

**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, 2021

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

Final Recommendation			
<p><b>1. In order to ensure transparency in this process, we recommend that the verdict and verdict explanation be translated into Cree, Ojibway and Oji-Cree and be easily accessible to the citizens of Nishnawbe Aski Nation (NAN).</b></p> <p>Directed to: Ontario 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"> <li>The translation to Cree has been completed.</li> <li>Working with translators on the Ojibway and Oji-Cree translation.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>Continue attempting to secure a translator that will complete Ojibway and Oji-Cree translation work due to size of the document.</li> <li>Translation work is in progress and expected be completed in Summer 2021.</li> </ul>
Final Recommendation			
<p><b>2. In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, work with the families of the seven youths, students and former students of Dennis Franklin Cromarty High School (DFC) and the Matawa Learning Centre (MLC) [now referred to as Matawa Education and Care Centre (MECC)], and other interested parties to develop a memorial in their honour.</b></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		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>As of November 2019, memorials have been held and funded for five of the youth.</li> </ul>

<p>Response Code:1</p> <p>Recommendation has been implemented</p>			<p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>Funding has been secured for one remaining memorial originally planned to be held in 2021/22. However, due to COVID-19, the family has asked that the memorial be postponed until a more appropriate time when gatherings are allowed. IAO is prepared to provide funding support for the planning of the memorial at a future date supported by the youth's family and community.</li> <li>The family of one of the seven youth has opted not to proceed with a memorial through the Inquest process.</li> </ul>
<p>Final Recommendation</p>			
<p><b>3. The terms “on-reserve” and “off-reserve” should not be a restriction for any First Nation education and health care funding frameworks.</b></p> <p>Directed to: Ontario, Canada  Shared Provincial Lead: Ministry of Education (EDU), Ministry of Health (MOH)  Additional ministry: 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 in part</p> <p>Response code: 1</p> <p>Recommendation has been implemented</p>	<ul style="list-style-type: none"> <li>Both the provincial and federal governments provide health services and education to Indigenous people in Ontario, including First Nations.</li> <li>Ontario recognizes the role of the federal government in providing many services on-reserve.</li> <li>The province provides insured health services to all eligible residents of Ontario. Ontario's approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically-required services regardless of whether they live on- or off-reserve.</li> </ul>	<p>Complete</p>	<p><i>Planned/ continued response to recommendation</i></p> <p><b>MCCSS</b></p> <ul style="list-style-type: none"> <li>MCCSS is the provincial lead for Jordan's Principle. Within MCCSS specifically, the Child Well-Being Branch (CWB) in the Child Welfare &amp; Protection Division is the lead point of contact for potential Jordan's Principle cases related to child and family services. If, and when, Jordan's Principle claims are received, CWB will connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate provincial programs and services.</li> </ul>

	<ul style="list-style-type: none"> <li>In regard 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.</li> </ul>		
Final Recommendation			
<p><b>4. To renew the relationship between Canada and Indigenous Peoples, nation-to-nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.</b></p> <p>Directed to: Ontario, Canada Provincial Lead: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted in part  Response Code: 1 Recommendation has been implemented	<ul style="list-style-type: none"> <li>Ontario supports the principles within this letter. The province's response to Recommendation #4 will be driven by its priority to strengthen relationships, improve quality of life and expand economic opportunity for Indigenous peoples in Ontario, including through the priorities raised through the Inquest process.</li> </ul>	Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Final Recommendation			

<b>5. No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.</b> 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		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>In 2018/19, a portion of EDU's Seven Youth Inquest funding to NAN supported Re-engagement Coordinator meetings to discuss issues, challenges and barriers that re-engagement coordinators have identified, as well as best practices, successes and supports required to continue achievement. NAN has identified this initiative as supporting the implementation of this recommendation.</li> <li>In 2019/20, EDU provided further funding to NAN and NAN organizations to support programs that had been previously funded for the stabilisation of the NAN-declared emergency.</li> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including:               <ul style="list-style-type: none"> <li>\$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>\$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>Inquest Partners have not identified recommendation #5 as a priority for funding for 2020-23.               <ul style="list-style-type: none"> <li>However, activities funded through multi-year agreements include supports for First Nation students who must leave their home communities to attend secondary school off-reserve, including the purchasing of essential supplies for First Nation students living in student residences, and the hiring of support staff to assist with student transitions.</li> </ul> </li> <li>EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continue to be addressed.</li> </ul>

Final Recommendation			
<p><b>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.</b></p> <p>Directed to: Ontario, Canada, Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), and Matawa Learning Centre (MLC)          Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>EDU has provided funding to each partner organization, including NNEC, MECC, and KO, to support engagement with families and communities on the establishment of memorial scholarships. Communities and families have been heavily involved in the scholarship development process and it has been noted that this work has played a pivotal role in supporting families.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>EDU continued to provide funding to support the development of memorial scholarships in the 2019/20 fiscal year.</li> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations.</li> <li>A portion of 2020-23 Seven Youth Inquest funding to NNEC, MECC and KO has been allocated for memorial scholarship awards for First Nation youth who excel at the talents in which the seven youth were gifted. Funding will be provided annually for three years.</li> </ul>
Final Recommendation			
<p><b>7. In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</b></p> <ol style="list-style-type: none"> <li>i. <b>All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations;</b></li> <li>ii. <b>First Nations governments exercise inherent control over their education systems;</b></li> </ol>			

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.**

Directed to: All parties  
 Provincial Lead: All

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"> <li>• Ontario is committed to meeting its constitutional obligations regarding Indigenous peoples. Ontario respects Aboriginal and treaty rights as recognized and affirmed under section 35 of the <i>Constitution Act, 1982</i>.</li> <li>• Historical treaties are important to the ongoing relationship between the Crown and First Nations and continue to inform our dialogues at every level.</li> <li>• 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.</li> <li>• EDU has implemented the Reciprocal Education Approach (REA) which came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nation students who wish to attend First Nation/federally-operated schools or provincially-funded schools.</li> <li>• The Ministry of Children, Community and Social Services (MCCSS) is coordinating the province’s approach to how policies, programs and services for First Nations, Métis and Inuit children, youth, and families are designed, delivered and governed.</li> <li>• The First Nations Technical Table is a regular table designed to allow for ongoing engagement and co-development between MCCSS and First Nations partners, primarily focused on children, youth and families.</li> <li>• Co-developed by Indigenous partners and Ontario in 2015, the Ontario Indigenous Children and Youth Strategy (OICYS) is the overarching, whole of government, strategic framework that guides the</li> </ul>

			<p>ministry’s approach to supporting Indigenous children, youth and families.</p> <ul style="list-style-type: none"> <li>• The OICYS seeks to fundamentally transform the system of policies, programs and services impacting Indigenous children, youth, and families. Through the OICYS, MCCSS continues to co-develop and co-implement holistic, culturally safe, prevention and community-based child and family programs and services with First Nations, Inuit, Métis and urban Indigenous partners.</li> <li>• MCCSS has streamlined the administration of transfer payments to First Nations, Inuit and Métis partners and service providers for the provision of community-based child and family services prevention programs. This has allowed First Nations, Inuit and Métis partners and service providers to more effectively target needs reducing administrative burdens such as rigid reporting requirements and enhancing the flexibility of allocations to enable transfer payment recipients to use funding more efficiently and effectively.</li> <li>• The Ministry is working with representatives of First Nations, Inuit and Métis peoples to implement Indigenous-led models for child and family services, including those governed under Indigenous laws. This also includes pathways established under the federal statute <i>An Act Respecting First Nations, Inuit and Métis children, youth and families</i>.</li> <li>• Ontario’s <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i> includes an acknowledgement in the preamble that “Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan’s Principle.”</li> <li>• MCCSS, as Ontario’s lead ministry, responds to any request that is named or could be considered a Jordan’s Principle for a First Nations child, as well as applying the principle to Métis and Inuit children.</li> </ul>
Final Recommendation			
<p><b>17. Work with Indigenous individuals, families, communities or organizations on identifying and, where appropriate, creating points of contact within the Ontario government to assist Indigenous communities in identifying and accessing Ontario programs, funding and services.</b></p> <p>Directed to: Ontario</p> <p>Provincial Lead: Ministry of Health (MOH), Ministry of Children, Community and Social Services (MCCSS)</p> <p>Additional ministries: Ministry of Education (EDU), Ministry of Municipal Affairs &amp; 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.

<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"> <li>This recommendation is being addressed through the collaborative Jordan's Principle work underway.</li> </ul> <p><b>MCCSS</b></p> <ul style="list-style-type: none"> <li>See Recommendation #3.</li> <li>The MCCSS Child Well-being Branch in the Child Welfare &amp; Protection Division is the lead contact for potential Jordan's Principle cases related to child and family services, to connect families, communities, Jordan's Principle Navigators and/or the federal government with the appropriate programs and services. <ul style="list-style-type: none"> <li>Jordan's Principle is a topic area for technical table discussions, bi-laterally with First Nations and tri-laterally with First Nations and Canada.</li> </ul> </li> <li>MCCSS continues to work with partners to understand community needs and to develop options on appropriate points of contact to help connect Indigenous individuals, families, communities and organizations with appropriate services and programs.</li> </ul> <p><b>MMAH</b></p> <ul style="list-style-type: none"> <li>MMAH is working directly with Ontario Aboriginal Housing Services (OAHS) and Miziwe Biik Development Corporation (MBDC) in the design and delivery of housing programs.</li> <li>These Indigenous non-profits have long-established relationships with MMAH's Housing Division which allows them direct access to Ministry staff and leadership to ensure input on housing programs and policy.</li> <li>For the 2020/21 year, the following funding was allocated to OAHS and MBDC: <ul style="list-style-type: none"> <li>\$13.3 million in operating funding for the Indigenous Supportive Housing Program</li> <li>\$25.5 million under the various phases of the Social Services Relief Fund</li> <li>\$8 million for the Rural and Urban Indigenous Housing Program (OAHS only)</li> <li>\$4.4 million under the Ontario Priorities Housing Initiative</li> <li>\$1.3 million under the Canada-Ontario Community Housing Initiative (OAHS only)</li> <li>\$465,800 of Mental Health and Addictions funding (OAHS only)</li> </ul> </li> <li>For the 2021-22 year, the following funding has been allocated to OAHS and MBDC: <ul style="list-style-type: none"> <li>\$13.3 million in operating funding for the Indigenous Supportive Housing Program</li> <li>\$6.8 million under the Ontario Priorities Housing Initiative</li> <li>\$1.4 million under the Canada-Ontario Community Housing Initiative (OAHS only)</li> <li>\$8 million under the Rural Urban Indigenous Housing Program (OAHS only)</li> </ul> </li> </ul> <p><b>EDU</b></p>
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			<ul style="list-style-type: none"> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations. <ul style="list-style-type: none"> <li>A portion of 2020-23 Seven Youth Inquest funding to KO has been allocated for a Children and Youth Identification Coordinator position to address the backlog of unregistered children and youth in the KO First Nations and help families access provincial services to support students.</li> </ul> </li> </ul>
Final Recommendation			
<p><b>22. Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.</b></p> <p>Directed to: Canada, Ontario  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"> <li>Both the provincial and federal governments provide health services to Indigenous people in Ontario, including First Nations.</li> <li>The province provides insured health services to all eligible residents of Ontario. Ontario's approach to health care services is that anyone in Ontario who is eligible for insured health services is entitled to medically required services regardless of whether they live on- or off-reserve.</li> <li>MOH is collaborating with federal and First Nations partners in the short-term to link First Nations</li> </ul>	In progress	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> <li>This recommendation is being addressed through the collaborative Jordan's Principle work underway.</li> </ul> <b>MCCSS</b> <ul style="list-style-type: none"> <li>Ontario continues to implement the provincial <i>Child, Youth and Family Services Act, 2017 (CYFSA)</i>, which includes an acknowledgement in the preamble that "Where a First Nations, Inuk or Métis child is otherwise eligible to receive a service under [the CYFSA], an inter-jurisdictional or intra-jurisdictional dispute should not prevent the timely provision of that service, in accordance with Jordan's Principle."</li> <li>MCCSS, as Ontario's lead ministry, responds actively to any request that is named or could be considered a Jordan's Principle for a First Nations child, as well as applying the principle to Métis and Inuit children.</li> <li>MCCSS works with the federal government and First Nation, Inuit and Métis partners to share information and better align service delivery/ address gaps.</li> </ul>

	children to existing provincially funded services.		
Final Recommendation			
<p><b>23. This principle should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council (NNEC), such as operations and maintenance funding for its off-reserve schools, tuition for First Nations students living off-reserve, and so on.</b></p> <p>Directed to: Canada, Ontario 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: 1 Recommendation has been implemented	Aspects of the recommendation within provincial jurisdiction have been implemented.	Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>EDU provided tuition funding for eligible students for the 2018/19 school year.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>In 2019/20, EDU also provided Seven Youth Inquest funding to NNEC to support the hiring of a Student Safety Manager, who had the responsibility of overseeing and coordinating NNEC services and supports for students resulting in quality programming targeting student needs. NNEC identified the hiring of this staff member as supporting the implementation of this recommendation.</li> </ul>

			<ul style="list-style-type: none"> <li>• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations. <ul style="list-style-type: none"> <li>○ A portion of 2020-23 Seven Youth Inquest funding to NNEC has been allocated for the continued employment of a Student Support/Safety Manager.</li> </ul> </li> <li>• The Reciprocal Education Approach (REA) came into force on September 1, 2019. The REA is intended to improve access, reduce barriers and strengthen parental choice for First Nations students who wish to attend First Nation/federally-operated schools or provincially-funded schools.</li> <li>• Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.</li> <li>• The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations.</li> <li>• With the REA now in effect, Boards and First Nations are no longer required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First Nation-operated school.</li> <li>• EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements under REA, to ensure First Nation students are able to access preferred education options under REA.</li> </ul>
Final Recommendation			
<p><b>29. Each remote First Nation community should be provided with reliable high-speed internet access to allow for youth to:</b></p> <ol style="list-style-type: none"> <li><b>i. receive high school education at home;</b></li> <li><b>ii. community and family connectivity when youth are away from home for school or for other reasons; and</b></li> <li><b>iii. career options for youth and their families within their communities.</b></li> </ol> <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.

<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"> <li>• Following completion of ENDM’s Northwestern Broadband Expansion Initiative (NWOBEI) in 2014, which connected 21 remote First Nations communities by installing approximately 2,000 kilometres of high-speed fibre-optic cable, ENDM has been working towards connecting the remaining seven remote communities with modern broadband: Nibinamik, Neskantaga, Eabametoong, Marten Falls and Webequie in the Ring of Fire Region, and Fort Severn and Peawanuck on the northern James Bay Coast.</li> <li>• For the James Bay coast communities, ENDM invested \$1.9 million in 2018 towards a \$7.5 million satellite upgraded to bring 100mbs of service to Fort Severn and Peawanuck for five years. Prior to this investment these communities each had 10mbs of bandwidth for distribution to the entire community, less than a single residence in urban areas.</li> <li>• Since 2013, ENDM has been working with Matawa First Nations Management to connect the five communities in the Ring of Fire Region.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <p><b>ENDM</b></p> <ul style="list-style-type: none"> <li>• In October 2019, Ontario announced an investment of \$30 million to expand broadband into five remote Matawa communities in the Ring of Fire Region.</li> <li>• The project includes the installation of approximately 800 kilometres of fibre-optic telecommunications cable from Wunnumin Lake to Aroland First Nations, connecting each of the five remote Matawa member communities. Approximately 650 homes and 28 institutions, including schools, airports, band offices, health offices and police stations across the five communities will benefit from broadband connectivity.</li> <li>• Construction began in January 2020 and is currently on schedule. Almost 50% of the broadband cable has been installed, with the first communities expected to be connected by Q3 2021 and full completion by Q3, 2022.</li> </ul> <p><b>IAO</b></p> <ul style="list-style-type: none"> <li>• In 2020, in response to increased reliance on internet connectivity during the COVID 19 pandemic, IAO provided \$252,000 in funding to sustain a short-term solution for improving community-wide access to high-speed internet resources to 16 remote communities through three initiatives: <ul style="list-style-type: none"> <li>○ Increase bandwidth availability for 12 months in 6 First Nations, i.e. Sachigo Lake, Bearskin Lake, Poplar Hill, Keewaywin, Muskrat Dam, Cat Lake</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Upgrade bandwidth and security management at 8 First Nations endpoints, i.e. Deer Lake, Muskrat Dam, Lac Seul, Sandy Lake, Pikangikum, North Caribou Lake, Big Trout Lake, Wunnumin Lake</li> <li>○ Upgrade bandwidth capability for 12 months in 3 First Nations, i.e. Attawapiskat, Kashechewan, Fort Albany</li> </ul> <p><b>MOI</b></p> <ul style="list-style-type: none"> <li>● In 2019, the Ministry of Infrastructure (MOI) released a Broadband and Cellular Action Plan (Action Plan) with an investment of \$315 million over five years to encourage the private sector to expand access in unserved and underserved areas, including First Nations communities. This included \$150 million for a provincial broadband program called Improving Connectivity for Ontario (ICON), which launched in July 2020. ICON is focused on filling infrastructure gaps across the province that prevent access to high-speed internet or cellular service.</li> <li>● The ICON Program was topped up to \$300 million in November 2020 given the large response from applicants. Around the same time, the Government of Canada launched a sister program to ICON called the Universal Broadband Fund.</li> <li>● ICON was specifically designed to leverage funding from other sources. As a result, Ontario and Canada are working together closely to evaluate projects that seek funding from both programs. Applications were received from across Ontario, including many that would ensure high-speed internet for remote First Nation communities. In the coming weeks, Ontario expects to be ready to announce projects in partnership with Canada and bring high-speed internet to underserved and vulnerable communities.</li> <li>● In addition, on January 10, 2021, the Ontario government announced investments of \$10.9 million to support six broadband projects in northern Ontario, including \$1 million to a fibre optic network to six Treaty 3 communities and \$168,000 to upgrade the speed and capacity of the K-Net network that serves more than 80 First Nation communities.</li> <li>● To fill remaining gaps in broadband service, Ontario Budget 2021 announced additional funding to improve broadband access to unserved and underserved communities, bringing the overall provincial investment to a historic nearly \$4 billion over six years beginning in 2019-20. The goal is that everyone in Ontario has high-speed internet by the end of 2025.</li> </ul>
Final Recommendation			
<p><b>32. Provide resources through the Education Partnerships Program (EPP) or another source to establish a First Nation working group in Thunder Bay, Ontario, composed of First Nation education experts who will provide their expertise to assist Nishnawbe Aski Nation (NAN), the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:</b></p> <ul style="list-style-type: none"> <li>i. an assessment of the current educational achievement gap in NAN territory;</li> <li>ii. an assessment of the educational programs and secondary services that would be required to close the educational achievement gap in NAN territory within one generation;</li> </ul>			

<p><b>iii. an assessment of the amount of resources required to create and implement the educational programs and services required to close the educational achievement gap in NAN territory within one generation;</b></p> <p><b>iv. an assessment of the feasibility and mechanism for the creation of a database that would collect, and store information related to education in NAN territory.</b></p> <p>Directed to: Canada, Ontario Provincial Lead: Ministry of Education (EDU)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>In 2018/19, EDU provided funding to NAN to continue work on closing the achievement gap. This included support for engagement and research to assess the educational achievement gap in NAN territory.</li> <li>In March 2019, NAN developed an Achievement Gap Analysis, outlining the internal and external factors impacting student achievement, setting out strategies to help address the achievement gap, and establishing principles and recommendations to help close the gap. This analysis was included as part of NAN's annual TPA report back to EDU.</li> </ul>
Final Recommendation			
<p><b>35. In order to achieve parity of services, community health and safety, and quality of life as between First Nation and non-First Nation communities, develop a method for measuring and establishing equivalence in health outcomes and services between Nishnawbe Aski Nation (NAN) communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.</b></p> <p>Directed to: Canada, Ontario, and NAN 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.

<p>Accepted in part</p> <p>Response code: 1A Recommendation will be implemented</p>	<ul style="list-style-type: none"> <li>Ontario has been working with the federal government and NAN to develop recommendations on access to care and to discuss health system planning.</li> <li>A Charter of Relationship Principles Governing Health System Transformation in the NAN Territory has been signed by NAN, Ontario and Canada to guide the work of health transformation for NAN communities.</li> <li>The Charter notes: “Continuous evaluation is important for measuring progress and systematically assessing, evaluating and improving the structure, process and outcomes.”</li> </ul>	<p><b>Community Wellbeing</b></p> <p>Complete</p> <p><b>Health System Transformation</b></p> <p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <p><b>Community Wellbeing</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>In 2019/20, \$3.5 million was provided in base funding for public health nursing, public health service capacity and overall support for SLFNHA’s Approaches to Community Wellbeing program. \$400,000 was provided for an Associate Medical Officer of Health position dedicated to Indigenous health.</li> </ul> <p><b>Health System Transformation</b></p> <ul style="list-style-type: none"> <li>Ontario has been working with NAN and Canada in various tripartite table discussions to explore health system transformation, while also responding to immediate health needs.</li> <li>Health system transformation aims to address the recommendations of the Seven Youth Inquest by improving health outcomes for First Nations through evidence-based models, streamlining services, providing accountability to communities and funders, and developing long-term strategies to crisis situations.</li> <li>To support NAN in the health system transformation process, Ontario has provided NAN with annual funding since 2017/18, based on jointly negotiated work plans. Most recently, Ontario provided \$1 million to NAN for the 2020/21 fiscal year. Ontario is currently in the process of reviewing funding opportunities to support NAN’s health transformation activities over the next three years (21-24).</li> <li>To support continuing trilateral discussions, in March 2021, the ministry appointed a provincial Lead, Charles Fox, to work with NAN and the federal government on exploratory discussions of First Nations health transformation. Mr. Fox has entered into discussions with NAN and federal Leads on a draft framework agreement for future negotiations on NAN health transformation.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <p><b>Health System Transformation</b></p> <ul style="list-style-type: none"> <li>MOH to continue to work with the federal government and NAN on scoping models for health system transformation, examining approaches to health governance, as well as improving the delivery of culturally appropriate health services to NAN community members.</li> </ul>
<p>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.**

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.
<p>Accepted in part</p> <p>Response code: 1B Alternative recommendation has been implemented</p>	<p><b>Indigenous Youth Life Promotion/Suicide Prevention Initiatives</b></p> <ul style="list-style-type: none"> <li>• In 2016, Ontario announced new investments in: <ul style="list-style-type: none"> <li>○ Land-based/cultural programming and prevention supports;</li> <li>○ Enhancements to the Tele-Mental Health Service to reach more Indigenous communities;</li> <li>○ Indigenous mental health and addictions workers and other mental health and wellness supports for students in First Nations schools; and</li> <li>○ 19 Mental Wellness Teams across the province, in partnership with the federal government.</li> </ul> </li> <li>• MOH is leading ongoing implementation of these initiatives with Indigenous partners, inter-</li> </ul>	<p><b>Youth Life Promotion/Suicide Prevention Initiatives</b></p> <p>In progress</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <p>In progress</p> <p><b>Prevention Initiatives in Remote High-Need First Nation Communities.</b></p> <p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <p><b>Indigenous Youth Life Promotion (YLP) Initiatives/ Suicide Prevention</b></p> <ul style="list-style-type: none"> <li>• MOH continues to provide \$23 million in base funding to support youth life promotion and suicide prevention initiatives. Of that funding, MOH is investing over \$6 million to support NAN communities.</li> <li>• 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.</li> <li>• In 2019/20, youth life promotion investments included: <ul style="list-style-type: none"> <li>○ \$1,168,200 to support land-based/cultural programming, which NAN indicated to create a centralized mental health and wellness program in Thunder Bay, with a focus on students that have relocated to attend school;</li> <li>○ \$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</li> <li>○ \$1,750,000 to support 7 Mental Wellness Teams that are dedicated to serving NAN communities (total investment to support Mental Wellness Teams for NAN communities, including the federal government contribution, is \$3.5 million).</li> </ul> </li> <li>• Over the course of the 2019/20 funding year, MOH worked with NAN and their community partners to identify community-based organizations to administer funding for workers and other supports for students in NAN's First Nations schools. As a result, MOH has executed agreements with 15 organizations, including Tribal Councils, Education Authorities and individual First Nations, to support these students.</li> <li>• Indigenous Services Canada (ISC) has confirmed that the federal portion of funding for Mental Wellness Teams has been extended for a period of three years (until 2022). ISC and MOH have</li> </ul>

	<p>ministerial partners and the federal government.</p> <ul style="list-style-type: none"> <li>• MOH continues to explore ways to align these initiatives with other activities in Indigenous communities.</li> </ul> <p><b>Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ MOH received two sets of reports from Indigenous partners. The first set of reports on “Taking Stock” were received in March 2016.</li> <li>○ The final set of reports on “Shared Outcomes” and “Moving Forward” were received in December 2016-February 2017.</li> </ul> </li> </ul>		<p>extended the co-funding agreement between the province and Canada which will enable funds to continue to flow to host organizations through federal agreements until March 31, 2022.</p> <ul style="list-style-type: none"> <li>• Given the unprecedented circumstances surrounding the COVID-19 pandemic, MOH has enabled organizations to use their 2020/21 YLP funding flexibly to support the continued safe delivery of essential mental health and wellness services (e.g. through the purchase of personal protective equipment, additional staffing and/or upgrading equipment to enable virtual delivery of services).</li> <li>• In 2019/20 an additional \$1 million provided by MOH was invested to expand service to a texting platform (Good2Talk) and to include all interested Indigenous Institutes in the services.</li> </ul> <p><b>Funding for Indigenous-specific programming as part of the Roadmap to Wellness</b></p> <ul style="list-style-type: none"> <li>• As part of the government’s comprehensive plan to build a fully connected mental health and addictions system, Ontario has committed to new investments through the <i>Roadmap to Wellness: A Plan to Build Ontario’s Mental Health and Addictions System</i>.</li> <li>• In 2019, Ontario announced it was investing over \$12 million to expand services to address the mental health and addictions needs of Indigenous people, families, and communities. These investments are being led by MOH, MCCSS, and EDU in partnership with IAO.</li> <li>• Investments are focused in three priority areas: <ul style="list-style-type: none"> <li>○ Over \$7.8 million for new and expanded on-the-ground Indigenous Mental Health and Addictions Services, including mental health and addictions programming, two additional Indigenous-led treatment and healing centres, traditional healing, continuing social crisis responses, and patient navigators in the North to support vulnerable communities. This includes: <ul style="list-style-type: none"> <li>▪ Joint funding from MOH and MCCSS for two new mental health and addictions Treatment and Healing Centres in northern Ontario, led by Constance Lake First Nation (in development) and Dilico Anishinabek Family Care (launched in September 2020).</li> <li>▪ Funding from MOH for new mental health and addictions programs led by Wunnumin Lake First Nation, Sioux Lookout First Nation Health Authority and Weenabayko Area Health Authority.</li> <li>▪ Funding from MCCSS through the Indigenous Healing &amp; Wellness Strategy for: <ul style="list-style-type: none"> <li>• New Youth Mental Health &amp; Recreation programming in northern and remote First Nations - including (but not limited to): Aroland, Eabametoong, Kasabonika Lake, Kashechewan, Ojibways of Onigaming, and Webequie First Nations; dedicated funding for the NAN Oshkaatisak (All Young</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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			<p>Peoples') Council to design and implement youth-led programming for First Nations youth in NAN member communities; and</p> <ul style="list-style-type: none"> <li>• An Indigenous Care Coordinator pilot between Indigenous partners and the Thunder Bay Regional Health Sciences Centre to provide Indigenous-specific health and mental health navigation and discharge planning services.</li> </ul> <ul style="list-style-type: none"> <li>○ Over \$1.6 million for Training, Development, and Support for Frontline Mental Health Workers, including specialized training, therapeutic supports and self-care for frontline community-based workers, and trauma-informed training for education system leaders to better support Indigenous students.</li> <li>○ Over \$3.2 million for critical system supports to improve client journeys and prevent social emergencies, including Indigenous Mental Health and Addictions System Coordinators, and supports for youth including additional youth-focused outreach workers. <ul style="list-style-type: none"> <li>▪ This also includes funding from MOH to NAN for a new mental health and addictions System Coordinator position. (details in Rec #38).</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• In 2020-21, Ontario announced an additional investment of \$12.8 million to immediately expand and enhance culturally appropriate mental health and addictions services for Indigenous peoples and communities across Ontario. These investments are being led by MOH, MCCSS, EDU, SOLGEN, MCU, and IAO. This includes: <ul style="list-style-type: none"> <li>○ \$2.4 million led by MOH to enhance mental health and addictions services in Indigenous-governed primary care teams, and expanded child and adolescent services in Northwestern Ontario.</li> <li>○ An increase in 2020-2021 funding for MCCSS' Family Well-Being program (FWBp) by over \$5 million. The FWBp funds Indigenous communities and service providers, including NAN, to develop and deliver services and programs that are holistic, culturally-safe, community-based and prevention-focused. These supports help Indigenous children, youth and their families to heal and recover from the effects of intergenerational violence and trauma, reduce violence, and address the overrepresentation of Indigenous children and youth in child welfare and youth justice systems.</li> <li>○ Funding through MCCSS to deliver culturally grounded and coordinated support for high risk Indigenous youth and young adults in Northern Ontario (based in Thunder Bay), who have serious mental health needs in addition to a developmental disability, and who are at high risk of suicide. Funding will support service coordination, case management and access to Indigenous healing and wellness activities.</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>• Ontario will continue to work with Indigenous partners to design and deliver programs and services that address community-identified needs.</li> <li>• As part of its planning to invest in mental health and addictions services in the coming years, the government is also looking at undertaking fundamental, long-range reforms to create a connected mental health and addictions system that is focused on the client. Ultimately, the goal is to provide better access to mental health and addictions services for all people in Ontario, including First Nations individuals.</li> </ul> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>• In 2018, Ontario announced it was investing in culturally appropriate mental health and addictions initiatives, which include: <ul style="list-style-type: none"> <li>○ Working with Indigenous partners to establish and expand ten Indigenous Mental Health and Addictions Treatment and Healing Centres, both on- and off- reserve (jointly led by MOH and MCCSS). The Centres will provide care using a combination of traditional healing and clinical care. <ul style="list-style-type: none"> <li>▪ As part of this, Ontario is working with Indigenous partners to establish three new youth-specific Indigenous Mental Health and Addictions Treatment and Healing Centres, including two in NAN territory.</li> </ul> </li> <li>○ 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.</li> <li>○ The following communities and organizations in NAN territory received funding from 2018-19 to 2020-21 for mental health and wellness programs and services: <ul style="list-style-type: none"> <li>▪ Pikangikum First Nation, Nibinamik First Nation, Fort Severn First Nation, Lac Seul First Nation, Poplar Hill First Nation, Matawa Health Co-operative, Mishkeegogamang First Nation, Moose Cree First Nation, and Shibogama Tribal Council.</li> <li>▪ Note: all communities and organizations were eligible to request continued funding through a renewal process that began in October 2020. This process is ongoing. To date the following projects have been moved to base funding through Ontario Health: Nibinamik First Nation, Lac Seul First Nation, Poplar Hill First Nation, Matawa Health Co-operative, Moose Cree First Nation, and Shibogama Tribal Council.</li> </ul> </li> </ul> </li> <li>• Financial details specific to the above referenced mental health and addictions investments in NAN territory include:</li> </ul>
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			<ul style="list-style-type: none"> <li>○ Mental Health and Wellness Supports (up to \$2.8 million annually from 2018-19 to 2020-21) 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;</li> <li>○ Mental Health and Addictions Treatment and Healing Centres – Up to \$3 million was approved to support two youth residential Treatment &amp; Healing Centres in NAN territory (jointly funded by MOH and MCCSS); and</li> <li>○ 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.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>● MOH will continue to support NAN and their community-based partners in their planning and implementation of youth life promotion initiatives.</li> </ul> <p><b>MCCSS</b></p> <p>Youth Justice Division’s Prevention Initiatives in Remote High Need First Nations Communities:</p> <ul style="list-style-type: none"> <li>● Aligned with Ontario’s Response to the Truth and Reconciliation Commission (TRC) Calls to Action, the Youth Justice Division will continue to invest \$0.6 million in annualized funding in 2021/2022 towards the <i>Prevention Initiatives in Remote High-Need First Nation Communities</i> model. <ul style="list-style-type: none"> <li>○ The initiative develops relationships through recreation-based programming (e.g. youth employment, recreation opportunities, food sustainability, art-based initiatives) to help identify community priorities and needs for children, youth and their families.</li> <li>○ The initiative also aims to address issues of Indigenous overrepresentation in the youth justice system, as well as to ensure that children and youth reach their full potential through strong prevention initiatives.</li> </ul> </li> </ul> <p><b>IAO</b></p> <ul style="list-style-type: none"> <li>● Beginning in 2020 and through the Roadmap to Wellness, IAO committed \$1.375 million annually over ten years to support the creation and implementation of 11 new Social Emergency Manager positions in NAN and Grand Council Treaty #3 (GCT#3) First Nation communities, which will build capacity around social emergency prevention, mitigation, preparedness, response and recovery efforts.</li> <li>● In January 2021, IAO provided \$1.325M to support the Mushkegowuk Fire Keepers Patrol. Fire Keepers is a mobile Indigenous street outreach program to serve Mushkegowuk and Wabun members</li> </ul>
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			and other Indigenous people residing in the Timmins area. The program utilizes a model of care reflective of Indigenous cultural knowledge and values to deliver outreach and street patrol services, harm reduction, mental health counselling and assistance navigating access to other social services.
Final Recommendation			
<p><b>37. Assist Nishnawbe Aski Nation (NAN) First Nation communities in the development of a comprehensive Mental Health program for children, youth and adults. This program should consider the need for integrated mental health services including models which incorporate traditional practices as defined by the individual First Nation.</b></p> <p>Directed to: Canada, Ontario          Provincial Lead: Ministry of Health (MOH)          Additional ministry: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p> <p>Response code: 8</p> <p>Content or intent of recommendation is already in place</p>		<p><b>Health System Transformation</b></p> <p>In progress</p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <p>In progress</p> <p><b>Youth Life Promotion</b></p> <p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <p><b>Health System Transformation</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #35.</li> </ul> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #36.</li> </ul> <p><b>Youth Life Promotion</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #36.</li> </ul>
Final Recommendation			

<b>38. Work with the Federal government and First Nations to improve consistency, enhance coordination, and increase resources to support mental health and wellness, including programs on-reserve.</b> Directed to: Ontario 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		<b>Health System Transformation</b>  In progress  <b>Culturally Appropriate Mental Health and Addictions Initiatives</b>  In progress  <b>Youth Life Promotion/Suicide Prevention Initiatives</b>  In progress	<i>Steps taken toward implementation</i>  <b>Mental Health and Addictions System Coordinators</b> <ul style="list-style-type: none"> <li>As part of the Roadmap to Wellness, MOH is supporting investments in Indigenous mental health and addictions initiatives, including funding for improving system coordination.</li> <li>MOH has approved base funding for NAN to hire a Mental Health and Addictions System Coordinator to support this work.</li> <li>This position will help to improve service pathways, client journeys, and coordination between providers serving Indigenous communities. System Coordinators will also provide technical planning expertise and advice on improving the mental health and addictions system for Indigenous patients and their families.</li> </ul> <b>Health System Transformation</b> <ul style="list-style-type: none"> <li>See Recommendation #35.</li> </ul> <b>Culturally Appropriate Mental Health and Addictions Initiatives</b> <ul style="list-style-type: none"> <li>See Recommendation #36.</li> </ul> <b>Youth Life Promotion/Suicide Prevention Initiatives</b> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>

			<p>increases coverage of the teams across First Nations communities while reducing administrative burden for Indigenous partners.</p> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>MOH will continue to work with NAN, their community-based partners and Indigenous Services Canada (ISC) to support ongoing implementation of youth life promotion/suicide prevention initiatives.</li> </ul> <p><b>EDU</b></p> <ul style="list-style-type: none"> <li>EDU received \$3,608,300 in one-time emergency mental health and addictions funding in 2020-21 from the federal government via the Safe Restart Agreement with Ontario to support the coordination, delivery of and connection to critical mental health supports and resources for First Nation, Métis, Inuit and urban Indigenous students. This funding is supporting increased access to mental health services; supporting the provision of tools and resources to support well-being and continuity of learning; and improved access to essential technology for communities.</li> </ul>
Final Recommendation			
<p><b>39. Review and revise the Ontario Public Health Standards where appropriate and/or develop guidance documents to support the interpretation of the Ontario Public Health Standards, with regard to the provision of services in First Nations communities. These documents should be made available to the people living in First Nations communities.</b></p> <p>Directed to: Ontario Provincial Lead: Ministry of Health (MOH)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>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"> <li>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.</li> </ul> </li> </ul>
Final Recommendation			

<p><b>40. In order to raise awareness among youth regarding issues relating to alcohol/substance misuse, through Health Canada, the Ministry of Health (MOH), the Ministry of Finance (MOF), the Liquor Control Board of Ontario, and others, develop and deliver health promotion materials aimed at educating Indigenous youth on-reserve regarding the consequences of alcohol/substance misuse.</b></p> <p>Directed to: Canada, Ontario, and NAN          Provincial Lead: Ministry of Health (MOH)          Additional Ministry: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• MOH provides funding to Ontario's 34 Public Health Units (PHUs) to promote Canada's Low-Risk Alcohol Drinking Guidelines and develop local programs and policies to prevent the harms associated with alcohol use. This includes working with Indigenous communities.</li> <li>• 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.</li> <li>• As part of their work, PHUs are required to collaborate with Indigenous communities on substance use and harm reduction programs and services. This work is guided by the Relationship with Indigenous Communities Guideline (released in May 2018).</li> <li>• MOH has also released key messages, information sheets, and fact sheets to public health units who develop local programs and policies to prevent the harms associated with cannabis use.</li> <li>• MOH has supported the development and release of a Non-Medical Cannabis Resource for primary care providers, which will assist them in discussing cannabis use with their patients, identifying harmful use, and how to treat side effects and health harms.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• MOH and NAN have been in communication about the recommendation to discuss supports, barriers, etc. NAN is also following up with the local public health unit who leads substance use prevention efforts in the area.</li> <li>• The ministry will continue to engage with NAN on implementing this recommendation in 2021/22.</li> </ul>
<p>Response code: 8</p> <p>Content or intent of recommendation is already in place</p>			
Final Recommendation			

<p><b>41. In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by:</b></p> <p><b>i. developing detoxification programs;</b></p> <p><b>ii. funding a culturally-based treatment program and facility that would utilize Elders; and</b></p> <p><b>iii. funding aftercare programs for youth leaving addictions treatment programs.</b></p> <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.
Accepted  Response code: 8  Content or intent of recommendation is already in place	<ul style="list-style-type: none"> <li>Province-wide approach.</li> <li>Opportunity for a proposal to be submitted by First Nations organizations in the Thunder Bay Region which would be inclusive of services listed above.</li> </ul>	In progress	<p><i>Steps taken toward implementation</i></p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>See Recommendation #36.</li> </ul> <p><b>MCCSS</b></p> <ul style="list-style-type: none"> <li>In partnership with Indigenous communities and the federal government, MCCSS-IHWS continues to work with MOH to support 10 new and expanded Indigenous-led Mental Health and Addictions Treatment and Healing Centres that will provide care using a combination of traditional healing and clinical approaches to help Indigenous youth, adults and families access holistic, culturally safe treatment closer to home, on and off reserve.             <ul style="list-style-type: none"> <li>As of June 5, 2020, seven of the 10 Treatment and Healing Centres were operational. They are located in Fort Frances, Kenora, Manitoulin Island, Muskrat Dam First Nation, Ottawa, Toronto and Victoria Harbour.</li> </ul> </li> <li>See Recommendation #36 for additional details.</li> </ul>
Final Recommendation			
<p><b>43. In order to provide an opportunity for students from remote First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay in a positive, supervised environment, provide sufficient funding to ensure that grade 7 and 8 students from First Nation communities are able to be part of classroom learning or orientation sessions in Thunder Bay so that they and their families can familiarize themselves with the schools and the community prior to beginning high school away from home.</b></p> <p>Directed to: Canada, Ontario          Provincial Lead: Ministry of Education (EDU)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p> <p>Response code: 8</p> <p>Content or intent of recommendation is already in place</p>		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• EDU continued to provide funding in the 2018/19 fiscal year to MECC to support orientation tours for grade 8 students and families. The tours provide opportunities for students to familiarize themselves to the services in Thunder Bay before attending school.</li> <li>• EDU also continued to fund Transition Coordinator positions for KO, MECC and NNEC in 2018-19 and for MECC and NNEC in 2019-20.</li> <li>• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>○ \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>○ \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>• Inquest Partners have not identified recommendation #43 as a priority for funding for 2020-23. <ul style="list-style-type: none"> <li>○ However, activities funded through multi-year agreements include the hiring of a Transition coordinator for MECC, NNEC and KO.</li> </ul> </li> <li>• EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continues to be addressed.</li> </ul>
Final Recommendation			
<p><b>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:</b></p> <ol style="list-style-type: none"> <li>i. description of schools, including curriculum, student base, and staffing;</li> <li>ii. limitations regarding programs offered, including availability of academic stream courses;</li> <li>iii. accommodation arrangements while residing away from the home community;</li> <li>iv. travel allowances while residing away from the home community;</li> <li>v. after-school activities and recreational resources;</li> </ol>			

<b>vi. community supports;</b> <b>vii. availability of supports for students with special needs;</b> <b>viii. other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and</b> <b>ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities</b> Directed to: Canada, Ontario, 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: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>In 2017/18, EDU provided funding to MECC to support the development of a comprehensive information package for students and parents/ guardians to provide details on MECC services.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>In 2018/19, EDU provided funding to MECC to create informational videos to support student transitions as well as a comprehensive information package for students and families to see what services and supports are available.</li> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations.</li> <li>A portion of 2020-23 Seven Youth Inquest funding to NAN has been allocated for the development of a website that will serve as a resource of off-reserve school options for First Nation students in order for students to be informed of their options for high school and become invested in their choices.</li> </ul>
Final Recommendation			
<b>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.</b> 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)			
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"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>In 2019/20, EDU provided Seven Youth Inquest funding to NAN to support the hard-copy creation and dissemination of the Community Visit Protocol Guide to community partners. The Community Visit Protocol Guide was developed in 2018/19 and is meant to inform community partners of the approaches, processes and considerations that should be taken into account as part of any relationship and reconciliation building process with First Nations, with a particular focus on NAN communities.</li> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations. <ul style="list-style-type: none"> <li>A portion of 2020-23 Seven Youth Inquest funding to NAN has been allocated for the continued implementation of the Community Visit Protocol Guide, including online training sessions and training modules.</li> </ul> </li> <li>EDU is also providing funding to NAN, through the Education Partnership Program (EPP), for programs that support student transitions. Some of the programs supported through EPP are costs for provincial teachers to visit First Nation communities, curriculum sharing, and Student Achievement Officer positions. The aim of the community visits is to support relationship building and increase awareness of the needs of First Nation students who must transition from remote First Nation communities to urban centres for secondary school.</li> </ul>
Final Recommendation			
<b>62. In order to achieve equity and equality for First Nations students, Canada should:</b>			

- 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.**

Directed to: Canada, Ontario

Provincial Lead: Ministry of Education (EDU)

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted in part</p> <p>Response code: 62. i, iii, iv, v: 5 Not applicable to agency assigned 62. ii. 1 Recommendation has been implemented</p>	<ul style="list-style-type: none"> <li>• Aspects of the recommendation within provincial jurisdiction have been implemented.</li> </ul>	<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the Reciprocal Education Approach (REA).</li> <li>• Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019.</li> <li>• Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.</li> <li>• The REA is the result of collaboration between the Ministry of Education, First Nation partners, and school board associations.</li> <li>• With the REA now in effect, boards and First Nations will no longer be required to negotiate formal agreements for the base fee for students who wish to attend a provincially funded school or First Nation-operated school.</li> <li>• EDU is currently working with the REA Working Group to explore potential solutions associated with the age cap and eligible funding amounts on adult education for students over the age of 21.</li> <li>• EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements</li> </ul>

			under REA, to ensure First Nation students are able to access preferred education options under REA.
Final Recommendation			
<p><b>63. In order to recruit and retain teachers and staff and encourage them to commit to long-term employment at First Nation schools off-reserve, provide funding to:</b></p> <ul style="list-style-type: none"> <li><b>i. ensure that salaries, pensions, benefits, compensation and overall remuneration of teachers, administrators, and other staff at First Nations schools off-reserve are at a level on par with their provincial counterparts;</b></li> <li><b>ii. ensure that staff from First Nations schools off-reserve are offered all professional development opportunities that the Ministry of Education makes available, including access to their databases and eLearning programs;</b></li> <li><b>iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through:</b> <ul style="list-style-type: none"> <li><b>a. financial assistance to those seeking education and training as teachers;</b></li> <li><b>b. initiatives to encourage First Nations people to become teachers; and</b></li> <li><b>c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and</b></li> </ul> </li> <li><b>iv. provide all teachers with access to the Teach for Canada program.</b></li> </ul> <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)</p> <p>Response codes:</p> <ul style="list-style-type: none"> <li>i. 5 Not applicable to agency assigned</li> <li>ii. 8 Content or intent of recommendation is already in place</li> </ul>	<ul style="list-style-type: none"> <li>• This recommendation is multifaceted and applies to various parties. EDU accepts the parts of the recommendation that are under provincial jurisdiction.</li> <li>• Part i. of this recommendation addresses a federal responsibility.</li> <li>• Part iv. does not apply to EDU. The Ministry of Education is not affiliated with the Teach for Canada program, and as such does not have authority over program design, including access.</li> </ul>	Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EDU is also willing to share information regarding teacher salary grids and education funding formulas as First Nations continue to review the interim educational (federal) funding formula with Canada.</li> <li>• 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</li> </ul>

iii.	2 Under consideration			<p>ECE QUP supports individuals to obtain an Early Childhood Education diploma and become eligible to apply for membership with the College of Early Childhood Educators. Financial support is available through education and travel grants, and training allowances. In addition, the ECE QUP also provides grants for leadership development and advancement to support the retention of qualified staff in child care and early years settings.</p> <ul style="list-style-type: none"> <li>Through federal funding, the Ministry of Education supports professional learning for Indigenous professionals in the early years and child care sector both on-reserve and in urban Indigenous settings. This funding is used to develop support that enhance culturally relevant programming and the delivery of high-quality child care and early years programs. In addition, the funds are used to create linkages to and/or develop professional learning resources that are responsive to the needs of these communities.</li> </ul>
iv.	5 Not applicable to agency assigned			
Final Recommendation				
<p><b>75. In order to provide peer leaders and mentors with the capacity, communication skills and self-confidence they need to apply positive influence on other students, the City should act as a resource to identify community partners including, but not limited to, Ontario and Canada, who could support and provide funding in order to create and sustain peer leaders at DFC and MLC. Explore the option of having peer leaders and mentors receive volunteer hours credited toward their OSSD requirements.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Education (EDU)</p>				
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.	
Accepted in part  Response code: 1A Recommendation will be implemented	<ul style="list-style-type: none"> <li>EDU is analyzing the possibility of offering Ontario Secondary School Diploma credits for volunteer hours.</li> </ul>	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>EDU has provided funding to each First Nation Inquest partner to assist in the implementation of education-related recommendations. To date, Recommendation 75 has not been identified as a priority for funding partners.</li> </ul>	
Final Recommendation				
<p><b>78. In order to assist First Nations students who move to Thunder Bay to attend secondary school, the Ontario Ministries of Education, Children and Youth, Municipal Affairs and Housing, Health and Long-Term Care and Community and Social Services should work with Canada, the Thunder Bay District Social Services Administration Board, the City of Thunder Bay and Indigenous communities and organizations to support a well-coordinated suite of housing, income, recreation and health services and supports to assist students in accessing supports and services.</b></p> <p>Directed to: Ontario</p>				

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), Ministry of Government and Consumer Services (MGCS-ServiceOntario)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1A Recommendation will be implemented and 8 Content or intent of recommendation is already in place (regarding some health services)		In progress	<p><i>Steps taken toward implementation</i></p> <p><b>MCCSS</b></p> <ul style="list-style-type: none"> <li>• MCCSS continues to maintain its collaborative approach with all partners to advance engagement and implementation of this recommendation.</li> <li>• MCCSS participates in the Education Table Task Team focussing on Student Well-being, which has been established by NAN. This table is working to address this recommendation and includes the following action items: <ul style="list-style-type: none"> <li>○ Action a plan to get students appropriate identification including a strategy for getting ID in communities prior to students coming out for school. <ul style="list-style-type: none"> <li>▪ Having appropriate identification in order to access services and supports is an essential part of supporting student transitions to urban centres.</li> </ul> </li> <li>○ Coordinate discussions with respect to treatment of payments to Boarding Home Parents being considered income against calculation of social assistance. <ul style="list-style-type: none"> <li>▪ Accessing boarding homes for youth is critical to student well-being while at school in urban centers.</li> </ul> </li> </ul> </li> </ul> <p><b>Health</b></p> <p><b>Culturally Appropriate Mental Health and Addictions Initiatives</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #36.</li> <li>• Ontario Health – North continues to work with communities and providers to address the recommendations of the Seven Youth Inquest and improve health services for Indigenous youth on- and off-reserve through the following activities: <ul style="list-style-type: none"> <li>○ Working with partners to improve access to health services for Indigenous people and communities through coordination among health service providers. For example, Ontario Health - North provided one-time funding through its Mental Health Service Providers to ensure that students received the necessary care when in crisis (in 2017/18 and 2018/19) via a joint mobile</li> </ul> </li> </ul>

			<p>crisis response team. Ontario Health – North has also invested in Indigenous youth injury prevention to address injuries caused by high risk behaviours and drug/alcohol misuse (base funding beginning 2018/19).</p> <ul style="list-style-type: none"> <li>○ Making investments in Indigenous student success by improving access to mental health supports and after-school activities funding. Ontario Health - North provided funding to support wellness activities for the students at Dennis Franklin Cromarty High School (in 2017/18 and base funding beginning 2018/19).</li> <li>● Financial details specific to Ontario Health - North investment in NAN territory include: <ul style="list-style-type: none"> <li>○ \$20,400 to Wapekeka for land-based and winter survival training (2018/19 one-time funding);</li> <li>○ \$35,000 to Tommy Beardy Treatment center for a mental health focused youth conference (2018/19 one-time funding);</li> <li>○ \$117,273 to Tommy Beardy Treatment center for critical facility upgrades (2018/19 one-time funding);</li> <li>○ \$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);</li> <li>○ \$16,051 to Dennis Franklin Cromarty High School to support after-school activities (2018/19 base funding);</li> <li>○ \$161,200 to Poplar Hill Culturally Based Mental Health and Addictions Program (2018/19 to 2020/21 one-time funding);</li> <li>○ \$264,500 to Fort Severn for Mental Wellness Program (2018/19 to 2020/21 one-time funding);</li> <li>○ \$473,900 to Mishkeegogamang for Makons Youth Program (2018/19 to 2020/21 one-time funding);</li> <li>○ \$65,000 to Wapekeka for Support Services for Vulnerable Clients in times of Crisis (2017/18 one-time funding);</li> <li>○ Pikangikum First Nation Aftercare Program (\$68,400 2017/18, \$234,600 2018/19, \$249,700 2019/20 one-time funding); and</li> <li>○ Nibinamik First Nation Land-based Healing Program (\$110,400 2017/18, \$353,400 2018/19, \$353,400 2019/20 one-time funding).</li> </ul> </li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>● Historically, EDU has provided funding to NNEC, KO and MECC, and other NAN organizations, to support Education System Navigator positions. The Education System Navigator will have the</li> </ul>
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			<p>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.</p> <ul style="list-style-type: none"> <li>Historically, EDU has also provided funding to KO, MECC and NNEC to support the Reengagement Program, which supports students that have been disengaged from a secondary program for at least one semester. The program is locally driven and tailored to the needs of NAN organizations.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Ontario Health – North continues to work with program partners at Dennis Franklin Cromarty High School (DFC) and local health service providers to identify recreational needs and well-being services for DFC youth. MOH is continuing to provide funding for Health and Wellness Activities for DFC students. In addition, Ontario Health - North continues to fund the Suboxone program at DFC.</li> <li>Financial details specific to Ontario Health - North investment in NAN territory include: <ul style="list-style-type: none"> <li>Wunnumin Lake First Nation Expansion of Suboxone Treatment &amp; Aftercare Program (\$331,000 base funding beginning 2020/21);</li> <li>Matawa Health and Wellness Program (\$486,000 2019/20, and \$486,000 2020/21, one-time funding);</li> <li>Shibogama Community Mental Wellness Team (\$344,300 2019/20, and \$344,300 2020/21, one-time funding); and,</li> <li>Reverend Tommy Beardy Treatment Center, expanded Youth Residential Treatment and Withdrawal Management (\$187,000 2019/20 base funding, \$312,500 2019/20 one-time funding and \$500,000, 2020/21 base funding).</li> </ul> </li> <li>NOTE: Ontario Health - North continues to participate with other Inquest partners through the Seven Youth Inquest Education Table.</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>In 2019/20 EDU continued to provide funding to NNEC and MECC to support the Education System Navigator positions and the Reengagement Program.</li> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>\$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> <li>● A portion of 2020-23 funding has been allocated to KO, NNEC and MECC to support the Education Systems Navigator position and the Reengagement Program.</li> </ul> <p><b>MMAH – Provincial Housing and Homelessness Programs</b></p> <ul style="list-style-type: none"> <li>● MMAH provides funding to 47 local Service Managers (i.e., Consolidated Municipal Service Managers and District Social Services Administration Boards) and 2 Indigenous Program Administrators (i.e., Ontario Aboriginal Housing Services and Miziwe Biik Development Corporation) to help them assist clients in their communities who are experiencing or at-risk of homelessness.</li> <li>● Under the Community Homelessness Prevention Initiative (CHPI), Service Managers have the flexibility to design local programs based on need. The CHPI Program Guidelines encourage Service Managers to coordinate program planning and delivery with local Indigenous housing and service providers. For example, this could include assisting Indigenous students who are experiencing or at-risk of homelessness with services such as budgeting, counselling, household tasks, meals, referrals for job placements, and transportation. <ul style="list-style-type: none"> <li>○ Planned CHPI Allocation in 2021-22: \$338.7 million</li> <li>○ Planned CHPI Allocation in 2021-22 for District of Thunder Bay Social Services Administration Board (the Service Manager): \$3.5 million.</li> </ul> </li> <li>● Under Home For Good (HFG), and the Indigenous Supportive Housing Program (ISHP), Service Managers and Indigenous Program Administrators provide housing assistance and support services to clients within the following priority homelessness areas: <ul style="list-style-type: none"> <li>○ Chronic homelessness;</li> <li>○ Indigenous homelessness;</li> <li>○ Youth homelessness; and</li> <li>○ Homelessness following transitions from provincially-funded institutions and service systems (e.g., hospitals and correctional facilities).</li> </ul> </li> <li>● Under the HFG and ISHP Program Guidelines, eligible types of assistance could include assisting Indigenous students who are experiencing or at-risk of homelessness with housing assistance and mental health supports. <ul style="list-style-type: none"> <li>○ Planned HFG Allocation in 2021-22: \$49.7 million.</li> <li>○ Planned HFG Allocation in 2021-22 for District of Thunder Bay Social Services Administration Board (the Service Manager): \$1.3 million.</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Planning ISHP Allocation in 2021-22: \$13.3 million.</li> </ul> <p><b>Rent Geared to Income</b></p> <ul style="list-style-type: none"> <li>● Under the Community Housing Renewal (CHR) strategy, MMAH has implemented a suite of changes to simplify how rent-geared-to-income (RGI) assistance is calculated for social housing tenants. Regulatory amendments were approved in September 2019. Relevant changes include: <ul style="list-style-type: none"> <li>○ All tenants in full-time studies (elementary, secondary and post-secondary) living in RGI housing will now have their income exempt from the rent calculation, removing the existing conditions attached to this exemption.</li> <li>○ Moving to a simplified, annual calculation of rent based on 30 per cent of adjusted family net income as determined (where possible) by income tax return information.</li> <li>○ In-year reviews will only be completed under specific circumstances (e.g., permanent decrease of 20% or more in household income), and RGI tenants will no longer be required to report an increase in income between annual reviews.</li> </ul> </li> <li>● While these new rules came into force on July 1, 2020, each Service Manager had the choice to implement the changes on either July 1, 2020 or July 1, 2021.</li> </ul> <p><b>Access to Government-Issued Identification</b></p> <ul style="list-style-type: none"> <li>● MGCS-ServiceOntario has met with Keewaytinook Okimakanak Secondary Student Services (KOSSS) to discuss how to facilitate access to identification for Indigenous youth, particularly those from remote northern communities.</li> <li>● MGCS-ServiceOntario has provided refresher training to front-line staff in the region to support specific cases where alternative documents (e.g., Indian Status Cards) can be accepted in lieu of foundational documents such as birth certificates as proof of date of birth, legal name, signature. This initiative is to further strengthen and support the success rate for the acquisition of ID for Indigenous youth.</li> <li>● MGCS-ServiceOntario is participating in Lakehead University's study entitled Personal Identification and Social Determinants of Health: Invisibility as a Barrier to Services among First Nations in Northern Ontario. As part of the study, MGCS-ServiceOntario participated in an Identification clinic on Mishkeegogamang First Nation in November 2019 (further ID clinics on hold due to COVID-19).</li> <li>● Since July 2020, NAN, IAO, MGCS-ServiceOntario and other Ontario ministries, as well as Canada and First Nation education partners have held regular meetings to develop a collaborative approach to identify barriers and address issues related to accessing government-issued identification.</li> </ul>
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			<ul style="list-style-type: none"> <li>MGCS-ServiceOntario will continue to work with Indigenous communities and organizations to explore options to addressing the barriers faced by Indigenous youth when they arrive in Thunder Bay or other urban areas.</li> </ul>
Final Recommendation			
<p><b>79. In order to provide First Nations students with additional supports to achieve academic success and to have a positive experience while living in Thunder Bay, continue to provide funding to qualified organizations to deliver the After School Program at Dennis Franklin Cromarty (DFC) and work with Matawa Learning Centre (MLC) and Keewaytinook Okimakanak (KO) to explore providing funding to qualified organizations to deliver After School Programs for students from the Matawa and KO communities attending school in Thunder Bay.</b></p> <p>Directed to: Ontario 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"> <li>See Recommendation #36.</li> <li>EDU provided funding to MECC to support existing after-school programming, including additional guest speakers, excursions, nutritional supports, resources and supplies. The goal of this funding to increase student attendance, participation and learning experiences.</li> <li>In 2018/19, EDU continued to provide funding to MECC to support after school programming for students seven days a week.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>\$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>\$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>Inquest partners did not ask for EDU funding to support activities directly related to this recommendation for 2020-23, however a portion of 2020-23 funding has been allocated to KO and NNEC to support land-based learning activities which partially responds to this recommendation.</li> </ul>

Final Recommendation			
<p><b>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).</b>            Directed to: Ontario            Provincial Lead: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Engagements were held between January to April 2018 with Indigenous Healing and Wellness Strategy (IHWS) service partners to seek advice on supporting Indigenous youth in response to Inquest Recommendation 80 to work with IHWS' long-standing partners to explore employment opportunities such as peer mentors.</li> <li>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.</li> <li>IHWS partners described a continuum of mentorship and prevention approaches such as land-based programs, peer-to-peer mentors, pairing youth with Elders, and leveraging suicide intervention resources.</li> <li>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.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>MCCSS has been sharing the engagements findings with IHWS and ministry partners.</li> <li>Further to IHWS partners' emphasis on early intervention/prevention approaches (described above), it is important to note Ontario's work with Indigenous partners in recent years in Indigenous-led prevention-based programming development and implementation:               <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Refer to Recommendation #75 about funding to create and sustain peer leaders and mentors at MECC (EDU lead).</li> <li>● MCCSS will continue to leverage learnings from IHWS partners to inform program improvements.</li> </ul>
Final Recommendation			
<p><b>87. In order to ensure continuity of care and increased prospect (where desired) of a return to Thunder Bay for those students who are sent back due to health and safety concerns, make all efforts to ensure that community supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.</b></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)</p> <p>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><b>Health</b> In progress</p> <p><b>Youth and Community Wellness</b> In progress</p> <p><b>Youth Life Promotion/Suicide Prevention Initiatives</b> In progress</p>	<p><i>Steps taken toward implementation</i></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>● Ontario Health – North continues to participate as requested on the NAN Education Table.</li> <li>● Financial details specific to current MOH investments include: <ul style="list-style-type: none"> <li>○ Up to \$5.8 million for the Sioux Lookout Area Primary Care Team; and \$5.7 million for Remote First Nations Family Medicine Residency Program in Matawa (Full value of program dollars).</li> </ul> </li> </ul> <p><b>Youth and Community Wellness</b></p> <ul style="list-style-type: none"> <li>● Ontario Health - North continues to participate as requested on the NAN Education table.</li> <li>● In 2018/19, EDU provided funding to KO to support the development of processes that include a 360 Model of Care to students, student transition processes, and communication between the school and supports in the students' communities.</li> <li>● 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.</li> </ul>

			<p><b>Youth Life Promotion/Suicide Prevention Initiatives</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #36.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• In 2019/20, EDU provided Inquest funding to MECC to support the employment of a Distance Education Program Coordinator, who is responsible for overseeing the Distance Education program (DEP) and developing assessment tools and resources to ensure the DEP is effective and inclusive to all learners. MECC has identified that funding for this activity will support the education-related response to this recommendation.</li> <li>• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>○ \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>○ \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>• A portion of 2020-23 funding has been allocated to: <ul style="list-style-type: none"> <li>○ KO to support the hiring of a Circle of Care Development Coordinator to improve student access to health services and aftercare</li> <li>○ MECC to support the continued employment of a Distance Education Program Coordinator</li> <li>○ NAN to support a Continuity of Care gathering and development of a Continuity of Care implementation plan.</li> </ul> </li> <li>• EDU remains committed to working with partners to determine priorities for funding to ensure the needs of First Nations students continue to be addressed.</li> </ul>
Final Recommendation			<p><b>92. Establish a working group to review issues relating to ground searches for missing persons and missing persons investigations and to make recommendations to the Ministry of the Solicitor General (SolGen) regarding (i) provincial standards relating to missing persons searches and investigations; (ii) training of police officers involved in missing persons searches and investigations; and (iii) any other issue that the working group considers appropriate for a recommendation. The membership of this working group should include representatives of SolGen, the Ontario Association of Chiefs of Police, the Ontario Police College, the OPP Police Academy, at least one municipal police service, and at least one First Nations organization.</b></p> <p>Directed to: Ontario  Provincial Lead: Ministry of the Solicitor General (SolGen)</p>

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2017; please refer to 2017 Response to the OCC for further details on the establishment of the Provincial Missing Persons Investigators Working Group (which includes representatives from police services across the province) which continues to be ongoing.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>SolGen is working on regulations to bring the <i>Community Safety and Policing Act, 2019 (CSPA)</i> into force in early 2022, which will replace the current <i>Police Services Act</i>.</li> <li>As part of the work to bring the CSPA into force, SolGen is engaging key stakeholders and partners on the development of key matters for regulation such as standards to deliver adequate and effective policing, including investigations into missing persons. Specifically, SolGen has struck a First Nation Policing Engagement Table that is made up of First Nation police services and boards, and most recently, SolGen has established a technical table with urban Indigenous partners and are engaging with First Nation communities/ leaders on community safety issues, all of which will support the work on missing persons.</li> </ul>
Final Recommendation			
<p><b>93. Develop and propose new missing persons legislation, in consultation with policing partners, Indigenous communities and organizations, and other partners to assist police in investigating missing persons cases.</b></p> <p>Directed to: Ontario Provincial Lead: Ministry of the Solicitor General (SolGen)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>The <i>Missing Persons Act, 2018</i> came into force on July 1, 2019. SolGen is monitoring implementation of the Act.</li> <li>The ministry is required to conduct a review of the Act within five years of it coming into force (i.e., by July 1, 2024).</li> <li>The Ministry of the Solicitor General continues to work with the Provincial Missing Persons Investigators Working Group to monitor implementation of the Act.</li> </ul>
<p>Final Recommendation</p>			
<p><b>95. In order to decrease the purchase of alcohol by persons under 19 years of age through “runners” or second party purchasers:</b></p> <p>i. <b>Review and revise (where necessary) Liquor Control Board of Ontario (LCBO) guidelines for the detection of second party purchases; and</b></p> <p>ii. <b>enhance opportunities and methods employed to identify second party purchases and review existing practices for detecting and deterring this practice.</b></p> <p>Directed to: LCBO, Ontario Provincial Lead: Ministry of Finance (MOF)/ Liquor Control Board of Ontario (LCBO)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b) in progress, or (c) complete?</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

			<ul style="list-style-type: none"> <li>LCBO will maintain regular communication with Thunder Bay Police Services about suspicious activities and will adjust its approach as necessary.</li> </ul>
Final Recommendation			
<p><b>96. In order to decrease the opportunity for underage drinking (persons under nineteen) and to deter individuals from purchasing alcohol for underage individuals, create a task force or working group comprised of Liquor Control Board of Ontario (LCBO) managers and/or regional managers and staff (as appropriate) and Thunder Bay Police Services (TBPS) representatives to:</b></p> <p>i. 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"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>LCBO will continue to monitor how added procedures and training contribute to the effectiveness of existing Responsible Service Program procedures, and will maintain regular communication with TBPS to adjust its approach as necessary.</li> </ul>
Final Recommendation			
<p><b>97. All parties should work together to develop a campaign to raise public awareness about second party purchases and the associated legal consequences. This campaign should make use of social media as well as posters in Liquor Control Board of Ontario (LCBO) establishments.</b></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		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>As a Phase I approach to the public awareness campaign, LCBO developed signage for its stores (including posters and digital point of sale screens) reminding customers that it is illegal to purchase</li> </ul>

Response code: 1 Recommendation has been implemented			<p>alcohol on behalf of minors. Starting in April 2017, LCBO displayed this signage in all four stores located in Thunder Bay. Signs will be maintained until further notice.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• In Fall 2019, NAN, KO, TBPS and MECC were engaged on a revised version of the creative for the social media component. LCBO also delivered an update at the January 15 Political Table prior to the campaign roll-out.</li> <li>• In late January 2020, the LCBO posted the social media content on its Facebook, Twitter and Instagram social media sites. The content remains available for Inquest and community partners to post on their social media for targeted community outreach.</li> </ul>
Final Recommendation			
<p><b>101. The Ministry of Heritage, Sport, Tourism and Culture Industries (MHSTCI) should provide adequate funding to sustain the Regional Multicultural Youth Centre's initiatives at Dennis Franklin Cromarty (DFC) to keep students busy and safe after school, reduce risks and create a generation of active Aboriginal youths.</b></p> <p>Directed to: Ontario Provincial Lead: Ministry of Heritage, Sport, Tourism and Culture Industries (MHSTCI)</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"> <li>• Reported complete in 2019; please refer to 2019 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• Ontario's After School Program funding for the Multicultural Association of Northwestern Ontario to support programming at Dennis Franklin Cromarty (or for DFC students outside the school setting if school remains closed due to the COVID-19 pandemic) will continue through the 2021/22 school year. <ul style="list-style-type: none"> <li>○ Since 2009, MHSTCI has funded the Multicultural Association of Northwestern Ontario to deliver Ontario's After School Program. The program serves youth (ages 13-18) between grades 9-12, Monday-Friday from 4:00-7:00pm.</li> <li>○ Given the unprecedented challenges surrounding the COVID-19 pandemic, MHSTCI has provided flexibility to the Multicultural Association of Northwestern Ontario to use its funding to support the continued safe delivery of essential physical activities, healthy food, peer mentoring and tutoring</li> </ul> </li> </ul>

			assistance, and wellness, personal health and cultural programming for Dennis Franklin Cromarty students.
Final Recommendation			
<p><b>113. Ontario and the City of Thunder Bay, in exercising its appointment power to the Thunder Bay Police Services Board (TBPSB), should take into account the need for an Indigenous representative to reflect the nature of the Indigenous peoples within the City of Thunder Bay which is served by the TBPSB.</b></p> <p>Directed to: The City of Thunder Bay, Ontario 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"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>The <i>Community Safety and Policing Act, 2019</i> provides for measures to ensure that consideration is given to making police boards representative of the diversity of the local population. These provisions are not yet in force.</li> </ul>
Final Recommendation			
<p><b>114. Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, Thunder Bay Police Services Board (TBPSB), Health Canada, the Ministries of Health (MOH), the Ministry of Children, Community and Social Services (MCCSS), the Northwest Local Health Integration Network (NWLHIN), Emergency Medical Services (EMS), the Thunder Bay Regional Health Sciences Centre (TBRHSC), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), Keewaytinook Okimakanak (KO), Shibogama, Independent First Nations Alliance (IFNA) and Matawa Learning Centre (MLC) in order to develop an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.</b></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)	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

		in progress, or (c) complete?	
<p>Accepted in part</p> <p>Response code:</p> <p>1A Recommendation will be implemented and</p> <p>8 Content or intent of recommendation is already in place</p>	<ul style="list-style-type: none"> <li>MOH has worked with other partners to determine the appropriate approach to this recommendation.</li> </ul>	In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>MOH is providing base funding beginning in 2021-22 through Ontario Health - North to support safe sobering sites for First Nations youth in Thunder Bay to safely detoxify from substance and alcohol misuse.</li> <li>The safe sobering sites are operated by the following First Nations organizations: <ul style="list-style-type: none"> <li>Keewaytinook Okimakanak (KO);</li> <li>Matawa Education and Care Centre (MECC); and</li> <li>Northern Nishnawbe Education Council (NNEC).</li> </ul> </li> <li>Ontario Health - North continues to work with these organizations and other Inquest partners on the implementation of this recommendation.</li> <li>The Committee has developed three Youth Detox Safe Sites in Thunder Bay. The three sites are now in place and operational.</li> <li>The Committee continues to work on developing a proposal for an alternate site for other youth that are not affiliated with KO, MECC or NNEC.</li> <li>Financial details specific to Ontario Health - North investment include: <ul style="list-style-type: none"> <li>\$133,400 to KO for a safe sobering space;</li> <li>\$133,300 to MECC for a safe sobering space; and</li> <li>\$133,300 to NNEC for a safe sobering space.</li> </ul> </li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>Ongoing planning for the development of a proposal for youth currently not served by current programs.</li> </ul>
Final Recommendation			
<p><b>120. Canada and Ontario should meet with and consult with the City of Thunder Bay in order to discuss any funding requirements or additional resources necessary to assist the City in implementing and supporting the Recommendations aimed at supporting Indigenous Youth travelling to the City in order to access a secondary education program.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay  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>		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• Ontario continues to work with Inquest parties, including City of Thunder Bay to facilitate opportunities for collaboration on the work of the Inquest.</li> <li>• In 2018/19 EDU provided funding to MECC to support a Basic Needs Emergency Supply. Funding was used to distribute clothing and basic necessities to students moving to Thunder Bay to attend MECC schools.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>○ \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>○ \$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>• Inquest partners did not ask for EDU funding to support activities directly related to this recommendation for 2020-23, however a portion of 2020-23 funding has been allocated to NNEC for basic items to improve quality of life for students attending Pelican Falls First Nation High School.</li> </ul>
Final Recommendation			
<p><b>121. In order to serve the best interests of First Nations youth in a collaborative fashion, continue to implement the Ontario Indigenous Children and Youth Strategy (formerly the Aboriginal Children and Youth Strategy) with Indigenous communities and organizations including Nishnawbe Aski Nation (NAN). This strategy will address the priority of improving outcomes and opportunities for First Nations children and youth, including the specific needs of those in remote northern communities, and will focus on the needs of children and youth through community-driven holistic services that recognize culture and identity as foundational.</b></p> <p>Directed to: Ontario Provincial Lead: Ministry of Children, Community and Social Services (MCCSS)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		<p>In progress</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• With the announcement of the Child Welfare Redesign Strategy (CWR) in July 2020, MCCSS received a mandate to continue its work with First Nations, Inuit and Métis partners to implement the co-developed <i>Ontario Indigenous Children and Youth Strategy (OICYS)</i>. As part of the redesign initiative, MCCSS continues to engage all partners on enhancing customary care through potential policy and regulatory changes that align with and respect the customs and priorities of communities.</li> <li>• In addition, Ontario is working with Canada and First Nations partners, including NAN, to develop new policy and funding approaches for First Nations child and family services in Ontario. <ul style="list-style-type: none"> <li>○ Ontario continues to engage with Canada and First Nations partners through ongoing meetings of the Trilateral Technical Table on Child and Family Wellbeing.</li> <li>○ As part of this work, Ontario supported the development of the Ontario Special Study, led by the Chiefs of Ontario, which outlines considerations and options for policy and funding reform of First Nations child and family services.</li> </ul> </li> <li>• MCCSS continues to invest in a range of measures that support the implementation of this recommendation. This includes prevention-oriented funding for NAN in support of community-based services aimed at improving the well-being of children, youth and families.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• MCCSS continues to work with First Nations partners, including NAN, to support improved outcomes for First Nations children, families and communities including through ongoing work to support the development of distinct First Nations-led child and family services systems and well as through ongoing work with First Nations partners and the federal government on funding reform.</li> </ul>
<p>Final Recommendation</p>			
<p><b>122. Through the Ministry of Education (EDU), work with First Nation communities, in collaboration with district school boards, to share currently existing ministry-developed education resources, reference materials and professional learning related to any provincial policies, programs or initiatives upon request of the First Nation schools and/or educators.</b> Directed to: Ontario Provincial Lead: Ministry of Education (EDU)</p>			
<p>Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?</p>	<p>Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.</p>	<p>If accepted, is implementation (a) pending, (b)</p>	<p>Provide a detailed update on the steps taken and planned with respect to implementation since the last report.</p>

		in progress, or (c) complete?	
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>EDU currently offers all ministry-led professional development opportunities, resources and other programming to First Nation schools and staff. EDU has worked on information sharing with regard to these opportunities through the development of communication protocols.</li> </ul>
Final Recommendation			
<p><b>123. In order to foster greater collaboration between First Nation schools and provincially-funded schools, through the Ministry of Education (EDU), engage with First Nation communities to identify opportunities to share information and expertise to support capacity building within First Nation schools.</b></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: 8 Content or intent of recommendation is already in place		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>EDU currently offers all ministry-led professional development opportunities, resources, and other programming to First Nation schools and staff, and has worked on information sharing with regard to these opportunities through the development of communication protocols.</li> <li>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.</li> <li>In the 2018/19 and 2019/20 and 2020/21 school years, EDU provided funding to NAN through the Education Partnership Program (EPP) to support the Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and</li> </ul>

			<p>discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions.</p> <ul style="list-style-type: none"> <li>For 2019/20, EDU also provided funds as part of the Emergency Education Action Workplan transfer payment agreement to support professional development activities between Wabun Tribal Council and school boards.</li> </ul>
Final Recommendation			
<p><b>124. Through the Ministry of Education (EDU), work with First Nations communities, school boards, and the federal government to address issues related to tuition agreements.</b></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"> <li>In October 2017, an Education Services Agreement (ESA)/RESA Working Group (Working Group) was established, and in winter 2018, the Working Group supported the development of the Reciprocal Education Approach (REA).</li> <li>Amendments to the <i>Education Act</i> setting out the legislative framework for the REA came into force on September 1, 2019.</li> <li>Further amendments to O. Reg 261/19 Reciprocal Education Approach were made in May 2020 to support First Nation schools in obtaining eligibility to participate in the REA and ensure that First Nation students have preferred, accessible education options under the REA.</li> <li>The REA is the result of collaboration between the Ministry of Education, Ontario First Nation partners, and school board associations.</li> <li>With the REA now in effect, Boards and First Nations will no longer be required to negotiate formal agreements for the base fee for students who wish to attend a provincially-funded school or First Nation School. The REA clarifies the process for negotiating additional services and supports that are outside of the basic tuition, such as high cost special education supports.</li> <li>EDU is currently working with the REA Working Group to explore potential solutions associated with the age cap and eligible funding amounts on adult education for students over the age of 21.</li> <li>EDU has continued to provide support to school boards and First Nation partners to support implementation of the REA, including clarifying processes and requirements for education agreements</li> </ul>

			under REA, to ensure First Nation students are able to access preferred education options under REA.
Final Recommendation			
<b>125. Through the Ministry of Education (EDU), work with Nishnawbe Aski Nation (NAN) through the Education Partnerships Program (EPP) to foster local relationships between school boards and First Nation communities in order to support student transitions between provincially-funded schools and First Nation schools.</b> Directed to: Ontario 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	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>Reported complete in 2017; please refer to 2017 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>In the 2018/19, 2019/20 and 2020/21 school years EDU provided funding to NAN through the Education Partnership Program (EPP) to support the Best Practice Forum. The Forum is an opportunity for First Nation and district school board educators, staff and students to share and discuss best practices for teaching First Nation students, with a focus on cross-cultural training and student transitions.</li> <li>EDU is also providing funding to NAN, through the EPP, for programs that support student transitions. Some of the programs supported through the EPP are: costs for provincial teachers to attend a virtual First Nation Resource Sharing Gathering, Student Achievement Officer positions and Mental Health Champions in each participating school.</li> </ul>
Final Recommendation			
<b>126. Through the Ministry of Education (EDU), continue ongoing work regarding supports for students experiencing racism and continue to work with its partners to support the learning in the curriculum to address this issue.</b> Directed to: Ontario Provincial Lead: Ministry of Education (EDU)			

Support: Ministry of Indigenous Affairs (IAO)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• EDU directed provincially-funded school boards to work closely with Indigenous partners to review team names, logos and mascots to raise awareness about the negative impact of stereotypes on individuals, schools and communities. EDU also established an Equity and Inclusive Education Strategy that aims to help the education community identify and address biases and systemic barriers.</li> <li>• In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. The revisions were done in collaboration with Indigenous and education partners. The revisions made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student's education in Grades 4 to 8 and Grade 10.</li> <li>• In addition to the curriculum revisions, the ministry worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support the implementation of the revised curricula.</li> <li>• On May 21, 2019, the revised First Nations, Métis, and Inuit Studies, Grade 9 -12, curriculum was released for implementation in September 2019. This curriculum will increase students' learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, in areas such as art, literature, law, humanities, politics and history. It is comprised of a suite of 10 secondary courses that focus on Indigenous content and offer multiple pathways to post-secondary education. Up to three of these courses may be substituted for compulsory credits.</li> <li>• Funded by IAO, Northern Ontario Research, Development, Ideas and Knowledge (NORDIK) completed the design of the Indigenous Youth-Leading-Youth Anti-Racism program in August 2019, informed by input from an Indigenous Youth Advisory Circle, and students at First Nation schools in Ontario, including DFC and KO. The program engages non-Indigenous youth audiences through interactive, age-appropriate workshops led by trained Indigenous youth facilitators.</li> <li>• The program was made available to the public on NORDIK's website in November 2020. Interested community organizations, education institutions and libraries have free access to the resource.</li> </ul>

			<p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• In 2018/19 EDU provided funding to MECC to support the development of an anti-racism course using the Critical Thinking Consortium approach of critical, creative and collaborative thinking as an educational goal and as a method of teaching and learning.</li> <li>• 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.</li> <li>• In 2019, the ministry invested \$2.75 million to support: <ul style="list-style-type: none"> <li>○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum,</li> <li>○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages.</li> </ul> </li> <li>• In 2020-21, funding for Curriculum and Assessment Implementation (including Indigenous-focused curriculum), was transferred to the Grants for Student Needs (GSN). This funding (projected to be \$4.3 million in 2021-22) is designed to support the implementation and training for educators and system leaders for new and newly revised curriculum and assessment policies, including Indigenous-focused curriculum.</li> <li>• The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.</li> <li>• This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions.</li> <li>• Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations through multi-year agreements, including \$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations. <ul style="list-style-type: none"> <li>○ A portion of 2020-23 Seven Youth Inquest funding to NAN has been allocated for an Indigenous focused educational installation at the annual "Wake the Giant Festival" to partially respond to this recommendation.</li> </ul> </li> <li>• In July 2020, as part of a broader commitment to address systemic racism and discrimination in schools, the government announced de-streaming of Grade 9, beginning with math in September 2021.</li> </ul>
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			<ul style="list-style-type: none"> <li>○ Previously, Grade 8 students were required to select either academic or applied courses for Grade 9 in five subject areas: math, science, English, French and geography.</li> <li>○ De-streaming means that academic and applied courses will be replaced with one course for all students.</li> <li>○ De-streaming the Grade 9 math curriculum is the first step towards further de-streaming in the other four Grade 9 subjects (listed above).</li> <li>○ De-streaming will help address systemic racism and discrimination by increasing opportunities and eliminating barriers for historically disadvantaged students, including students who are Indigenous, Black, racialized, students from low-income households, and students with disabilities and special education needs.</li> <li>○ The ministry will work with Indigenous education partners, board Indigenous Education leads, De-streaming Board leads, principals and educators in First Nation schools on de-streaming, successful implementation strategies and next steps.</li> </ul>
Final Recommendation			
<b>127. Through the Anti-Racism Directorate (ARD), undertake research and engage with Indigenous communities to develop an Indigenous-informed Anti-Racism public education and awareness campaign.</b> Directed to: Ontario Provincial Lead: 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: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> <li>• The ARD held a number of meetings with Indigenous communities and organizations in Thunder Bay and a coalition of community partners including NAN, to better understand experiences of systemic racism, and determine ways to address racism through public education and awareness initiatives and campaigns.</li> <li>• The ARD invested in the provision of Indigenous cultural competency training to public servants and community-based staff in the justice sector.</li> <li>• 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.</li> </ul>

			<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>The Anti-Racism Directorate continues to lead the provincial government's anti-racism work, including engaging and collaborating with First Nations, Inuit and Métis leaders and organizations to inform Indigenous-focused initiatives under Ontario's Anti-Racism Strategic Plan.</li> </ul>
Final Recommendation			
<p><b>128. Through the Ministry of Education (EDU), expand its work with partners, including First Nation, Métis and Inuit partners, to develop authentic resources that support learning about Indigenous histories, cultures, issues, perspectives and contributions in the curriculum and that build educator capacity to deliver the learning for all students with confidence and competence.</b></p> <p>Directed to: Ontario 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"> <li>Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>The ministry has taken steps to increase all students' knowledge and understanding of First Nations, Métis, and Inuit histories, cultures, contributions, and perspectives.</li> <li>This work supports continued commitments to revise curriculum, develop targeted resources and build educator capacity to enhance learning and teaching of Indigenous people's historical and contemporary contributions to Canada, including topics of significance such as the history and legacy of residential schools and treaties.</li> </ul>

			<ul style="list-style-type: none"> <li>The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.</li> <li>This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions.</li> </ul>
Final Recommendation			
<p><b>129. Through the Ministry of Education (EDU), work with the Ministry's School College Work Initiative (SCWI) partners to expand opportunities for more students from Dennis Franklin Cromarty (DFC) to explore and pursue postsecondary pathways through participation in dual credit programs with Confederation College. In addition, the Ministry should explore opportunities to expand dual credit programming to students at MLC. The Northwestern Ontario SCWI Regional Planning Team includes representatives from Confederation College and eight district school boards including the Lakehead and the Thunder Bay Catholic District School Boards.</b></p> <p>Directed to: Ontario 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"> <li>Reported complete in 2017; please refer to 2017 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>Beginning in 2020-21, EDU will provide funding to NAN and NAN organizations, including Inquest Partners, through multi-year agreements, including: <ul style="list-style-type: none"> <li>\$800,000 per year from 2020-23 to First Nation Inquest Partners to support the implementation of education related Inquest recommendations; and,</li> <li>\$3.2 Million per year from 2020-23 to NAN and NAN organizations, including First Nation Inquest partners, to support student safety and transitions.</li> </ul> </li> <li>A portion of 2020-21 Student Transitions and Safety funding has been allocated to MECC for a Dual Credit Program coordinator to support students in their transition after graduation into apprenticeship training, college, university, or the workplace.</li> <li>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.</li> </ul>

Final Recommendation			
<p><b>130. In order to track and analyze death rates of First Nations youth on and off-reserve, The Office of the Chief Coroner should develop a process or protocol to improve data collection and analysis.</b>            Directed to: The Office of the Chief Coroner (OCC)            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"> <li>• 2018/19 amendments to the <i>Coroners Act</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.</li> <li>• 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.</li> <li>• The overall cost of this project is approximately \$2 million, with \$750,000 allocated for software development. The project is in the final stages of completion and will be implemented province-wide by Fall 2021.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• Progress continues on the information technology solution; funding has been provided since the June 2019 update. The project was to be complete in 2020; however, the implementation did not begin until Winter 2021. On target to have full implementation by Fall 2021.</li> </ul>
Final Recommendation			
<p><b>131. The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected.</b>            Directed to: The Office of the Chief Coroner (OCC)            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"> <li>The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues.</li> <li>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.</li> <li>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.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current).</li> <li>In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative continued in 2020. While all parties were committed to continuing meeting in 2020/21 for both funding and implementation purposes, there have been some delays due to the pandemic. The OCC intends to re-engage with NAN on this initiative in 2021/22.</li> <li>In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations.</li> <li>The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OIPRD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS ensured that a plan was in place to provide counselling/support to affected families. Supports have been working directly with the Family Liaison Officer involved in the reinvestigations. This investigative work is ongoing and should be complete by end of 2021.</li> </ul>
<p>Final Recommendation</p>			
<p><b>132. In order to ensure consistency in all sudden death investigations, wherever possible, and taking into account the resources available in a community, coroners on call should coordinate their schedules to avoid other responsibilities that would prevent them from attending a scene</b>          Directed to: The Office of the Chief Coroner (OCC)          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"> <li>• Thunder Bay now has a robust call schedule for coroners to ensure availability at all times. This was not in place previously.</li> <li>• Regarding communities outside of Thunder Bay, the OCC continues to work on improving service delivery to remote areas where there are no resident coroners.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.</li> <li>• In August 2019 the Chief Coroner met with NAN to develop a plan for a pilot to improve service delivery and communications to Indigenous communities. Planning on this initiative continued in 2020. While all parties were committed to continuing meeting in 2020/21 for both funding and implementation purposes, there have been some delays due to the pandemic. The OCC intends to re-engage with NAN on this initiative in 2021/22.</li> </ul>
<p>Final Recommendation</p>			
<p><b>133. The Office of the Chief Coroner should work in partnership with Indigenous leadership and communities to develop a communications protocol for communications between the coroner's office and Indigenous peoples which prioritizes communication with the families.</b>          Directed to: The Office of the Chief Coroner (OCC)          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"> <li>• Recommendation is still in progress and remains a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.</li> <li>• The OCC has had ongoing engagement with Indigenous partners to define solutions to service delivery issues, including communication with families.</li> <li>• 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.</li> <li>• 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.</li> </ul>

			<ul style="list-style-type: none"> <li>• The Chief Coroner had meetings and conversations with families and Indigenous leadership to discuss death investigations (both past and current).</li> <li>• In August 2019 the Chief Coroner met with NAN to develop a pilot to improve service delivery and communications to Indigenous communities. While all parties were committed to continuing meeting in 2020/21 for both funding and implementation purposes there have been some delays due to the pandemic. The OCC intends to re-engage with NAN on this initiative in 2021/22.</li> <li>• In November 2019, the Chief Coroner met with the families of the seven youth of the inquest at a Family Gathering meeting organized by NAN and presented progress on the Inquest jury recommendations.</li> <li>• The OCC/OFPS (and Thunder Bay Police) accepted the recommendations from the OIPRD's Broken Trust report regarding the reinvestigation of the deaths of nine Indigenous individuals, four of which were part of the Seven Youth Inquest. Prior to the investigations starting, the OCC/OFPS ensured that a plan was in place to provide counselling/support to affected families. Supports have been working directly with the Family Liaison Officer involved in the reinvestigations. This investigative work is ongoing and should be complete by end of 2021.</li> </ul>
Final Recommendation			
<b>134. The Office of the Chief Coroner should amend policies to allow for extended family members to access information about the deceased, consistent with legislation.</b> Directed to: The Office of the Chief Coroner (OCC) Provincial Lead: Ministry of the Solicitor General (SolGen)			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i> <ul style="list-style-type: none"> <li>• The OCC/OFPS policy supports allowing information sharing with extended family members.</li> <li>• The OCC/OFPS have educated staff and coroners/pathologists accordingly to ensure they are aware and are following policy regarding information sharing.</li> </ul> <i>Planned/ continued response to recommendation</i> <ul style="list-style-type: none"> <li>• Enshrined in policy and practice.</li> </ul>
Final Recommendation			

<p><b>135. At the Annual Education Course for Coroners and Pathologists in 2017, the progress/results from recommendations 130 through 134 should be presented and discussed.</b>          Directed to: The Office of the Chief Coroner (OCC)          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: 1          Recommendation has been implemented</p>		<p>Complete</p>	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• Recommendation has been completed and is still relevant and is a topic that requires continuous communication and ongoing exchange of ideas with Indigenous people.</li> <li>• The progress/results from 130 through 134 were discussed at the Annual Education Course for Coroners and Pathologists in May 2019 and the themes are regularly discussed at staff and management meetings.</li> <li>• The OCC/OFPS management team participated in mandatory San'yas Indigenous Cultural Safety Training in 2018/19. This training is now mandatory training for all staff and the 2020/21 sessions have begun.</li> <li>• Inquest Coroners and staff also receive Bimickaway training from Indigenous Justice Division.</li> </ul>
<p>Final Recommendation</p>			
<p><b>137. In order to improve health outcomes of First Nations youth, we support and endorse Recommendations 18 through 20 of the Truth and Reconciliation Commission's "Calls to Action" that:</b></p> <ol style="list-style-type: none"> <li><b><u>CTA#18</u> - 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;</b></li> <li><b><u>CTA#19</u> - call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services; and</b></li> <li><b><u>CTA#20</u> - 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.</b></li> </ol> <p>Directed to: Canada, Ontario, and Nishnawbe Aski Nation (NAN)          Provincial Lead: Ministry of Health (MOH)          Other Ministries: Ministry of Indigenous Affairs (IAO)</p>			

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

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
<p>Accepted in part</p> <p>Response code: 1A Recommendation will be implemented</p>	<p>i. Much of the data on off-reserve funding is public information. On-reserve funding data is held by the federal government;</p> <p>ii. public information</p> <p>iii. some of this is public information, some additional information may be held by MOH or other ministries, several of these indicators are not measured or held by the federal government.</p>	<p>In Progress</p> <ul style="list-style-type: none"> <li>• N/A</li> <li>• Complete</li> <li>• In Progress</li> </ul>	<p>i. <i>Annual report to the National Council for Reconciliation</i>: In the absence of an established National Council for Reconciliation, requests for administrative data collected by the Government of Ontario will be considered and released where possible and with the appropriate permissions to ensure the privacy of individuals and communities are respected.</p> <p><i>Steps taken toward implementation</i></p> <p>ii. Reported complete in 2017; please refer to 2017 Response to the OCC for further details.</p> <p><b>iii. Health System Transformation</b></p> <ul style="list-style-type: none"> <li>• See Recommendation #35.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <p>iii. Health System Transformation</p> <ul style="list-style-type: none"> <li>• See Recommendation #35.</li> <li>• Ontario does not collect administrative data with Indigenous identifiers in several areas, including in the health sector, IAO will continue to monitor the implementation of the <u>Data Standards for the Identification and Monitoring of Systemic Racism and other related identity data initiatives</u>. (<a href="https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism?_ga=2.159390717.1936596097.1591582187-1300337295.1542942560">https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism?_ga=2.159390717.1936596097.1591582187-1300337295.1542942560</a>)</li> </ul>
Final Recommendation			
<p><b>139. We support and endorse Recommendation 57 of the Truth and Reconciliation Commission’s “Calls to Action” that calls upon federal, provincial, territorial, and municipal governments to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</b></p> <p>Directed to: Canada, Ontario, and the City of Thunder Bay Provincial Lead: Ministry of Indigenous Affairs (IAO) Additional support: Anti-Racism Directorate (ARD)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b)	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

		in progress, or (c) complete?	
<p>Accepted</p> <p>Response code: 1A Recommendation will be implemented</p>		In progress	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• OPS employees began taking the training in April 2018. Rolling registration will continue until 2021. <ul style="list-style-type: none"> <li>○ As of March 2021, 42,700 OPS employees have been registered in the Indigenous Cultural Competency Training, accounting for approximately 76% of the workforce.</li> </ul> </li> <li>• 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.</li> <li>• To support implementation of the Policy, the ARD developed the Anti-Racism Competency and Capacity Building Program (ARCC), a series of foundational applied learning programs to help equip OPS employees with anti-racism knowledge, skills and tools needed to build a public service that is more inclusive, equitable and responsive to the needs of all peoples of Ontario.</li> <li>• All forms of racism are identified and discussed in ARCC, however ARCC programming provides focused attention to the impacts of anti-Indigenous and anti-Black racism due Canada's history of colonization, slavery and legislated racism.</li> <li>• ARCC for Senior Leaders is a mandatory program which is essential in supporting our leaders to better understand their role in demonstrating principles of anti-racism leadership, as well as their accountability for identifying and dismantling systemic racism across the organization. As of December 31, 2020, all 29 deputy ministers and their senior leadership teams participated in ARCC for Senior Leaders through virtual instructor led sessions.</li> <li>• ARD also continues to facilitate educational sessions, workshops and town hall presentations for various ministries' branches and divisions. These sessions include anti-racism 101, anti-Black racism 101 and Engaging in Conversations about Anti-Racism.</li> <li>• In addition, the ARD worked with partner ministries to deliver cultural competency training to employees in the justice sector and also developed training resources to support anti-racism initiatives (e.g. cultural safety toolkit to support public sector data collection).</li> </ul> <p><i>Planned/ continued response to recommendation</i></p>

			<ul style="list-style-type: none"> <li>• The Ministry of Indigenous Affairs (IAO) continues to work with Provincial Health Services Authority of British Columbia to deliver San'yas Indigenous Cultural Competency Training Program to OPS employees.</li> <li>• ARD is currently developing mandatory online ARCC programming designed for all staff, with specifically functional content for HR professionals, management/executives which will begin to roll out summer 2021.</li> <li>• Online anti-racism training will also be made available to political staff as part of their onboarding program beginning this summer.</li> <li>• In addition to the online programming for HR professionals, ARD is developing virtual ARCC for HR programming specifically for Talent Acquisition and Executive Talent Staff.</li> </ul>
Final Recommendation			
<p><b>140. In order to achieve reconciliation through education, we support and endorse Recommendation 62 of the Truth and Reconciliation Commission's "Calls to Action" that calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</b></p> <ul style="list-style-type: none"> <li><b>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;</b></li> <li><b>ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;</b></li> <li><b>iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and</b></li> <li><b>iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</b></li> </ul> <p>Directed to: Canada, Ontario Provincial Leads: Ministry of Education (EDU), Ministry of Colleges and Universities (MCU)</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"> <li>• Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> <li>• In September 2018 schools began the mandatory implementation of the revised Social Studies, Grades 1-6; History and Geography, Grades 7-8 curriculum and the Canadian and World Studies, Grades 9-10 curriculum. These revisions were done in collaboration with Indigenous partners and education stakeholders.</li> <li>• The revisions made learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories, including topics of significance such as residential schools and treaties, a mandatory component of every student's education in Grades 4 to 8 and Grade 10.</li> </ul>

			<ul style="list-style-type: none"> <li>• In addition to the curriculum revisions, EDU has worked with Indigenous partners and education stakeholders 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.</li> <li>• On May 21, 2019, the revised First Nations, Métis and Inuit Studies, Grade 9 – 12, curriculum was released for implementation in September 2019.</li> <li>• This curriculum will increase all students’ learning about First Nation, Métis and Inuit perspectives, cultures, contributions and histories in areas such as art, literature, law, humanities, politics and history. It is comprised of a suite of ten secondary courses that focus on Indigenous content and offer multiple pathways to post-secondary education. Up to three of these courses may be substituted for compulsory credits.</li> <li>• The revised curriculum is the result of nine years of engagement and co-development with First Nation, Métis and Inuit partners. This reflects the collaborative working relationship to improve Indigenous education and includes enhanced examples and teacher prompts to strengthen the content of the courses and enhance educators’ ability to support student learning.</li> <li>• The first week of November is Treaties Recognition Week in Ontario. EDU works with IAO to support its annual public awareness campaign to increase knowledge and understanding of treaties and treaty relationships. This campaign includes resources that can be used by Ontario teachers to plan curriculum-linked activities about treaties.</li> <li>• To support students in learning more about treaty rights and relationships, EDU recently updated 5 Treaty Recognition Week teacher resources to reflect current curricula and updated activities to support educators. The resources can be accessed on the Ministry of Education Indigenous Education Strategy page <a href="http://www.edu.gov.on.ca/eng/indigenous/index.html">http://www.edu.gov.on.ca/eng/indigenous/index.html</a></li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EDU invested \$2.75 million to support: <ul style="list-style-type: none"> <li>○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum,</li> <li>○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages.</li> </ul> </li> <li>• The ministry is committed to enhancing connections between the curriculum and Indigenous peoples’ experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is</li> </ul>
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			<p>continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.</p> <ul style="list-style-type: none"> <li>○ This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions.</li> <li>• The Ministry of Colleges and Universities (MCU) continues to invest in the Indigenous Institutes sector.</li> <li>• MCU provided \$24.4 million in total operating funding to Indigenous Institutes in 2020-21, which is an increase of \$1.6 million over the previous year. Additionally, in 2020/21, MCU provided Indigenous Institutes with: <ul style="list-style-type: none"> <li>○ \$500,000 for mental health supports, which is an increase of \$150,000 from the previous year.</li> <li>○ One-time funding of \$2.5 million – as part of the Virtual Learning Strategy launched by MCU in 2020-21 and in response to COVID-19 - in virtual learning supports so that Indigenous Institutes may create and/or improve digital content, digital capacity, digital fluency, and/or digital delivery to address the unique needs of Indigenous learners.</li> </ul> </li> <li>• Indigenous Institutes in Ontario offer a variety of education related programs. Oshki-Pimache-O-Win: The Wenjack Education Institute offers an Aboriginal Bachelor of Education program in partnership with Brock University and an Indigenous Classroom Assistant program with Nipissing University. Kenjgewin Teg Educational Institute offers an Additional Qualifications Course – Teaching FNMI Children with the Ontario College of Teachers.</li> </ul>
Final Recommendation			
<p><b>141. In addition, in order to further efforts toward reconciliation through education, we support and endorse Recommendation 63 of the Truth and Reconciliation Commission’s Calls to Action that calls upon the Council of Ministers of Education Canada (upon its creation) to maintain an annual commitment to Aboriginal education issues, including:</b></p> <ul style="list-style-type: none"> <li><b>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;</b></li> <li><b>ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;</b></li> <li><b>iii. building student capacity for intercultural understanding, empathy, and mutual respect; and</b></li> <li><b>iv. identifying teacher-training needs relating to the above.</b></li> </ul> <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)	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.

		in progress, or (c) complete?	
<p>Accepted</p> <p>Response code: 1 Recommendation has been implemented</p>		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• Reported complete in 2018; please refer to 2018 Response to the OCC for further details.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• EDU participates regularly in the Council of Ministers of Education Canada (CMEC) Indigenous Education Committee to work with partners to address TRC Call to Action #63 through the implementation of activities identified in the Indigenous Education Plan.</li> <li>• The ministry invested \$2.75 million to support: <ul style="list-style-type: none"> <li>○ school boards with the implementation of the revised curriculum and Indigenous Education across the curriculum,</li> <li>○ further revisions to curriculum to strengthen Indigenous content and learning across subjects, courses, and grades, including Indigenous Languages.</li> </ul> </li> <li>• In 2020-21, funding for Curriculum and Assessment Implementation (including Indigenous-focused curriculum), was transferred to the Grants for Student Needs (GSN). This funding (projected to be \$4.3 million in 2021-22) is designed to support the implementation and training for educators and system leaders for new and newly revised curriculum and assessment policies, including Indigenous-focused curriculum.</li> <li>• The ministry is committed to enhancing connections between the curriculum and Indigenous peoples' experiences, perspectives, knowledge and ways of knowing. To support this work, the ministry is continuing to work with Indigenous partners to co-develop an approach for additional curriculum revisions across all subjects, courses and grades to strengthen Indigenous content and learning, including Indigenous languages.</li> <li>• This work began in June 2019 and has continued, with the most recent meeting taking place in January 2021. Next steps to proceed with this work are in development, based on these discussions.</li> <li>• In addition to the curriculum revisions, the ministry worked with Indigenous and education partners from across Ontario to develop age- and grade-appropriate resources for students and educators, to support the implementation of the revised curricula.</li> </ul>
Final Recommendation			

<p><b>143. All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</b></p> <ul style="list-style-type: none"> <li>i. Indicates whether each recommendation is (a) accepted, (b) accepted in part, or (c) rejected;</li> <li>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;</li> <li>iii. Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete;</li> <li>iv. Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations;</li> <li>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).</li> </ul> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), 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: Ministry of Indigenous Affairs (IAO)</p>			
Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<p><i>Steps taken toward implementation</i></p> <ul style="list-style-type: none"> <li>• IAO continues to coordinate the provincial response to the OCC, due annually on June 28.</li> <li>• For the 2021 annual response, IAO worked with other Ontario ministries to provide progress updates using a template that is in alignment with this recommendation.</li> </ul> <p><i>Planned/ continued response to recommendation</i></p> <ul style="list-style-type: none"> <li>• IAO will publicly share Ontario's response with those who request it. Annual reports are also available on NAN's website (see Recommendation #144).</li> </ul>
Final Recommendation			
<p><b>144. The organizations receiving recommendations should endeavour to agree on a process whereby the annual reports will be posted in a central location on the internet (e.g. on a website of one of the organizations). Acknowledging that the First Nations parties who receive recommendations have limited resources, those parties should prioritize actual actions responding to recommendations over reporting on those actions and should only be expected to provide annual reports if they have the resources to do so.</b></p> <p>Directed to: Canada, Ontario, the City of Thunder Bay, Thunder Bay Police Department, Nishnawbe Aski Police Services (NAPS), Nishnawbe Aski Nation (NAN), Northern Nishnawbe Education Council (NNEC), 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: Ministry of Indigenous Affairs (IAO)</p>			

Has the rec been (a) accepted, (b) accepted in part, or (c) rejected?	Provide an explanation if (b) or (c) and indicate an alternative approach to achieve the same aim.	If accepted, is implementation (a) pending, (b) in progress, or (c) complete?	Provide a detailed update on the steps taken and planned with respect to implementation since the last report.
Accepted  Response code: 1 Recommendation has been implemented		Complete	<i>Steps taken toward implementation</i>  <ul style="list-style-type: none"> <li>Reported complete in 2018. NAN agreed to host annual reports on their website. Annual reports can be found at the following location: <a href="https://www.nan.ca/resources/seven-youth-inquest-jury-recommendations/">https://www.nan.ca/resources/seven-youth-inquest-jury-recommendations/</a></li> </ul>
Final Recommendation			
<p><b>145. Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</b>  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	<i>Steps taken toward implementation</i>  <ul style="list-style-type: none"> <li>This is being implemented as the recommendations are completed, as appropriate.</li> </ul>