

**Inquest into the deaths of  
Jethro Anderson, Reggie Bushie, Robyn  
Harper, Kyle Morrissette, Paul  
Panacheese, Curran Strang and Jordan  
Wabasse**



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**- PROPOSED RECOMMENDATIONS -**

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# Recommendations – Joint Slate

## I. General

### To: The Province of Ontario

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

## II. Reconciliation: Principles of Interpretation

### To: Nishnawbe Aski Nation, Canada; Ontario; Northern Nishnawbe Education Council (“NNEC”); Keewaytinook Okimakanak (“KO”); DFCHS; MLC; Thunder Bay Police Service; and City of Thunder Bay

3. In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:
  - i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations;
  - ii. First Nations governments exercise inherent control over their education systems;
  - iii. First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social, and economic affairs;
  - iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain;
  - v. Canada 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.

### **III. Education: Structural Issues**

#### **To: Canada**

4. In order to **achieve equity for First Nations students**, provide funding for education (on and off-reserve) that is sufficient to ensure that:
  - i. First Nations schools on and off-reserve can provide the full range of programs and services that are available to non-Indigenous children in Ontario, including new and innovative programs and services;
  - ii. First Nations schools on and off-reserve can provide additional programs and services required as a result of the unique circumstances and challenges faced by First Nations students, their schools and their communities;
  - iii. the gap between educational outcomes for First Nations students and non-Indigenous students is substantially reduced every year, and completely eliminated in 10 years so that the next generation of First Nations children will have the same educational advantages as other children in Canada;
  - iv. First Nations students from remote communities receive the same educational advantages as other children in Canada regardless of where they are born, where their families choose to reside, and whether they attend school away from their home communities; and
  - v. all education decisions regarding First Nations children are made with the best interests of those children in mind.
  
5. In order to **improve education outcomes of First Nations youth**, in consultation with First Nations education providers, provide sufficient funding and necessary resources to ensure that First Nations schools are able to:
  - i. develop and implement culturally appropriate curricula and programs. Staff hired for these programs should include on-site Elders; cultural and traditional land-based teachers; and after-school activity co-ordinators;
  - ii. develop and implement languages curricula and programs (including individual courses and full/partial immersion);
  - iii. assess and identify students with special education needs and provide the necessary supports to those students including, but not limited to, speech and language therapy; occupational and physical therapy;
  - iv. ensure the safe transportation of students to and from school;
  - v. create and implement safe school protocols;

- vi. decrease absenteeism by hiring community-school liaison workers to attend at the homes of absent students to reinforce the importance of attending school and to encourage students and their families to make all efforts to attend school on a regular basis;
- vii. increase capacity in new and existing First Nation education institutions;
- viii. analyze current and historical education data as provided by First Nations and organizations designated by First Nations;
- ix. overcome and address the unique challenges facing First Nations students, schools, and communities (e.g. socio-economic disadvantage, remoteness and isolation, small school size, special needs incidence rates, population growth, etc.);
- x. assess needs, develop estimates of cost, and develop processes for adjusting those costs over time to keep pace with inflation, education best practices and changes in legislation and student need; and
- xi. educate students on the United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, and the work of the Truth and Reconciliation Commission to strengthen the knowledge of students regarding their rights and protections.

**6. In order to monitor progress in achieving improved equality in education outcomes,** jointly develop with First Nations a progress measurement and reporting program whereby:

- i. comprehensive education outcomes targets and timelines are established;
- ii. the targets and timelines are measured and publicly reported on annually;
- iii. the degree to which Canada has achieved funding adequacy and has met the specific funding needs (as outlined in Recommendations 4 and 5 above) is measured, analysed, and publicly reported on annually;
- iv. a failure to meet the targets and timelines triggers an assessment to determine (a) the adequacy of resources and (b) the changes needed to get back on track to meeting the targets and timelines;
- v. Canada fully funds the program;
- vi. Canada funds First Nations to participate in the development and ongoing assessment of the program and the targets and timelines as an equal partner; and
- vii. Canada funds a longitudinal study on First Nations student educational outcomes.

7. In order to **provide a statutory framework that achieves equal educational outcomes, funding sufficiency and stability**, work together with First Nations education providers to develop legislation that:
- i. commits the federal government to provide sufficient funding to meet students' needs;
  - ii. provides the full range of services that are available off-reserve; and
  - iii. provides additional services required to continually close the gap in educational outcomes.
- Any such legislation should recognise and affirm First Nation control over First Nation education.
8. In order to **ensure timely implementation of Recommendations 4 through 6**, Canada should establish a joint First Nations working group that will determine agreed upon milestones and timelines such that a new funding framework and performance measurement and reporting protocol can be established within one year from the date of these recommendations. The working group should also develop a process and timelines for the establishment of legislation referred to in Recommendation 7.

### **Access to Funding, Programs and Services**

#### **To: Canada**

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

#### **To: Ontario**

10. 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.

#### IV. Education – on reserve

##### i. Specific Funding Needs

To: Canada

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

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

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

- i. construct, enlarge, refurbish (as required), and maintain living accommodation for teachers and other professionals;

- ii. ensure all professional accommodations have adequate space to accommodate the staff that will be required for the growing population of the communities and the projected population growth in the coming years;
- iii. develop programs to increase the number of on-reserve teachers who are local First Nations community members through:
  - a. financial assistance to those seeking education and training as teachers;
  - b. initiatives to encourage First Nations people to become teachers; and
  - c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and
- iv. support schools in NAN Territory to provide salaries, compensation and overall remuneration of teachers, administrators, and education staff at a level on par with their provincial counterparts.

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

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



14. Commencing in 2017, the facility goals set out above should be achieved for seven (7) First Nation communities in NAN territory, and seven (7) more each year thereafter until all of the communities in NAN territory have achieved their facility goals.

ii. **Timeline and Implementation Plan**

**To: Canada**

15. In order to **show its commitment to the implementation of Recommendations 11 through 14**, issue a public announcement after the verdict regarding that commitment, and consider incorporating the criteria set out in the recommendations in documents relating to First Nations education programs, including the National Education Program Guidelines.

16. In order to **ensure timely implementation of Recommendations 11 through 14**, the joint First Nations working group, as described in Recommendation 8, should develop agreed upon milestones and timelines such that a performance measurement and reporting protocol can be established within one year from the date of these recommendations.

**To: Canada and Ontario**

17. 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, the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:

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

## **V. Education System and Symposium**

**To: Canada**

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

- i. provide sufficient funding to facilitate a conference within 6 months of receipt of this verdict for First Nations communities in NAN territory;
- ii. provide sufficient funding that First Nations communities in NAN territory may have a yearly education symposium to discuss innovations in First Nation education.

## **VI. Living Conditions and Health Issues – On-Reserve**

**To Canada:**

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

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

**To: Canada; the Province of Ontario; and NAN**

**20.**In order to **achieve parity of services, community health and safety, and quality of life as between First Nation and non-First Nation communities**, develop a method for measuring and establishing equivalence in health outcomes and services between NAN communities and non-First Nation communities. The unique characteristics of remote NAN communities should be addressed.

**To: Canada and Ontario**

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

**To: Ontario**

**22.**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.

**23.**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.

### **Addressing Youth Substance Abuse Issues On-reserve**

**To: Canada; Ontario and Nishnawbe Aski Nation**

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

**To: Canada and Ontario**

**25.** In order to **assist First Nations youth in remote NAN communities dealing with addiction issues**, address the need for more comprehensive addictions programs by:

- i. developing detoxification programs;
- ii. funding a residential treatment program; and
- iii. funding aftercare programs for youth leaving addictions treatment programs

**To: Canada**

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

**VII. Assisting on-reserve students for transition to outside communities**

**To: Canada and the Province of Ontario**

**27.** 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 the NAN Territory 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.

**To: Canada; the Province of Ontario and Nishnawbe Aski Nation**

**28.** 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 the Province of Ontario, that will include the following information:

- i. description of schools, including curriculum, student base, and staffing;
- ii. limitations regarding programs offered, including availability of academic stream courses;
- iii. accommodation arrangements while residing away from the home community;

- iv. travel allowances while residing away from the home community;
- v. after-school activities and recreational resources;
- vi. community supports;
- vii. availability of supports for special needs students;
- viii. other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and
- ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities

**To: Canada**

**29.** In order to **ensure that representatives from First Nations schools, including DFCHS and MLC, are provided with sufficient time and resources to meet with prospective students and their parents**, in consultation with representatives from the schools, Northern Nishnawbe Education Council (“NNEC”), Keewaytinook Okimakanak (“KO”), and Matawa Learning Centre, determine the following:

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

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

- i. include physical, psychological and emotional assessments;
- ii. identify any substance or alcohol issues; and

- iii. be shared, with the school, subject to appropriate consent, the nature of the information, and the role of the worker with access to the information (i.e. physician or nurse, vs. prime worker).

**To: Nishnawbe Aski Nation**

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

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

**To: Canada**

**32.** In order to ensure a timely response to the above recommendation, within 6 months of the receipt of this verdict, provide funding and adequate resources to cover the costs associated with the planning and organization of a meeting and, in addition, reasonable expenses for participants. Upon receipt of feedback from Nishnawbe Aski Nation regarding outcomes of the meeting, consider funding on an annual basis to ensure that consistent and up-to-date information is being delivered to students, parents, and communities.

**To: Nishnawbe Aski Police Service (“NAPS”); and the Thunder Bay Police Service (“TBPS”)**

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

To: Canada; the Province of Ontario; the City of Thunder Bay; NAN; NNEC; KO; DFCHS: and MLC

34. In order to **provide students from First Nations communities in NAN Territory 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 the NAN communities to speak and engage with students prior to their move to Thunder Bay.

#### VIII. Youth Participation in Decisions

To: Nishnawbe Aski Nation:

35. In order to **provide First Nations youth with a voice in regard to on-reserve policies and programs that will have an impact on their future**, bring the student surveys to the attention of the NAN First Nations Chiefs, as well as a recommendation to create a youth council or youth leadership position in their communities.

#### IX. Education – Off-Reserve

##### A. Funding – Capital and Facilities

##### i. Existing Secondary School Facilities in Thunder Bay

To: Canada

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

37. In order to **provide safe, healthy learning environments that encourage attendance and participation by students, and retention of teachers**, provide funding to:

- i. ensure that the teaching facilities include a cafeteria capable of producing three (3) hot meals each school day; and
- ii. offer all learners access to well-equipped:
  - a. gymnasium(s);

- b. exercise space;
- c. computer labs;
- d. libraries;
- e. music rooms;
- f. art rooms;
- g. drama classes;
- h. special education classes;
- i. science labs (as appropriate);
- j. spaces for traditional, cultural activities;
- k. spaces for Elders;
- l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;
- m. general purpose classrooms; and
- n. spaces large enough to host graduation celebrations and other education-related celebrations.

**38.** In order to **determine whether the current site of Dennis Franklin Cromarty High School (“DFCHS”) is suitable for providing a safe, healthy and nurturing learning environment on par with provincially funded high schools**, in consultation with representatives from NNEC, KO, and DFCHS, provide funding for a site analysis of DFCHS to determine needs relating to those outlined in Recommendation 37, in addition to the following:

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

**39.** In order to **determine whether the current site of Matawa Learning Centre (“MLC”) is suitable for providing a safe, healthy and nurturing learning environment on par with similar provincially funded high schools**, in consultation with representatives from MLC and Matawa Tribal Council, provide funding for a site analysis of the Matawa Learning Centre to determine needs relating to those outlined in Recommendation 37, in addition to the following:

- i. space required based on projected enrollment for the next 15 years;



- ii. adequacy of existing classrooms, including need for dedicated culinary classroom; and
- iii. cost/benefit analysis of performing necessary renovations versus acquisition of a new facility.

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

iii. **Secondary Schools in the Future**

**To: Canada:**

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

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

**To: Canada:**

**42.** If the communities in NAN territory support a stand-alone residence or residences for students who are attending high school in Thunder Bay (or other schools off-reserve), establish a working group that includes representatives from NNEC, KO, DFCHS, and MLC to determine:

- i. projected enrollment numbers for DFCHS and MLC for the next 15 years;
- ii. based on projected enrollment, the appropriate location and size for the residence or residences;
- iii. whether the residence will house all grades or will be restricted to students in grades 9 and 10 who are aged 16 and under; and
- iv. a cost/benefit analysis to determine appropriate housing model based on the consideration and balancing of the following factors:
  - a. projected enrollment and space required to house students in stand-alone facility;
  - b. staff required to manage and supervise students;
  - c. resources required to accommodate students and staff; and
  - d. views and opinions of First Nations students and their parents.

**iii. Improving Efficiencies at Existing School Facilities**

**To: Nishnawbe Aski Nation**

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

**B. Funding – Instructional Services**

**To: Canada and Ontario**

**44.** In order to **achieve equity for First Nations students**, in consultation with NAN, NNEC, KO, DFCHS and MLC, establish a working group that will address the following:

- i. revision of current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve 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; and
- iii. elimination of proposal based funding for instructional services identified as core activities required by First Nation Schools off-reserve and determination of the level of increase required for core funding to ensure that First Nations education and service providers operating off-reserves are able to meet the needs of their students.

**To: Canada and the Province of Ontario**

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

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

### **C. Funding – Cultural Needs**

**To: Canada; NNEC; KO and MLC**

**46. In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, Pelican Falls First Nations High School (“PFFNHS”), and MLC, conduct an assessment of funding required to ensure that there is an appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MLC students, including:**

- i. appropriate ratio of education assistants to students;
- ii. appropriate number of Elders (male and female) to be available during school hours;

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

#### **D. Funding – Emotional and Physical Needs**

**To: Canada**

**47.** In order to **improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and in recognition of the unique challenges that they face due to exposure to adverse socio-economic circumstances prior to arriving in Thunder Bay**, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, conduct an assessment of funding required to ensure that there is an appropriate complement of qualified staff and programming to address the needs of DFCHS, PFFNHS and MLC students, including:

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

## **E. Funding – Recreational and Personal Needs**

**To: Canada**

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

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

## **F. Funding – Maintaining Family and Social Connections**

**To: Canada**

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

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

- v. investment or increase in technology at schools to allow students to communicate on a regular basis with their families and social contacts in their home communities.

**50.** In order to **promote and preserve the connection between students and their families**, amend current policies to ensure that any parent who moves away from their home community to live with their child/children while the child/children attend secondary school will meet the definition of “boarding parent” and will be entitled to receive the same stipend as a boarding parent.

#### **G. Funding – Student Transportation within Thunder Bay**

**To: Canada**

**51.** In order to **provide all First Nations students living in Thunder Bay with reasonable travel time and transportation to school and access to all extracurricular activities**, in consultation with NNEC, KO, DFCHS, and MLC, conduct an assessment of funding required to ensure that DFCHS and MLC students have access to reasonable transportation while attending school or extracurricular activities. Funding should be adequate to cover:

- i. the purchase or lease of vehicles to transport students;
- ii. the appropriate number of qualified drivers to operate such vehicles;
- iii. insurance for vehicles; and
- iv. maintenance and operating costs for vehicles.

#### **H. Assessment of Students upon arrival in Thunder Bay**

**To: Canada; NNEC; KO and MLC**

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

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

## **I. Support Services and Support Workers**

### **To Canada**

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

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

## **J. Orientation of Students upon Arrival in Thunder Bay**

### **To: NNEC; KO; DFCHS; and MLC**

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

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

**To: Canada; Ontario; and the City of Thunder Bay:**

**55.** In order to **provide peer leaders and mentors with the capacity, communication skills and self-confidence they need to apply positive influence on other students**, the City should act as a resource to identify community partners including, but not limited to, Ontario and Canada, who could support and provide funding in order to create and sustain peer leaders at DFCHS and MLC.

#### **K. Boarding Homes**

**To: Canada and Nishnawbe Aski Nation**

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

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

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

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



- provision in contract for unannounced visits as may be deemed necessary and at the discretion of the school
- iii. minimum standards for written policies and procedures relating to screening and approval of boarding parents and homes.

#### **L. Additional Support Services to Students**

**To: The Province of Ontario**

**58.** 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.

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

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

#### **M. Harm Reduction Strategies**

**To: NNEC; KO; and MLC**

**61.** In order to **ensure the safety of First Nation students while living in Thunder Bay**, conduct annual training of all staff and boarding parents associated with First Nation off-reserve schools with respect to:

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

**To: Canada**

**62.** In order to **ensure the safety of First Nation students while living in Thunder Bay**, provide funding to NNEC, KO, and MLC to conduct training as described in Recommendation 61 and to permit off-reserve First Nations schools to create and implement safe school protocols.

**To: NNEC; KO; DFCHS and MLC**

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

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

**To: Canada, NNEC; KO; DFCHS and MLC**

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

**To: NNEC; KO; and MLC**

**65.** In order to **assist First Nations students in Thunder Bay with alcohol/substance use and addiction problems**, in consultation with community partners, including the Centres for Addiction and Mental Health, Dilico, and St. Joseph’s Care Group, explore alternatives to sending students

back to their home communities, including treatment programs that would allow students to pursue their studies in Thunder Bay.

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

**To: Canada; Ontario; NAN; NNEC; KO; and MLC**

**67.** 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.

**To: P.A.R.T.Y. Program, Thunder Bay:**

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

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

## **N. Addressing health needs of First Nations students in Thunder Bay**

**To: Canada (Health Canada)**

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

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

## **Youth Participation in Decisions**

**To: Canada; NAN; NNEC; KO; and MLC**

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

## **X. Missing Person Investigations and Searches**

**To: NAN; City of Thunder Bay; TBPS; NAPS; NNEC; DFCHS; KO; and MLC**

**71.** In order to **ensure timely reporting of missing students and consistent practice among institutions when students are reported missing or during**

**sudden death investigations**, the City of Thunder Bay; TBPS; NAN; NAPS; NNEC; DFCHS; KO; and MLC should establish a working group to discuss best practices applicable to their respective roles pertaining to students from remote First Nations communities attending secondary school in Thunder Bay (“Students”). The working group should consider:

- i. **The need to ensure timely reporting to police of all missing person matters that involve a Student:** The working group should review and revise current education authority policies and procedures in order to generate a consistent set of policies. In particular, the document entitled Missing Student Protocol Guide [Exhibit Number 133 at Tab 31] should be reviewed and revised with the benefit of information learned at the joint inquest to help generate a consistent set of policies and procedures. The revised set of policies and procedures, once agreed upon, should be disseminated to - and adopted by – NNEC, KO and MLC. The revised procedures should include language that directs education authority employees to file a missing person report with police as soon as any member of the education authority determines that a search needs to be undertaken for a student whose whereabouts are unknown;
- ii. **Public awareness:** The working group should discuss implementation of a public information campaign emphasizing the importance of reporting missing person matters to police without delay;
- iii. **Information Sheets:** The working group should discuss the preparation of information forms for all Students to be stored with education authorities. The working group should also review the steps necessary to obtain appropriate consent to disseminate these individual forms to police in the event that a missing person report is filed;
- iv. **Social Media Search:** The working group should consider how to utilize social media to assist in missing person searches and should designate roles and responsibilities for all parties accordingly;
- v. **Press Releases:** The working group should discuss approaches to press releases pertaining to any missing person matter that involves a Student. The working group should also discuss approaches to press releases in the event that a Student is found deceased. The working group should discuss the various circumstances that may influence when media releases should or should not go out. The working group should also discuss circumstances that may influence how a media release may need to be worded;
- vi. **Best Practices for Interviews:** The working group should discuss best practices to facilitate interviews of young people in exigent, non-criminal, circumstances. The working group should also discuss best practices to facilitate interviews in exigent, non-criminal, matters with individuals of

any age who may be unfamiliar or uncomfortable dealing with individuals in positions of authority;

- vii. **Internal Search Plans:** The working group should ensure that appropriate participant institutions have an internal search plan that can be implemented if a Student goes missing. Without limiting the generality of what the internal plans may include:
  - a. internal search plans should identify pre-determined internal points of contact to act as information coordinators and liaisons to third parties in the event of a missing person search involving a visiting student;
  - b. internal search plans should set out a clear supervisory structure so that each institution is able to identify an individual(s) who will ensure that the internal search plan is properly executed;
  - c. internal search plans should set out how information will be provided to family members and will contain provisions that permit family members to identify third parties to act as their agents/advocates as they prefer. The plan should ensure that more than one individual can be designated by family members to receive information where necessary;
  - d. internal search plans should also set out how employees will share information externally with any other relevant institutions, political bodies or family members;
  - e. all internal search plans should contemplate the possible arrival of community searchers and how to manage such volunteers. Internal search plans should explain best search practices for non-police searchers with particular emphasis on, among other things, evidence preservation;
  
- viii. **Global Search Plans:** The working group should also ensure that each internal search plan dovetails into a larger global search plan that should be implemented by all participant institutions in the event that a Student goes missing:
  - a. Global search plans should adopt pre-determined points of contact within each institution that are consistent with the internal search plans discussed above;
  - b. Global search plans should include at least one Appendix that will contain a handout listing the best practices for community searchers discussed above. This document can be disseminated to community searchers as needed;
  
- ix. **Missing person risk factors:** The working group should share expertise on risk factors that may need to be considered when assessing the risk level in a missing person matter that involves a Student. The working group should create a list of risk factors that should be considered by all parties. The revised risk factors should be shared among participants

and, once agreed upon by all, imported into the forthcoming TBPS 2016 missing person procedure as well as all internal search plans;

- x. The working group should also review the revised TBPS missing person questionnaire that arises under the 2016 missing person policy and should consider what revisions, if any, should be made based on: (i) the expertise obtained by education authorities arising out of their own search efforts and (ii) information contained in search forms prepared by other police services that may be available by way of the Ontario Association of Chiefs of Police, including but not limited to, the Ontario Provincial Police;
- xi. **Training:** The working group should fix deadlines for completion of staff training on all issues as follows:
  - a. parties other than the TBPS should ensure that all staff are fully trained on revised procedures within 1-year from the completion of the working group deliverables; and
  - b. TBPS will ensure that all of its members are trained on the forthcoming revised 2016 missing person policy by December 31, 2016;
- xii. The working group should prepare an anonymized training case scenario based on evidence canvassed at, and lessons learned from, the joint inquest. The case scenario should be used to assist in training TBPS officers, education authority staff and NAPS officers to participate in investigations relating to Students which may involve:
  - a. civilian search teams;
  - b. alcohol or substance use;
  - c. reports made to police after the whereabouts of the subject individual have been unknown for a lengthy period of time;
  - d. interviews involving young people who may be reluctant to speak to police officers fearing that they may get in trouble or may be betraying the confidence of their friends; or
  - e. cultural and systemic barriers that may limit the fulsome disclosure of information to persons in positions of authority; and
- xiii. The working group should identify an appropriate external consultant to be hired to assist the TBPS (and any other interested organizations) to revise current training modules to ensure that curriculum covers cultural issues that are relevant to members of the Indigenous community in and around Thunder Bay and:
  - a. TBPS will also present an annual report on training to the Police Services Board to provide the public with information on police training. This report will be made during the public session and will include, among other things, a summary of the number of

officers who completed training courses in different policing areas and will include information about training curriculum related to Indigenous issues.

**To: Ontario**

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

**XI. Stand-alone Missing Person Legislation**

**To: The Province of Ontario**

73. 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.

**XII. Protocol for Volunteer Community Searchers**

**To: TBPS and NAN**

74. Create a joint protocol translated in Cree, Ojibway, and Oji-Cree for distribution to community search teams explaining best search practices for non-police searchers with particular emphasis on:
- i. safety considerations for community searchers;
  - ii. evidence preservation;
  - iii. importance of communication/debriefing with assigned liaison officer; and
  - iv. issues relating to private property.



### **XIII. OTHER INVESTIGATIONS/POLICE ISSUES**

#### **Pattern Recognition and Reporting of “Runners”**

**To LCBO and Ontario:**

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

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

**To LCBO and TBPS:**

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

- i. review and revise (where necessary) the list of “triggers” already being used by the LCBO to identify second party purchases; and
- ii. based on the recommendations of the LCBO and TBPS task force/working group, develop a protocol for the reporting of suspected second party purchases to the TBPS.

### **XIV. Other Recommendations to assist First Nations Students in Thunder Bay**

**To: The City of Thunder Bay**

#### **A. Social Media and Internet Resource Development**

**77. The City of Thunder Bay should advertise, promote and consult with students on the best way to notify students of opportunities for Youth, including employment, recreation and volunteering at the City of Thunder Bay, whether that is on the City’s website, other social media or another “youth friendly” format.**

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

## **B. Recreation Information and Activities**

### **To: The City of Thunder Bay**

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

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

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

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

- i. the community’s vision for the development of recreation;
- ii. the current demands for and gaps in recreation services and facilities as well as emerging needs; and
- iii. the experience of Users by facility in terms of their level of satisfaction and barriers to recreation services such as transportation.

The consultation process should include tapping into the voices of the City’s Youth, including Youth from the First Nations and Métis communities within and surrounding Thunder Bay.

**83.**Once the goals of the Stakeholder + Public Consultation Plan have been achieved, and the needs with respect to Youth programming in the City are

identified - including a consideration of the need for a Youth Centre or Youth Centres in Thunder Bay - the City should identify and pursue funding and other resources to meet those needs, including consultation with the Federal and Provincial governments to support programming and/or infrastructure development.

**To: The City of Thunder Bay; NNEC; DFCHS; KO and MLC**

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

**C. Transit Training**

**To: The City of Thunder Bay**

- 85.** The City of Thunder Bay should provide training to its Operators and Controllers regarding dealing with incapacitated individuals. This training should include when the Controller can hand over responsibility for the incapacitated individual to a responsible adult.

**D. Indigenous Youth Employment**

**To: The City of Thunder Bay**

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

**E. City's Commitment to Indigenous Peoples**

**To: The City of Thunder Bay**

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

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

## **F. Community Safety Considerations**

### **To: The City of Thunder Bay**

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

### **To: The City of Thunder Bay and Ontario**

**90.** 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.

### **To: The City of Thunder Bay; Canada; Ontario; NAN; NNEC; KO; and MLC**

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

### **To: The City of Thunder Bay; TBPS; NNEC; KO; DFCHS and MLC**

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

## **G. Community Leadership Role**

### **To: The City of Thunder Bay**

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

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

### **To: The City of Thunder Bay; NNEC; KO; DFCHS; and MLC**

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

### **To: The City of Thunder Bay**

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

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

## **H. Call for Consultation and Funding**

**To: Canada; Ontario and the City of Thunder Bay**

**97.** 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.

## **XV. Other Recommendations to Foster Greater Collaboration and Partnerships**

**To: The Province of Ontario**

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

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

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

101. Through the Ministry of Education, work with First Nations, school boards, and the federal government to address issues related to tuition agreements.
102. Through the Ministry of Education, work with NAN through the 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.
103. Through the Ministry of Education, continue ongoing work regarding supports for students experiencing racism and continue to work with its partners to support the learning in the curriculum to address this issue.
104. Through the Anti-Racism Directorate, undertake research and engage with Indigenous communities to develop an Indigenous-informed Anti-Racism public education and awareness campaign.
105. Through the Ministry of Education, expand its work with partners, including First Nation, Métis and Inuit partners, to develop authentic resources that support learning about Indigenous histories, cultures, issues, perspectives and contributions in the curriculum and that build educator capacity to deliver the learning for all students with confidence and competence.
106. Through the Ministry of Education, work with the Ministry's School College Work Initiative (SCWI) partners to expand opportunities for more students from Dennis Franklin Cromarty High School 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 the Matawa Learning Centre. 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

### **Office of the Chief Coroner**

107. 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.

108. The Office of the Chief Coroner should explore new approaches to providing coroner services to remote areas through consultation with communities affected.
109. 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 avoid other responsibilities that would prevent them from attending a scene.
110. The Office of the Chief Coroner should ensure that all those involved in Inquests involving Indigenous issues, including the Coroner, Coroner's Constable, Coroner's Counsel and Counsel for the parties, participate and complete Indigenous cultural competency and anti-racism training.
111. 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.

**XVI. Implementation of Recommendations in the spirit of the Truth and Reconciliation Commission's ("TRC") "Calls to Action" ("CTA")**

**To: Canada**

112. In order to **improve education outcomes of First Nations youth**, we support and endorse Recommendations 7 through 11 of the Truth and Reconciliation Commission's Calls to Action that call upon the federal government to:
- i. develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians (CTA#7);
  - ii. eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves (CTA#8);
  - iii. prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people (CTA#9);



- iv. draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10):
  - a. providing sufficient funding to close identified educational achievement gaps within one generation;
  - b. improving education attainment levels and success rates;
  - c. developing culturally appropriate curricula;
  - d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;
  - e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;
  - f. enabling parents to fully participate in the education of their children;
  - g. respecting and honouring Treaty relationships;
  - h. providing adequate funding to end the backlog of First Nations students seeking a post-secondary education.

**To: Canada; the Province of Ontario; Nishnawbe Aski Nation**

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

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

**To: Canada; and the Province of Ontario**

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

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

**To: Canada; the Province of Ontario; and the City of Thunder Bay**

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

**To: Canada; and the Province of Ontario**

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

- i. make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students;

- ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
- iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and
- iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

**To: Ontario**

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

- i. developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools;
- ii. sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
- iii. building student capacity for intercultural understanding, empathy, and mutual respect; and
- v. identifying teacher-training needs relating to the above.

**XVII. Shannen's Dream**

**To: Canada**

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

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

indigenous language instruction; and (f) implementing policies to make the First Nation education system, at a minimum, of equal quality to provincial school systems.

## **Provincial Advocate For Children and Youth Recommendations**

### **Struggles on Reserve**

#### **Leadership**

1. Leadership in each remote First Nation immediately consult with community youth, families and elders, to identify the challenges faced by children, youth and their families, and to develop a strategic plan for immediately addressing those challenges on a local level.
  
2. Leadership, youth, elders and families in each remote First Nation be at the centre of the implementation of all recommendations; monitoring of implementation, consultations, planning, programming and activation, for new and revised on reserve programs and services, and off reserve programs and services for remote First Nation students.
  
3. That all youth positions and internships engaged by the recommendations be filled in a transparent and equitable manner.

#### **Culture and Identity**

4. We call upon the federal and provincial governments to provide sustainable funding for each remote First Nation to ensure cultural education and activities including, but not limited to, a paid and resourced elders program to ensure their role in cultural education of community youth. Funding should flow to each community for the development and implementation of cultural programs commencing in 2016.

5. We call upon the federal, provincial and First Nation governments to ensure that community elders, knowledge keepers and youth have a central role in developing and defining community cultural programs, inclusive of land-based, traditional, spiritual and faith-based activities, language instruction and education on their Treaty rights.
  
6. We call upon the federal and provincial governments to provide sustainable funding for two-year paid internship positions for community youth to participate in the development and delivery of community cultural programs with their elders and other community leaders. Funding should flow to each community for a continuing cultural internship commencing in 2016.
  
7. We call upon the federal and provincial governments to sustainably fund remote First Nation communities to engage in seasonal joint cultural events that focus on further cultural education and celebration for children and youth. They should provide sustainable funding for stable and positive adult support networks for young people across neighbouring remote First Nation communities, to provide for the development and implementation of showcase events for the appreciation of young peoples' achievements, skills and talents. Community events can be inclusive of but not limited to academic achievement awards, pow wows, traditional game competitions, art exhibits, talent shows, youth leadership conferences or learning events, and a Youth Olympics. Funding for joint cultural celebrations should flow commencing in 2016.

## **Housing**

8. We call upon the federal, provincial and First Nations governments to commit to an immediate assessment of the need for new housing and the repair and renovation of existing homes by the end of 2016. They should immediately provide each remote First Nation with all existing assessments of this nature, so each First Nation can determine if a further assessment is required. The federal and provincial governments should immediately fund the necessary assessments.
  
9. Once a housing status inventory is complete for any remote First Nation community, immediate measures should be taken by the federal and provincial governments to fund the necessary repairs and renovations and new builds in that particular community, to increase safety and reduce overcrowding for all children and youth, and families.
  
10. Once all the housing status inventories are complete, we call upon federal and provincial governments and First Nation leadership to create a joint strategic housing study and to put in place a sustainable funding framework and plan to address housing needs into the future, based upon population growth expectations.

## **Water**

11. We call upon the First Nation communities, with assistance from the federal and provincial governments, to engage in an assessment of the water treatment and sewage systems in each remote First Nation, by the end of 2016, and on a regular basis to ensure current and to standard. The federal and provincial governments should immediately provide existing assessments of this nature to remote First Nations for their review and so they can determine whether any further assessments are required. Federal and provincial governments must commit to funding the whole costs associated with the review and assessment processes.
  
12. Once a water and sewage service inventory is complete for any community, we call on the federal and provincial governments to take immediate measures to initiate and complete the identified repairs, construction and service connectivity in that community in a timely manner and before the end of 2017, to ensure water and sanitation safety for all children and youth, and their families on reserve.
  
13. Once all the water and sewage service inventories are complete, we call upon federal and provincial governments to fund the costs tied to repair and maintenance associated with a joint strategic water and sewage service study to ensure all communities' water and sewer needs are addressed into the future, based upon population growth expectations. Repairs need to be completed within one access and build season of the completion of an assessment being completed.



14. We call upon First Nation communities, with the assistance of federal and provincial governments to immediately assess and fund homes that can be retrofitted to allow for indoor plumbing and sewage, commencing in 2016.
15. We call upon federal and provincial governments to ensure that moving forward all homes are built to building code and environmental standard conditions and are connected to water for indoor plumbing, and the sewage disposal system of the community.

#### **Food**

16. We call upon federal and provincial governments (Health Canada, the Northwest and Northeast LHINs, and the TBDHU and NWDHU) to work with each remote First Nation and NAN to immediately assess methods of improving nutrition and secure food resources for each remote First Nation. They should immediately access and provide all existing assessments of this nature prior to determining whether any further assessment is required.
17. We call upon the federal and provincial governments to fund and staff community food security initiatives in each community commencing in 2016 including, but not limited to, development of community co-ops and food distribution networks, community greenhouses and gardens, and the keeping of food-producing animals on reserve.

18. We call upon the federal and provincial governments to immediately review and remove statutory, regulatory, policy and practice barriers to traditional harvesting of flora and fauna on remote First Nation traditional and Treaty lands. Further, to partner with remote First Nations and NAN to establish a joint committee to address regulatory issues that impact Treaty harvesting rights.

### **Recreation and Leisure**

19. We call upon the First Nations to work with youth, and the federal and provincial governments to fund the assessment of the recreational needs of each remote First Nation community in 2016, to determine whether there are sufficient and appropriate facilities, equipment and programs for all communities' children and youth. The federal and provincial governments should access and provide all existing assessments of this nature by September 2016.
  
20. We call upon the First Nations, and federal and provincial governments to ensure that community youth have a central role in assessing the community recreational facility, equipment and program needs, and program resources including but not limited to sports, the arts, drama, dance, music, video-gaming, land-based activities and areas of interest and hobbies to children and youth in their communities.

21. We call upon the federal and provincial governments to fund two or more, two-year, continuing paid youth internship positions for the purpose of developing and implementing community recreational programs with other community leaders, elders and youth. Further, that the internships engage a transition over the last two months with outgoing youth training incoming youth.
22. We call upon the federal and provincial governments to provide sustainable and updated funding for recreational facilities and leisure programming in remote First Nation communities for the health and mental well-being of community children and youth, including funding for recreational, leisure and social facilities, equipment, staff and training such as a Right to Play, proposal writing.
23. We call upon the federal and provincial governments to fund further paid youth leadership training and employment positions in each remote First Nation, so youth are prepared and able to run summer, evening and weekend sports, leisure, recreation, and leadership programs as developed within their communities.

### **Youth Mentorship**

24. Each remote First Nation should provide for the selection of a Youth Council to act in conjunction with the Chief and Council, so youth can learn what types of decisions are made by community leaders, Council procedure, election rules or codes, committee and portfolio roles, and other matters pertaining to community leadership, as well as participate in decision-making.

25. We call upon the federal and provincial governments to sustainably fund the development and activities of Youth Councils for each remote First Nation, commencing in 2016. INAC and Ontario should fund research into traditional youth council selection, training of the youth council and youth council governing activities.
26. We call upon the federal and provincial governments to provide sustainable funding for a forum of Youth Councils in which Youth Councils get together to share experiences and ideas, and to formulate positions on matters of concern arising to present to their community leadership and other responsible government bodies for decision-making and implementation.

### **Public Health**

27. We call upon the federal and provincial governments to provide sustainable, annual funding and assistance to each remote First Nation community to engage its on and off reserve youth in workshops on suicide, domestic violence, physical and sexual abuse, substance use, sexual and reproductive health, racism, conflict resolution, life skills and coping skills, commencing in 2016. Youth on and living off reserve while attending school must be central in the development and choice of programs to be delivered.
28. We call upon the federal and provincial governments to provide sustainable, annual funding and assistance to each remote First Nation community to provide healthy parenting education and support services commencing in 2016.

29. We call upon the federal and provincial governments to provide sustainable, annual funding and assistance to each remote First Nation community to develop webs of support within the community by linking healthy elders to struggling adults, healthy elders and adults to struggling youth, and healthy elders, adults and youth to struggling children, to develop community resilience, commencing in 2016.
30. We call upon the federal and provincial governments to provide sustainable, annual funding and assistance to each remote First Nation community to construct or renovate existing structures, to provide staffed safe spaces for children and youth in crisis on a 24/7 basis, commencing in 2016.
31. We call upon the federal and provincial governments to provide sustainable funding and recruitment strategies for a public health nurse for each remote First Nation school, commencing by the end of 2016. These nurses will provide services tied to inter-generational trauma, IRS history, depression, anxiety, suicide, physical and sexual assault, domestic violence, substance use, sexual and reproductive health, racism, conflict resolution, life and coping skills.
32. We call upon the federal and provincial governments to ensure that priority is given to actively recruit and train Indigenous public health care service providers for employment within their organizations, commencing in 2016.

33. We call upon the federal and provincial governments to fund remote First Nations in training local Indigenous public health care service providers for employment within their home and neighbouring communities, commencing in 2016.

## **Health**

34. We call upon all health practitioners providing services to remote First Nations' people on and off reserve to immediately end the practice of labelling presenting health issues as "social issues" within their practice or within the framework for assessing necessary treatment.
35. We call upon the federal and provincial governments to provide immediate and sustainable funding for all remote First Nation health practitioners to be paid in line with provincial levels. Further, that comparable continuing education and professional development be provided to health practitioners on an annual basis and that replacement practitioner support be funded during training periods.
36. We call upon the federal and provincial governments to provide sustainable, annual funding for community elders and knowledge keepers to contribute traditional knowledge and medicine to available community health services, commencing in 2016.

37. We call upon the federal and provincial governments to provide sustainable, annual funding commencing in 2016 for development of local health provider committees, inclusive of doctors, nurses, public health nurses, youth, elders, traditional healers, NNADAP workers, family service workers and family counselors, to ensure continuity and circle of care for all children and youth experiencing physical, well-being and mental health issues and related difficulties in their lives.
38. As part of local health committee work, all members should be trained in relevant Treaties, colonialism, community Indian Residential school legacy effects, community suicide history, post-traumatic stress and grief, physical, sexual and emotional abuse and other matters of significance to the particular community.
39. We call upon the federal and provincial governments to actively recruit First Nation health care service providers for employment within their organizations, commencing in 2016.
40. We call upon the federal and provincial governments to fund and assist remote First Nations in training local First Nation health care service providers for employment within their home and neighbouring communities, commencing in 2016.

## **Mental Health**

41. All mental health practitioners providing services to on and off reserve remote First Nations people end the practice of labelling presenting mental health issues as “social issues” within their practice or within the framework for assessing necessary treatment.
42. We call upon First Nations, with the assistance of the federal and provincial governments, and input from their youth and elders to develop a suicide prevention strategy to address the continuing inter-generational suicide trauma experienced by children and youth in the remote NAN First Nation communities, commencing in 2016. The federal and provincial governments must fund the strategy development and implementation.
43. We call upon the federal and provincial governments to provide immediate and sustainable funding to remote First Nations to ensure the provision of all health care rights and ensure those experiencing child and youth suicides can develop and implement programs directed to the prevention of these deaths, including the development and training of peer supports, within their communities.
44. We call upon remote First Nations, with the assistance of the federal and provincial governments, to develop a comprehensive mental health/health strategy, in consultation with youth and elders from each community, commencing in 2016.



45. The mental health strategy should identify all federal, provincial and local service providers, as well as gaps and barriers to timely service, and create care paths that include online access to options and resources for children and youth living in remote First Nations.
46. We call upon the federal and provincial governments to immediately resurrect and fund the Aboriginal Healing Foundation programs that were in place in remote First Nations to heal families and communities as part of the Residential Schools Settlement. These programs should continue to address the remote First Nation family and community inter-generational trauma and grief flowing from Residential Schools. IRS wellness team resources continue to be funded beyond 2017 to ensure that children, youth and families with ties to the IRS system have ongoing access to culturally and historically anchored confidential counselling resources through uninsured benefits and assistance in accessing additional programs and resources on and off reserve.
47. We call upon the federal and provincial governments to provide immediate, annual and sustainable funding for the operation of existing and the provision of further healing centres within First Nation communities to address the physical, mental, emotional, and spiritual harms caused by Residential Schools.
48. We call upon the federal and provincial governments to actively recruit First Nation mental health care service providers for employment within their organizations, commencing in 2016.

49. We call upon the federal and provincial governments to assist and fund remote First Nations in training local First Nation mental health care service providers for employment within their home and neighbouring communities, commencing in 2016.

### **Substance Use and Addictions**

50. We call upon remote First Nations, with input from their youth and the assistance of the federal and provincial governments to create an integrated and seamless substances abuse strategy. The federal and provincial governments must sustainably fund the strategy development and its implementation, commencing in 2016.
51. We call upon remote First Nations, with input from their youth and the assistance of the federal and provincial governments, to establish more culturally-based treatment facilities and programs to deal with the issues of drug and alcohol use, and to provide timely and comprehensive access to care for First Nation children, youth and their families. The programs should include sustainable after-care support services in each First Nation community.
52. We call upon the federal and provincial governments to sustainably fund the construction and operation of new culturally-based treatment facilities as well as operation of after-care programs in each First Nation community, commencing in 2016.

53. Children and youth who are apprehended by on-reserve police for intoxication should not be lodged in police cells overnight, but rather be brought to a safe shelter to be established and staffed in each First Nation community, where they can be monitored until they are no longer intoxicated and referred to further services, as necessary.
54. We call upon the federal and provincial governments to actively recruit First Nation substance use and addiction care service providers for employment within their organizations, commencing in 2016.
55. We call upon the federal and provincial governments to assist and fund remote First Nations in training First Nation substance use and addiction care service providers for employment within their home and neighbouring communities, commencing in 2016.

### **Colonialism and Self-Government**

56. We call upon the federal and provincial governments to fully honour their shared Treaty obligations to remote First Nation children and youth, so they can live safely within their communities and on their traditional lands, learn their culture and language within their communities, families and traditional lands, be governed by their community leaders, including a Youth Council, and an anchor tied to education tied to the historic and ongoing legacies of the Indian residential schools and colonialism, and have access to culturally appropriate and safe housing, water, sanitation, food, education, recreation, health and mental health services.

## **Residential School Legacy and Racism**

57. We call upon the federal and provincial governments to establish a recognized day that commemorates the lives lost due to Residential Schools and the impacts the schools continue to have on the lives of First Nations children and youth, and their families and communities. Further, that on this day they come together to plan and host events and activities specific to remembering the past history and the work of Residential School Survivors and the Residential Schools Settlement.
  
58. We call upon the federal and provincial governments to fund remote First Nation communities to create education modules, with the assistance of their elders, to teach the community children and youth about the community's history, ongoing impacts of colonialism and Residential Schools, and culturally based pathways to healing. These education modules can be used in cultural competency training for public health, health, mental health, policing and education service providers within their community orientation. The funding for the development of education modules should flow in 2016.
  
59. We call upon the federal and provincial governments to provide families in remote First Nations with all necessary resources to educate their children within their community and to ensure their culture is preserved, to prevent further family, community and cultural breakdown.

## **Internet Connectivity**

60. We call upon the federal and provincial governments to provide each remote First Nation community with high speed internet access forthwith, to allow for high school education at home, community and family connectivity when youth are away from home for school or other reasons, and career options for youth and their families within their communities.

## **Employment**

61. We call upon federal and provincial governments to sustainably provide funding for youth in and from remote First Nations to develop and hold Band employment and community youth internship opportunities, commencing in 2016.

## **Poverty**

62. We call upon NAN and remote First Nations, with input from their youth, and funding from the federal and provincial governments to develop an antipoverty strategy for remote First Nations, in conjunction with remote First Nations and their youth, to address the multiple and intersecting historical and contemporary causes of poverty and the social determinants of health within these remote and fly-in First Nation communities.

## **Education on Reserve**

63. We call upon the federal and provincial and First Nation governments, with input of their youth, to develop clear and concise ways to cooperate and interact with each other and to have clear and concise understanding of each other's responsibilities and function and funding formulas that all parties can work with to meet the needs of First Nation students.

64. We call upon the federal and provincial governments to fund the assessment of the facility needs for public and high schools in each remote First Nation community, commencing in 2016. They should provide all existing assessments to each First Nation community so they can determine whether any further assessment is required and how it will be undertaken.
65. We call upon the federal and provincial governments to provide immediate funding for the repair and replacement of education facilities in each remote First Nations, where required. Youth, elders and community educators should have a central role in the design of the facilities, to ensure they meet the needs of the students and the community.
66. In the case that a remote First Nation does not have the secondary student population to support a stand-alone high school, consideration should be given for a junior kindergarten – grade 12 facility, which can also provide community event space.
67. In the case that a remote First Nation does not have the population of secondary students to support a full high school program within a joint public and high school facility, internet high school students should be provided a classroom, teacher and resources to support their distance education program with an established school program to provide a school environment and interactive learning space.

68. We call upon the federal and provincial governments to provide immediate and sustainable maintenance and operation funding for all school facilities on reserve including, but not limited to funds for any necessary safety assessments, repairs and expansion needs based on population growth.
69. We call upon the federal and provincial governments to provide immediate and sustainable funding for the development and implementation of orientation and training of remote First Nation teachers, in line with that provided by Teach for Canada. Elders and youth should be central to the development and implementation of the programs necessary to ensure education staff ‘from away’ are aware of community history, practices and traditions before engaging in their work with the children and youth.
70. Youth should be engaged in the local hiring committee for teachers to provide potential teachers with their perspectives, to assess whether teachers will be a good fit for their particular community, and to obtain experience in hiring evaluations.
71. We call upon federal and provincial governments to actively recruit First Nation education service providers for employment within their organizations, commencing in 2016.

72. We call upon the federal and provincial governments to fund a resourced elders education program in every remote First Nation school, to allow for the fullest incorporation of traditional activities, spirituality and language and faith-based in community specific context. Funding should also be provided for the development of updated written and online materials to coincide with these teachings.
73. We call upon the federal and provincial and municipal governments to work with remote First Nations, elders and youth to design and implement province-wide curriculum on Treaties, colonialism, residential schools, and day schools and the 60's Scoop, to counteract the harmful stereotypes and false and misleading histories and stories that play out in the media and off-reserve communities on a daily basis. This curriculum should cross all ministries, municipal services and all learning environments.
74. We call upon the federal and provincial governments to provide immediate and sustainable funding for reconciliation and residential schools commemoration projects to be developed jointly by on-and-off reserve public and high school students, with assistance of their teachers. These projects could include remote classroom interactive events, social media pen-pals, online video-gaming competitions, and other projects proposed by children and youth to help understand and support each other.
75. We call upon the federal and provincial governments to immediately and sustainably fund culturally anchored literacy programs for all remote First Nation public and high school students.



76. We call upon the federal and provincial governments to immediately and sustainably fund culturally anchored numeracy programs for all remote First Nation public and high school students.

### **Education - Family Connectivity**

77. We call upon First Nation communities to consult with elders, knowledge keepers, faith leaders, youth and families to create a strategy to keep connected with and support youth leaving the community for secondary school, commencing in 2016. We call upon the federal and provincial governments to sustainably fund the community connection strategies.
78. We call upon the federal and provincial governments to provide immediate and sustainable funding for First Nation students leaving their home communities for high school, as well their families, to visit their chosen high school and host community prior to the commencement of the school year. The funding should be provided prior to their first high school year, and again, if a high school student changes her or his high school and host community during the course of his or her high school education. The funding should include flights, accommodations, meals, and transportation within the host community, for the duration of the visit.

79. Remote First Nations, including their youth, affiliated Education Authorities and tribal councils, First Nation Education School Boards and provincial high schools receiving remote students develop comprehensive family orientation tool kits and videos as part of a transition program to commence in 2017, that will take place prior to the commencement of the school year in each host community. The program should include orientation with the high school, its teachers and support staff, boarding homes, and health, recreation and leisure services within the host community. The program should commence in September 2016 and address any particular concerns of participating families and students.
80. All high schools that host remote First Nation students a program in place commencing in September 2016 to ensure family contact prior to and during a student's attendance at their school. High school students and their families should be provided all high school information and policies, and a primary contact and contact number within the school to address needs for parental consent and arising issues of concern, such as academic challenges and updates, field trips and programs, student complaints, attendance and behaviour. Parents must be empowered to maintain their parental role when their children leave the community to attend school. To do anything otherwise reinforces the ongoing legacies of children being removed from communities and parents being removed from the lives and decision making tied to their children.

81. That parents/home community be the point of contact for communicating all issues of concern identified by the school and Boarding Home families. That the school and boarding home family contact the student's identified family contact on a regular basis, being not less than once per month, and as issues of concern or consent needs arise to maintain and reinforce the role of parents in the lives of their children.
82. Parental consent, or that of the family designate, be obtained for all school and community activities in which a student is asked to engage while living in the host community. This includes, but is not limited to tutoring, volunteer and employment initiatives, community and recreation events, and the P.A.R.T.Y. program.
83. We call upon the federal and provincial governments to provide and fund all students leaving their home communities for high school education with a cell phone, computer and reasonable service plan to ensure the ability for family and community connection and communication to be maintained with their families and friends, as well as for use in their studies, commencing with the 2016 school year.
84. We call upon the federal and provincial governments to provide sustainable funding starting in 2016 that ensures all students leaving their remote First Nation communities for high school be provided with flights home at Thanksgiving or for a fall trip as deemed appropriate by the family, a Christmas trip, and a March Break trip.

85. We call upon the federal and provincial governments to sustainably fund and provide all remote First Nation student families, including parents, guardians, siblings or other family members of choice, with a flight, accommodations, meals and host community travel funds to visit their child youth once per month each school year away, commencing in 2016.
86. We call upon federal and provincial governments to support the ability of families to leave their communities to take on the role of boarding home parents, where their child is attending school outside the community and where they can act as boarding home parents for children from their community while their child is attending the same school; and not lose their housing place on the nominal roll.
87. We call upon the federal and provincial governments to provide tuition funding for any remote First Nation high school student whose family has moved off reserve to support their secondary education, and for any Indigenous student wishing to attend DFC or MLC by choice, despite being ordinarily resident in Thunder Bay, commencing in 2016.
88. We call upon the federal and provincial and First Nation governments educational bodies to have policies regarding high school education for remote First Nations students that support the location and living arrangements choice of the student and her or his family, in their particular circumstances.

89. We call upon the federal and provincial governments to ensure funding is available to support any student and family who choose to access high school education and living arrangements away from home, commencing in 2016. No student should be denied access to a provincial or First Nations high school program for lack of high school space or supported living arrangements or economic barriers off reserve.

### **Education Off Reserve**

90. We call upon NNEC, KO, Shibogama, IFNA and MLC to ensure student orientation programming includes reminders to youth to not leave their peers alone when out in the City of Thunder Bay, and education and support regarding culture shock and racism in relation to the City of Thunder Bay.
91. We call upon the federal and provincial governments to provide immediate funding for the development, building and operation of a student residence for remote First Nation secondary students within the City of Thunder Bay, to be operational by the 2017-2018 school year.
92. The residence/housing be designed in consultation with current DFC and MLC students and educators, remote First Nations and their youth, affiliated tribal councils and Education Authorities, NNEC, KO, Shibogama, IFNA, and NAN. And, that the residence be sufficient to house secondary students from remote FN communities, whether attending DFC, MLC or provincial high schools and that it be a series of smaller

buildings to better replicate a family environment, with no more than twelve students apiece.

93. We call upon the federal and provincial governments to fund 24/7 staffing for the residence, inclusive of an elders program, on-site counsellors, a community liaison, a recreation coordinator, support staff, a tutor(s), and full time staff to assist with cooking, life-skills, recreation and transportation to community events, employment and volunteer activities.
94. We call upon the federal and provincial governments to provide sustainable funding for the rental or purchase of sufficient residence/housing spaces and support staff for remote First Nation students who attend provincial high schools in Thunder Bay and smaller communities such as Dryden, Red Lake, Sioux Lookout, Geraldton and Timmins, commencing in September 2016. Each residence/housing space should have the capacity for students to have private rooms and shared study space as well as family visitations. All efforts should be made to support family and community staffing of the homes.
95. We call upon the federal and provincial governments to provide immediate and sustainable operations and maintenance funding for DFC, PF and MLC, commencing in September 2016, to be adjusted per the assessment results as required.

96. We call upon the federal and provincial governments to immediately fund the replacement of the aged boiler system in DFC, which is causing leaks and asbestos to be dislodged from its otherwise contained locations within the school infrastructure.
97. We call upon the federal and provincial governments to immediately fund the removal of all asbestos from DFC and to ensure its removal by the 2016 school year.
98. We call upon the federal and provincial governments to immediately fund the renovation of PF student residences to provide for further bathroom facilities, which currently are at a ratio of 1:14 students.
99. We call upon the federal and provincial governments to provide immediate and sustainable funding for the development and implementation of orientation and training of teachers of remote First Nation students at DFC, PF, MLC and provincial high schools, in line with Teach for Canada. Input should be gathered from remote First Nation students, families and elders, to ensure education staff is aware of student community histories, practices and traditions before the commencement of the 2016 school year.
100. We call upon the federal and provincial governments to assist and sustainably fund efforts to recruit and employ First Nation teachers and support staff for DFC, PF and MLC, commencing in 2016.

101. We call upon the federal and provincial governments to immediately and sustainably fund trained Child and Youth Workers for all remote First Nation students leaving their home communities for secondary education. Student support worker administrative, training and travel costs should be fully funded as part of this necessary service, commencing in September 2016.
  
102. We call upon the federal and provincial governments to provide immediate and sustainable funding to incorporate the rights of the child under the United Nations Convention on the Rights of the Child (UNCRC) and the rights of Indigenous peoples under the United Nations Declaration on the Rights of Aboriginal Peoples (UNDRIP) into high school education curriculum on and off reserve, with development of and reference to learning resources/lesson plans geared toward the various grades and development levels of youth.
  
103. We call upon the federal and provincial governments to immediately and sustainably fund a resourced elders education program in each off-reserve high school, to allow for the fullest incorporation of traditional activities, spirituality, religious practice and language from a community specific context. This funding should include funds for the development of updated written and online materials to coincide with each traditional context and in the languages tied to teachings, commencing in September 2016.



104. We call upon the federal and provincial governments to work with NNEC and MLC, elders and students, to coordinate traditional activities into their off-reserve high school curriculum, course and graduation requirements, commencing in 2016.
105. We call upon the federal and provincial governments to provide immediate and sustainable funding for reconciliation projects to be developed by high school students, with assistance of elders and teachers. These projects may include cultural, volunteer, recreation and leisure activities, information, leadership and education conferences.
106. We call upon the federal and provincial governments to immediately and sustainably fund culturally anchored literacy programs for all First Nation high school students off reserve who require literacy assistance.
107. We call upon the federal and provincial governments to immediately and sustainably fund culturally anchored numeracy programs for all Aboriginal high school students off reserve who require numeracy assistance.
108. We call upon the federal and provincial governments to immediately and sustainably fund special education and education assistant services for DFC, PF and MLC, as deemed required by those educational institutions.

109. We call upon the federal and provincial governments to immediately and sustainably fund guidance positions at DFC, PF and MLC, with the mandate to enquire of youth hopes and dreams and to provide pathways for success.
110. We call upon the federal and provincial governments to work with NNEC and MLC to develop, advance and sustainably fund trade options for students commencing in 2016.
111. We call upon the federal and provincial governments to develop, advance and sustainably fund the development and delivery of academic level programs, at NNEC and MLC as part of post-secondary option planning with students, commencing in 2017.
112. We call upon the federal and provincial governments to immediately work with and sustainably fund DFC, PF and MLC to bring recreation facilities and equipment in line with facilities and equipment available to provincial high schools, commencing in 2016.
113. We call upon the federal and provincial governments to provide sustainable funding for all First Nation and provincial high schools off reserve to incorporate traditional land based activities into their programming, commencing in 2016.
114. We call upon the federal government to ensure funding is in place for DFC and MLC to provide school bus transportation services to all students attending these schools, commencing in September 2016.

115. We call upon the federal and provincial governments to immediately work with NNEC and MLC to revise the nominal roll revision date to an appropriate time that will allow schools to be able to service the student population by September 1 of each year, and ensure delivery of funding for those on the roll by September 30 of each year, commencing in 2016.
116. We call upon the federal and provincial governments to provide NNEC and MLC funding tied to a core funding model, that is annualized, and to bring proposal funding for recurring student needs to an end. Further, that annual, sustainable core funding be in place for all identified repeat needs of operations and maintenance, travel, living accommodations, family connectivity, education, recreation and student support services during and after school hours, commencing in September 2016.

### **Boarding Homes**

117. We call upon NNEC, MLC, KO, IFNA and Shibogama to immediately revise or create Boarding Home policies to ensure that a responsible adult is charged with responsibility as a Boarding Parent for a student at all times and is available to address their needs after school and be present after curfew commencing in September 2016.

118. We call upon the federal and provincial governments to ensure that funding is in place so that NNEC, MLC, KO, IFNA and Shibogama can ensure that all adults providing services through a Boarding Home/Residence model are subject to a vulnerable person check in advance of students taking up residence, commencing in September 2016, and that the checks be updated annually.
119. We call upon NNEC, MLC, KO, IFNA, Shibogama to ensure development and implementation of licencing requirements for all boarding homes, comparable to provincial requirements for residential care, inclusive of an annual renewal process, by September 2016.
120. We call upon NNEC, KO, IFNA, Shibogama and MLC to ensure that a student support worker attends with the family and student when meeting their Boarding Home/Residence family, and provide an interpreter for the meeting where requested, commencing in September 2016.
121. We call upon NNEC, KO, IFNA, Shibogama and MLC to ensure that Boarding Home/Residence families have clear rules and orientation on their role in the academic and recreational activities of their students, their health and welfare, family communication and any Missing Person reporting and investigations. Boarding Home/Residence families need to be provided clear orientation on their obligations to report to the school, student families and the police, commencing in September 2016.

122. We call upon NNEC, KO, IFNA, Shibogama and MLC to ensure that Boarding Home Parents receive education and training in relevant Indigenous history, colonialism, IRS and the TRC Calls to Action, as well as culture shock, racism, conflict resolution, CPR and First Aid.
  
123. We call upon NNEC, KO, IFNA, Shibogama and MLC to ensure that Boarding Home/Residence families are provided with comprehensive and consistent background information on students, at the time of family meetings, including details of the student's home community, family, preferred activities and food, health concerns and other matters of importance, commencing in September 2016.
  
124. We call upon NNEC, KO, IFNA, Shibogama and MLC to ensure that Boarding Home/Residence families assist in providing students with life skills opportunities as part of the 'family' living experience, including shopping, cooking, house work, volunteer and employment activities, commencing in September 2016.
  
125. Primary workers undertake scheduled and unscheduled home visits on a monthly basis to ensure all Boarding Home parent policy and contract requirements are being met and any complaint resolutions are in place.

126. We call upon the federal and provincial governments to immediately and sustainably increase funding for Boarding Home/Residence services to allow Boarding Home/Residence families to provide students with these additional services and to meet the ongoing needs of developing youth.
127. We call upon the federal and provincial governments to continue Boarding Home programs when a student residence is built, to allow students and their families' choice in location of high school education and living accommodations arrangements.

**TBPS – Hate Crimes and Discrimination**

128. We call upon TBPS to provide a comprehensive education program on hate crimes within all Thunder Bay public and high schools each school year, commencing in 2016. This program must include information and materials that identify and provide examples of the nature of hate crimes under TBPS policy and the Criminal Code; punishments for hate crimes, and; the necessary information and process for reporting and an investigation of a hate crime.
129. We call upon TBPS undertake immediate work with the Ontario Human Rights Commission of Ontario, DFC, MLC and the City of Thunder Bay to develop a joint reporting protocol for racism and potential hate crimes, to be in place for September 2016.

130. We call upon TBPS when in receipt of a report of a hate crime involving a First Nation student, to immediately and directly engage the student and their family regarding the incident, the process of investigation and potential outcomes of the investigation.
131. We call upon TBPS to undertake general public education of this same nature within the City of Thunder Bay, by developing a public education plan in conjunction with the City of Thunder Bay Anti-Racism Committee, DFC and MLC, with delivery commencing by January 1, 2017.
132. We call upon TBPS to require immediate and ongoing localized cultural competency and anti-oppression training for each officer, civilian and cadet specific to the nations served by the TBPS. This cultural knowledge education program is to be designed in partnership with NAN, regional Treaty partners and Aboriginal educators. The educational information is to include the history of regional Treaties, colonialism, Residential Schools and intergenerational legacy issues and effects, the TRC Calls to Action, the Iacobucci Report and the Feathers of Hope Justice and Juries report, and the Inquest recommendations, to commence by January 1, 2017, with refresher training required after 3 years.
133. We call upon TBPS engage its new officers in an exchange program with NAPs, in which an officer who has completed the cultural knowledge education program delivered by TBPS is required to spend at least one week in a remote First Nation community in their first year of service, and existing officers within the next two (2) years of service. We

additionally call upon the TBPS to ensure that wellness supports are in place for these officers prior to and upon return from the First Nations community. While NAPs will host visiting officers, it should not be required to provide its officers to TBPS due to its current lack of human resources for its own jurisdiction.

134. We call upon TBPS to provide all high school students in Thunder Bay with education on its internal process for discrimination and abuse complaints regarding TBPS officers, civilians and cadets, commencing in 2016 and continuing each year thereafter. This education should include information on the process for an internal complaint; deadlines for filing of a complaint, the information required, confidentiality protection, prohibitions on retaliation, and potential remedies.
135. We call upon TBPS to provide all high school students in Thunder Bay with education that is developed in a plain language format, on the OIPRD mandate for police service complaints and the OIPRD complaint process, including deadlines for filing a complaint, necessary information, confidentiality provisions, and potential available remedies. This education should commence in 2016 and continue each year thereafter.
136. We call upon TBPS to engage in active recruitment of Aboriginal, First Nations, Metis, Inuit (AFNMI) officers, cadets and civilian staff, through an active and ongoing public information campaign, which identifies the necessary qualifications, steps and barriers to employment, and a campaign directed to First Nation and Indigenous high school, college



and university students. Further, TBPS publicly report on in its efforts and results in this regard to the City of Thunder Bay on an annual basis.

### **TBPS – MPRs**

137. We call upon TBPS to immediately engage the province through the MCSCS and the OPP to assist them to develop a detailed internal training manual and MPR process that will be the basis of training all officers, civilian employees and cadets on the intake of MPRs and the use of the MPR form. They should ensure the addition of information areas pertaining to remote First Nation residency and residency in Thunder Bay for high school at Boarding Homes/Residences in the new TBPS MPR form. Development of an internal training manual and program in this regard should to become part of standard training of all new officers, civilian employees and cadets, commencing by January 1, 2017. The internal training should make clear that under no circumstances are there to be delays or time requirements tied to reporting a missing child or youth.
  
138. We call upon TBPS to work with NNEC, KO, Shibogama, IFNA and MLC once they have a new training program in place, to provide its training on the MPR form, for purposes of NNEC, KO, Shibogama, IFNA and MLC being able to include as part of their registration requirements as many areas of the MPR as possible in case this information is ever needed after a student's arrival for studies in Thunder Bay.

139. We call upon TBPS to immediately cease using its informal prioritization system for youth MPRs. Specifically, TBPS must end its practice of deeming any missing youth as lower priority when that young person has had prior police interactions or missing person reports. TBPS should address each MPR on the basis of the detailed OPP form intake information, and additional information provided by the youth's family and supports, in coordination with the Aboriginal Liaison and Youth units. Special consideration should be given to information that the youth is from a remote First Nation and or new to the City of Thunder Bay.
140. We call upon TBPS to immediately proceed to develop and implement a protocol(s) with all local print, radio, television and online media outlets for the timely and responsible publication of youth MPR information. TBPS should engage with First Nation students and families, NAN, NNEC, KO, Shibogama, IFNA and MLC in development of these protocol(s) by January 1, 2017.
141. We call upon TBPS to immediately develop and implement an internal social media protocol for the timely and responsible publication of youth MPR information. TBPS should engage with its Aboriginal Liaison and Youth units, as well as First Nation students and families, NNEC, KO, Shibogama, IFNA and MLC, in development and implementation of this protocol by September 2016.
142. We call upon TBPS to ensure that youth MPRs are automatically shared with its Youth and Aboriginal Liaison units, and the Gang unit, as applicable.

143. We call upon TBPS to ensure immediate assignment of a dedicated CIB lead for each youth MPR that it receives, to ensure priority action and coordination of next steps, the provision of full information to each investigating officer as it becomes available, and uninterrupted progression of the search.
144. We call upon NNEC, KO, Shibogama, IFNA and MLC to immediately implement a MPR policy, which designates a specific person to attend TBPS in person to provide the detailed information in the MPR form to the TBPS front desk, commencing by September 2016. They should ensure the policy and training in that regard is clear that there is no timeline rule for reporting of any missing child or youth. The policy must ensure immediate and direct contact with family regarding their missing child or youth, notice to family prior to any media releases, and for a supervisory contact in the event the designated reporting person is met with resistance in reporting the missing youth to the TBPS. This policy should be in place for September 2016.
145. We call upon NNEC, KO, Shibogama, IFNA, MLC to ensure that students, their families and Boarding Home/Residence families are educated on the TBPS and internal policy for MPRs and on their respective roles in the MPR and MPI processes, including information to be provided to other students in a Boarding Home, their interactions with TBPS, youth witness interview requests, youth parent and family communications, and school communication responsibilities and obligations. This training should commence by September 2016.

146. We call upon TBPS to ensure that upon receipt of a student MPR from DFC, KO, Shibogama, IFNA, MLC or a Boarding Home/Residence family, that TBPS immediately contacts the student's family to inform them of the MPR, the next steps in the MPI, the primary TBPS contact person for updated MPI information, and available victim service and interpreter assistance.

### **TBPS - MPI**

147. We call upon the TBPS, on receipt of a student MPR, to immediately attend at the scene of where the child/youth person was last sighted, and interview the persons who last saw the student, their family, friends and roommates, Boarding Home /Residence families, and student support workers and teachers, to understand the current circumstances of the student.

148. We call upon TBPS to ensure that an immediate comprehensive canvass is undertaken of the area where the missing child or youth was last seen, including door-to-door canvassing, and that all potential video footage of the area from public and private entities is obtained for immediate review and that the TBPS follow the OPP search methodology and protocol in this regard.

149. We call upon TBPS to immediately contact the family of any youth witnesses it wishes to interview for purposes of an MPI, to ensure the family understands why and when their child will be interviewed, and that they have been advised of their rights in this regard, including the right to have a support person, guardian or family member with them if they choose.
150. We call upon TBPS to ensure that any student to be interviewed is provided assistance of a victim/witness worker and or an adult family member, teacher or support worker prior to being interviewed, that they understand their rights as a witness and that they may have that adult stay with them for support during the interview process. TBPS should also make best efforts to ensure the use of an Aboriginal Liaison officer or a Youth CIB officer for such interviews.
151. We call upon TBPS to ensure an immediate review of all available social media and cell phone records of the missing student and to make this information available to all investigating officers. TBPS should also undertake all efforts to obtain social media passwords and cell phone records for purposes of the investigation, through family contact and an advance consent protocol developed together with First Nation students and families, NNEC, KO, Shibogama, IFNA and MLC as part of their intake processes.

152. We call upon TBPS to immediately follow up on all leads obtained regarding a missing student and not ignore leads from members of marginalized populations on the basis of or questions tied to the reliability of those leads. TBPS should also take all steps to canvass potential leads with the missing student's family, friends, roommates, classmates, teachers and support workers.
  
153. We call upon TBPS CIB to not delegate its primary responsibility for MPIs to its Aboriginal Liaison officers, NAPs or community searchers. TBPS CIB should assign the immediate and continuing lead on any MPI regarding a youth. It should rely on its Aboriginal Liaison officers, NAPs community relations officers in Thunder Bay and community searchers for assistance only, while providing its full resources for the search, and maintaining control of scenes and evidence.
  
154. We call upon federal and provincial governments to provide emergency funds to community and volunteer searchers in the event of a remote First Nation student MPI, to provide for travel, accommodations, expenses and community searcher coordination.
  
155. We call upon the City of Thunder Bay to assist in all remote First Nation student MPIs by provision of emergency supplies and coordination facilities, where reasonably available.

## **TBPS - SDIs**

156. We call upon TBPS or the attending Coroner to immediately and directly notify the family of any death of a child or youth from a remote First Nation who is a student subject of a TBPS MPI. Neither TBPS nor the Coroner should delegate this task to NAPs, community searchers or school officials, but may ask these parties to be in attendance for support. TBPS or the Coroner should explain to the family, at the first opportunity, the known circumstances of the death. TBPS should further explain the SDI process and any change in the designated primary TBPS contact for updated SDI information.
157. We call upon TBPS to end the practice of publicly designating any First Nation youth death as ‘no foul play’ until a SDI investigation has actually taken place, such a public conclusion is verified and the family has been notified of the pending public release of the information.
158. We call upon TBPS to ensure any remaining leads from the MPI are followed up until answered, and that re-interviews and new interviews are undertaken as required to answer all leads.
159. We call upon TBPS immediately and directly inform the family of the deceased when it intends to stop/end a SDI, and provide reasons for ending the active investigation, and decision making tied to the noting status of the investigation as open, inactive or closed, as appropriate.

160. We call upon TBPS to revise its RMS system immediately to allow for designation of SDIs as ongoing and active, or ongoing but inactive, in addition to the designation of closed, for both statistical and internal officer review purposes.
161. We call upon TBPS to immediately and actively pursue the SDIs of Jethro Anderson, Curran Strang, Reggie Bushie, Kyle Morriseau and Jordan Wabasse, by a review of its own files alongside the full OPP Inquest investigation files, which include extensive further witness interviews. We further ask that the TBPS engage its Aboriginal Liaison, and Youth CIB and Gang units in this exercise, for their assistance on leads to follow and methods for same.
162. We call upon the federal and provincial governments to fund an immediate independent review of the five (5) SDIs associated with Jethro Anderson, Curran Strang, Reggie Bushie, Kyle Morriseau and Jordan Wabasse, including a review of the full OPP Inquest investigation, which was not subject of the Inquest Brief provided to the parties or evidence provided to the jury. This review should include internal cross-referencing of the TBPS and OPP death investigations and external cross-referencing of these investigations with national best practices for multiple death investigations in similar circumstances. This review is to produce a public report by June 2017 on any further findings to be pursued and investigation best practices to be adopted by TBPS and other northern police forces.



163. We call upon TBPS to ensure that it fully documents all of its interactions and communications with the attending Coroner and examining Pathologist in a youth SDI, including delegation of Coroner duties to TBPS and investigation information shared by TBPS with the Coroner or Pathologist. Further, the TBPS take steps to ensure families of the deceased are made aware of these interactions and are provided a copy of their reports regarding the investigation.
164. We call upon TBPS and local OPP to have ready access to a boat and dive specialists for Thunder Bay and the surrounding area.

#### **TBPS – Community Relations**

165. We call upon the province and the City of Thunder Bay to ensure there is at least one (1) First Nation representative on the TBPS Board at all times, to reflect the Aboriginal population in the City of Thunder Bay. The next TBPS Board vacancy, whether appointed by Ontario or the City of Thunder Bay, should be reserved for a First Nation representative.
166. We call upon TBPS, the City of Thunder Bay, NAPs and NAN to work together to improve the police services delivered to the Aboriginal community in the City of Thunder Bay.
167. We call upon TBPS to engage all Thunder Bay high school students in an education program regarding the legal rights of youth when they encounter police, including their rights regarding personal identification, search and seizure, witness interviews, and arrest

and detention. TBPS should commence this education program in 2016 and may wish to seek assistance from the Bora Laskin Faculty of Law, Thunder Bay Law Association, NAN Legal Services, and the John Howard and Elizabeth Fry Societies in this regard.

168. We call upon TBPS to immediately engage in the development and implementation of a public education campaign on ‘runners’, including the meaning of a ‘runner’, the harm done to underage youth by providing them with alcohol, and the penalties for this offence.
169. We call upon TBPS, in coordination with local LCBO and Beer Store staff, to investigate and prosecute runners who purchase alcohol for youth, in an attempt to decrease and if possible, eliminate the ‘runners’ practice. We call upon TBPS to commit the necessary resources to address calls from LCBO and Beer Store staff on an urgent basis in addition to coordinating its own independent investigations of this prevalent practice within the City of Thunder Bay.
170. We call upon TBPS to immediately clarify the Aboriginal Liaison role within the TBPS to preclude full delegation of CIB duties to these officers during an MPI or SDI involving a First Nation/Aboriginal youth and to ensure all TBPS resources are made available in MPI and SDI circumstances, regardless of race.

171. We call upon TBPS to immediately seek and provide increased funding from the City of Thunder Bay for First Nation officer recruitment and an expanded Aboriginal Liaison unit, to produce better representation of the Aboriginal/First Nations population within the TBPS and to provide more resources for student and public education programs to First Nations students.
172. We call upon TBPS to partner with federal and provincial governments and the City of Thunder Bay, EMS, the TBRHSC, NAN, NNEC, KO, Shibogama, IFNA and MLC on the development and funding of an alternative facility for intoxicated remote First Nations students who cannot return home until their intoxication level has subsided. This facility could be a shelter or detox unit, specific to youth, with trained 24/7 staff who are knowledgeable of the IRS, intergenerational trauma, self-medication and the factors influencing the lives of children living in remove and fly in communities.

### **Racism**

173. We call upon the City of Thunder Bay to immediately develop an anti-racism campaign that will launch in 2016 that specifically addresses First Nations/Aboriginal history, colonialism, Indian Residential Schools, inequity, myths and stereotypes prevalent within the Thunder Bay community. That any public education program in addition to the Walk-a-Mile video and add a social media campaign in addition to any and all traditional media sources and must be integrated into public events hosted or attended by the City of Thunder Bay. The City of Thunder Bay may wish to work with the province and utilize its Anti-Racism unit to support their own anti-racism committee for this

purpose and should consult from the outset of its development with NAN, RMYC, PACY, DFC and MLC.

174. We call upon the City of Thunder Bay to immediately affirm its intention to answer the TRC calls to action within its operations and in its work specific to matters tied to recommendations resulting from this Inquest.
  
175. We call upon the City of Thunder Bay in partnership with the federal government to immediately create and fund First Nation youth internship positions for male, female and two-spirited students from NAN, Robinson Superior, and Treaty 3 territories, and have the student interns participate with its Aboriginal Liaison in development and implementation of culturally anchored recreation programming, leisure services, youth centres, community events and anti-racism education campaigns.
  
176. We call upon the federal and provincial governments to provide funding and assistance in the development of peer relationship building projects between AFNMI and non-Aboriginal students in all public and high schools in Ontario, including schools on reserve. Children and youth on reserve should be provided the necessary technology and travel and accommodation funds for peer communications and events. All events should be developed in consultation with the respective schools and students.

177. We call upon the federal and provincial governments to immediately and sustainably fund media access programs for First Nation students to participate in myth busting and reconciliation initiatives of their choosing.
178. We call upon the TBMHL and other hockey leagues in the City of Thunder Bay require cultural competency education for all coaches and officials prior to participation in the league. Each league should have zero tolerance for racial discrimination on and off ice and in the draft. Coaches and officials should be given specific training on how to address incidents of racial discrimination with their players and player parents.

#### **Thunder Bay - Other**

179. We call upon the City of Thunder Bay Transit to immediately engage in consultations with DFC, KO, IFNA, Shibogama, MLC, TBPS, EMS and TBRHSC on the development and implementation of a policy regarding intoxicated youth and youth in crisis. A clear policy should be developed and implemented by September 2016 to address the safety of youth who are denied or removed from transit service, or who exit a City transit bus while obviously intoxicated or otherwise in crisis.
180. We call upon the City of Thunder Bay, TBPS, DFC, KO, IFNA, Shibogama and MLC to immediately come together and develop a policy regarding the use of the City's Eye in the Sky monitoring, to ensure the safety of youth in public areas within the City. The policy should address what incidents are to be reported and to whom, as well as any identified need for expansion of the monitoring, to ensure the safety of youth.

181. We call upon the City of Thunder Bay, TBPS, DFC, KO, IFNA, Shibogama and MLC to immediately work together and develop terms of reference for a safety audit of the river areas frequented by remote First Nation students. The audit itself should take place by September 1<sup>st</sup>, 2016, with an implementation report to issue within a month afterward on recommendations for improved safety and a time line tied to taking action on any and all proposed recommendations. The audit could begin with questions that should include improved lighting, music, emergency button poles, under-bridge barricades, increased police patrols, etc.
182. We call upon the City, NNEC, KO, IFNA, Shibogama, MLC, TBPS, EMS, TBRHSC and any other identified necessary parties to immediately consult upon the development and implementation of a Circle of Communication Protocol, with clear responsibilities and lines of accountability, to ensure the safety of First Nation youth within the City of Thunder Bay. The Protocol should include an Incident Report process and address responsibilities for communication with youth families.
183. We call upon the City of Thunder Bay and TBPS to immediately engage local First Nation educators and recognized consultants to develop and deliver training to their employees on the history of NAN communities, the relevant Treaties, colonialism, IRS, the 60's Scoop and other legacy issues affecting First Nation youth and their families who may reside in the City of Thunder Bay.

### **Public Health, Health, Mental Health – Off Reserve**

184. We call upon the federal and provincial governments to fund public health nurses to service DFC and MLC, PF, as well as remote First Nations/Aboriginal students attending provincial high schools in the region. The public health nurses should be in place for the 2016 school year and immediately engage youth in a full range of public health education and program delivery.
185. We call upon the federal and provincial governments to immediately and sustainably fund a male and female mental health counsellor for DFC and MLC, as well as for PF, to be on-site to provide support services to students as well as staff, as part of the support network within the schools. The counsellors should also be available to remote First Nation students attending provincial high schools. The counsellor services should be culturally anchored, and include inter-generational trauma, grief and addictions, be able to provide services tied to gender and sexuality and be in place for the 2016 school year.
186. We call upon the federal and provincial governments to immediately and sustainably fund an administrative assistant for the health services staff providing service at DFC.
187. We call upon the federal and provincial governments to immediately work with NAN, SLFNHA, Dilico, NNEC and MLC on the development of further culturally anchored treatment facilities and after care programs for youth while in school and that reach the home communities when the youth returns home.

188. We call upon the federal and provincial governments to immediately and sustainably fund additional culturally anchored treatment and after-care programs identified through the consultation process, including online resources and tele health.
189. We call upon the federal and provincial governments to sustainably fund post-secondary access programs for First Nation students pursuing public health, health and mental health education.

### **OCCO**

190. We call upon the OCCO to immediately ensure that all Coroners follow the OCCO Guidelines regarding attendance at the scene of death, detailed post mortem warrants, direct and ongoing family contact, and Coroner investigations and reports, subject to fully documented reasons for not following the Guidelines.
191. We call upon the OCCO to immediately ensure that all Coroners thoroughly document their attendance at a death scene, including notes on delegation of duties where required and information received by police officers. Officer names and details of information received should be recorded.
192. We call upon the OCCO immediately ensure that all coordinating Pathologists thoroughly record the information they receive from police officers attending a post mortem examination. This information should be reported to the Coroner along with the post mortem report.



193. We call upon the OCCO to immediately create a coroner liaison officer position to ensure that the OCCO directly and immediately contacts the family of the deceased to fully explain their role in the death investigation and determination of the cause and means of death, what will happen to the body and when it can be expected to be released. The Coroners should also make all inquiries relevant to their investigation of the death and seek out other relevant family and friends of the deceased for this purpose, as required in the particular circumstances. Coroners should not delegate these professional obligations to third parties, including the police. Coroners should then meet with families of the deceased within 7-10 business days of completing their investigation and receipt of the post-mortem report, to provide explanations of the investigation and post-mortem conclusions and to answer arising questions.
194. We call upon the OCCO to immediately ensure that all Coroners and Coroner counsel receive cultural knowledge training, including, but not limited to education on Treaties, colonialism, Residential Schools, intergenerational trauma, racism, discrimination and constitutional jurisdiction regarding Aboriginal peoples in Canada.
195. We call upon the OCCO to immediately ensure that all Coroners, Coroner counsel, Coroner constables, and party counsel receive localized cultural knowledge training before engaging in any Inquest regarding an Aboriginal person.

196. We call upon the OCCO to immediately ensure that given the unique barriers faced by Aboriginal people participating in the jury process it ensures that steps are taken to ensure the cultural, social and economic barriers faced by remote First Nation jurors are planned for and addressed prior to the commencement of any Inquest. Focused steps must be taken to ensure their support needs specific to emotional wellbeing are addressed through access to elder and counselling resources that will be available to them free of charge, so that the supports are agreed upon and in place when the Inquest commences. These supports could include a travel companion, child care, communication technology, financial assistance, etc.
197. We call upon the OCCO to immediately ensure that culturally anchored mental health supports are in place for Aboriginal jurors and witnesses for the duration of any Inquest in which they are engaged, and to provide any necessary follow up services after delivery of final recommendations.
198. We call upon the OCCO to immediately adopt the TRC Calls to Action and Feathers of Hope Justice and Juries recommendations within its organization.
199. We call upon the OCCO to ensure translation services are in place for Indigenous Inquest witnesses, including translation services for transcription of their evidence in their first language, at its sole cost.

### **Research - Equity**

200. We call upon the federal and provincial governments to immediately jointly retain independent experts in consultation with NAN and COO to assess substantive equity in the provision of housing, water, education, policing, and social assistance to remote First Nations. The studies should include the development of accountability mechanisms to measure substantive equity on an ongoing basis, and make recommendations for the public reporting of the equity assessments and outcomes.

### **UNCRC and UNDRIP**

201. We call upon the federal and provincial governments to work with NNEC, KO, Shibogama, IFNA, MLC, TBPS and the City of Thunder Bay to ensure that UNCRC and UNDRIP are acknowledged and implemented within their operations as a guiding principle for their policies, procedures, regulations, and decision-making.

### **TRC**

202. We call upon the federal and provincial governments, OCCO, TBPS and the City of Thunder Bay to adopt and implement the TRC Calls to Action within their organizations.

203. That all parties in receipt of an Inquest recommendation undertake its implementation with reference to the TRC Calls to Action.

## **Implementation**

204. We call upon the federal, provincial, First Nations and municipal levels of government TBPS, NNEC, KO and MLC to immediately review the recommendations from the Inquest into the deaths of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morriseau and Jordan Wabasse with all relevant decision-makers to ensure immediate identification of institutional leads with decision-making authority for purposes of required implementation and public accountability. Those identified leads and their contact information should be exchanged with other parties and be made known to the public by July 31, 2016.
205. We call upon the federal, provincial, First Nations and municipal levels of government, TBPS, NNEC, KO and MLC to ensure the identified leads be made available to arrange the necessary work with other parties, to ensure necessary persons are at discussion and decision-making tables, to ensure recommendations are addressed on schedule, and to provide any explanation of schedule or recommendation adjustments or failures to report back to the public on a timely basis.
206. The responsible parties should publicly report back to the families and the jury on their implementation progress and decisions within one (1) year from delivery of the recommendations.

## Ontario First Nations Young Peoples Council of the Chiefs of Ontario Recommendations

May, 2016

The following recommendations are proposed in addition to those in the “joint slate.”

Some recommendations from the joint slate are included here *in light grey italics* to help the Jury determine how the additional recommendations interact with those in the joint slate. Additional recommendations are in regular black text and are numbered using decimals to indicate where they would fit with the joint slate recommendations (e.g. the additional recommendation 5.1 would follow joint slate recommendation 5).

### *III. Education: Structural Issues*

*To: Canada*

#### Funding Adequacy – General Principles

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

#### Funding Adequacy – Specific Needs

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

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

#### New recommendation after joint slate recommendation 5:

##### Education Funding Policies

- 5.1** In order to **encourage early progress on structural reforms**, Canada should immediately and publicly commit to the funding criteria listed in recommendations 4 and 5 above, and incorporate that criteria into policy documents prior to March 31, 2017 (i.e. the next fiscal year), including the Terms and Conditions and National Program Guidelines for the First Nations education programs.

#### Replacements for current joint slate recommendations 6 and 7:

##### New Funding Framework

- 5.2** In order to **ensure sufficient and stable funding for First Nations education**, Canada and First Nations should jointly develop a new and fully

transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 4 and 5 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.

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

#### Targets, Reporting, and Review

6. *In order to monitor progress in achieving equality in education outcomes, jointly develop with First Nations a progress measurement and reporting program whereby:*
- i. comprehensive education outcomes targets and timelines are established;*
  - ii. the targets and timelines are measured and publicly reported on annually;*
  - iii. the degree to which Canada has achieved funding adequacy and has met the specific funding needs (as outlined in recommendations 4 and 5 above) is measured, analysed, and publicly reported on annually;*
  - iv. a failure to meet the targets and timelines triggers an assessment to determine (a) the adequacy of resources and (b) the changes needed to get back on track to meeting the targets and timelines;*
  - v. Canada fully funds the program;*
  - vi. Canada funds First Nations to participate in the development and ongoing assessment of the program and the targets and timelines as an equal partner; and*
  - vii. Canada funds a longitudinal study on First Nations student educational outcomes.*

## New recommendation after current joint slate recommendation 8:

### Needs Assessment

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

### Statutory Guarantee of Funding

7. *In order to provide a statutory framework that achieves equal educational outcomes, funding sufficiency and stability, work together with First Nations education providers to develop legislation that:*
- i. commits the federal government to provide sufficient funding to meet students' needs;*
  - ii. provides the full range of services that are available off-reserve; and*
  - iii. provides additional services required to continually close the gap in educational outcomes.*
- Any such legislation should recognise and affirm First Nation control over First Nation education.*

### Timeline and Implementation Plan

8. *In order to ensure timely implementation of recommendations 4 through 8, Canada should establish a joint First Nations working group that will determine agreed upon milestones and timelines such that a new funding framework and performance measurement and reporting protocol can be established within one year from the date of these recommendations. The working group should also develop a process and timelines for the establishment of legislation referred to in recommendation 9.*



New section with six additional recommendations to be inserted after recommendation 10 or 18:

### **Programs and Services for First Nations Children and Families – Structural Issues**

#### Pre-School Early Childhood Education

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

#### Traditional Activities

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

#### Other Extra-Curricular Activities

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

#### Putting Children First

- 10.4** 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.
- 10.5** This principle should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council, such as operations and maintenance funding for its off-reserve schools, tuition for First Nations students living off-reserve, and so on.

#### Social Determinants of Health

- 10.6** Canada and First Nations should develop and implement a comprehensive and holistic plan to close the outcome gaps between First Nations people and other Canadians. Canada should provide funding for First Nations to participate as an equal partner in the development and implementation of this plan, including through the participation of First Nations youth and elders. The plan should involve the following elements:
- i. The identification of outcome gaps in areas such as health, economic wellbeing, social services, living conditions, and so on;
  - ii. The establishment of publically reported targets and timelines for the elimination of those gaps;
  - iii. Annual reports to Parliament on the achievement of the targets and timelines for the elimination of health, economic, wellbeing, living conditions and social services gaps;
  - iv. The development of new funding mechanisms for programs for First Nations that are transparent and based on robust assessments of needs;
  - v. The provision of sufficient funding to implement the plan in the various program areas and to ensure that the targets and timelines are met;
  - vi. The enactment of a statutory guarantee of funding sufficiency;
  - vii. A program to measure and report on progress in meeting those targets and to revise the plan if targets are not being met; and
  - viii. A review of social programs in communities in other countries facing similar circumstances (e.g. socio-economic disadvantage, small communities, dispersed and isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.

## Recommendation Follow-Up

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

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.

## **Matawa Learning Centre Independent Recommendations**

**To: Canada**

6. In order to ensure sufficient and stable funding for First Nations education, Canada and First Nations should jointly develop a new and fully transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 4 and 5 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.

**To: Canada**

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

**To: Canada**

- 7.1 Canada should immediately cease the practice of using proposal based funding for stable, ongoing routine activities, services and expenses for on and off-reserve schools.

**To: Canada**

- 7.2 Canada should immediately increase tuition for First Nation schools on and off-reserve in NAN Territory. An appropriate comparator for Canada to consider in this regard is the tuition provided to the French Catholic School Board District of Northern Lights – the French Catholic School Board for the District of Thunder Bay.

**To: Canada**

- 15.1 Canada should ensure that Webequie First Nation, Nibinamik First Nation, Neskantaga First Nation, Marten Falls First Nation and Eabametoong First Nation have adequate internet bandwidth to support full access to all available on-line learning for all learners.

**To: Canada**

- 42.1 Canada should fund the building, operation and maintenance of a new school for the Matawa Learning Centre.

**To: Canada**

44.1 If the working groups created by recommendations 43 and 44 recommend that the building of a residence or residences, Canada should fund the building, operation and maintenance of such a residence and should provide funding to ensure adequate and appropriately trained staff for same.

**To: Canada**

46.1 Canada should provide tuition for any First Nation student who wishes to attend the Matawa Learning Centre regardless of the student's or parents' residency.

**To: Canada**

48.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the cultural needs of the students as outlined above in 48, Canada must provide sufficient funding for this purpose.

**To: Canada**

49.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the emotional and physical needs of the students as outlined above in 49, Canada must provide sufficient funding for this purpose.

49.2 Canada should provide funding sufficient that the Matawa Learning Centre may provide three meals a day to its students.

**To: Canada**

50.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the recreational and personal needs of the students as outlined above in 50, Canada must provide sufficient funding for this purpose.

**To: Canada**

50.2 Canada should immediately increase: the annual/monthly student allowance, the annual clothing allowance and the annual tutoring allowance.

**To: Canada**

51.1 Canada should provide adequate funding to ensure that First Nation students attending school in Thunder Bay are funded to go home for a week in the fall and a week at March Break.

51.2 Canada should provide dedicated funding to support parents/guardians to travel to be with their child/student in the case of an emergency.

51.3 Canada should provide dedicated funding to support students to travel home in the case of an emergency.

**To: Canada**

53.1 Canada to provide funding to the Matawa Learning Centre for the purpose of buying or leasing a bus, insuring a bus, maintaining and operating a bus.

**To: Canada**

54.1 Canada must provide Matawa Learning Centre students and/or Matawa Learning Centre with funding for the special education of its students.

**To: Canada**

58.1 Canada should increase the amount that Boarding Parents/Homes are paid in order to increase the supply of good Boarding Parents/Homes.

**To: Canada**

XX. If the recommendations on the Joint Slate are adopted by the Jury, the Matawa Learning Centre will have new and expanded administrative duties including participation in new working groups. The Matawa Learning Centre will require funding to secure an adequate complement of staff to perform these new duties and responsibilities – otherwise it will be unable to discharge its duties pursuant to the recommendations. Canada should fund this need.

**Keewaytinook Okimakanak/KO Secondary School Services Independent  
Recommendations**

**To: Canada**

6. In order to ensure sufficient and stable funding for First Nations education, Canada and First Nations should jointly develop a new and fully transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 4 and 5 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.

**To: Canada**

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

**To: Canada**

- 7.1 Going forward all funding for education of First Nation students off-reserve must be long-term, stable, reliable and predictable to permit long-term planning. Canada must eliminate the annual need for proposal based funding for reoccurring services, expenses, and activities for KO Secondary School Services, and instead increase the level of core funding for students available to First Nations education and service providers operating off-reserves to allow these organizations to meet the needs of their students.

**To: Canada**

- 7.2 Canada should immediately increase tuition for First Nation schools on and off-reserve in NAN Territory. An appropriate comparator for Canada to consider in this regard is the tuition provided to the French Catholic School Board District of Northern Lights – the French Catholic School Board for the District of Thunder Bay.

**To: Canada**

- 31.1 In the interim prior to the conclusion of the consultations in Recommendation 31, Canada must provide funding to KO sufficient to enable staff and current students of off-reserve high schools to travel to KO communities during the school year to provide information to grade 7 and 8 students in those

communities about the off-reserve schools and the cities in which they are located.

#### Recommendations Regarding an NNEC Residence

**To: Canada**

44. Canada should provide sufficient funding to NNEC to design, build, furnish, maintain, operate, and adequately staff a student residence in Thunder Bay for students from NNEC member communities who have to come to the city to attend the Dennis Franklin Cromarty High School and provincial schools.

**To: Canada**

44.1 Canada should adequately fund NNEC for the costs of operating and maintaining the residence on an annual basis pursuant to the eligible expense of “group home costs” as noted in section 5.0 D – *Student Support Services* of Canada’s policy and guideline entitled *Grants and Contributions to Support First Nations Elementary and Secondary Educational Advancement*.

**To: NNEC**

44.2 NNEC should consult with its member First Nation communities, current and existing students, NAN, KO, and other affiliated tribal councils on the design and proposed operation of the residence. Canada should provide sufficient funding to NNEC so that it can meaningfully carry out this consultation exercise.

**To: Canada**

44.3 Canada should strive to appropriate the funding required to commence construction of the proposed residence by the start of the fiscal year commencing April 1, 2017 so that construction may begin in the spring of 2017.

**To: Canada**

46. In order to **achieve equity for First Nations students** Canada should:

- i. Revise its current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve 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; and

- iii. Eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendation 6) required by First Nation Schools off-reserve and determination of the level of increase required for core funding to ensure that First Nations education and service providers operating off-reserves are able to meet the needs of their students.

**To: Canada**

- 48.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the cultural needs of the students as outlined above in 48, Canada must provide sufficient funding for this purpose.

**To: Canada**

- 49.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the emotional and physical needs of the students as outlined above in 49, Canada must provide sufficient funding for this purpose.

**To: Canada**

- 50.1 If the assessment reveals that there is insufficient funding to provide adequate, appropriately trained staff to meet the recreational and personal needs of the students as outlined above in 50, Canada must provide sufficient funding for this purpose.

**To: Canada**

- 50.2 Canada should immediately increase: the annual/monthly student allowance, the annual clothing allowance and the annual tutoring allowance.

**To: Canada**

- 51.1 Canada must provide additional funding for students to go home during the fall for one-week and during the March break so that NNEC and Keewaytinook Okimakanak (KO) and the other tribal councils do not have to use other funding that is designated for other program for this purpose.

- 51.2 Canada must provide dedicated funding to support parents/guardians to travel to be with their child/student in the case of an emergency.

- 51.3 Canada must provide dedicated funding to support students to travel home in the case of an emergency.

51.4 Upon the completion of the consultation required in recommendation 51, Canada must provide adequate funding to meet the needs determined therein.

**To: Canada**

53.1 Where the assessment determines a need for additional funding to meet the transportation needs of the students, Canada must provide such additional funding to the relevant service provider(s).

**To: Canada**

54.1 Canada must provide KO with funding for the special education of its students.

**To: Canada**

58.1 Canada must provide the appropriate level of funding for boarding parents to the service providers as determined by the working group in recommendation 58.

**To: Canada**

12X. If the recommendations on the Joint Slate are adopted by the Jury, KO and KOSSS will have new and expanded administrative duties including participation in new working groups. KO will require funding to secure an adequate complement of staff to perform these new duties and responsibilities – otherwise it will be unable to discharge its duties pursuant to the recommendations. Canada should fund this need.

NORTHERN NISHNAWBE EDUCATION COUNCIL  
RECOMMENDATIONS

A. Recommendations Regarding First Nation Schools Off-Reserve – Capital and Facilities

1. Canada must provide sufficient funds to NNEC to:
  - a. build a new facility for Dennis Franklin Cromarty High School (DFC) with a residence on site as the current facility is old with many health, structural and mechanical issues; and
  - b. Maintain and operate the school.
2. Canada should immediately, in the interim, provide Dennis Franklin Cromarty (“DFC”) with sufficient funding to make the following renovations to the school:
  - a. Asbestos removal;
  - b. A new boiler/heating system; and
  - c. A new roof.

B. Recommendations Regarding First Nation Schools Off-Reserve – Instructional Services

3. Going forward all funding for education of First Nation students off-reserve must be long-term, stable, reliable and predictable to permit long-term planning. Canada must eliminate the annual need for proposal based funding for reoccurring services, expenses, and activities for Northern Nishnawbe Education Council (NNEC) Schools, and instead increase the level of core funding for students available to First Nations education and service providers operating off-reserves to allow these organizations to meet the needs of their students.
4. Canada should immediately increase the tuition paid to NNEC Schools per student to the funding equivalent to or greater than the funding provided to the French Catholic School Board Covering Thunder Bay.
5. Canada should provide tuition for any First Nation student who wishes to attend an NNEC school off-reserve regardless of their, or their parents’ residency.

6. If there is a dispute between Ontario and Canada with respect to which jurisdiction should pay the tuition, Jordan's Principle should apply. First Nation students should not be denied and the First Nation schools should not have to negotiate with a local municipal school board.
7. Additional funding is required from Canada immediately for academic assessments to be performed on each new student immediately upon their arrival at the off-reserve school.
8. Canada needs to immediately provide adequate funding to pay all staff and teachers employed by NNEC compensation that is equal to or greater than the funding provided to provincial school boards to pay for the same positions and services.

C. Recommendations Regarding First Nation Schools Off-Reserve – Travel Needs

9. Going forward, Canada must provide students with computer or telephone access to their families (that is via Facebook or text - students must be able to connect daily with their families in their home communities).
10. Going forward, Canada must provide additional funding for parents/caregivers to travel to the off-reserve school community to be with their child in an emergency situation.
11. Funding sufficient for students to travel home in the case of an emergency in their home community must be provided by Canada going forward.
12. Canada must provide additional funding for students to go home during the fall for one-week and during the March break so that NNEC and Keewaytinook Okimakanak (KO) and the other tribal councils do not have to use other funding that is designated for other program for this purpose.

D. Recommendations Relating to First Nation Off-Reserve Schools - Student Cultural Needs

13. Canada should provide adequate funding to ensure that all off-reserve First Nation Schools:
  - a. Have adequate and appropriately qualified elders, a dedicated space for the elders to spend time with students, and resources for the activities that they wish to engage in with the students for example, beading, land based activities, skinning/tanning, cooking and language;

- b. Can develop curriculum that supports language, culture and traditional activities;
- c. Can provide regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching; and
- d. Have adequate and appropriately trained staff whose sole responsibilities will be to take the lead in teaching traditional skills, culture and land based learning.

14. Canada should immediately provide adequate funding to DFC and Pelican Falls so that they have adequate and appropriate trained elders, nurses, addictions workers and social workers on site and so that core instructional funding is not used for this purpose.

E. Recommendations Regarding First Nation Off-Reserve Schools - Student Emotional and Physical Needs

15. Canada should immediately provide adequate funding to DFC and Pelican Falls so that they have adequate and appropriately trained staff with training in trauma counselling for DFC and Pelican Falls.

16. Canada should provide additional and sufficient dedicated funding so that the DFC, and Pelican Falls can provide meals to its students so that core instructional funding is not used for this purpose.

F. Recommendations Regarding First Nation Off-Reserve Schools – Student Recreational Activity Needs

17. Canada should provide sufficient additional funding for DFC and Pelican Falls to hire adequate and appropriately trained after school activities co-ordinators together with a substantial budget for their activities so that such positions are not funded through the core instructional funding available to the schools.

G. Recommendations Regarding First Nation Off-Reserve Schools - Professional Development for Staff

18. NNEC requires additional funding from Canada to support annual staff training in the following areas:

- a. detox training;
- b. crisis intervention; and
- c. CPR and first aid.

19. Ontario should ensure that staff from First Nations schools off-reserve are offered all professional development opportunities that provincial teachers are offered and be provided access to their databases and eLearning programs.

H. Recommendations for After Hours Activities for Students Attending Off-Reserve First Nations Schools

20. Canada should provide NNEC with sufficient funding for its students for:

- a. Registration fees for participation in extra-curricular activities (at the highest level that the student is capable of and interested in) and the equipment to support that participation;
- b. Individual tutoring as required;
- c. Travel from Pelican Falls High School to Sioux Lookout and other municipalities; and
- d. Fishing trips/camping trips.

I. Recommendations Regarding an NNEC Residence

21. Canada should provide sufficient funding to NNEC to design, build, furnish, maintain, operate, and adequately staff a student residence in Thunder Bay for students from NNEC member communities who have to come to the city to attend the Dennis Franklin Cromarty High School and provincial schools.

22. Canada should adequately fund NNEC for the costs of operating and maintaining the residence on an annual basis pursuant to the eligible expense of “group home costs” as noted in section 5.0 D – *Student Support Services* of Canada’s policy and guideline entitled *Grants and Contributions to Support First Nations Elementary and Secondary Educational Advancement*.

23. NNEC should consult with its member First Nation communities, current and existing students, NAN, KO, and other affiliated tribal councils on the design and proposed operation of the residence. Canada should provide sufficient funding to NNEC so that it can meaningfully carry out this consultation exercise.

4-24. \_\_\_\_\_ Canada should strive to appropriate the funding required to commence construction of the proposed residence by the start of the fiscal year commencing April 1, 2017 so that construction may begin in the spring of 2017.

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