPONSE</b>	<ul style="list-style-type: none"> <li>i. 1 – Recommendation has been implemented</li> <li>ii. 1 – Recommendation has been implemented</li> <li>iii. 1 – Recommendation has been implemented</li> <li>iv. 1 – Recommendation has been implemented</li> <li>v. 1 – Recommendation has been implemented</li> <li>vi. 1 – Recommendation has been implemented</li> <li>vii. 1 – Recommendation has been implemented</li> <li>viii. 1 – Recommendation has been implemented</li> <li>ix. 1 – Recommendation has been implemented</li> <li>x. 1 – Recommendation has been implemented</li> <li>xi. 1A – Recommendation will be implemented</li> <li>xii. 1 – Recommendation has been implemented</li> <li>xiii. 5 – Not applicable to agency assigned</li> </ul>
<b>GRADE</b>	

<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Recommendation is accepted and is either complete or in progress depending on subsection.</p> <p>A working group consisting of NAN, NNEC, DFC, KO, MLC, Nishnawbe-Aski Police Service, City of Thunder Bay, Thunder Bay Police Service, Independent First Nations Alliance, Shibogama First Nations Council, and Windigo First Nations Council was created in June 2017. The group has actively met in the last year to implement the recommendation.</p> <p><u>Missing Person Investigations and Searches:</u></p> <p>i) The Working Group did not review or revise the Missing Person Protocol Guide. Rather, discussions took place on similar issues regarding policies and procedures and best practices that organizations could use in developing policies and procedures. For NAN, this subsection is completed.</p> <p>ii) NAN participated in the development of a public awareness campaign to draw attention to the importance of reporting missing person matters to police without delay. A short video and post cards were created for use in the campaign. The post cards will be translated into Ojibway and Oji-Cree at a later time. An Open House and Media Launch was held on June 26, 2018 in Thunder Bay. For NAN, this subsection is completed.</p> <p>iii) NAN participated in the development of the student information template. The education organizations will adapt the template to suit their purposes, if they choose to do so. For NAN, this subsection is completed.</p> <p>iv) The Thunder Bay Police Service developed a guide entitled: <i>“Missing Persons &amp; Social Media: Limit misinformation &amp; protect the privacy of missing persons”</i>. The Working Group had an opportunity to review and provide input on the Guide. NAN also addressed how to utilize social media in its internal missing person search policy and procedures manual. For NAN, this subsection is completed.</p> <p>v) NAN will address approach to press releases for missing persons through other venues as required. For NAN, this subsection is completed.</p>

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

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

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

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

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

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

x) NAN participated in the development of a number of templates associated with a missing

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

**DETAILS PROVIDED  
BY PARTY**

***Actions Towards Implementation:***

Named parties of the Recommendation #91 working group have met frequently since the Inquest Recommendations were released and have worked steadily towards the implementation of this critical Recommendation.

Progress on subsections is as follows

i)

- A consistent set of policies and procedures have not been generated but rather were specific to each of the named organizations. Ultimately the working group is looking to compile a collection of each of the approaches to have one Missing Student Protocol Guide containing each organizations approaches though this still needs final approval from each of the named parties on the recommendation.
- The working group has collaborated to work through challenges that can be approached in a similar fashion as well as reviewing the best practices in locating missing students.
- The status of this subsection is *ongoing*.

ii)

- The Open House and Media Launch for the “Am I Missing Campaign” that was created by the working group took place on June 26th at the Brodie Street Thunder Bay Public Library. A short video and post cards were presented at the Open House which will be utilized to spread awareness about the importance of reporting missing person’s matters to police without delay.
- Post-cards will be translated into Ojibwae, Cree, and Oji-Cree and will be circulated throughout our remote Northern communities.
- Each of the parties involved with the Recommendation have helped to share the cost of this campaign.
- The status of this subsection is *complete*.

iii)

- Consent forms for the release of crucial information about students as well as additional student information forms have been drafted and are awaiting the approval of our Board

	<p>of Directors and Legal Counsel in order to utilize this information in the event that a student goes missing.</p> <ul style="list-style-type: none"><li>• Unless there are revisions to be made, these forms should be approved and utilized for the collection of crucial student information for the 2018-2019 school year.</li><li>• The status of this subsection is <i>ongoing</i>.</li></ul> <p>iv)</p> <ul style="list-style-type: none"><li>• TBPS have developed a guide to addressing “Missing Persons &amp; Social Media: Limiting Misinformation &amp; Protecting the Privacy of Missing Persons”. This guide is posted on the TBPS website and will continue to be utilized by NNEC to ensure that we are undertaking best practices when it comes to developing policy and procedures around the use of social media in missing persons cases.</li><li>• NNEC has policies and procedures in place for utilizing social media when there is a missing student.</li><li>• The status of this subsection is <i>complete</i>.</li></ul> <p>v)</p> <ul style="list-style-type: none"><li>• The working group has discussed the usage and approaches to press releases.</li><li>• The status of this subsection is <i>complete</i>.</li></ul> <p>vi)</p> <ul style="list-style-type: none"><li>• The working group has discussed best practices to facilitate interviews of young people in exigent, non-criminal, circumstances. The working group has also discussed best practices to facilitate interviews in exigent, non-criminal, matters with individuals of any age who may be unfamiliar or uncomfortable dealing with individuals in positions of authority.</li><li>• The status of this subsection is <i>complete</i>.</li></ul> <p>vii)</p> <ul style="list-style-type: none"><li>• NNEC has developed an Internal Search Plan that has been approved by the Board of Directors and is awaiting final review from our Legal Counsel.</li><li>• This plan will help NNEC to set out a clear supervisory structure that will ensure that the search plan is properly executed. It will help to inform NNEC staff about proper</li></ul>
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communication with family members, how to handle confidential information, proper management of search party volunteers and will help to illustrate best practices while carrying out search parties; including but not limited to the preservation of evidence.

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

viii)

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

ix)

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

x)

- A template for a Missing Person Questionnaire was created for each of the education organizations to suit our own purposes. This questionnaire has had slight modifications made and is currently being reviewed for approval by our Board of Directors, Legal

Counsel and Mental Health Professionals.

- A Consent Form Template was also created for a parent or guardian to grant permission to the organization to collect, utilize and disclose a student's personal information. The template has been adapted and is currently being reviewed for approval by our Board of Directors and Legal Counsel.
- A Missing Person Poster Template was also created for use by all First Nations organizations in the event that there is a missing student which is also currently under review for approval by our Board of Directors and our Legal Counsel.
- The status of this subsection is *ongoing*.

xi)

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

xii)

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

xiii)

- TBPS has hired an external consultant to assist the TBPS (and any other interested

	<p>organizations) to revise current training modules to ensure that the curriculum covers cultural issues that are relevant to members of the Indigenous community in and around Thunder Bay.</p> <ul style="list-style-type: none"> <li>• We've also been informed that the TBPS has presented and will continue to present an annual report on training to the Police Services Board to provide the public with information on police training. This report was made during the public session and included, among other things, a summary of the number of officers who completed training courses in different policing areas as well as information about training curriculum related to Indigenous issues.</li> <li>• We understand that the status of this subsection is <i>complete</i>.</li> </ul>
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<b>PARTY</b>	<b>KO</b>
<b>PARTY RESPONSE</b>	Accepted
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>KO has developed a Missing Student Protocol Guide (MSPG) that will be utilized by all staff. The protocol identifies:</p> <p>Timely reporting of a missing student, student profiles with pictures, volunteer waiver, Missing Person Poster Template, Search Checklist (high risk areas/known contacts), Supplies Checklist (Search Equipment/Command Centre/Mobile Unit), internal/global search plans, Press/Media/Social Media Protocols, and Missing Person Risk Factors to prepare staff for different circumstances and emergencies.</p> <p>KO developed Search Equipment Kits for each site: Thunder Bay (2), Sioux Lookout, Dryden and Pelican Falls Centre (2). Radio equipment with a mobile base for longer-range capabilities have been purchased for each site and have a dedicated radio frequency through Industry Canada. Training is scheduled for July 5, 2018, and August 16, 2018, for all staff. This will be to review the MSPG, the internal/global search plans and on all equipment with various scenarios.</p> <p>The KO MSPG covers each of the identified items in this recommendation and it is reflective of the policies and procedures of the organization. Most importantly, it is reflective of the direction</p>

	<p>and wishes of the parents and communities of our students.</p> <p>KO participated in the Public Awareness Campaign and will share all information and material within our member communities.</p>
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<b>PARTY</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	<p>1 – Recommendation has been implemented</p> <p>1A – Recommendation will be implemented</p> <p>5 – Not applicable to agency assigned</p>
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Parts of this recommendation have been completed and parts of this recommendation are in the process of being implemented.</p> <p>Aspects of the recommendation that apply to MLC will be implemented</p> <p>MLC is not a boarding home. Accordingly, there are aspects of this recommendation that do not really fit in MLC’s mandate. MLC has none-the-less participated in the establishment of a working group since academic 2016-2017 and it participates in the working group in an effort to ensure best practices are applied to missing person investigations and searches involving its community members and its students.</p> <p>There has been much work done for this recommendation.</p> <p>MLC has developed a Missing Student Protocol Guide which outlines a clear set of policies and procedures to deal with missing student situations specific to the MLC. It was not possible for each organization to create one set of policies and procedures as each organization operates under different structures. However, the Working Group discussed and came up with the best practices that each organization could use in developing their own policies and procedures.</p> <p>MLC was a part of a Public Awareness Campaign subgroup that planned the implementation of a public information campaign which emphasizes the importance of reporting a missing person</p>

	<p>to police without delay. A public awareness campaign titled “Am I Missing?” which includes a video suitable for social media and public service announcements; as well as, postcards for distribution to students, parents, boarding parents, and the community did launch on June 26, 2018. Postcards will also be translated into Ojibway, Cree and Oji-Cree.</p> <p>MLC took the lead in developing a series of student information form templates for First Nation partner organizations to use.</p> <p>MLC continues to work with the Thunder Bay Police Service in supporting our students who may encounter legal issues.</p> <p>In academic 2017/2018, MLC staff participated in training provided by Thunder Bay Police Service on missing person investigations and missing person searches. In academic 2018/2019, MLC staff will work with Lakehead Search and Rescue to do on the ground Search and Rescue training for all staff. WE have also liaised with Matawa Education Authorities to ensure their staff participate in all trainings offered.</p>
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### **RECOMMENDATION 92**

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM

<b>DETAILS PROVIDED BY PARTY</b>	<p>In April 2016, the Ontario Provincial Police (OPP) Missing Persons &amp; Unidentified Bodies Unit (MPUB) formed and continues to lead a Provincial Missing Persons Investigators Working Group.</p> <p>The goal of the Group is to inform the police response to missing persons investigations and the response to families of missing persons. The group reviews and discusses various topics/issues in this respect, including training and standards.</p> <p>Members of the Working Group consist of representation from OPP, municipal and First Nation police services, the National Centre for Missing Persons &amp; Unidentified Remains, OPP Aboriginal Policing Bureau, Criminal Investigation Branch, the Ontario Police College, the OPP Academy, and members of the Office of the Chief Coroner of Ontario, the Ontario Forensic Pathology Service and the Ministry of Community Safety &amp; Correctional Services.</p>
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### RECOMMENDATION 93

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

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

	Friendship Centres, Chiefs of Ontario, and Tungasuvvingat Inuit to engage with Métis, First Nation and Inuit partners during the development of the Missing Persons Act, 2018.
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**RECOMMENDATION 94**

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

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

<b>PARTY</b>	<b>NAN</b>	<b>THUNDER BAY POLICE SERVICE</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	Complete
<b>GRADE</b>		

<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Recommendation is accepted and is completed.</p> <p>The handout on best practices for community searchers was developed and translated into Cree, Ojibway, and Oji-Cree. The handout will be appended to the NAN internal search policy and procedures manual for a missing person search involving a NAN member in Thunder Bay. For NAN, this subsection is completed, however, NAN will be pursuing a more formalized protocol with the Thunder Bay Police Service.</p>	<p>Legal Counsel from the TBPS and Legal Counsel from NAN have been working jointly on the protocol based on the information provided by Sgt Belcamino (21 factors mentioned in the year-one report), and the protocol has been completed and approved by both organizations. It has been properly translated. We are now working together to seamlessly fit this protocol in with the #91 Recommendation, with the assistance of LSAR.</p>

### RECOMMENDATION 95

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

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

<b>PARTY</b>	<b>LCBO (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM

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

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

- i. review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and

- ii. based on the recommendations of the LCBO and TBPS task force/working group, develop a protocol for the reporting of suspected second party purchases to the TBPS.

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

	its approach as necessary.	
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### RECOMMENDATION 97

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

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

	<p>targeted at youth.</p> <p>During a brainstorm session with the TBPS, MLC and DFC on October 18, 2017, it was suggested that focus groups be held with Thunder Bay students to inform a script. The focus group was held at Matawa Learning Centre on May 9th, 2018 and filming is planned to take place by fall 2018.</p> <p>LCBO plans to develop a social media strategy in collaboration with other Inquest parties.</p>	
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### RECOMMENDATION 98

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

<b>PARTY</b>	<b>CANADA (HEALTH CANADA)</b>
<b>PARTY RESPONSE</b>	1B – Alternate recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM

<b>DETAILS PROVIDED BY PARTY</b>	<p>A working group has been struck, terms of reference drafted, and work has commenced under the leadership of the Kuhkenah Network (KNET). Due to multiple priorities of members involved on the working group services DFCHS and MLC have not yet been implemented. ISC funding is supporting student cell phones for safety and connecting with family members.</p> <p>NNEC has been provided with funding for the past two years to install fibre optics at their Pelican Falls school to support internet access for student/community interactions as well as access to the internet for student learning.</p> <p>Through KNet, funding is provided to support broadband connectivity in all First Nations-operated schools in Ontario.</p>
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**RECOMMENDATION 99**

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	As recommended by community organizations at the Youth Partners' Forum at the Kinsmen Youth Centre (January 2017), the City of Thunder Bay developed a Youth Opportunities TBay Facebook page in February 2017. The page allows community groups to provide content related to youth opportunities and services including recreation, events, employment, education, health and wellness and other supports available in the community for youth. The City will continue to monitor and promote the page, and seek new partners for content.

### RECOMMENDATION 100

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	As recommended by community organizations at the Youth Partners’ Forum at the Kinsmen Youth Centre (January 2017), the City of Thunder Bay developed a Youth Opportunities TBay Facebook page in February 2017. The page allows community groups to provide content related to youth opportunities and services including recreation, events, employment, education, health and wellness and other supports available in the community for youth. The City will continue to monitor and promote the page, and seek new partners for content.

### RECOMMENDATION 101

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

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	No response provided in 2018.
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Funding for after school programming at DFC will continue through the 2018-19 school year.  Approximately 90 youth attend programming after school.

## RECOMMENDATION 102

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

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

### RECOMMENDATION 103

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

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

### RECOMMENDATION 104

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	PRO Kids staff have met with named parties. In 2017, 226 applications were made to PRO Kids from Indigenous service agencies. In addition, many more Indigenous

	families are referred through DSSAB. New referrals have been received from DFCHS and MLC.
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### RECOMMENDATION 105

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

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Partners Forum was held on Jan. 19, 2017 for input on City-wide youth programming including opportunities at the Kinsmen Youth Centre. Discussion included: education & employment, welcoming students to Thunder Bay, mental health & addictions, recreation and extracurricular activities and interests. Recreation & Facilities Master Plan consultations included a forum specific to Indigenous peoples' access to recreation (barriers and opportunities), with a focus on youth. Feedback from this consultation, as well as feedback received from students at the NAN Student Orientation, continues to shape planning for the needs of Indigenous youth in recreation.

### RECOMMENDATION 106

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

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

### RECOMMENDATION 107

The City of Thunder Bay Aboriginal Liaison, NNEC, DFCHS, KO and MLC should work together - perhaps through designated contact people in the schools - to co-ordinate participation of DFCHS and MLC students in Thunder Bay recreation programs and City sponsored events that students may be interested in attending throughout the school year - for example, the use of skating rinks in the winter.

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1 – Recommendation has been implemented	Accepted	1 – Recommendation has been implemented
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Partners Forum was held for input on City-wide youth programming including opportunities at the Kinsmen Youth Centre. Discussion included: education and employment, welcoming students to Thunder Bay, mental health and addictions, recreation, extracurricular activities and interests.	NNEC continues to work with The City of Thunder Bay to get our students involved in recreation opportunities and City sponsored events that students may be interested in throughout the school year.  The City of Thunder Bay continues to offer free golf at the City Courses, discounted	KO students continue to utilize the City of Thunder Bay municipal parks and skating rinks during the nine school months they are here.  KO has been in touch with Leadership Thunder Bay and would like to consider recreational activities between the schools i.e. DFC vs Hammarskjold hockey game. This is new and	MLC and Thunder Bay have worked together to coordinate the participation of Matawa First Nation students, including MLC students, in City recreation programs and City sponsored events throughout the school year. Some example of their work are set out below:  <ul style="list-style-type: none"> <li>• MLC partnered with</li> </ul>

	<p>Community, Youth &amp; Cultural funding Program Grant was approved in January 2017 for a sports equipment lending library hosted by MLC that would be open to all First Nations Youth attending school in Thunder Bay.</p> <p>Other opportunities will be sought and Administration will have increased awareness of the needs of First Nations and Métis communities. Child &amp; Youth staff invited partners including DFCHS and MLC to attend the Partner's Forum at the Kinsmen Youth Centre and offered the use of the Kinsmen Youth Centre for youth programming. Since then partnerships have formed with both institutions to use space at the Kinsmen for youth programming. Staff</p>	<p>rates on ice times for hockey as well as broomball, free swimming lessons, and discounts at the Canada Games Complex for NNEC students.</p> <p>The City of Thunder Bay has applied for funding through Public Safety Canada, which if approved will help to continue to improve after school programming for NNEC, KO, and MLC respectively, and will also help students feel more comfortable and encourage them to continue to pursue healthy active lifestyles while they are in the City of Thunder Bay.</p>	<p>will be discussed as a potential project for the 2018/19 academic year.</p>	<p>Thunder Bay on their Youth Inclusion Grant;</p> <ul style="list-style-type: none"> <li>• First Nations Secondary School Pass was implemented for students in academic 2017/2018;</li> <li>• MLC students continue to have increased access to City events at discounted prices (or for free);</li> <li>• Increased access was achieved through: more information about events, the provision of chaperones by the City (for free) when required, discounted prices and ensuring that venues are aligned with the expressed interests of MLC students;</li> <li>• MLC students continue to have increased access to City volunteer opportunities;</li> </ul>
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	<p>assisted in the coordination of a hockey program hosted by MLC at the Kinsmen Youth Centre outdoor rinks and will continue to pursue options for future use of skating rinks by DFCHS and MLC Students. A new swimming partnership was developed between DFC and the Canada Games Complex. DFC Experience-Feb 27-Mar 1, 2018: Aboriginal Liaison Office: \$8000 funding for the event; Respect Initiative had an information booth. Recreation and Culture also supported the event, Sports equipment Library for MLC.</p>			<ul style="list-style-type: none"> <li>• Relationships between MLC and service groups within the City that offer recreational activities and spaces have been strengthened (for example MLC's relationship with Kinsmen Youth Centre);</li> <li>• The input of students at MLC has been sought and received with respect to Parks and Recreations Planning;</li> <li>• The City provided \$11,000 in funding for an equipment lending library to be established by and for Matawa First Nation community students and other youth;</li> <li>• The City provided discounted or free transportation to support students to attend events;</li> <li>• The City has approached a strong</li> </ul>
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				<p>box at Wilson Park to permit students to store their athletic equipment at the park.</p> <p>MLC students in academic 2017/2018 have had greater opportunities to participate in recreational activities in Thunder Bay.</p>
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**Note:** Although discussions have occurred between Thunder Bay and other parties to recommendations 107, for all parties to receive a passing grade in the future, the youth programming that has been in discussion should be implemented and available to students.

### RECOMMENDATION 108

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	8 – Content or intent of recommendation is already in place
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM

<b>DETAILS PROVIDED BY PARTY</b>	Procedures, protocols and training to address the safety of all riders who appear to be unable to care for themselves and/or are in apparent distress while ensuring the safety and well-being of the passenger, other passengers, and the operator.
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**Note:** Thunder Bay does not report that the existing protocol is targeted specifically at youth.

### RECOMMENDATION 109

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

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

	related to Indigenous youth applications and hires.
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**RECOMMENDATION 110**

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	No response provided in 2018.
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	

**RECOMMENDATION 111**

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

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

### RECOMMENDATION 112

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	No response provided in 2018.
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM

<b>DETAILS PROVIDED BY PARTY</b>	<p><b><u>2017 RESPONSE:</u></b></p> <ul style="list-style-type: none"> <li>• Anti-racism resources have been added to the city Anti-Racism &amp; Respect webpage.</li> <li>• People can now report racism in Thunder Bay as of June 27, 2017.</li> <li>• This recommendation has also been included in the “Strategic Priority 2: Strong Neighbourhoods of the Safer Thunder Bay 2017-2020 Community Safety and Well-Being Strategy” → Further consideration of the issue of racially motivated crime will be one result of the watercourse/safety audits.</li> </ul>
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**Note:** Although no response provided in 2018, the Anti-Racism & Respect webpage and function to report racism remains in place.

### RECOMMENDATION 113

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

<b>PARTY</b>	<b>ONTARIO</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1 – Recommendation has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	In March 2018, the province passed the Safer Ontario Act, 2018 (SOA), which addresses a number of matters related to policing, missing persons, community safety, oversight, and inquests. The SOA enacts the new Police	In December 2017, Celina Reitberger, a member of Fort William First Nation, became the Provincially appointed member of the Thunder Bay Police Services Board.

	<p>Services Act, 2018, which provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.</p> <p>Ms. Celina Reitberger was appointed by the Lieutenant Governor in Council to the Thunder Bay Police Service Board for two years effective November 29, 2017.</p> <p>Ms. Reitberger is from the Fort William First Nation and was the past Executive Director of Nishnawbe Aski Legal Services after practising law privately for more than 20 years.</p>	
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**RECOMMENDATION 114**

Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-term Care and Child and Youth Services, the Northwest Local Health Integration Network (“NWLHIN”), EMS, the Thunder Bay Regional Health Sciences Centre (“TBRHSC”), NAN, NNEC, KO, Shibogama, Independent First Nations Alliance (“IFNA”) and MLC in order to develop of an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>CITY OF THUNDER</b>	<b>NAN</b>	<b>MLC</b>	<b>KO</b>	<b>NNEC</b>
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			<b>BAY</b>				
<b>PARTY RESPONSE</b>	1A – Rec will be implemented	1A - Rec will be implemented  8 - Content or intent of rec is already in place	No response provided in 2018.	1A – Rec will be implemented	1A – Rec will be implemented  3-Unresolved Issues  4B – Rejected due to lack of resources	Accepted	1 – Rec has been implemented
<b>GRADE</b>							
<b>TIME FRAME</b>	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	The Government of Canada is supportive of this recommendation and is participating on a working group, led by the Local Health Integration Network, to address this issue. Three proposals to	North West Local Health Integration Network (NW LHIN) continues to facilitate engagement amongst the partners referenced in the Coroner’s recommendations to develop a detox unit or shelter for youth ages 13 to 25.		The recommendation is accepted and in progress. A NAN Chiefs Resolution called for the development of a strategy on accessing resources to develop culturally holistic youth treatment centres in NAN territory.	MLC is in the process of implementing this recommendation.  Unresolved issues around funding severely limit MLC’s ability to implement. MLC wishes to accept and implement the recommendation; however, in the absence of	Currently, the Recommendation # 114 Working Group is awaiting to receive the individual proposals from each of the First Nation Partners: KO, Matawa and NNEC. The proposals were completed by each of the Inquest Coordinators for the identified parties and are	NNEC has participated in a number of Recommendation #114 working group meetings in order to facilitate the implementation of an alternative facility program that supports students from NNEC, KO, and MLC if and when

	<p>address this recommendation have been developed by the education organizations that were party to the inquest.</p> <p>While proposals are being reviewed and a formal solution developed, Jordan's Principle funding is supporting a number of organizations in providing safe spaces for students. For example, DFC received</p>	<p>The partners have developed, accepted, and implemented Terms of Reference to guide the process, roles, responsibilities, and decision-making. Partners have also examined relevant data and research, and decided on characteristics and needs of the detox unit or shelter to guide the development of a service proposal.</p> <p>The North</p>		<p>submitted a proposal to the provincial government to host two treatment centres – one in the east and one in the west of NAN territory – and was successful. The treatment centres will address the gap in services for youth who seek treatment and healing. The two new Indigenous Mental Health and Addiction Treatment Centres will be located in Sioux Lookout, ON, and Timmins,</p>	<p>new and stable funding, MLC cannot achieve this recommendation.</p> <p>A Working Group to address this recommendation has been formed. The Working Group has been working together to formulate a process of working with Ontario and Canada to fund this recommendation for each education organization. MLC has submitted a proposal to the North West Local Health Integration</p>	<p>similar in their requests for services and budget submission. The KO proposal will be presented to KO Board of Education and Chiefs for approval the first week of July 2018. Upon approval, it will be submitted to NW LHINs. There have been numerous issues in the process of this Working Group. The sharing of information that is pertinent in the development of a sound proposal that would meet the NW LHINs Health System</p>	<p>these students are intoxicated.</p> <p>On our own initiative, NNEC has developed and implemented an alternative facility for students in Thunder Bay who are intoxicated or are suffering from acute mental health issues and/or suicidal ideation, or other crisis.</p> <p>This facility provides a safe space where qualified staff help to support students who are suffering from these conditions,</p>
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	<p>funding for emergency boarding homes. This funding is currently available until March 2019 and is providing access to safe and secure environments until students are no longer intoxicated.</p>	<p>West LHIN continues to work with partners to explore options and develop a proposed solution, which will meet both individual stakeholders and collective interests.</p>		<p>ON. Development work is ongoing. NAN is part of the Working Group addressing the creation of a facility or facilities to provide a safe space for intoxicated First Nations youth who attend high school in Thunder Bay. NNEC, KO and MLC are considering options on how to best serve their students and ensure the youth have access to services and a safe space.</p>	<p>Network for a Safe Sobering Site at our new Matawa Education and Care centre sit starting in September 2018. MLC is currently awaiting a response to our proposal.</p> <p>MLC will continue to engage in discussions with the LHIN, Canada and Ontario and others with a view to ensuring that MLC students receive the care and support they need to complete their studies. IF these discussions are successful, MLC will be in a</p>	<p>Improvement Pre-Proposal (HSIP) requirements and meet any requirements legislated by the Child and Family Services Act and it's proposed revised policy. While KO has developed their internal interim solutions to address this recommendation, there has been no funding provided by Canada. The funding is being pro-rated and there is no confirmation that our individual HSIP submissions will result in accessing funds/services.</p>	<p>which will mitigate potential harm to NNEC students, boarding home parents, and parents during times of crisis.</p> <p>NNEC continues to work with the working group in order to acquire ongoing, predictable and reliable funding to implement a program that supports each of the First Nations groups as we work collaboratively to share resources and offer similar programming to our youth to ensure their</p>
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				<p>The services being considered will vary depending on the organization. NAN will continue to be part of the process to support and advocate for our First Nation partners.</p>	<p>position to implement this recommendation. However, in the absence of additional funding and other support from both the LHIN, Canada and Ontario, it will be very difficult for MLC to implement this recommendation.</p>		<p>safety while they are intoxicated or engaging in other high-risk behaviour.</p> <p>Currently there are proposals which have been submitted from each organization being reviewed which we are hopeful will be fully funded in order to continue to expand the scope of our program.</p>
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**NOTE:** In order for Thunder Bay to have the opportunity to receive a passing grade in the future, it must have some involvement in the implementation of recommendation 114.

## RECOMMENDATION 115

The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama and MLC should consult on the terms of reference for a safety audit of the river areas frequented by First Nation students and youth in the evenings. The consultation and resulting audit should be undertaken as soon as practicable. Subject to the findings of the audit, some possible responses to identified issues could include improved lighting, emergency button poles, under-bridge barricades, or increased police patrols.

PARTY	CITY OF THUNDER BAY	THUNDER BAY POLICE SERVICE	NNEC & DFC	KO	MLC
PARTY RESPONSE	8 – Content or intent of recommendation already in place	In progress	1 – Rec has been implemented	Accepted	1 – Rec has been implemented  1A – Rec will be implemented
GRADE					
TIME FRAME	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
DETAILS PROVIDED BY PARTY	Included as an action in Safer Thunder Bay 2017-2020 Community Safety and Well-being Strategy, which was approved by City Council on December 19, 2016. Training and audits conducted May 15-16, 2017, with 50 participants	<b>Update from June 2017 to June 2018: Riverway/Floodway Monitoring Project:</b> The Service continues to monitor the identified high-risk areas, with daily foot patrols three times a day.  <b>Data Collection from Reporting Mechanism:</b> The	Training and safety audits were conducted during a two day session (May 15th and 16th of 2017) with Barry Horrobin (a professional in Crime Prevention Through Environmental Design, also known as “C.P.T.E.D.”) at the Thunder Bay Police Department, as	The City of Thunder Bay has implemented a Working Group with the identified parties to address this recommendation. Currently, the improved lighting, emergency button poles and increased video capabilities are in	MLC has implemented the portions of this recommendation that apply to MLC.  MLC participated in the planning and execution of the safety audit of the river areas. MLC participated in training and

	<p>from all named parties participating including youth, mental health and on-call student support workers. The training and audits were led by safety and security experts. The report resulted in 10 recommendations which include short, medium and long-term actions. An update on implementation of recommendations is included in Attachment B.</p>	<p>following information has been gleaned from the project for 2017:  <b>(Please see notes below for this graph)</b></p> <p><b>Waterway Brochure:</b> The Service in partnership with City of Thunder Bay created an information brochure that was distributed in March 2018, via the post office to all residents/businesses along the identified Riverway/Floodway to help increase public safety and well-being along and near local watercourses and rivers. The brochure provides information relating to Floodway Project; the river audit; project partners; and how community members can help.</p> <p><b>Safety Audit</b></p>	<p>well as in the community at the three river areas that were originally identified as high-risk.</p> <p>Participants from each group learned more about how the natural environment and other features can help or hinder criminal activity. A preliminary report was published on July 31st, 2017, which has helped to guide improvements in the community to increase visibility in these areas, reduce crime, and increase overall safety in the community of Thunder Bay.</p> <p>Mr. Horrobin's C.P.T.E.D. report came up with ten recommendations on how to improve safety in these areas in Thunder Bay. This</p>	<p>a proposal stage and funding has not been secured for this. City of Thunder Bay does maintain the river areas as their maintenance crews have added these areas onto their service routes. KO has stressed their own concerns regarding the rivers through this process and the ongoing urgency for these issues to be addressed prior to the school year (Fall 2018).</p>	<p>audit organization by the City of Thunder Bay. MLC has been part of the implementation of the final report.</p> <p>MLC will be helping to develop curriculum as part of the audit recommendation on establishing formal educational partnerships with local institutions.</p> <p>In academic 2018/2019, MLC will work with the City of Thunder Bay and First Nation organizations to host a special event which will celebrate and recognize the importance of Indigenous</p>
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		<p><b>Committee:</b> The safety and security specialist provided his audit report in August, 2017 and it went before, and was approved, by City Council August 28th, 2017. The report came with 10 Recommendations, which the working group are addressing (either as individual entities; smaller working groups; or collectively within the larger working group).</p> <p><b>These are the ten recommendations:</b>  1) Formal Recognition of the Significance of Land &amp; Water Resources by Indigenous Community Members  2) Construct &amp; Install Creatively Designed Barriers, lights and cameras to Prevent Unlawful Access underneath Bridge &amp;</p>	<p>working group meets regularly to ensure that we are doing all that we can with our partners to meet each of Mr. Horrobin's recommendations.</p> <p>NNEC is hopeful that each of the recommendations made by Mr. Horrobin will be completed/put into practice for the 2018-2019 school year.</p>		<p>people's connection to the land and water in Thunder Bay.</p>
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		<p>Tunnel Structures</p> <p>3) Formal Educational Partnership with All Local Institutions</p> <p>4) Safety Improvements for Roadway Pedestrian Crossings</p> <p>5) Working Protocol with LCBO to Minimize "Runners"</p> <p>6) Lighting Enhancements to Promote Visibility &amp; Safety</p> <p>7) Celebrated" Pedestrian Connection to the Mouth of McVicar Creek at Lake Superior</p> <p>8) Immediately Eradicate All Visible Occurrences of Graffiti</p> <p>9) Direct Linkage to the Northwest Community Mobilization Network</p> <p>10) Maintenance/Removal of Overgrown Vegetation in All</p>			
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		<p>Study Areas Many of these recommendations have fallen under the responsibility of the City of Thunder Bay, and have been addressed and implemented—as indicated in the City of Thunder Bay’s report.</p> <p><b>Recommendation 1 and 3</b> are being worked on by the group as a whole, and we are in the early stages of planning an annual fall event to be held at the river locations and/or Marina Park, with a focus on bringing the youth and broader community together to:</p> <ul style="list-style-type: none"><li>• Raise awareness about the cultural significance of land and water</li><li>• Celebrate the water</li><li>• Raise awareness about safety concerns</li></ul>			
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		<p>in certain watercourse/river areas</p> <ul style="list-style-type: none"><li>• Have a barbecue/feast</li></ul> <p><b>Recommendation 2:</b> The Service is part of a technical working group to address this recommendation relating to underneath of bridges/tunnel areas, specifically “Optional high resolution, motion-activated colour CCTV cameras mounted in conjunction with lighting. These cameras would only record if prompted by activity.” The Technical Working Group recommended developing a broader, more comprehensive camera program. The Waterway and Public Space Monitoring System Working Group was created to</p>			
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		<p>scope and design the camera project. A Request for Information was approved by City Council in Nov 2017 and is being sent out to vendors.</p> <p><b>Recommendation 4</b> is being completed by City of Thunder Bay</p> <p><b>Recommendation 5</b> is covered off by the Service under this Inquest Recommendation # 96.</p> <p><b>Recommendation 6,7,8</b> are being completed by City of Thunder Bay</p> <p><b>Recommendation 10</b> is being completed by City of Thunder Bay.</p>			
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**Notes:**

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

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

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

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

### **RECOMMENDATION 116**

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

- i. the obstacles and challenges faced by First Nations students in Thunder Bay;

- ii. the health and social issues often experienced by First Nations students in Thunder Bay;
- iii. the subject of this Inquest through a discussion of the various roles and responsibilities of community partners and members of the community in assisting First Nations students in Thunder Bay;
- iv. the current misconceptions relating to First Nations students from remote communities who are residing in Thunder Bay;
- v. racism experienced by First Nations students in Thunder Bay; and
- vi. facilitates discussion regarding how to address and report racism towards First Nations students in Thunder Bay.

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>	<b>NAN</b>	<b>DFC</b>	<b>MLC</b>
<b>PARTY RESPONSE</b>	No response to recommendation 2018.	1A – Recommendation will be implemented	1A – Recommendation will be implemented	1A – Recommendation will be implemented
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>		<p>Recommendation is accepted and in progress. In the last year, NAN has taken actions to raise awareness on the obstacles, challenges, and issues faced by or experienced by its First Nations students in Thunder Bay.</p> <p>NAN sent correspondence to the City of Thunder Bay regarding city transit policies and procedures in response to student experiences when using the transit</p>	<p>The City of Thunder Bay has begun to facilitate a working group in order to move forward with this Recommendation.</p> <p>The working group continues to discuss the best way that we as a group can help to illustrate the obstacles and challenges, health and social issues, misconceptions, and racism that students deal</p>	<p>MLC is working with its partners to develop the recommended social media campaign and other public forum to increase awareness regarding issues raised during the Inquest.</p>

		<p>system. Information was requested on the cultural training that City employees receive, e.g. Walk A Mile Film Project. No response was received.</p> <p>In July 2017, an Emergency Special Chiefs Assembly was convened at the Dennis Franklin Cromarty High School in Thunder Bay to address concerns regarding the safety of First Nation students attending school in Thunder Bay, following the tragic deaths of two youth in May 2017. A Student Safety Plan was created with short-term measures to protect youth who come to Thunder Bay.</p> <p>NAN offered its support to the City of Thunder Bay in their application for funding to Public Safety Canada for the Youth Inclusion Program. The Program is a community youth program to help support youth who find themselves at risk, including youth who are moving to Thunder Bay from northern First Nations to</p>	<p>with while they are in the City of Thunder Bay for school.</p> <p>After identifying the framework for the Social Media Campaign, the working group will look towards holding a public forum which will allow for citizens of Thunder Bay and surrounding communities to discuss the items that have been highlighted in the Social Media Campaign.</p>	
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		<p>attend high school. If the City is successful in its application, NAN will contribute to the project by providing in-kind support in terms of staff resources, and by assigning a staff member to attend meetings to support and assist in the development and implementation of the Program.</p> <p>NAN will continue to participate in the Working Group in implementing the recommendation. The Working Group consists of the City of Thunder Bay, NAN, NNEC, MLC, and KO.</p>		
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**Note:**

The City of Thunder Bay in its 2017 response did not address the particulars of recommendation 116. In 2017, the City reproduced the same response as its 2017 response to recommendation 49, however, this social media campaign meant to target the public in general, not just youth. In 2017, the City implemented a racism awareness page on their website, however, it was not attached to a social media campaign and so, people may not be aware of its existence. In order to receive a passing grade in the future, the City must address recommendation 116 in its response and take steps to see that it is implemented.

For all other parties to receive a passing grade for recommendation 116, efforts must be made to see that the social media campaign outlined in this recommendation is designed and implemented. Although local efforts have been made by First Nations parties to this recommendation, recommendations 116 also calls for a social media campaign.

### RECOMMENDATION 117

The City of Thunder Bay, NNEC, KO, DFCHS, and MLC should consult with community partners to arrange for speakers or skills instructors to attend the schools in order to make presentations on topics which are aimed to engage and provide information to the students.

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>	<b>MLC</b>	<b>NNEC &amp; DFC</b>	<b>KO</b>
<b>PARTY RESPONSE</b>	8 – Content or intent of recommendation already in place	1 – Recommendation has been implemented  8 – Content or intent of	1 – Recommendation has been implemented	Accepted

		recommendation already in place		
<b>GRADE</b>				
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Various CTB Departments have implemented elements of this recommendation:</p> <ul style="list-style-type: none"> <li>▪Superior High School Indigenous student orientation day, Oct. 2017 - Aboriginal Liaison Office, Crime Prevention Council, Transit</li> <li>▪Presentations on opioids, overdose prevention and naloxone to Catholic Board and Public Board principals, and at MLC human trafficking workshop - Thunder Bay Drug Strategy</li> <li>▪Youth 4 Community grant - Drug Awareness Committee. Bay Safe implemented project to engage with youth through Mary J. L.</li> </ul>	<p>MLC was already doing this; however, arising from the Inquest, MLC has been able to forge new partnerships and therefore provide a broader spectrum of presentations and workshops.</p> <p>MLC continues to work very hard to achieve this recommendation. Wellness Wednesday was launched in academic 2016/2017 and continues to be a successful forum for such presentations in 2017/2018. In addition, many after-hours workshops and presentations have been organized. Workshops, activities and presentations included but were not limited to the following:</p> <p><b>Cultural Presentations/Workshops:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Medicine Wheel;</li> </ul>	<p>While NNEC already brings a wide array of guest speakers in for the benefit of our youth, we continue to rely on proposal based funding to cover the related costs. NNEC continues to request funding that is ongoing, predictable, and reliable to cover the costs of additional guest speaking opportunities. We are hopeful that there will continue to be resources available in a new core funding framework for this crucial program if proposal based funding is phased out to support additional visits from Elders, First Nations role models, and other important guests who</p>	<p>KO does this by utilizing current Elders on staff.</p> <p>KO continues to invite guest speakers and partner organizations to special events, and to make presentations to the students.</p> <p>This is ongoing and the KO Staff and Well-Being Team coordinates these on a monthly schedule for the students.</p>

	<p>Black Library, Castlegreen Youth Hub, Kinsmen Youth Centre, and resource centres at Vale/Limbrick, Windsor/Picton/Blutcher and Academy. Focus was on providing information on harm reduction and safer partying - Coordinated through Thunder Bay Drug Strategy</p> <p>▪Community safety and well-being presentation at MLC human trafficking workshop - Crime Prevention Council</p>	<ul style="list-style-type: none"> <li>• Story Telling with Matawa Elders;</li> <li>• East Door of the Medicine Wheel: Nutrition, Fitness, and Appearance;</li> <li>• Four Sacred Medicines;</li> <li>• Sharing circles;</li> <li>• Ribbon Skirt Making</li> <li>• Deer Hide Scraping and Tanning;</li> <li>• Regalia Making;</li> <li>• Medicine Bag Making;</li> <li>• Drum Stick Making;</li> <li>• Traditional pipe teachings;</li> <li>• Self Care: Cedar Wash;</li> <li>• Traditional drum teachings;</li> <li>• Traditional beadwork classes;</li> <li>• Moccasin Making;</li> <li>• Cooking with Traditional Foods;</li> <li>• 7 Grandfather Teachings;</li> <li>• Participation in Fall Harvest programs at Fort William highlighting tanning, wild rice harvesting, wild medicines, smoking</li> </ul>	<p>will engage our youth, and teach them new skills and important leadership qualities.</p> <p>NNEC will continue to consult with other community partners to arrange for local speakers or skills instructors to attend our schools to make presentations when it is possible.</p>	
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		<p>meat and bannock making;</p> <ul style="list-style-type: none"><li>• NAN Student Orientation;</li><li>• Fort William First Nation Pow Wow;</li><li>• NAN Youth Extravaganza;</li><li>• Gathering of Rivers Pow Wow in Sault Ste Marie.</li></ul> <p><b>Health and Well-Being Presentation/Workshops:</b></p> <ul style="list-style-type: none"><li>• Alcohol and Risk-Related Trauma in Youth (delivered by PARTY Program – Thunder Bay Regional Hospital);</li><li>• Indigenous Party Program (delivered by PARTY Program – Thunder Bay Regional Hospital);</li><li>• Managing Anxiety (MLC Staff);</li><li>• Harm Reduction (Baysafe);</li><li>• Getting Help During a Crisis (Thunder Bay Crisis Response);</li><li>• Hands on Art Therapy – Identity and Goals (MLC Staff);</li></ul>		
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		<ul style="list-style-type: none"><li>• Self-Card (MLC Staff);</li><li>• Self-Care (MLC Staff);</li><li>• Nutrition (Thunder Bay District Health Unit);</li><li>• Healthy Relationships (Thunder Bay District Health Unit);</li><li>• Mental Health and Stigma (MLC Staff);</li><li>• Worm composting for MLC garden (ECO-Superior);</li><li>• Students volunteered at Gammondale Farm for the fall harvest;</li><li>• Rock Climbing (Boulder Bear Climbing Gym);</li><li>• Complex tour (Canada Games Complex);</li><li>• Hockey for Development Clinic with drills, coaching certification, skating socials and cultural activities;</li><li>• Sexually Transmitted Infections (Thunder Bay District Health Unit).</li></ul> <p><b>Community Safety Presentation/Workshops:</b></p> <ul style="list-style-type: none"><li>• Your rights and the Police (delivered by NAN);</li></ul>		
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		<ul style="list-style-type: none"> <li>• Sharing Circle with students regarding experiences with police in Thunder Bay (OIPRD);</li> <li>• Regular meetings with Thunder Bay Police.</li> </ul> <p><b>Career Presentations/Workshops:</b></p> <ul style="list-style-type: none"> <li>• College and university fairs;</li> <li>• Leadership Thunder Bay re youth leadership; and</li> <li>• Outdoor Education Outing (provided by Lakehead University);</li> <li>• Indigenous Career Experience (Thunder Bay Regional Health Sciences Centre).</li> </ul>		
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**RECOMMENDATION 118**

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
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<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	The Corporation offers Aboriginal/ Indigenous Cultural Awareness training to all new employees and Walk a Mile training to all employees using the short documentary film series, professional curriculum and trained community facilitators. The Corporation is currently redeveloping its staff Aboriginal/ Indigenous Cultural Awareness training programs to enhance the current training curriculum and include skills-based training related to intercultural competency, conflict resolution, human rights and anti-racism. This review includes consultation with the Indigenous community and the Corporation's union representatives. This enhanced training is in response to Truth and Reconciliation Call to Action 57 and the Seven Youth Inquest. The program is proceeding to launch Fall 2018.

### RECOMMENDATION 119

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

<b>PARTY</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	

<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Considered in renewal of the Aboriginal Strategy and other cultural awareness training and activities in 2017.

### **RECOMMENDATION 120**

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

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY</b>	1 – Recommendation has	1A – Recommendation will be	1 – Recommendation has been

<b>RESPONSE</b>	been implemented	implemented	implemented
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Indigenous Services Canada continues to meet with the Mayor and the City Manager of Thunder Bay to discuss opportunities for collaboration. Public Safety Canada has also held similar meetings with the City of Thunder Bay to discuss implementing programming that supports Indigenous youth in the city.</p>	<p>EDU offered funding of up to \$200,000 to each partner organisation, to assist in the implementation of education-related recommendations directed to Ontario that require funding, based on the priorities identified by each partner organisation.</p> <p>To date, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC) have not included recommendation #120 in their work plans submitted to the province.</p> <p>EDU has continued to participate in the Thunder Bay Youth Inquest Education Table to work with partners to develop responses to the recommendations.</p>	<p>Discussed at meeting on various issues with David Zimmer, Minister of Indigenous Relations and Reconciliation, and with Minister Patty Hajdu and MP Don Rusnak. Patti Hajdu and Don Rusnak provided letters of support for the Youth Inclusion Program submission to Public Safety Canada.</p>

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

## RECOMMENDATION 121

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

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

### RECOMMENDATION 122

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

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

### RECOMMENDATION 123

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

capacity building within First Nation schools.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	8 - Content or intent of recommendation is already in place
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.</p> <p>EDU has continued to fund Indigenous Education Leads in each District School Board, foster greater collaboration between First Nation schools and provincially-funded schools. This position has been in place since 2016 and is intended to facilitate relationships, sharing, and communication between First Nation schools and publically-funded schools.</p> <p>EDU has continued to participate with partners at the Inquest Education Table to address opportunities for information sharing, professional development, and resource sharing.</p>

### RECOMMENDATION 124

Through the Ministry of Education, work with First Nations communities, school boards, and the federal government to address issues related to tuition agreements.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	On September 22, 2017, EDU issued a memo to all Directors of Education and Secretary/Treasurers of School Authorities in Ontario, encouraging them to enter

into RESAs with First Nations who had expressed an interest in entering into these agreements; and signaling that the Ministry was exploring the possibility of legislative change regarding RESAs.

In October 2017, an ESA/RESA Working Group (ERWG) was established. The membership of the Working Group includes representatives from First Nations across Ontario, Trustee and School Board associations, and the Ministry.

To date, the Working Group has met on five occasions: October 2017; December 2017; January 2018, February 2018 and April 2018.

In winter 2018, the Working Group supported the Reciprocal Education Approach (REA). This approach is intended to expand access for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems by:

- In specific circumstances, allowing for the admission of pupils of a school board to First Nation-operated or federally-operated schools, and for the school board to pay the prescribed fee (based on the formula in regulation) to the entity that operates the school; and,
- In specified circumstances, requiring school boards to admit pupils who are resident on reserve, to a school of a board and for the board to charge the prescribed fee.

Amendments to the Education Act setting out the legislative framework for the REA received Royal Assent on May 8, 2018 and will come into force on September 1, 2019 or a date to be proclaimed by the Lieutenant Governor, whichever occurs first. These amendments provide authority to create regulations to support the implementation of the REA approach. The Working Group has started working on implementation considerations for the REA.

### **RECOMMENDATION 125**

Through the Ministry of Education, work with NAN through the Education Partnership Program to foster local relationships

between school boards and First Nation communities in order to support student transitions between provincially-funded schools and First Nation schools.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	8 - Content or intent of recommendation is already in place
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	EDU has continued to fund Indigenous Education Board Leads in every school board to support information sharing, communication and identification of necessary supports and services for students who transition between First Nation schools and provincially funded schools.

### RECOMMENDATION 126

Through the Ministry of Education, continue ongoing work regarding supports for students experiencing racism and continue to work with its partners to support the learning in the curriculum to address this issue.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p><b>Education - Complete</b></p> <p>The Ontario curriculum has been revised so that all students learn about the history of Indigenous peoples in Canada, including the history of the residential school system.</p> <p>The curriculum requires that students from kindergarten to high school learn about the negative impacts of racism and discrimination and the importance of tolerance and inclusivity.</p> <p>EDU directed provincially funded school boards to work closely with Indigenous partners to review team names, logos and mascots to raise awareness about the</p>

negative impact of stereotypes on individuals, schools and communities. Additionally, EDU established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers.

**Youth** – In progress

The NORDIK Institute at Algoma University was selected to design the Indigenous Youth Leading Youth Anti-Racism Program (Program) and administer the training for youth leaders. The Program's main objectives will be for Indigenous youth to educate non-Indigenous youth about the impacts that historical and contemporary racism have had on Indigenous peoples as well as support Indigenous youth as anti-racism educators by strengthening their skills and knowledge of anti-racism strategies. Working with Indigenous youth councils in Ontario, NORDIK established an Indigenous Youth Advisory Circle, which includes membership from northern communities including those from NAN and GCT #3, to inform the design and the delivery of the Program.

□

The pre-launch of the Program was held between March 21-23, 2018. The province sought input from students at First Nations schools including Keewatinook Internet High School, Dennis Franklin Cromarty (DFC), and Pelican Falls High School.

The pre-launch was led by the Indigenous Youth Advisory Circle, focusing on gathering feedback on what to teach non-Indigenous youth about Indigenous racism and the needs of Indigenous youth when talking about racism.

The province will launch the targeted Indigenous Youth Leading Youth Anti-Racism Program in 2018, which will be delivered by Indigenous youth organizations across Ontario to youth in schools and community settings.

**RECOMMENDATION 127**

Through the Anti-Racism Directorate, undertake research and engage with Indigenous communities to develop an Indigenous informed Anti-Racism public education and awareness campaign.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>The ARD has held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including Nishnawbe Aski Nation (NAN), to better understand experiences of systemic racism, and determine ways to address racism through public education and awareness initiatives and campaigns.</p> <p>To support the development of a provincial Indigenous-Focused Anti-Racism Strategy, the ARD has partnered with First Nation communities and Indigenous service providers to hold the first two community engagement sessions in Kenora and Sioux Lookout.</p> <p>The ARD has recently invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector.</p> <p>The ARD has funded multiple short-term community-based public awareness initiatives in Thunder Bay, including: the development of a youth social media campaign by NAN, and a project led by Ontario Council of Agencies Serving Immigrants to gather community feedback on public awareness priorities on anti-Indigenous racism in Thunder Bay.</p>

### **RECOMMENDATION 128**

Through the Ministry of Education, expand its work with partners, including First Nation, Métis and Inuit partners, to develop authentic resources that support learning about Indigenous histories, cultures, issues, perspectives and contributions in the curriculum and that build educator capacity to deliver the learning for all students with confidence and competence.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Through an Indigenous Steering Committee for curriculum revisions, a Joint Implementation Working Group was formed to oversee an initiative to support development to create resources for the delivery of curriculum revisions. Part of their work was to develop a process to evaluate and select resources. The call for resources was sent out in June 2017, with a submission deadline of September 1, 2017.</p> <p>Resources are currently under development and work is underway to make them available to both First Nation schools and publicly funded schools.</p>

### **RECOMMENDATION 129**

Through the Ministry of Education, work with the Ministry’s School College Work Initiative (SCWI) partners to expand opportunities for more students from DFCHS to explore and pursue postsecondary pathways through participation in dual credit programs with Confederation College. In addition, the Ministry should explore opportunities to expand dual credit

programming to students at MLC. The Northwestern Ontario SCWI Regional Planning Team includes representatives from Confederation College and eight district school boards including the Lakehead and the Thunder Bay Catholic District School Boards.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	EDU entered into discussions with Confederation College to explore how this program can be expanded further, so that students in First Nation operated schools have full access to the program.

### RECOMMENDATION 130

In order to track and analyze death rates of First Nations youth on and off- reserve, The Office of the Chief Coroner should develop a process or protocol to improve data collection and analysis.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	In March 2018, the province passed the <i>Safer Ontario Act, 2018</i> (SOA) which would amend the <i>Coroners Act</i> once those provisions are proclaimed into force, including the Chief Coroner’s authority to collect and disclose information under specified circumstances, and enable identification and analysis of trends related to deaths. These changes are set to come into force on January 1, 2019.  The OCC has secured a vendor for the corresponding information technology solution that is required. Anticipated completion is 2019.

### RECOMMENDATION 131

The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	MEDIUM-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>The OCC met with Indigenous leadership and community members to discuss services for remote areas. For example, on February 14, 2018, the Chief Coroner attended a NAN Health Transformation Meeting chaired by Ovide Mercredi to explore options and gain insight into challenges.</p> <p>Throughout 2017 and 2018, the Chief Coroner had several meetings with families and Indigenous leadership to discuss death investigations (both past and current).</p>

### RECOMMENDATION 132

In order to ensure consistency in all sudden death investigations, wherever possible, and taking into account the resources available in a community, coroners on call should coordinate their schedules to avoid other responsibilities that would prevent them from attending a scene.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	See Recommendation #131

### Recommendation 133

The Office of the Chief Coroner should work in partnership with Indigenous leadership and communities to develop a communications protocol for communications between the coroner's office and Indigenous peoples which prioritizes communication with the families.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	See Recommendation #131

### RECOMMENDATION 134

The Office of the Chief Coroner should amend policies to allow for extended family members to access information about the deceased, consistent with legislation.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	See Recommendation #131

### RECOMMENDATION 135

At the Annual Education Course for Coroners and Pathologists in 2017, the progress/results from recommendations 130 through 134 should be presented and discussed.

<b>PARTY</b>	<b>OFFICE OF THE CHIEF CORONER (ONTARIO)</b>
<b>PARTY RESPONSE</b>	1A - Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Recommendation 130 through 134 are still in progress.  In addition, the OCC/Ontario Forensic Pathology Service (OFPS) provided an all-staff cultural awareness training. The afternoon of OCC/OFPS's "all staff day" included a Blanket Exercise, facilitated by Kairos.

## RECOMMENDATION 136

In order to improve education outcomes of First Nations youth, we support and endorse Recommendations 7 through 11 of the Truth and Reconciliation Commission’s Calls to Action that call upon the federal government to:

- i. develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians (CTA#7);
- ii. eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves (CTA#8);
- iii. prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people (CTA#9);
- iv. draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10):
  - a. providing sufficient funding to close identified educational achievement gaps within one generation;
  - b. improving education attainment levels and success rates;
  - c. developing culturally appropriate curricula;
  - d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;
  - e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;
  - f. enabling parents to fully participate in the education of their children;
  - g. respecting and honouring Treaty relationships;
  - h. providing adequate funding to end the backlog of First Nations students seeking a post-secondary education.

<b>PARTY</b>	<b>CANADA</b>
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and

partnership. The Government of Canada will work closely and provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.

Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.

Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of Relationship Principles (June 2017). The Charter's principles commit the parties to a government-to-government relationship in actions to respond to the 2016 declaration of a public health emergency in NAN Territory, and in the transformation of health services over the longer term. In addition to health system transformation, a key priority action following the signing of the Charter is the development of a suicide prevention workplace (recommendation #36).

Through "Education Transformation", an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes a recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities. The Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council have decided that education transformation will not be a statutory change at this time.

The Department is working with the Chiefs of Ontario to engage with Ontario First Nations on implementation of the proposed interim formula in 2018-2019, as part of the ongoing broader education engagement and transformation process.

Through Budget 2017, the Department received enhances in the area of Post-Secondary Student Support Program (PSSSP) for eligible First Nation agreement holders. The new PSSSP money was allocated to each region, based on the total population aged 18 and older, using the December 2016 First Nation Indian Registration System data and 2011 Census data. This two-year investment in post-secondary education provided Ontario Region with an additional \$10,104,750 per year in PSSSP funding. Another element of the investments in post-secondary education will include Departmental review of the overall program suite. The PSE is in progress and is being led by the AFN.

## RECOMMENDATION 137

In order to improve health outcomes of First Nations youth, we support and endorse Recommendations 18 through 20 of the Truth and Reconciliation Commission’s Calls to Action that:

- i. call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties (CTA#18);
- ii. call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services (CTA#19); and
- iii. in order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).

PARTY	CANADA	ONTARIO	NAN
<b>PARTY RESPONSE</b>	1A – Recommendation will be implemented	i. Accepted – 2 Under consideration ii. Directed to the Federal government - 5 Not applicable to agency	8 – Content or intent of recommendation is already in place

		assigned iii. Directed to the Federal government - 5 Not applicable to agency assigned	
<b>GRADE</b>			
<b>TIME FRAME</b>	LONG-TERM	LONG-TERM	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Canada is firmly committed to implementing the TRC Call's to Action – which set out a road map for all levels of government, civil society, educational institutions and the private sector to ensure Indigenous peoples are included as we build a stronger Canada. We are working with residential school survivors, First Nations, Inuit, the Métis Nation, provinces, territories, and educators to incorporate Aboriginal and treaty rights, residential schools, and Indigenous contributions into school curricula. We know there is more to do, and we will continue to work together to advance reconciliation and ensure Indigenous people have the tools necessary to succeed.</p>	<p><b>Community Wellbeing</b> – In progress In May 2016, Ontario announced a number of investments in health services initiatives focused on Northern First Nations. These initiatives are being implemented and evaluated in close partnership with Indigenous partners to measure Indigenous health outcomes.</p> <p>These initiatives include supporting Sioux Lookout First Nations Health Authority's "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data</p>	<p>Recommendation is accepted and complete insofar as the content or intent of the recommendation is already in place.</p> <p>NAN advocates throughout its work and in the support to the 49 First Nations, for the TRC Calls to Action and Recommendations 18 through 20 to ensure that gaps are closed and jurisdictional disputes are addressed, as well as to constantly remind the federal and provincial governments of the impacts of past government policies on the health of its community members in NAN territory.</p>

		<p>management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way.</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b> See Recommendation #36.</p> <p><b>Health System Transformation</b> See Recommendation #35.</p>	
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**RECOMMENDATION 138**

In order to assess progress in the areas of education and health of First Nations youth, we support and endorse Recommendation 55 of the Truth and Reconciliation Commission’s Calls to Action that calls upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:

- i. comparative funding for the education of First Nations children on and off reserves;
- ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and
- iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	No response in 2018.	1A – Recommendation will be implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	LONG-TERM	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>		<ul style="list-style-type: none"> <li>i. much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government;</li> <li>ii. public information</li> <li>iii. some of this is public information, some additional information may be held by MOHLTC or other ministries, several of these indicators are not measured or held by the federal government. IAO is working with other ministries to collect information where possible.</li> </ul> <p><b>Coordination and submission of indicators</b> IAO has been working across ministries to coordinate data on the indicators identified in TRC Call to Action #55. IAO/IAO intends to provide as much responsive information as available to the National Council for Reconciliation, once it is established.</p> <p><b>Health System Transformation</b></p>

		<p>See Recommendation #35.</p> <p><b>Education</b>  EDU publicly released the Third Progress Report on the implementation of the First Nations, Métis, and Inuit Education Framework in March 2018, providing comparative information and available data on key metrics.</p>
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**Notes:** In order for Canada to receive a passing grade for recommendation 137 in the future, these parties must provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation, as required by this recommendation.

**RECOMMENDATION 139**

We support and endorse Recommendation 57 of the Truth and Reconciliation Commission’s Calls to Action that calls upon federal, provincial, territorial, and municipal governments to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>	<b>CITY OF THUNDER BAY</b>
<b>PARTY RESPONSE</b>	1- Recommendation has been implemented	1A - Recommendation will be implemented	No response provided in 2018.

	1A – Recommendation will be implemented		
<b>GRADE</b>			
<b>TIME FRAME</b>	SHORT-TERM	SHORT-TERM	SHORT-TERM
<b>DETAILS PROVIDED BY PARTY</b>	<p>Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely and provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians.</p> <p>The Department provides various opportunities for training in areas outlined within this recommendation, some of which are mandatory for all public servants. Examples include:</p> <ul style="list-style-type: none"> <li>• Aboriginal Elder Protocol (PE1084), mandatory</li> <li>• Inuit in Canada (PE5243), mandatory</li> <li>• Introduction to Inuit, Introduction to Métis, non-mandatory</li> <li>• Introduction to First Nations, non-mandatory</li> <li>• Cree Language and Culture Training, non-mandatory</li> </ul>	<p>Ontario procured the services of the Provincial Health Services Authority (PHSA) of British Columbia to deliver the San'yas Indigenous Cultural Safety Training Program (San'yas Program) to all Ontario public service employees.</p> <p>OPS employees began taking the training in April 2018. Rolling registration will continue until 2021.</p> <p>To date 5420 participants have been registered in the San'yas Program.</p> <p>IAO is developing a performance measurement framework to research the impact of this training on participants and the Ontario public service. IAO is also developing a vendor of record to provide complementary, in-person Indigenous training programs developed by Indigenous communities, businesses and organizations.</p>	

	<ul style="list-style-type: none"> <li>• Canada School of Public Service Indigenous Learning Series, non-mandatory</li> </ul> <p>“FedTalks” is another learning opportunity which are schedules frequently within the department which are attended by public servants. Samples of topics related to this recommendation include:</p> <ul style="list-style-type: none"> <li>• <u>Indigenous Youth and their roles as leaders of the future and today, Wednesday February 21, 2018</u></li> <li>• Transformation: Applied Reconciliation? What can we learn from efforts to Indigenization of Post-Secondary Institutions.</li> <li>• How we are coming to know: Ways in which Indigenous and non-Indigenous ways of knowing, being, and doing might circulate together in mathematics and science teaching and learning</li> <li>• A Picture is Worth a Thousand Words: Why culture is integral to a renewed relationship with Indigenous people</li> </ul>		
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**Note:** Although Canada provides **some** mandatory training in the areas outlined in recommendation 139, in order to receive a passing grade in the future, Canada should provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, as required by this

recommendation. Similarly, the City of Thunder Bay should provide this same training to its employees and outline this in future responses in order to receive a passing grade for recommendations 139.

### RECOMMENDATION 140

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

- i. make age-appropriate curriculum based on the history of residential schools and legacy effect, 60’s Scoop, colonialism, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students to counteract the harmful stereotypes and false and misleading histories/stories that play out in the media;
- ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
- iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and
- iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	1 – Recommendation has been implemented
<b>GRADE</b>		
<b>TIME FRAME</b>	LONG-TERM	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	ISC supports the principle of First Nations control over First Nations education, and as a result, supports First Nations educators in developing culturally-relevant curriculum. The Department has provided specific funding annually to a number of First Nation Tribal specific funding annually to a number of First Nation Tribal Councils to develop	The first phase of curriculum enhancements has been completed and released in draft form and prepared for full release for the 2018-19 school year.  On December 14, 2017 the <i>Indigenous Institutes Act, 2017</i> came into force. The Act recognizes that Indigenous Institutes play a unique role in Ontario’s postsecondary education and training system.

	<p>treaty curriculum for use within their territorial schools. In 2017-2018, specific funding for treaty and residential school curriculum development was provided to five communities. First Nations also receive funding through the New Paths for Education program to enhance curriculum in band-operated schools and improve the overall effectiveness of education in class rooms, as well as specific funding to provide ancillary support for curriculum development in provincial schools where First Nations students attend.</p> <p>There are a number of post-secondary institutions in Ontario that offer Aboriginal Teacher Education programs in Ontario, including Trent, Queens, Brock, and Nipissing.</p>	<p>Ontario is investing \$67.5M over three years (2017-18 to 2019-20) to support capacity-building with the flexibility for each Indigenous Institute to determine institutional priorities.</p>
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Note: In order for Canada to receive a passing grade in the future, the changes to school curricula outlined in recommendation 140 must be implemented in all schools, not just First Nations schools.

### **RECOMMENDATION 141**

In addition, in order to further efforts toward reconciliation through education, we support and endorse Recommendation 63 of the Truth and Reconciliation Commission's Calls to Action that calls upon the Council of Ministers of Education Canada (upon its creation) to maintain an annual commitment to Aboriginal education issues, including:

- i. developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools;
- ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;

- iii. building student capacity for intercultural understanding, empathy, and mutual respect; and
- v. identifying teacher-training needs relating to the above.

<b>PARTY</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented
<b>GRADE</b>	
<b>TIME FRAME</b>	LONG-TERM
<b>DETAILS PROVIDED BY PARTY</b>	EDU has continued to work with the Council of Ministers of Education Canada, and with other members to share information with regard to progress in developing curriculum and resources, and supporting student capacity and teacher-training needs.

#### **RECOMMENDATION 142**

In order to give effect to the motion passed unanimously by the House of Commons on February 27, 2012, relating to Shannen’s Dream, as set out below, we would support the inclusion of the wording of the motion in federal documents relating to First Nations education:

That, in the opinion of the House, the government should adopt Shannen's Dream by: (a) declaring that all First Nation children have an equal right to high quality, culturally-relevant education; (b) committing to provide the necessary financial and policy supports for First Nations education systems; (c) providing funding that will put reserve schools on par with non-reserve provincial schools; (d) developing transparent methodologies for school construction, operation, maintenance and replacement; (e) working collaboratively with First Nation leaders to establish equitable norms and formulas for determining class sizes and for the funding of educational resources, staff salaries, special education services and indigenous language instruction; and (f) implementing policies to make the First Nation education system, at a minimum, of equal quality to provincial school systems.

<b>PARTY</b>	<b>CANADA</b>	<b>ONTARIO</b>
<b>PARTY RESPONSE</b>	1 – Recommendation has been implemented	No response provided in 2018.
<b>GRADE</b>		
<b>TIME</b>	LONG-TERM	LONG-TERM

<b>FRAME</b>		
<b>DETAILS PROVIDED BY PARTY</b>	<p>Through “Education Transformation”, an interim formula will be put into place in 2019-2020 that is stable, predictable, based on provincial comparability, and includes a recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges face by First Nations students, their schools, and communities.</p> <p>In the interest of advancing First Nations control over First Nations education, the Government of Canada has been working with First Nations to advance self-determination through education jurisdiction. The Anishinabek Nation Education Agreement is an education sectoral self-government agreement between the Anishinabek First Nations and the Government of Canada. On the basis of the Anishinabek Nation Education Agreement, Anishinabek First Nations and Canada have agreed to identify their respective activities related to setting up the Anishinabek Education System. Negotiations between the Anishinabek First Nations and Canada were successfully completed early 2017 with the agreement officially signed in August 2017. The AES was effective April 1, 2018. There are currently 23 signed-on communities that are a party to the agreement. This initiative will set the stage for the Participating First Nations to develop culturally relevant and community-tailors education programs for the benefit of Anishinabek students.</p> <p>In addition, exploratory discussion between NAN and Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and</p>	

	identify a framework for a NAN-wide education system.	
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### RECOMMENDATION 143

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

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

**TIME-FRAME: SHORT-TERM**

<b>PARTY</b>	<b>PARTY RESPONSE</b>	<b>GRADE</b>
<b>CANADA</b>	1 – Recommendation has been implemented	
<b>ONTARIO</b>	No response provided in 2018.	
<b>CITY OF THUNDER BAY</b>	1 – Recommendation has been implemented	
<b>THUNDER BAY POLICE SERVICE</b>	Accepted	
<b>NAN</b>	8 – Content or intent of recommendation is already in place	
<b>NNEC &amp; DFC</b>	1 – Recommendation has been implemented	
<b>MLC</b>	1 – Recommendation has been implemented	
<b>KO</b>	Accepted	

### RECOMMENDATION 144

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

#### TIME FRAME: SHORT-TERM

PARTY	GRADE
CANADA	
ONTARIO	
CITY OF THUNDER BAY	
NAN	
NNEC & DFC	
THUNDER BAY POLICE SERVICE	
MLC	
KO	

### RECOMMENDATION 145

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

**TIME-FRAME:** MEDIUM-TERM

PARTY	PARTY RESPONSE	DETAILS PROVIDED BY PARTY	GRADE
CANADA	1 – Recommendation has been implemented	Canada has revised policies to reflect new tasks related to the recommendations.	
ONTARIO	1A – Recommendation will be implemented	Ministries continue to update current policies, as required, to reflect new tasks and procedures resulting from the responses to the recommendations.	
CITY OF THUNDER BAY	1 – Recommendation has been implemented	Policies, procedures and processes revised as necessary, per recommendation.	
NAN	8 – Content or intent of recommendation is already	Recommendation is accepted and complete	

	in place	insofar as the content or intent of the recommendation is already in place. NAN revises its policies as necessary according to its internal policy revision procedures.	
NNEC & DFC	1 – Recommendation has been implemented	NNEC has revised and will continue to revise our current policies to reflect new tasks and procedures as deemed appropriate due to accepted Inquest Recommendations.	
THUNDER BAY POLICE SERVICE	In progress	The Service made changes to its policies and procedures proactively prior to the Joint Inquest. To the extent that any accepted recommendation still in the implementation phase requires revision of a specific policy or procedure, such changes will be made during normal operational reviews and will be implemented as appropriate.	
MLC	8 – Already in place 1B – Alternate recommendation	MLC will continue to update its policies to reflect new protocols and procedures	

	implemented		
KO	Accepted	<p>KO reviewed and revised their policies and procedures in January 2017.</p> <p>This is an ongoing item as there are extensive sections and new programming being undertaken and implemented.</p> <p>Revised or New Policies for 2018:</p> <ul style="list-style-type: none"><li>• KOSSS Circle of Care Model</li><li>• Land Based Programming</li><li>• Boarding Home Guidelines</li><li>• KO Student Home Policies (Boarding Home Pilot)</li><li>• Missing Student Protocol Guide</li><li>• Well-Being &amp; Land Based Intervention Site</li></ul>	