

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

June 28, 2019

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

Final Recommendation			
<p>1. In order to ensure transparency in this process, we recommend that the verdict and verdict explanation be translated into Cree, Ojibway and Oji-Cree and be easily accessible to the citizens of Nishnawbe Aski Nation (NAN).</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response Code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> The translation to Cree has been completed. Working with translators on the Ojibway and Oji-Cree translation. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Continue attempting to secure a translator that will complete Ojibway and Oji-Cree translation work due to size of the document.
Final Recommendation			
<p>2. In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrissette and Jordan Wabasse, work with the families of the seven youths, students and former students of Dennis Franklin Cromarty High School (DFC) and the Matawa Learning Centre (MLC), and other interested parties to develop a memorial in their honour.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response Code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> IAO continues to work with Northern Nishnawbe Education Council (NNEC) to support memorials for each of these students. As of June 2019, memorials have been held and funded for three of the youth. <p><i>Planned/ continued response to recommendation</i></p>

			<ul style="list-style-type: none"> The three remaining memorials are being planned in 2019/20 and 2020/21, upon request of the families. The family of one of the seven youth has opted not to proceed with a memorial through the Inquest process.
Final Recommendation			
3. The terms “on-reserve” and “off-reserve” should not be a restriction for any First Nation education and health care funding frameworks. Directed to: Ontario, Canada Shared Provincial Lead: Ministry of Education (EDU), Ministry of Health (MOH) Additional ministry: Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1 Recommendation has been implemented.	<ul style="list-style-type: none"> Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations. Ontario recognizes the role of the federal government in providing many services on-reserve. The province provides insured health services to all eligible residents of Ontario. Ontario's approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services 	Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> The Ministry of Health (MOH) continues to support First Nations Jordan's Principle Navigators with: <ul style="list-style-type: none"> Local Health Integration Network (LHIN) contacts to help address regional service navigation. Information provided by the province and the LHINs on programs and services that are tailored to their location in the province.

	<p>regardless of whether they live on- or off-reserve.</p> <ul style="list-style-type: none"> In regards to education, the federal government has established guidelines and provides funding for First Nation students normally residing within First Nation communities, whether they attend a First Nation-operated school or a provincially-funded school through an education services agreement. 		
Final Recommendation			
<p>4. To renew the relationship between Canada and Indigenous Peoples, nation-to-nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.</p> <p>Directed to: Ontario, Canada Provincial Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted in part</p> <p>Response Code: 1 Recommendation has been implemented.</p>	<ul style="list-style-type: none"> Ontario supports the principles within this letter. The province's response to Recommendation #4 will be driven by its priority to strengthen relationships, improve quality of life and expand economic opportunity for Indigenous Peoples in 	Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Ontario is guided by the principles underlying the letter. The principles include an emphasis on renewing relationships with Indigenous Peoples through the recognition of rights, respect, co-operation and partnership.

	Ontario, including through the priorities raised through the Inquest process.		
Final Recommendation			
5. No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements. Directed to: Ontario, Canada, and Nishnawbe Aski Nation (NAN) Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response Code: 8 Content or intent of recommendation is already in place		In progress	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> In response to the student safety crisis identified by NAN in summer 2017, EDU provided \$6.7 million in funding for the 2017/18 school year to address the immediate needs of NAN students. Actions taken included providing tuition funding to First Nation operated schools, to provide students with access to the program of their choice. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> For the 2018/19 school year, EDU provided further funding to NAN and NAN organizations to support programs that had been previously funded for the stabilisation of the NAN-declared emergency. EDU is also providing funding to NAN to support Re-engagement Coordinator meetings to discuss issues, challenges and barriers that re-engagement coordinators have identified, as well as best practices, successes and supports required to continue achievement. NAN has identified this initiative as supporting the implementation of this recommendation.
Final Recommendation			
6. In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youth were gifted. Directed to: Ontario, Canada, Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC) Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative	If accepted, is implementation (a) pending, (b) in	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

	approach to achieve the same aim.	progress, or (c) complete?	
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> EDU has provided funding to each partner organization, including NNEC, MLC, and KO, to support engagement with families and communities on the establishment of memorial scholarships. Communities and families have been heavily involved in the scholarship development process and it has been noted that this work has played a pivotal role in supporting families. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU continued to provide funding to support the development of memorial scholarships in the 2018/19 fiscal year.
Final Recommendation			
<p>7. In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</p> <ol style="list-style-type: none"> i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations; ii. First Nations governments exercise inherent control over their education systems; iii. First Nation communities seek to have greater responsibility and capacity to govern their own spiritual, cultural, social, and economic affairs; iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain; v. Canada will support individual First Nations communities as they develop local solutions to the effects of colonial policy; and vi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply. <p>Directed to: All parties Provincial Lead: All</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented.		In Progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Ontario is committed to meeting its constitutional obligations regarding Aboriginal peoples. Ontario respects Aboriginal and treaty rights as recognized and affirmed under section 35 of the <i>Constitution Act, 1982</i>. Historical treaties are important to the ongoing relationship between the Crown and First

			<p>Nations and continue to inform our dialogues at every level.</p> <ul style="list-style-type: none"> Ontario acknowledges that many Indigenous communities seek greater responsibility and capacity to govern over matters that directly affect their communities. The province is committed to working with Indigenous partners and Canada, as appropriate, to support community-based approaches and to enhance Indigenous participation in decision-making towards positive socio-economic outcomes. The Ministry of Children, Community and Social Services (MCCSS) is coordinating the province's approach to how programs and services for First Nations, Métis and Inuit children, youth, and families are designed, delivered and governed. Specifically, MCCSS is working on co-developing and co-implementing holistic, culturally-safe, prevention- and community-based programming and services with First Nations, Métis, Inuit and urban Indigenous partners. This is intended to support focus-on prevention-based programming that is designed and delivered by First Nations, Inuit and Métis communities and urban Indigenous partners across Ontario. Canada, Ontario and Indigenous partners are also starting to explore what the implementation mechanisms will be for <i>Federal Bill C-92: An Act respecting First Nation, Inuit and Métis children, youth and families</i>.
Final Recommendation			
<p>17. Work with Indigenous individuals, families, communities or organizations on identifying and, where appropriate, creating points of contact within the Ontario government to assist Indigenous communities in identifying and accessing Ontario programs, funding and services.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Health (MOH), Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Education (EDU), Ministry of Municipal Affairs & Housing (MMAH), Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> This recommendation is being addressed through the collaborative Jordan's Principle work underway. <p>MOH</p>

Response Code: 1A Recommendation will be implemented			<ul style="list-style-type: none"> See Recommendation #3. MCCSS <ul style="list-style-type: none"> MCCSS is working to strengthen connections with regional offices, including identifying opportunities to improve access to programs and services.
Final Recommendation			
<p>22. Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Health (MOH), Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations. The province provides insured health services to all eligible residents of Ontario. Ontario's approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically required services regardless of whether they live on- or off-reserve. 	In progress	<p><i>Steps taken toward implementation</i></p> MOH <ul style="list-style-type: none"> See Recommendation #3. MCCSS <ul style="list-style-type: none"> Ontario continues to implement the provincial <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i>, which includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the <i>CYFSA</i>], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle." MCCSS, as Ontario's lead ministry, responds actively to any request that is named or could be considered a Jordan's Principle case for a First Nations child, as well as applying the principle to Métis and Inuit children per the legislation. MCCSS has established work with the federal government to share information and better align service delivery/ address gaps.

	<ul style="list-style-type: none"> MOH is collaborating with federal and First Nations partners in the short term to link First Nations children to existing provincially funded services. 		
Final Recommendation			
<p>23. This principle should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council (NNEC), such as operations and maintenance funding for its off-reserve schools, tuition for First Nations students living off-reserve, and so on.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1A Recommendation will be implemented	Aspects of the recommendation within provincial jurisdiction will be implemented	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In 2017/18, EDU provided \$70,000 to NNEC to fund a Teacher Coach position. The intent of the Teacher Coach was to help build programming and curriculum for NNEC and provide mentorship and support for NNEC staff and educators. In 2017/18, EDU provided funding to address concerns identified by NAN through the student safety crisis. Funding supported extending tuition funding to First Nation operated schools, to provide students with access to the program of their choice. In 2017/18, EDU also provided tuition funding to identified First Nation schools, including Dennis Franklin Cromarty, where they were unable to negotiate a reverse education services agreement with local school boards. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU is continuing to provide tuition funding for eligible students for the 2018/19 school year until the regulation to support the Reciprocal Education Approach is complete. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation-operated schools or provincially funded schools, and for students transitioning between school systems.
Final Recommendation			

<p>29. Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to:</p> <p>i. receive high school education at home;</p> <p>ii. community and family connectivity when youth are away from home for school or for other reasons; and</p> <p>iii. career options for youth and their families within their communities.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Energy, Northern Development and Mines (ENDM)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In Progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Following completion of ENDM's Northwestern Broadband Expansion Initiative (NWOBEI) in 2014, which connected 21 remote First Nations communities by installing approximately 2,000 kilometres of high-speed fibre-optic cable, ENDM has been working towards connecting the remaining seven remote communities with modern broadband. • Remaining communities include Nibinamik, Neskantaga, Eabametoong, Marten Falls and Webequie in the Ring of Fire Region, and Fort Severn and Peawanuck on the northern James Bay Coast. • Since 2013, ENDM has been working with Matawa First Nations Management to connect the five communities in the Ring of Fire Region. • On October 6, 2017, a joint Ontario-Canada announcement was held in Thunder Bay that Canada will invest up to \$37.1 million, through the federal "Connect to Innovate" program, and Ontario would invest up to \$30 million, to expand broadband into five remote Matawa communities in the Ring of Fire Region. • ENDM continues to work with Industry, Science and Economic Development Canada and Matawa First Nations on refining a final proposal and developing a comprehensive work plan. Originally, the target to commence staging/ construction was Summer 2019. • For the James Bay coast communities, ENDM invested \$1.9 million in 2018 towards a \$7.5 million satellite upgraded to bring 100mbs of service to Fort Severn and Peawanuck for five years. Prior to this investment these communities each had 10mbs of bandwidth for distribution to the entire community, less than a single residence in urban area. <ul style="list-style-type: none"> ○ ENDM continues to explore long-term options with other funding partners to bring fibre optics to these communities (e.g., a potential joint project with Quebec).

			<p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MOI will release a Broadband and Cellular Action Plan (Action Plan) that will invest \$315 million over five years to expand access in unserved and underserved areas, including First Nations communities. • The Action Plan will also outline policy action that will support network expansion and encourage private sector investment.
Final Recommendation			
<p>32. Provide resources through the Education Partnerships Program (EPP) or another source to establish a First Nation working group in Thunder Bay, Ontario, composed of First Nation education experts who will provide their expertise to assist Nishnawbe Aski Nation (NAN), the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:</p> <ol style="list-style-type: none"> an assessment of the current educational achievement gap in NAN territory; an assessment of the educational programs and secondary services that would be required to close the educational achievement gap in NAN territory within one generation; an assessment of the amount of resources required to create and implement the educational programs and services required to close the educational achievement gap in NAN territory within one generation; an assessment of the feasibility and mechanism for the creation of a database that would collect and store information related to education in NAN territory. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented.		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • In 2018/19, EDU provided funding to NAN to continue work on closing the achievement gap. This includes support for engagement and research to assess the educational achievement gap in NAN territory.
Final Recommendation			
<p>35. In order to achieve parity of services, community health and safety, and quality of life as between First Nation and non-First Nation communities, develop a method for measuring and establishing equivalence in health outcomes and services between Nishnawbe Aski Nation (NAN) communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.</p>			

Directed to: Canada, Ontario, and NAN Provincial Lead: Ministry of Health (MOH)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> Ontario has been working with the federal government and NAN to develop recommendations on access to care. A Charter of Relationship Principles Governing Health System Transformation in the NAN territory has been signed by NAN, Ontario and Canada to guide the work of health transformation for NAN communities. The Charter notes: "Continuous evaluation is important for measuring progress and systematically assessing, evaluating and improving the structure, process and outcomes." 	<p>In Progress</p> <p>Community Wellbeing In progress</p> <p>Health System Transformation In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Community Wellbeing</p> <ul style="list-style-type: none"> MOH provides continued support for Sioux Lookout First Nations Health Authority's (SLFNHA) "Approaches to Community Wellbeing" model, increasing public health service capacity in the Sioux Lookout region, as well as supporting the development of a Northern Ontario First Nations data management system that is intended for public health data to be gathered, analyzed and applied in a culturally appropriate way. In 2018/19, \$4.75 million was provided for public health nursing, public health service capacity and overall support for SLFNHA's Approaches to Community Wellbeing program. \$400,000 was provided for an Associate Medical Officer of Health position dedicated to Indigenous health. <p>Health System Transformation</p> <ul style="list-style-type: none"> MOH has resumed its participation in discussions with the federal government and NAN on health system transformation as well as immediate needs. <p><i>Planned/ continued response to recommendation</i></p> <p>Health System Transformation</p> <ul style="list-style-type: none"> Continue to work with the federal government and NAN on scoping appropriate responses to exploring health system transformation as well as addressing culturally appropriate Indigenous health services.
Final Recommendation			
<p>36. In consultation with youth and Elders commencing in 2016, develop a suicide prevention strategy to address the continuing inter-generational suicide trauma experienced by children and youth in the remote Nishnawbe Aski Nation (NAN) First Nation communities. The federal and provincial government should fund the strategy development and implementation.</p>			

Directed to: Canada, Ontario and NAN Provincial Lead: Ministry of Health (MOH) Additional Ministry: Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1B Alternative recommendation has been implemented	<p>Indigenous Youth Life Promotion</p> <ul style="list-style-type: none"> In 2016, Ontario announced new investments in: <ul style="list-style-type: none"> Land-based/cultural programming and prevention supports; Enhancements to the Tele-Mental Health Service to reach more Indigenous communities; Indigenous mental health and addictions workers and other mental health and wellness supports for students in First Nations schools; and Mental Wellness Teams across the province, in partnership with the federal government. MOH is leading ongoing implementation of these initiatives with Indigenous partners, inter-ministerial 	<p>Youth Life Promotion In progress</p> <p>Culturally Appropriate Mental Health and Addictions Initiatives In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Youth Life Promotion Initiatives</p> <ul style="list-style-type: none"> Ontario committed annualized funding for Indigenous youth life promotion initiatives in 2016/17, with funding reaching maturity in 2018/19. Beginning in 2018/19, the funding commitment for these initiatives is \$23 million annually. Of that funding, MOH is investing over \$7 million to support NAN communities. Full accountability for youth life promotion initiatives transferred from MCCSS to MOH as part of the transfer of the child and youth mental health program, effective April 1, 2019. MOH continues to work with Indigenous partners, including NAN, to support the ongoing implementation of this funding through investments in sustainable, culturally appropriate programming that will enhance the mental health and well-being of Indigenous communities across the province. In 2018/19, youth life promotion investments included: <ul style="list-style-type: none"> \$1,168,200 to support land-based/cultural programming, which NAN indicated was used to create a centralized mental health and wellness program in Thunder Bay, with a focus on students that have relocated to attend school; \$4,165,000 for mental health and addictions workers and other mental health and wellness supports for students in NAN's First Nations schools; and \$1,750,000 to support 7 Mental Wellness Teams that are dedicated to serving NAN communities (total investment to support Mental Wellness Teams for NAN communities, including the federal government contribution, is \$3.5M). On January 28, 2019, NAN indicated to MOH that they will not administer funding for workers and other supports for students in NAN's First Nations schools in 2019/20. NAN and MOH are working collaboratively to identify and formally transfer the YLP school-based initiative to appropriate service providers to continue to support students in NAN First Nations schools.

	<p>partners and the federal government.</p> <ul style="list-style-type: none"> • MOH continues to explore ways to align these initiatives with other activities in Indigenous communities. <p>Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • MOH committed to a dedicated Indigenous engagement process with partners through its Indigenous Health Tables, in order to incorporate input and advice from Indigenous communities. <ul style="list-style-type: none"> ○ MOH received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016. ○ The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017. 		<ul style="list-style-type: none"> ○ Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022). ISC and MOH continue to work together to explore the opportunity to renew the current co-funding agreement between the province and Canada to enable funds to continue flowing through existing federal agreements with host organizations. <p>Easier Access to Mental Health and Addictions Services through MHA System Transformation</p> <ul style="list-style-type: none"> • Ontario has committed to new investments in Ontario’s mental health and addictions service sector across the lifespan over ten years. The initial wave of investments in 2019/20 consists of new base funding for a range of priorities, including services for Indigenous peoples and other priority populations. As part of its planning to invest in mental health and addictions services in the coming years, the government is also looking at undertaking fundamental, long-range reforms to create a connected mental health and addictions system that is focused on the client. Ultimately, the goal is to provide better access to mental health and addictions services for all people in Ontario, including First Nations. <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • Ontario is providing funding for culturally appropriate mental health and addictions initiatives, which include: <ul style="list-style-type: none"> ○ Working with Indigenous partners to establish and expand ten Indigenous Mental Health and Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOH and Ministry of Children, Community and Social Services (MCCSS)). The Centres will provide care using a combination of traditional healing and clinical care. <ul style="list-style-type: none"> ▪ As part of this, Ontario is working with NAN and other Indigenous partners to establish three new youth-specific Indigenous Mental Health and Addictions Treatment and Healing Centres, including two in NAN territory. ○ Funding 34 Indigenous-led mental health and wellness programs and services across the province to help stop the cycle of intergenerational trauma. These programs include traditional healing elements to provide enhanced, culturally appropriate supports for Indigenous youth, adults, families and communities. ○ The following communities and organizations in NAN territory are currently receiving funding for mental health and wellness programs and services:
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			<ul style="list-style-type: none"> ▪ Pikangikum First Nation, Nibinamik First Nation, Fort Severn First Nation, Lac Seul First Nation, Poplar Hill First Nation, Matawa Health Co-operative, Mishkeegogaming First Nation, and Shibogama Tribal Council. • Financial details specific to current mental health and addictions investments in NAN territory include: <ul style="list-style-type: none"> ○ Mental Health and Wellness Supports (up to \$2.8 million) for NAN communities, in addition to funding that supports several northern service providers, including Dilico Anishinabek Family Care, Ontario Native Women’s Association service sites, and Indigenous Friendship Centres; ○ Mental Health and Addictions Treatment and Healing Centres – Up to \$3 million was approved to support two youth residential Treatment & Healing Centres in NAN territory (jointly funded by MOH and MCCSS); and • MOH also provides over \$300,000 in Professional Development funding to NAN to build and enhance Indigenous mental health workers’ knowledge, competencies and skill capacity to support them in providing high quality mental health services to children, youth and families. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MOH will continue to support NAN and their community-based partners in their planning and implementation of youth life promotion initiatives.
Final Recommendation			
<p>37. Assist Nishnawbe Aski Nation (NAN) First Nation communities in the development of a comprehensive Mental Health program for children, youth and adults. This program should consider the need for integrated mental health services including models which incorporate traditional practices as defined by the individual First Nation.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS) Additional ministry: Ministry of Health (MOH)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted		Health System Transformation In progress	<i>Steps taken toward implementation</i> Health System Transformation

Response code: 8 Content or intent of recommendation is already in place		Culturally Appropriate Mental Health and Addictions Initiatives In progress Youth Life Promotion In progress	<ul style="list-style-type: none"> See Recommendation #35. Culturally Appropriate Mental Health and Addictions Initiatives <ul style="list-style-type: none"> See Recommendation #36. Youth Life Promotion <ul style="list-style-type: none"> See Recommendation #36.
Final Recommendation			
38. Work with the Federal government and First Nations to improve consistency, enhance coordination, and increase resources to support mental health and wellness, including programs on-reserve. Directed to: Ontario Provincial Lead: Ministry of Health (MOH) Additional ministry: Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 8 Content or intent of recommendation is already in place		Health System Transformation In progress Culturally Appropriate Mental Health and Addictions Initiatives In progress Youth Life Promotion In progress	<i>Steps taken toward implementation</i> Health System Transformation <ul style="list-style-type: none"> See Recommendation #35. Culturally Appropriate Mental Health and Addictions Initiatives <ul style="list-style-type: none"> See Recommendation #36. Youth Life Promotion <ul style="list-style-type: none"> In an effort to reduce administrative burden and reporting requirements, and at the direction of First Nations partners, Ontario worked with the federal government and First Nations partners to develop a model of co-funding by Canada and Ontario whereby funding for federal-provincial jointly funded Mental Wellness Teams (i.e. including provincial funding) flows through existing federal contribution agreements with First Nations recipients. This model allows for enhancements to the Mental Wellness Teams to expand their scope to place a greater emphasis on prevention and mental health promotion rather than crisis intervention alone and increases coverage of the teams across First Nations communities while reducing administrative burden for Indigenous partners.

			<ul style="list-style-type: none"> Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022). ISC and MOH continue to work together to explore the opportunity to renew the current co-funding agreement between the province and Canada to enable funds to continue flowing through existing federal agreements with host organizations. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> MOH will continue to work with NAN, their community-based partners and ISC to support ongoing implementation of youth life promotion initiatives.
Final 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. Directed to: Ontario Provincial Lead: Ministry of Health (MOH)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Boards of health are required to strengthen local relationships with Indigenous communities, as outlined in the <i>Relationship with Indigenous Communities Guideline</i>. <ul style="list-style-type: none"> Boards of health will provide the steps they have taken to implement the <i>Relationship with Indigenous Communities Guideline</i> under the Ontario Public Health Standards to MOH in their Annual Service Plan.
Final Recommendation			
40. In order to raise awareness among youth regarding issues relating to alcohol/substance misuse, through Health Canada, the Ministry of Health and Long-term Care (MOHLTC), the Ministry of Finance (MOF), the Liquor Control Board of Ontario, and others, develop and deliver health promotion materials aimed at educating Indigenous youth on-reserve regarding the consequences of alcohol/substance misuse. Directed to: Canada, Ontario, and NAN Provincial Lead: Ministry of Health (MOH) Additional Ministry: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO), Ministry of Children, Community and Social Services (MCCSS)			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p> <p>Response code: 8 Content or intent of recommendation is already in place</p>		<p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • MOH provides funding to Ontario's 35 Public Health Units (PHUs) to promote Canada's Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities. • In 2018, MOH updated the Ontario Public Health Standards: Requirements for Programs, Services, and Accountability, which includes the Substance Use Prevention and Harm Reduction Guideline, 2018. The Guideline provides direction to PHUs on required approaches and interventions for substance use prevention and harm reduction, including alcohol. • As part of their work, PHUs are required to collaborate with Indigenous communities on substance use and harm reduction programs and services. This work is guided by the Relationship with Indigenous Communities Guideline (released in May 2018). <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MOH will be meeting with NAN to hear their suggestions on recommendation #40 – meeting to be scheduled in 2019.
<p>Final Recommendation</p>			
<p>41. In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by:</p> <ol style="list-style-type: none"> 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. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Health (MOH) Additional ministries: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p>	<ul style="list-style-type: none"> • Province-wide approach. 	<p>In progress</p>	<p><i>Steps taken toward implementation</i></p>

Response code: 8 Content or intent of recommendation is already in place	<ul style="list-style-type: none"> Opportunity for a proposal to be submitted by First Nations organizations in the Thunder Bay Region which would be inclusive of services listed above. 		Culturally Appropriate Mental Health and Addictions Initiatives <ul style="list-style-type: none"> See Recommendation #36.
Final 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. Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 8 Content or intent of recommendation is already in place		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> EDU continued to provide funding in the 2018/19 fiscal year to MLC to support orientation tours for grade 8 students and families. The tours provide opportunities for students to familiarize themselves to the services in Thunder Bay before attending school. EDU also continued to fund Transition Coordinator positions in the 2018/19 fiscal year for KO, MLC and NNEC.
Final Recommendation			
44. In order to allow students and parents to make an informed choice regarding the school options available to them off-reserve, in consultation with First Nations education providers and public school boards, develop a comprehensive information package, funded by Canada and Ontario, that will include the following information: <ol style="list-style-type: none"> description of schools, including curriculum, student base, and staffing; limitations regarding programs offered, including availability of academic stream courses; accommodation arrangements while residing away from the home community; travel allowances while residing away from the home community; after-school activities and recreational resources; community supports; 			

<p>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</p> <p>Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN) Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In 2017/18, NAN identified this recommendation as a priority and requested funding from EDU to support information gathering and the development of an information package detailing school options off-reserve within northern Ontario. The completed information package will be printed and distributed to communities for students, parents and guardians. In 2017/18, EDU provided funding to MLC to support the development of a comprehensive information package for students and parents/ guardians to provide details on MLC services. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU is providing funding to MLC to create informational videos which will be used to support student transitions as well as a comprehensive information package for students and families to see what services and supports are available.
Final Recommendation			
<p>49. In order to provide students from remote First Nations and their families with firsthand information regarding the community supports and opportunities that are available when they attend school in Thunder Bay, consult with other community partners to encourage and facilitate visits by those community partners to remote First Nations communities to speak and engage with students prior to their move to Thunder Bay.</p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), and Matawa Learning Centre (MLC) Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In 2018/19, EDU provided funding to KO to support KO staff transition community visits. These visits provide KO staff the opportunity to develop relationships with communities, allowing for better preparation for student transitions and programming. EDU is also providing funding to NAN, through the Education Partnership Program, to support costs associated with travel for provincial teachers to visit First Nation communities. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.
<p>Final Recommendation</p>			
<p>62. In order to achieve equity and equality for First Nations students, Canada should:</p> <ol style="list-style-type: none"> i. revise current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve or MLC regardless of their or their parents' normal place of residence; ii. pending the revision of policies to allow any First Nation student to attend a First Nation high school off-reserve regardless of normal place of residence, work with school boards in Northwestern Ontario to ensure that reverse tuition agreements are in place; iii. eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14); iv. determine the required annual increase for core funding to ensure that by First Nation education and service providers operating off-reserves are able to meet the needs of their students; and v. all funding for education of First Nations students off-reserve should be long-term, stable, reliable and predictable. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>
<p>Accepted in part</p> <p>Response code: 62. i, iii, iv, v: 5 Not applicable to agency assigned</p>	<ul style="list-style-type: none"> Aspects of the recommendation within provincial jurisdiction will be implemented. 	<p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> On September 22, 2017, EDU issued a memo to all Directors of Education and Secretaries/Treasurers of School Authorities in Ontario, encouraging them to enter into Reverse Education Services Agreements (RESAs) with First Nations who had expressed interest. EDU also signalled that the ministry was exploring the possibility of legislative changes regarding RESAs.

62. ii. 1A Recommendation will be implemented			<ul style="list-style-type: none"> • In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the Reciprocal Education Approach. 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 schools. • Amendments to the <i>Education Act</i> setting out the legislative framework for the Reciprocal Education Approach 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 comes first. These amendments provide authority to create regulations to support the Implementation of the Reciprocal Education Approach. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • EDU is currently working with the Working Group to support the development of regulations for the Reciprocal Education Approach. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation-operated schools or provincially-funded schools, and for students transitioning between school systems.
Final Recommendation			
<p>63. In order to recruit and retain teachers and staff and encourage them to commit to long-term employment at First Nation schools off-reserve, provide funding to:</p> <ol style="list-style-type: none"> 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; 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; develop programs to increase the number of First Nations teachers and staff at off-reserve schools through: <ol style="list-style-type: none"> financial assistance to those seeking education and training as teachers; initiatives to encourage First Nations people to become teachers; and initiatives to specifically seek out, train, and recruit First Nations people as teachers; and provide all teachers with access to the Teach for Canada program. <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

<p>Accepted in part (ii. and iii. accepted) Response codes:</p> <ul style="list-style-type: none"> i. 5 Not applicable to agency assigned ii. 8 Content or intent of recommendation is already in place iii. 2 Under consideration iv. 5 Not applicable to agency assigned 	<ul style="list-style-type: none"> • This recommendation is multifaceted and applies to various parties. EDU accepts the parts of the recommendation that are under provincial jurisdiction. • Part i. of this recommendation addresses a federal responsibility. • Part iv. does not apply to EDU. The Ministry of Education is not affiliated with the Teach for Canada program, and as such does not have authority over program design, including access. 	<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • EDU continues to offer ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff. EDU has worked on information sharing with regards to these opportunities through the development of communication protocols. • First Nation, Métis and Inuit communities have identified challenges recruiting and retaining qualified early childhood educators to deliver culturally responsive programs. In an effort to support staff in child care and early years settings in upgrading their skills, the Early Childhood Educators Qualifications Upgrade Program (ECE QUP) prioritizes applicants living and/or working in these communities. The ECE QUP supports individuals with at least six months of experience in eligible child care and early years settings to obtain an Early Childhood Education diploma and become eligible to apply for membership with the College of Early Childhood Educators. Financial support is available through education and travel grants, and training and book allowances.
<p>Final Recommendation</p>			
<p>75. In order to provide peer leaders and mentors with the capacity, communication skills and self-confidence they need to apply positive influence on other students, the City should act as a resource to identify community partners including, but not limited to, Ontario and Canada, who could support and provide funding in order to create and sustain peer leaders at DFC and MLC. Explore the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements. Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Education (EDU)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>
<p>Accepted in part Response code: 1A Recommendation will be implemented</p>	<ul style="list-style-type: none"> • EDU is analyzing the possibility of offering Ontario Secondary School Diploma credits for volunteer hours. 	<p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • EDU provided funding to MLC to create an Indigenous focused peer mentorship program. The program is intended to assist students in decision-making, communication, goal setting, building leadership skills and making new friends.

Final Recommendation			
<p>78. In order to assist First Nations students who move to Thunder Bay to attend secondary school, the Ontario Ministries of Education, Children and Youth, Municipal Affairs and Housing, Health and Long-Term Care and Community and Social Services should work with Canada, the Thunder Bay District Social Services Administration Board, the City of Thunder Bay and Indigenous communities and organizations to support a well-coordinated suite of housing, income, recreation and health services and supports to assist students in accessing supports and services.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS) Additional ministries: Ministry of Education (EDU), Ministry of Municipal Affairs & Housing (MMAH), Ministry of Health (MOH), Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented and 8 Content or intent of recommendation is already in place (regarding some health services)</p>		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> A collaborative approach has been established with Nishnawbe Aski Nation (NAN) to advance engagement with all relevant partners on this recommendation. MCCSS led the development of an inventory of income support, housing, health and recreation services in Thunder Bay for students relocating to Thunder Bay to attend school. Several Indigenous partners and stakeholders contributed to this inventory by providing information regarding community-based programs and services related to this recommendation. This inventory of services was shared with KO, MLC and NNEC so that they could reference the inventory when services were required by students. The City of Thunder Bay has developed a similar inventory and this information is now available on the City of Thunder Bay website. Parties have been made aware of this website. The Regional Multicultural Youth Centre (funded by the Ministry of Tourism, Culture and Sport, and referenced in recommendation #101) was included in the inventory of programs and services and the educational institutions are now accessing services from this organization for the benefit of the youth. As the City of Thunder Bay has expanded their website to include a comprehensive inventory of services available in the community, MCCSS will cease the maintenance of its inventory. <p>Income Support</p> <ul style="list-style-type: none"> MCCSS implemented a policy change to its Social Assistance programs whereby effective April 2018, when a child is required to relocate to attend school and is away from home a recipient's assistance is not reduced.

			<p>Health</p> <ul style="list-style-type: none"> • The North West LHIN continues to work with communities and providers to address the recommendations of the Seven Youth Inquest and improve health services for Indigenous youth on- and off-reserve through the following activities: <ul style="list-style-type: none"> ○ Investing in a skills-based program for on-reserve youth. For example, the North West LHIN provided one-time funding for land-based training for youth to learn how to survive in a bush setting outside of the community. ○ The LHIN also provided one-time funding for a youth conference which focused on improving mental wellness. ○ Working with partners to improve access to health services for Indigenous people and communities through coordination among health service providers. For example, the North West LHIN provided one-time funding through its Mental Health Service Providers to ensure that students received the necessary care when in crisis (in 2017/18 and 2018/19) via a joint mobile crisis response team. The LHIN has also invested in Indigenous youth injury prevention to address injuries caused by high risk behaviours and drug/alcohol misuse (base funding beginning 2018/19). ○ Making investments in Indigenous student success by improving access to mental health supports and after-school activities funding. The North West LHIN provided funding to support wellness activities for the students at Dennis Franklin Cromarty High School (in 2017/18 and base funding beginning 2018/19). • Financial details specific to the North West LHIN investment in NAN territory include: <ul style="list-style-type: none"> ○ \$20,400 to Wapekeka for land-based training (2018/19); ○ \$35,000 to Tommy Beardy Treatment center for a mental health focused youth conference (2018/19); ○ \$117,273 to Tommy Beardy Treatment center for critical facility upgrades (2018/19); ○ \$68,900 to Thunder Bay Regional Health Sciences Center for regional delivery of the Indigenous youth P.A.R.T.Y. (Prevent Alcohol and Risk Related Trauma in Youth Project) Program (2018/19, base funding); ○ \$20,400 to Wapekeka for winter survival training (2018/19); ○ \$161,200 to Poplar Hill Culturally Based Mental Health and Addictions Program (2018/19 to 2020/21); ○ \$264,500 to Fort Severn for Mental Wellness Program (2018/19 to 2020/21);
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			<ul style="list-style-type: none"> ○ \$523,900 to Mishkeegogamang for Makons Youth Program (2018/19 to 2020/21); ○ \$65,000 to Wapekeka for Support Services for Vulnerable Clients in times of Crisis (2017/18); ○ Pikangikum First Nation Aftercare Program (\$68,400 2017/18, \$234,600 2018/19, \$249,700 2019/20); and ○ Nibinamik First Nation Land-based Healing Program (\$110,400 2017/18, \$353,400 2018/19, \$353,400 2019/20). <ul style="list-style-type: none"> • NOTE: The North West LHIN continues to participate with other inquest partners through the Seven Youth Inquest Education Table. • Financial details specific to North East LHIN investments in NAN territory include: <ul style="list-style-type: none"> ○ \$100,000 through the North East LHIN for Cultural Competency Training and Relationship Building in 2018/19 (\$592,300 across province). <p>Education</p> <ul style="list-style-type: none"> • EDU provided funding to NNEC, KO and MLC, and other NAN organizations, to support Education System Navigator positions. The Education System Navigator will have the expertise to provide support for students and families, advocate on students' behalf and work to eliminate barriers by engaging in collaboration across education, health, social and justice disciplines. • EDU also provided funding to KO, MLC and NNEC to support the Reengagement Program, which supports students that have been disengaged from a secondary program for at least one semester. The program is locally driven and tailored to the needs of NAN organizations. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • MCCSS will maintain its collaborative approach with Nishnawbe Aski Nation (NAN) to advance engagement with all relevant partners on this recommendation. <p>Income Support</p> <ul style="list-style-type: none"> • MCCSS will continue to engage with First Nation partners to explore approaches to supports for youth that are aligned with the plan for social assistance reform. <p>Health</p> <ul style="list-style-type: none"> • The 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 MOH is continuing to provide funding for Health and Wellness Activities for DFC students. In addition, the North West LHIN continues to fund the Suboxone
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			<p>program at DFC. Also in fiscal 2017/18, the North West LHIN 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 DFC and Matawa Education & Care Centre.</p> <p>Education</p> <ul style="list-style-type: none"> In 2018/19 EDU continued to provide funding to NNEC, MLC and KO to support the Education System Navigator positions and the Reengagement Program. <p>Rent Geared to Income</p> <ul style="list-style-type: none"> Under the Community Housing Renewal (CHR) strategy, the Rent-Geared-to-Income (RGI) simplification initiative is underway. In this regard, MMAH is working collaboratively with MOF and will continue to communicate with MCCSS to inform Social Assistance Reform.
Final Recommendation			
<p>79. In order to provide First Nations students with additional supports to achieve academic success and to have a positive experience while living in Thunder Bay, continue to provide funding to qualified organizations to deliver the After School Program at Dennis Franklin Cromarty (DFC) and work with Matawa Learning Centre (MLC) and Keewaytinook Okimakanak (KO) to explore providing funding to qualified organizations to deliver After School Programs for students from the Matawa and KO communities attending school in Thunder Bay.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> See Recommendation #36. EDU provided funding to MLC to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. The goal of this funding to increase student attendance, participation and learning experiences. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU is continuing to provide funding to MLC to support after school programming for students seven days a week.
Final Recommendation			

80. Work with agencies funded under the Indigenous Healing and Wellness Strategy (formerly the Aboriginal Healing and Wellness Strategy) to explore creating more employment opportunities for youth (e.g. peer mentors). Directed to: Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Engagements were held between January to April 2018 with IHWS service partners to seek advice on supporting Indigenous youth in response to Inquest Recommendation #80 to work with IHWS' long-standing partners to explore employment opportunities such as peer mentors. IHWS partners showed support for Indigenous-led mentorship approaches as part of the continuum of effective and sustainable preventative measures that move beyond crises to address the healing, health and wellness of Indigenous youth. IHWS partners described a continuum of mentorship and prevention approaches such as land-based programs, peer-to-peer mentors, pairing youth with Elders, leveraging suicide intervention resources. They also highlighted the importance of youth leadership opportunities and other community practices to address youth's mental health and resiliency, enhance their emotional and social development and skills, and in turn, help support their education and employment goals/outcomes. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> MCCSS has been sharing the engagements findings with IHWS and ministry partners. Further to Indigenous Healing and Wellness Strategy (IHWS) partners' emphasis on early intervention/prevention approaches (described above), it is important to note Ontario's work with Indigenous partners in recent years in Indigenous-led prevention-based programming development and implementation: <ul style="list-style-type: none"> Refer to Recommendations #35 and #36 for recent years' work by MOH and MCCSS (children and youth areas and IHWS Office) in partnership with NAN and other partners to support Indigenous-led mental health and addictions and youth life promotion initiatives.

			<ul style="list-style-type: none"> ○ Refer to Recommendation #75 about funding to create and sustain peer leaders and mentors at Matawa Learning Centre (EDU lead). ● MCCSS will continue to leverage learnings from IHWS partners to inform program improvements.
Final Recommendation			
<p>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.</p> <p>Directed to: Canada, Ontario, Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), and Matawa Learning Centre (MLC) Provincial Lead: Ministry of Education (EDU), Ministry of Health (MOH)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		<p>Health In progress</p> <p>Youth and Community Wellness In progress</p> <p>Youth Life Promotion In progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Health</p> <ul style="list-style-type: none"> ● The North West LHIN continues to participate as requested on the NAN Education Table. ● Financial details specific to current MOH investments include: <ul style="list-style-type: none"> ○ \$3 million for Inter-professional Primary Care Model for Sioux Lookout (\$30 million across Ontario); and ○ \$5.7 million for Remote First Nations Family Medicine Residency Program in Matawa (Full value of program dollars). <p>Youth and Community Wellness</p> <ul style="list-style-type: none"> ● The North West LHIN continues to participate as requested on the NAN Education table. ● EDU provided funding to KO to support the development of processes that include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities.

			<ul style="list-style-type: none"> In 2017/18 EDU also provided funding to NNEC to fund an Education System Navigator/Reengagement Program Coordinator in support of recommendation 78, which will also in part address the objectives of this recommendation. <p>Youth Life Promotion</p> <ul style="list-style-type: none"> See Recommendation #36. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU is continuing to provide funding to funding to KO support the 360 Model of Care program for students.
Final Recommendation			
<p>92. Establish a working group to review issues relating to ground searches for missing persons and missing persons investigations and to make recommendations to the Ministry of 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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2017; please refer to 2017 Response to the OCC for further details.
Final Recommendation			
<p>93. Develop and propose new missing persons legislation, in consultation with policing partners, Indigenous communities and organizations, and other partners to assist police in investigating missing persons cases.</p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> The <i>Missing Persons Act, 2018</i> will come into force on July 1, 2019. SolGen will monitor implementation of the Act.
Final Recommendation			
<p>95. In order to decrease the purchase of alcohol by persons under 19 years of age through “runners” or second party purchasers:</p> <p>i. Review and revise (where necessary) Liquor Control Board of Ontario (LCBO) guidelines for the detection of second party purchases; and</p> <p>ii. enhance opportunities and methods employed to identify second party purchases and review existing practices for detecting and deterring this practice.</p> <p>Directed to: LCBO, Ontario Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Since 2017, LCBO has operated a mobile patrol performed by a marked security vehicle and uniform security guard between the four stores in Thunder Bay. The patrol has a mandate to reduce loitering and ensuring overall safety and security of the LCBO premises for both customers and staff. LCBO will maintain regular communication with Thunder Bay Police Services about suspicious activities and will adjust its approach as necessary.
Final Recommendation			

<p>96. In order to decrease the opportunity for underage drinking (persons under nineteen) and to deter individuals from purchasing alcohol for underage individuals, create a task force or working group comprised of Liquor Control Board of Ontario (LCBO) managers and/or regional managers and staff (as appropriate) and Thunder Bay Police Services (TBPS) representatives to:</p> <p>i. review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and</p> <p>ii. based on the recommendations of the LCBO and TBPS task force/working group, develop a protocol for the reporting of suspected second party purchases to the TBPS.</p> <p>Directed to: LCBO, TBPS Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> LCBO will continue to monitor how added procedures and training contribute to the effectiveness of existing Challenge and Refusal procedures, and will maintain regular communication with TBPS to adjust its approach as necessary.
Final Recommendation			
<p>97. All parties should work together to develop a campaign to raise public awareness about second party purchases and the associated legal consequences. This campaign should make use of social media as well as posters in Liquor Control Board of Ontario (LCBO) establishments.</p> <p>Directed to: Ontario, LCBO, and Thunder Bay Police Service (TBPS) Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> As a Phase I approach to the public awareness campaign, LCBO developed signage for its stores (including posters and digital point of sale screens) reminding customers that it is illegal to purchase alcohol on behalf of minors. Starting in April 2017, LCBO displayed this signage in all four stores located in Thunder Bay. Signs will be maintained until further notice.

			<ul style="list-style-type: none"> LCBO held a number of discussions with Thunder Bay stakeholders in 2018 to inform a Phase II public awareness campaign (i.e., social media component). Following the unexpected withdrawal of the delivery partner identified by LCBO to deliver the initiative, planning is underway to develop a new approach to communicating with customers to deter second-party purchasing. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> In the context of its larger sustainability strategy, LCBO will consider appropriate communications, in consultation with interested inquest partners.
Final Recommendation			
<p>101. The Ministry of Tourism, Culture and Sport (MTCS) should provide adequate funding to sustain the Regional Multicultural Youth Centre's initiatives at Dennis Franklin Cromarty (DFC) to keep students busy and safe after school, reduce risks and create a generation of active Aboriginal youths.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Tourism, Culture and Sport (MTCS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Ontario's After School Program at Dennis Franklin Cromarty funding will continue through the 2019/20 school year. <ul style="list-style-type: none"> Since 2009, MTCS has funded the Multicultural Association of Northwestern Ontario to deliver Ontario's After School Program. The program serves youth (ages 13-18) between grades 9-12, Monday-Thursday from 4:00-7:00pm. The school averages approximately 110 youth attending the program on a daily basis.
Final Recommendation			
<p>113. Ontario and the City of Thunder Bay, in exercising its appointment power to the Thunder Bay Police Services Board (TBPSB), should take into account the need for an Indigenous representative to reflect the nature of the Indigenous peoples within the City of Thunder Bay which is served by the TBPSB.</p> <p>Directed to: The City of Thunder Bay, Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> The <i>Community Safety and Policing Act, 2019</i> provides for measures to ensure that police boards are representative of the diversity of the local population. These provisions are not yet in force.
Final Recommendation			
<p>114. Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, Thunder Bay Police Services Board (TBPSB), Health Canada, the Ministries of Health and Long-term Care (MOHLTC), the Ministry of Child and Youth Services (MCCSS), the Northwest Local Health Integration Network (NWLHIN), Emergency Medical Services (EMS), the Thunder Bay Regional Health Sciences Centre (TBRHSC), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Shibogama, Independent First Nations Alliance (IFNA) and Matawa Learning Centre (MLC) in order to develop an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.</p> <p>Directed to: The City of Thunder Bay, Canada, Ontario, NAN, NNEC, KO, and MLC Provincial Lead: Ministry of Health (MOH)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1A Recommendation will be implemented and 8 Content or intent of recommendation is already in place	<ul style="list-style-type: none"> MOH has worked with other partners to determine the appropriate approach to this recommendation. 	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> MOH is providing funding over three years (2018/19 to 2020/21) through the North West LHIN to support safe sobering sites for First Nations youth in Thunder Bay to safely detoxify from substance and alcohol misuse. The safe sobering sites are operated by the following First Nations organizations: <ul style="list-style-type: none"> Keewaytinook Okimakanak (KO); Matawa Learning Centre (MLC); and

			<ul style="list-style-type: none"> ○ Northern Nishnawbe Education Council (NNEC). • The North West LHIN continues to work with these organizations and other inquest partners on the implementation of this recommendation. • The Committee has developed three Youth Detox Safe Sites in Thunder Bay. The three sites are in place and at different stages of development: <ul style="list-style-type: none"> ○ KO: Facility located at 366 High Street and is not operational. It held its open house on April 11, 2019. It is experiencing hiring challenges; ○ MLC: Still renovating with opening scheduled for end of April 2019. It is a 24/7 service and works in partnership with Indigenous partners; ○ NNEC: In operation since 2018. Statistics include 51 students ages 13 to 22 since September 2018. The site is fully staffed. The organization is working on evaluation. • The Committee continues to work on securing an alternate site for other youth that are not affiliated with KO, MLC or NNEC. • Financial details specific to the North West LHIN investment include: <ul style="list-style-type: none"> ○ \$133,400 to KO for a safe sobering space (2018/19 to 2020/21) ○ \$133,300 to MECC for a safe sobering space (2018/19 to 2020/21) ○ \$133,300 to NNEC for a safe sobering space (2018/19 to 2020/21) <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Received funding/began implementation of three sites in fall/ winter 2018/2019. • Develop a proposal for youth currently not served by current programs.
Final Recommendation			
<p>120. Canada and Ontario should meet with and consult with the City of Thunder Bay in order to discuss any funding requirements or additional resources necessary to assist the City in implementing and supporting the Recommendations aimed at supporting Indigenous Youth travelling to the City in order to access a secondary education program.</p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Education (EDU) Additional Ministry: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> In addition to participation in discussions through the Political Table process, in 2017, the Ministry of Indigenous Relations and Reconciliation met with the City of Thunder Bay to discuss work relating to the Inquest. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> Ontario continues to work with Inquest parties, including City of Thunder Bay to facilitate opportunities for collaboration on the work of the Inquest.
<p>Final Recommendation</p>			
<p>121. In order to serve the best interests of First Nations youth in a collaborative fashion, continue to implement the Ontario Indigenous Children and Youth Strategy (formerly the Aboriginal Children and Youth Strategy) with Indigenous communities and organizations including Nishnawbe Aski Nation (NAN). This strategy will address the priority of improving outcomes and opportunities for First Nations children and youth, including the specific needs of those in remote northern communities, and will focus on the needs of children and youth through community-driven holistic services that recognize culture and identity as foundational.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>
<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> The Ministry of Children, Community and Social Services (MCCSS) continues to work bilaterally with NAN towards a shared goal of developing a more responsive and holistic approach to NAN child, youth and family well-being; this relationship was confirmed with the signing of an agreement in April 2018. In addition, Ontario is working with Canada and First Nations partners, including NAN, to develop new policy and funding approaches for First Nations child and family services in Ontario. NAN works 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 community- and prevention-based programming. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> MCCSS continues to work with First Nations partners, including NAN, to support improved outcomes for First Nations children, families and communities.

Final Recommendation			
122. Through the Ministry of Education (EDU), work with First Nation communities, in collaboration with district schools boards, to share currently existing ministry-developed education resources, reference materials and professional learning related to any provincial policies, programs or initiatives upon request of the First Nation schools and/or educators. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> EDU currently offers all ministry-led professional development opportunities, resources and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.
Final Recommendation			
123. In order to foster greater collaboration between First Nation schools and provincially-funded schools, through the Ministry of Education (EDU), engage with First Nation communities to identify opportunities to share information and expertise to support capacity building within First Nation schools. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 8 Content or intent of recommendation is already in place		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff, and has worked on information sharing with regard to these opportunities through the development of communication protocols.

			<ul style="list-style-type: none"> EDU continues to fund Indigenous Education Leads in each District School Board, foster greater collaboration between First Nation schools and provincially funded schools. This position has been in place since 2016 and is intended to facilitate relationships, sharing and communication between First Nation schools and publicly funded schools.
Final Recommendation			
124. Through the Ministry of Education (EDU), work with First Nations communities, school boards, and the federal government to address issues related to tuition agreements. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> On September 22, 2017, EDU issued a memo to all Directors of Education and Secretaries/Treasurers of School Authorities in Ontario, encouraging them to enter into Reverse Education Services Agreements (RESAs) with First Nations who had expressed interest. EDU also signalled that the ministry was exploring the possibility of legislative changes regarding RESAs. In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the Reciprocal Education Approach. 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 schools. Amendments to the <i>Education Act</i> setting out the legislative framework for the Reciprocal Education Approach 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 comes first. These amendments provide authority to create regulations to support the Implementation of the Reciprocal Education Approach. Regulations are currently in development. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU is currently working with the Working Group to support the implementation of the Reciprocal Education Approach. The Reciprocal Education Approach will improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend

			First Nation-operated schools or provincially-funded schools, and for students transitioning between school systems.
Final Recommendation			
125. Through the Ministry of Education (EDU), work with Nishnawbe Aski Nation (NAN) through the Education Partnerships Program (EPP) to foster local relationships between school boards and First Nation communities in order to support student transitions between provincially-funded schools and First Nation schools. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 8 Content or intent of recommendation is already in place		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> EDU continues to fund Indigenous Education Board Leads in every school board to support information sharing, communication and identification of necessary supports and services for students who transition between First Nation schools and provincially funded schools. In the 2018/19 fiscal year EDU provided funding to NAN through the Education Partnership Program to support Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions. EDU is also providing funding to NAN, through the Education Partnership Program, to support costs associated with travel for provincial teachers to visit First Nation communities. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.
Final Recommendation			
126. Through the Ministry of Education (EDU), continue ongoing work regarding supports for students experiencing racism and continue to work with its partners to support the learning in the curriculum to address this issue. Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			

Support: Ministry of Indigenous Affairs (IAO)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • EDU directed provincially-funded school boards to work closely with Indigenous partners to review team names, logos and mascots to raise awareness about the negative impact of stereotypes on individuals, schools and communities. EDU also established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers. • Ontario’s revised Social Studies, Grades 1 – 6; History and Geography, Grades 7 – 8 curriculum and Canadian and World Studies, Grades 9 – 10 curriculum includes new Indigenous content and learning including information about residential schools. These curriculum documents became mandatory throughout Ontario in September 2018. • In addition to the curriculum revisions, EDU has worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including residential schools and treaties. These resources complement the curriculum revisions. • NORDIK has completed the design of the Youth-Leading-Youth workshop program, informed by input from an Indigenous Youth Advisory Circle, and students at First Nations schools in Ontario, including DFC and KO. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • In 2018/19 EDU provided funding to MLC to support the development of an anti-racism course using the Critical Thinking Consortium approach of critical, creative and collaborative thinking as an educational goal and as a method of teaching and learning. • On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education. • On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released. The curriculum is comprised of a suite of ten secondary courses that focus on Indigenous content and offers multiple pathways to post-secondary education. The First

			<p>Nations, Métis and Inuit Studies curriculum was developed with Indigenous partners, as well as other education partners.</p> <ul style="list-style-type: none"> • This curriculum will increase all students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law, humanities, politics and history. The curriculum will also provide opportunities for Indigenous students to positively see themselves reflected in their learning. • To assist teachers in implementing the revised curriculum, EDU is funding school boards, school authorities and provincial schools for targeted professional development. • EDU is investing \$3.25 million to support school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum; and to support further revisions to strengthen Indigenous content and learning across subjects, courses and grades, including Indigenous Languages. • EDU will continue to work with Indigenous partners to strengthen Indigenous content and learning across subjects, courses and grades, including Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an approach to additional curriculum revisions beginning with a meeting on June 19, 2019. • The Youth-Leading-Youth program will be an available resource for hosting Indigenous-focused anti-racism workshops in schools and community centres in Ontario.
Final Recommendation			
<p>127. Through the Anti-Racism Directorate (ARD), undertake research and engage with Indigenous communities to develop an Indigenous-informed Anti-Racism public education and awareness campaign. Directed to: Ontario Provincial Lead: Anti-Racism Directorate (ARD)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • The ARD held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including Nishnawbe Aski Nation (NAN), to better understand experiences of systemic racism, and determine ways to address racism through public education and awareness initiatives and campaigns.
Response code: 1 Recommendation has been implemented			

			<ul style="list-style-type: none"> • The ARD invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector. • The ARD allocated funding to public awareness initiatives to address anti-Indigenous racism, which included work with and funding for short-term community-based initiatives in Thunder Bay and area, including the development of a youth social media campaign by NAN, and a community-based anti-racism conference in Kenora. • Through engagement sessions with Indigenous leadership and communities, the ARD gained insight into the Indigenous experiences of systemic racism, including the impact of attitudes, behaviours, practises and policies on Indigenous people. • The ARD partnered with First Nation, Métis and Inuit communities, as well as Indigenous service providers to hold community engagement sessions in Kenora, Sioux Lookout, Barrie, Toronto and Ottawa. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • The Anti-Racism Directorate continues to lead the provincial government's anti-racism work, including engaging with community leaders and organizations.
Final Recommendation			
<p>128. Through the Ministry of Education (EDU), expand its work with partners, including First Nation, Métis and Inuit partners, to develop authentic resources that support learning about Indigenous histories, cultures, issues, perspectives and contributions in the curriculum and that build educator capacity to deliver the learning for all students with confidence and competence.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education. • EDU will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content

			and learning. The curriculum revision work will also include revising the Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an approach to additional curriculum revisions beginning with a meeting on June 19th.
Final Recommendation			
<p>129. Through the Ministry of Education (EDU), work with the Ministry's School College Work Initiative (SCWI) partners to expand opportunities for more students from Dennis Franklin Cromarty (DFC) to explore and pursue postsecondary pathways through participation in dual credit programs with Confederation College. In addition, the Ministry should explore opportunities to expand dual credit 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.</p> <p>Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> EDU continues to engage in discussions with colleges to explore how this program can be expanded further so that students in First Nation-operated schools have full access to the program.
Final Recommendation			
<p>130. In order to track and analyze death rates of First Nations youth on and off-reserve, The Office of the Chief Coroner should develop a process or protocol to improve data collection and analysis.</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

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

<p>132. In order to ensure consistency in all sudden death investigations, wherever possible, and taking into account the resources available in a community, coroners on call should coordinate their schedules to avoid other responsibilities that would prevent them from attending a scene</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • See response to Recommendation #131 <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.
Final Recommendation			
<p>133. The Office of the Chief Coroner should work in partnership with Indigenous leadership and communities to develop a communications protocol for communications between the coroner's office and Indigenous peoples which prioritizes communication with the families.</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.
Final Recommendation			
<p>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.</p> <p>Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> See response to Recommendation #131.
Final Recommendation			
<p>135. At the Annual Education Course for Coroners and Pathologists in 2017, the progress/results from recommendations 130 through 134 should be presented and discussed. Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people. The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19
Final Recommendation			
<p>137. In order to improve health outcomes of First Nations youth, we support and endorse Recommendations 18 through 20 of the Truth and Reconciliation Commission's "Calls to Action" that:</p> <ol style="list-style-type: none"> i. CTA#18 - call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties; ii. CTA#19 - call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant 			

<p>mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services; and</p> <p>iii. CTA#20 - in order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.</p> <p>Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN) Provincial Lead: Ministry of Health (MOH) Other Ministries: Ministry of Indigenous Affairs (IAO)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>
<p>i. Accepted</p> <p>ii. Directed to the Federal government</p> <p>iii. Directed to the Federal government</p> <p>Response codes:</p> <p>i. 2 Under consideration</p> <p>ii. 5 Not applicable to agency assigned</p> <p>iii. 5 Not applicable to agency assigned</p>		<p>In Progress</p>	<p><i>Steps taken toward implementation</i></p> <p>Community Wellbeing</p> <ul style="list-style-type: none"> • See Recommendation #35. <p>Health System Transformation</p> <ul style="list-style-type: none"> • See Recommendation #35. <p>Culturally Appropriate Mental Health and Addictions Initiatives</p> <ul style="list-style-type: none"> • See Recommendation #36.
<p>Final Recommendation</p>			
<p>138. In order to assess progress in the areas of education and health of First Nations youth, we support and endorse Recommendation 55 of the Truth and Reconciliation Commission’s “Calls to Action” that calls upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:</p> <p>i. comparative funding for the education of First Nations children on and off reserves;</p> <p>ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and</p> <p>iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Indigenous Affairs (IAO)</p>			

Additional ministries: Ministry of Education (EDU), Ministry of Health (MOH), Ministry of Children, Community and Social Services (MCCSS)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> i. Much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government; ii. public information iii. some of this is public information, some additional information may be held by MOH or other ministries, several of these indicators are not measured or held by the federal government. IAO is working with other ministries to collect information where possible. 	<p>In Progress</p> <ul style="list-style-type: none"> i. N/A ii. Public-complete iii. In progress 	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> ii. Reported complete in 2017; please refer to 2017 Response to the OCC for further details. <p>Educational Attainments of Indigenous Students</p> <ul style="list-style-type: none"> • EDU publicly released the Third Progress Report on the implementation of the First Nations, Métis and Inuit Education Framework in March 2018. The report provided comparative information and available data on key metrics relating to Indigenous student achievement in provincially-funded schools. <p>iii. Health System Transformation</p> <ul style="list-style-type: none"> • See Recommendation #35. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> iii. Health System Transformation • See Recommendation #35.
Final Recommendation			
<p>139. We support and endorse Recommendation 57 of the Truth and Reconciliation Commission’s “Calls to Action” that calls upon federal, provincial, territorial, and municipal governments to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Indigenous Affairs (IAO)</p>			

Additional support: Anti-Racism Directorate (ARD)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Ontario procured the services of the Provincial Health Services Authority of British Columbia to deliver the San'yas Indigenous Cultural Safety Training Program (San'yas Program) to all Ontario public service employees. • OPS employees began taking the training in April 2018. Rolling registration will continue until 2021. • As of April 1, 2019, 19,708 employees (34% of the OPS) have been registered in the San'yas Program. • The <i>OPS Anti-Racism Policy and Program</i> will help to create more equitable human resources policies, procedures and practices to better support all employees in achieving full participation in the workplace, including Indigenous, Black and other racialized employees. • As part of the Policy, the Anti-Racism Competency and Capacity building program (ARCC) is an evidenced-based applied learning program designed to increase foundational awareness and understanding of systemic racism. It will equip OPS employees with the anti-racism knowledge, skills and tools needed to foster open dialogue and advance racial equity. ARCC will help build a public service that is more inclusive, equitable and responsive in meeting needs of Ontario's growing and changing racial demographics. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • The Ministry of Indigenous Affairs (IAO) continues to work with Provincial Health Services Authority of British Columbia to deliver San'yas Indigenous Cultural Competency Training Program to all OPS employees by 2021. • ARCC is currently being developed and piloted by the ARD.
Final Recommendation			

<p>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:</p> <ul style="list-style-type: none"> i. make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students; ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms; iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education. <p>Directed to: Canada, Ontario Provincial Leads: Ministry of Education (EDU), Ministry of Training, Colleges and Universities (TCU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. • Ontario’s revised Social Studies, Grades 1 – 6; History and Geography, Grades 7 – 8 curriculum and Canadian and World Studies, Grades 9 – 10 curriculum includes new Indigenous content and learning including information about residential schools. These curriculum documents became mandatory throughout Ontario in September 2018. • In addition to the curriculum revisions, EDU has worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including residential schools and treaties. These resources complement the curriculum revisions. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • The Ministry of Training, Colleges and Universities continues to invest in the Indigenous Institutes sector. • On March 15, 2019, the Minister of Education announced a new vision for education, including plans to move forward on further supports for Indigenous education. • On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released. The curriculum is comprised of a suite of ten secondary courses that focus on Indigenous content and offers multiple pathways to post-secondary education. The First Nations, Métis and Inuit Studies curriculum was developed with Indigenous partners, as well as other education partners.

			<ul style="list-style-type: none"> • This curriculum will increase all students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law, humanities, politics and history. And, will provide opportunities for Indigenous students to positively see themselves reflected in their learning. • To assist teachers in implementing the revised curriculum, EDU is funding school boards, school authorities and provincial schools for targeted professional development. • EDU is investing \$3.25 million to support school boards with the implementation of the revised curriculum and Indigenous education across the curriculum. • EDU will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning. The curriculum revision work will also include revising the Indigenous Languages curriculum. EDU is working with Indigenous partners to co-design an approach to additional curriculum revisions beginning with a meeting on June 19, 2019.
Final Recommendation			
<p>141. In addition, in order to further efforts toward reconciliation through education, we support and endorse Recommendation 63 of the Truth and Reconciliation Commission's Calls to Action that calls upon the Council of Ministers of Education Canada (upon its creation) to maintain an annual commitment to Aboriginal education issues, including:</p> <ul style="list-style-type: none"> i. developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools; ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history; iii. building student capacity for intercultural understanding, empathy, and mutual respect; and iv. identifying teacher-training needs relating to the above. <p>Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • Reported complete in 2018; please refer to 2018 Response to the OCC for further details. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • EDU participates regularly in the CMEC Indigenous Education Committee to work with partners to address TRC Call to Action #63 through the implementation of activities identified in the Indigenous Education Plan.

Final 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 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).

Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC)
 Provincial Lead: Ministry of Indigenous Affairs (IAO)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> • IAO continues to coordinate the provincial response to the OCC, due annually on June 28. • For the 2019 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation. <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> • IAO will publicly share Ontario's response with those who request it. Annual reports are also available on NAN's website (see Recommendation #144).

Final Recommendation

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.

Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC)
 Provincial Lead: Ministry of Indigenous Affairs (IAO)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> Reported complete in 2018. NAN agreed to host annual reports on their website. Annual reports can be found at the following location: http://www.nan.on.ca/article/seven-youth-inquest-progress-reports-on-inquest-recommendations-22459.asp
Final Recommendation			
<p>145. Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures. Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewatinook Okimakanak (KO), Dennis Franklin Cromarty (DFC), Matawa Learning Centre (MLC), Liquor Control Board of Ontario (LCBO), PARTY Program of Thunder Bay, and Office of the Chief Coroner (OCC) Provincial Lead: All</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted Response code: 1A Recommendation will be implemented		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> This is being implemented as the recommendations are completed, as appropriate.