

Relationship Building & Reconciliation Action Plan

Objective:

The objective of this report and action plan is to promote initiatives to advance reconciliation by supporting the Truth and Reconciliation Commission's (TRC) Calls to Action and the Seven Youth Inquest to collaborate on addressing these throughout the Thunder Bay Public Library.

Background:

In 2008, the Truth and Reconciliation Commission (TRC) was created as part of the Indian Residential Schools Settlement Agreement, with a mandate to educate Canadians on the deplorable conditions of the residential school system; to document experiences of the survivors and their families and; to guide and inspire a process of reconciliation and renewed relationships based on mutual understanding and respect. In 2015, the Commission released its final report and 94 "Calls to Action" for advancing reconciliation.

In February 2017, the Canadian Federation of Library Association (CFLA) and the inaugural Truth and Reconciliation Committee published the Truth and Reconciliation Report and Recommendations - a comprehensive report with a mandate to promote initiatives in all types of libraries to advance reconciliation by supporting the Truth and Reconciliation Commissions Calls to Action and to promote collaboration in these issues across the Canadian Library communities.

In September 2017, the Thunder Bay Public Library (TBPL) Board accepted and endorsed the TBPL Relationship Building and Reconciliation action plan based on the results of the Truth and Reconciliation Commissions (TRC) 94 Calls to Action, the Canadian Federation of Library Association (CFLA) Truth and Reconciliation Report and Recommendations and the Seven Youth Inquest.

It has been through the work of the Indigenous Liaison, guided by the TBPL Indigenous Advisory Council, and supported by the TBPL Board, Management and staff that this action plan has been produced.

TBPL Strategy (2018-2019):

Previous versions of this report suggested the following areas of focus:

1. Renew/build relationships with the Indigenous community
2. Provide valuable and educational resources that are relevant and applicable to the Indigenous and non-Indigenous community in Thunder Bay
3. Support Indigenous knowledge revitalization and protection/preservation via Indigenous Knowledge Centre(s)
4. Decolonization of Library policies, practices, spaces and collection

In preparation for the 2019 to 2023 strategic plan, a series of Community Conversations were held with various Indigenous organizations, groups, and individuals around the city. This new approach allowed TBPL to better understand the aspirations, goals and concerns people have for our community of Thunder Bay.

Prior to the community conversations, efforts were made to actively engage with local Indigenous communities to gather input, feedback and suggestions through the TBPL Indigenous Advisory Council formed in 2016.

The upcoming strategic plan will continue the work of the Indigenous Liaison, and the Indigenous Advisory Council to help guide and support the decolonization and reconciliation process.

Structure (2019-2023):

The development of the Indigenous Knowledge Centres will protect, preserve and support Indigenous knowledge, language, and culture. The Indigenous Knowledge Centres collection will offer authentic resources that are accessible to everyone.

TBPL will continue to evaluate the collection items included in the Indigenous Knowledge Centres, seek best practices for delivering Indigenous specific Library programs as they relate to Indigenous cultural teachings, practices, customs, and protocols etc. and seek further guidance from the Indigenous Advisory Council when needed.

It is important to understand that the reconciliation process is a lengthy one that takes real, meaningful, and genuine efforts. It is the responsibility of all Canadians to ensure that initiatives that work towards reconciliation continue.

Systems (2018-2023):

All current systems and TBPL Policies are under review to ensure inclusivity with the assistance of IAC.

Culture (2018-2023):

Every public library is as unique as the community it serves. As a public library / community hub operating in a community with a growing Indigenous population, we will continue to strive to reflect the culturally diverse community in which we serve.

Medicine Wheel Framework

The Relationship Building and Reconciliation action plan is organized using the Medicine Wheel Framework adopted from the Canadian Federation of Library Associations (CFLA-FCAB) Truth & Reconciliation Committee Report & Recommendations.

Recommendations from the Truth and Reconciliation Commissions Calls to Action and the Seven Youth Inquest are followed by specific action items that the Library is committed to implementing. We are currently reviewing the findings of the Missing and Murdered Indigenous Women Inquiry and the Office of the Independent Police Review Director's Broken Trust Report. Relevant recommendations that come out of the inquiry will be included and incorporated into the action plan.

**EAST – YELLOW – SPRING – SPIRITUAL – FIRE –
TOBACCO – CHILD**

Relationships, Networking, Facilitate Relationships & Maintain Contacts Database of
Indigenous Organizations and Interest Groups by Location Sector

Inquest Recommendation: 75.

Act as a resource to identify Community Partners including, but not limited to, Canada and Ontario who could provide support, and fund peer leaders and mentors

ACTION ITEM(S)/ACTIVITIES:	RESPONSIBILITY/PARTNERSHIP(S):	STATUS:
<p>1. Participate in annual student orientation events and activities and outreach</p>	<p>-City of Thunder Bay (Aboriginal Liaison Office)</p> <p>-Dennis Franklin Cromarty High School</p> <p>-Matawa Learning Centre</p> <p>-Public School Board</p> <p>-Catholic School Board</p> <p>-TBPL Community Hub Librarians/Technicians</p>	<p>Beginning in 2019:</p> <p>-Maadaadizi Student Orientation</p> <p>-NAN Student Orientation</p> <p>-DFC Amazing Race</p>
<p>2. Create and maintain Indigenous (and non-Indigenous) contacts database; identified and organized into categories. Make accessible to all Library Staff</p>	<p>-TBPL Indigenous Liaison</p>	<p>June 2016 – present</p>

<p>3. Review all current partnerships to ensure that each aligns with TBPL's values, vision, and purpose</p>	<p>-TBPL Staff</p>	
<p>4. Build relationships with local Indigenous organizations potentially to learn how we can work together</p>		
<p>5. Choose title(s) for One Book, One Community initiative</p>	<p>-TBPL Indigenous Advisory Council (IAC) -Community Action Panel (CAP) -Youth Advisory Council (YAC)</p>	<p>Postponed in November 2018 – Revisit in 2020</p>
<p>6. Better promote Book Clubs in a Bag; encourage Indigenous formation, titles, etc.</p>	<p>-TBPL CHL Indigenous Relationships Supervisor -TBPL Indigenous Liaison</p>	<p>June 2019 – Present -Launched NDN Book Club</p>

SOUTH – RED – SUMMER – EMOTIONAL – EARTH – CEDAR – YOUTH

Future, Decolonize Libraries & Space, Access & Classification, Indigenous Knowledge
Protection

TRC Recommendation: 10iv.

Protecting the right to Indigenous languages

TRC Recommendation: 13.

Acknowledge that Indigenous rights include Indigenous language rights

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
1. Review language and terminology used for tagging subject headings for Indigenous material within library catalogue; Ojibwe	-TBPL Indigenous Advisory Council -Indigenous Languages Specialists -TBPL Tech services	November 2017 – Present -Reclassified materials into 21 new headings suggested by the Indigenous Advisory Council for appropriateness and easy browsing

<p>2. Use appropriate and respectful terminology when referring to Indigenous peoples when and wherever possible (Note “First Nations”, “Inuit”, and “Métis” refers to Canada’s Indigenous peoples)</p>	<p>-TBPL Staff</p>	<p>May 2017</p> <p>-Changed Aboriginal Liaison job title to Indigenous Liaison</p> <p>-Changed Aboriginal Advisory Group to Indigenous Advisory Council</p>
<p>3. Display Indigenous language signage throughout all library branch locations (i.e., welcome/greetings, meeting space names, areas/floors, book shelves and categories, washrooms etc.); Ojibwe</p>		<p>August 2018</p> <p>-Installed Welcome/Greeting signs at each Library location</p>
<p>4. Utilize traditional territorial land acknowledgement statement at the beginning of gatherings and Library events</p>	<p>-TBPL Staff</p>	<p>November 2017 – Present</p>
<p>5. Utilize traditional territorial land acknowledgement statement at the beginning of every Board meeting</p>	<p>-TBPL Board</p>	<p>February 2019</p>

<p>6. Display the Traditional Territory acknowledgement sign at each Library entrance</p>	<p>-TBPL Director of Communities</p>	<p>August 2018</p> <p>-Installed Welcome/Greeting and Land Acknowledgement signs at each Library location</p>
<p>7. Form partnerships to develop (Ojibwe) language learning programs and service delivery</p> <p>a) Incorporate language and content into existing children's programs: Puppet shows, story time</p> <p>b) Closing announcements</p>	<p>-TBPL Indigenous Liaison</p> <p>-TBPL Community Hub technicians</p> <p>-TBPL Indigenous Advisory Council</p> <p>-Indigenous Languages Specialists</p>	<p>Fall 2019</p> <p>Robyn will attend various children's programs throughout the summer and fall then begin to incorporate indigenous content</p> <p>-Hosted Indigenous languages gathering called, Maawandoo'itiwin (gathering) - a celebration for 2019 United Nations International Year of Indigenous Languages planned and facilitated by IAC.</p>

8. Translate documents including the TBPL Smudging Policy & Procedures and background documents, signage etc.	-Indigenous Languages Specialists	-Find funding to hire language specialist
9. Develop promote and encourage the use of Transparent Language Online – a language learning tool	-TBPL Collections -TBPL Systems	
10. Create Indigenous early literacy program		
11. Update TBPL staff signatures to include the anishinaabemowin word for “Thunder Bay”	CHL Indigenous Director of Communities ᐱᐅᑦᑦᑦᑦᑦᑦᑦᑦ binesii wiikwedong	

TRC Recommendation: 14i.

Indigenous languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them

TRC Recommendation: 14iv.

The preservation, revitalization, and strengthening of Indigenous languages and culture are best managed by Indigenous people and communities

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
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<p>1. Update/improve existing Indigenous languages materials and ensure books in collection are ordered from authentic sources (I.e., Good minds and Library Bound)</p>	<p>-TBPL CHL Indigenous Relationships Supervisor -TBPL Director of Collections</p>	<p>Present</p>
<p>2. To help preserve local Indigenous languages – new orders of authentic books used as learning tools (I.e., dictionaries) one copy will be for <i>in library use only</i>;</p>	<p>-CHL Indigenous Relationships Supervisor</p>	

<p>3. Form an Indigenous advisory council to enable and encourage active involvement and participation in developing and determining appropriate Library services and programs as well as Library policies and procedures that may directly or indirectly affect Indigenous peoples/patrons. The advisory council will</p> <p>a) Serve as advisors to staff</p> <p>b) Provide input, guidance and feedback related to reconciliation and decolonization efforts</p> <p>c) Help TBPL identify specific needs of the Indigenous community on an ongoing basis (monthly)</p>	<p>-CHL Indigenous Relationships Supervisor</p> <p>-TBPL Indigenous Liaison</p> <p>-Focus groups</p>	<p>June 2016 – Present</p>
<p>4. Develop relationships with Anishinabek Employment and Training Services’ employees and Elder in Residence</p> <p>a) Plan Indigenous programming together</p>	<p>-TBPL Indigenous Liaison</p> <p>-Anishinaabek Employment and Training Services</p> <p>-CHL Indigenous Relationships Supervisor</p>	<p>Present</p> <p>Fall 2019:</p> <p>-TMP: Drop-in crafts & teachings</p> <p>-Storytelling circles</p>

TRC Recommendation: 62i.

Offer age-appropriate material(s) on residential schools, treaties, and Indigenous peoples’ historical and contemporary contributions to Canada mandatory education requirement for Kindergarten to Grade twelve students

TRC Recommendation: 63i.

Offer learning material and resources Kindergarten to Grade Twelve on Indigenous peoples in Canadian history, and the history and legacy of residential schools

Inquest Recommendation: 117.

Community Partners to arrange for speakers/instructors to attend schools to provide information on topics which are aimed to engage the students

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
<p>1. Connect with local elementary and secondary schools to promote Indigenous knowledge centres and explore ways we can provide resources and support to educators and students</p>	<ul style="list-style-type: none"> -TBPL Collections -CHL Indigenous Relationships Supervisor -Public & Catholic Schools -Dennis Franklin Cromarty High School -Matawa Learning Centre 	<p>Available upon request</p> <p>Fall 2019:</p> <p>Numerous class visits toured the Brodie IKC</p>

<p>2. Connect with schools to offer in-school presentations on material from Library collection, online databases, programs and services available, general library services etc. focusing on Indigenous resources</p>	<ul style="list-style-type: none"> -TBPL Community Hub Librarians -Lakehead Public School Board -Catholic School Board -Dennis Franklin Cromarty High School -Matawa Learning Centre -Other education institutes 	<p>CHL's deliver presentations upon receiving invitation requests</p> <p>Fall 2020</p> <p>Marja & Robyn to present together during class visits</p>
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TRC Recommendation: 69ii.

Ensure that record holdings related to residential schools are accessible to the public

TRC Recommendation: 69iii.

Commit more resources to public education materials and programming on residential schools

TRC Recommendation: 83.

Strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
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<p>1. Create indigenous knowledge centres (indoor and outdoor spaces) at each Library location:</p> <p>a) Will contain authentic resources – all items by Indigenous curators to protect and preserve Indigenous knowledge and support language and culture revitalization</p> <p>b) Will consolidate all new and existing Indigenous resources all in one place</p> <p>c) Collection items will be organized into key subject areas under relevant topics easily accessible for everyone (children, young adults, and adults)</p> <p>d) Will offer a safe space with seating area, treaty, map(s), art, displays, signage, etc.</p>	<ul style="list-style-type: none"> -TBPL Collections -TBPL Indigenous Liaison -TBPL Indigenous Advisory Council -CHL Indigenous Relationships Supervisor 	<p>Official grand opening in October 2018</p> <p>2019</p> <p>Children’s IKC collection items with general collection</p>
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<p>2. Create a satellite Indigenous knowledge centre at Fort William First Nation. A satellite centre will allow for us to strengthen relationships with FWFN community members while extending Library services, programs and resources. Explore collaboration projects (I.e., The Maker’s Path, sharing/storytelling Circles, teachings on the land, traditional ceremonies, language classes, etc.)</p>	<ul style="list-style-type: none"> -TBPL Indigenous Liaison -TBPL Indigenous Advisory Council -CHL Indigenous Relationships Supervisor -Fort William First Nation <p>Seek community partnerships</p>	<p>Explore this further with FWFN</p>
<p>3. Create an online database of local oral history that is told from an Indigenous perspective and make accessible to the public</p> <ul style="list-style-type: none"> a) Digitize local and historical documents b) Collect and preserve oral stories of traditional teachings, values and beliefs c) Propose a community story sharing project 	<ul style="list-style-type: none"> -Fort William First Nation -Nishnawbe Aski Nation -Dennis Franklin Cromarty High School -Métis Nation of Ontario – Thunder Bay -Thunder Bay Indigenous Friendship Centre -Gateway to NWO History (Jesse R. & Laura P.) <p>Seek community partnerships</p>	

<p>4. Research and collect existing documentation on St. Joseph's Boarding School/Fort William Residential School and other Residential Schools. Connect into existing databases</p>	<p>TBPL Collections (Jesse R.)</p> <ul style="list-style-type: none"> -CHL Indigenous Relationships Supervisor -Fort William First Nation -Nishnawbe Aski Nation -Shingwauk Residential School Centre <p>National Centre for Truth and Reconciliation</p> <p>Seek community partnerships</p>	<p>Connect with National Centre for Truth and Reconciliation</p>
<p>5. Organize and establish a Residential School Awareness Week including displays and invite Residential School survivors to speak about their experiences</p>	<ul style="list-style-type: none"> -CHL Indigenous Relationships Supervisor -TBPL Indigenous Liaison 	<p>September 30/19</p> <ul style="list-style-type: none"> -All TBPL staff wore orange shirts on Orange Shirt Day: Every Child Matters -All Library branches had orange shirt stations & displays
<p>6. Explore the possibility of extending services to (patrons) currently residing in detention homes and youth facilities (I.e., online</p>		

catalogue, book donations etc.)		
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WEST – BLACK – AUTUMN – MENTAL – WATER – SAGE – ADULT

Research Best Practices, Tool Kits, Literacy Strategies

TRC Recommendation: 57.

Provide education to public servants on the history of indigenous peoples including the history and legacy of residential schools

ACTION ITEM(S)/ACTIVITIES:	RESPONSIBILITY/PARTNERSHIP(S):	STATUS:
<p>1. Introduce core training for all staff to ensure awareness of the intergenerational impacts of residential schools and colonialism; Appropriate training should include (but not be limited to): Inter-Cultural Competency; Mental Health; First Aid Strategies, and Customer Service</p>	<p>-TBPL Staff & management -TBPL Board</p>	<p>May 2019 -All Staff completed Diversipro Training 2019 -All staff undergoing Mental Health First Aid Training</p>
<p>2. Form a staff working group that will focus on action plan implementation</p>	<p>-TBPL CHL Indigenous Relationships Supervisor -TBPL Staff & management -TBPL Indigenous Liaison</p>	<p>Set up meeting with CHL's</p>

<p>3. Organize series of dialogues and film screenings on reconciliation to help build bridges and strengthen the relationship between Indigenous and non-Indigenous peoples</p>	<ul style="list-style-type: none"> -Canadian Commission for UNESCO -Indigenous Matters Committee (of the Canadian Federation of Library Associations) -National Film Board of Canada -Library and Archives Canada -Community members -Indigenous knowledge keepers 	<p>January 2018 – September 2018</p> <ul style="list-style-type: none"> -Hosted a series of 20 film screenings with 15 different titles bringing in 141 visits into the Library
<p>4. Plan themed book displays and film screenings during National Indigenous holidays and celebrations to create public awareness around Indigenous Peoples in Canada by acknowledging / participating in the following: National Indigenous Peoples' Day (June 21), and First Nation's Public Library Week</p>	<ul style="list-style-type: none"> -TBPL Community Hub Librarians -CHL Indigenous Relationships Supervisor -TBPL Collections 	<p>June 2019</p> <ul style="list-style-type: none"> -National Indigenous History Month book displays at all four libraries -TBPL booth & storytelling at NIPD Education Day for Gr.4 – 8 students -TBPL booth & book display at NIPD festivities

<p>5. Plan programming around Annual Indigenous History Month (June), International Day of the World's Indigenous Peoples (August 9), Every Child Matters: Orange Shirt Day (September 30), Annual First Nations Women's Day (October 5), and Annual Treaties Recognition Week (November), etc.</p>	<p>-TBPL Community Hub Librarians -CHL Indigenous Relationships Supervisor -TBPL Indigenous Liaison</p> <p>Seek community partnerships</p>	<p>June 2019: -National Indigenous History Month book displays & film screenings</p> <p>September 2019: -All staff participated in orange shirt day</p> <p>October 2019: -TBPL sponsored & attended Beenidgen's FN Women's Day celebration</p>
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Inquest Recommendation: 100.

Use of social media to explore options for promoting youth opportunities & programming

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
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<p>1. Post opportunities for youth including volunteer opportunities, co-op placements, Indigenous Advisory Council, and Youth Advisory Council and jobs on TBPL website</p>	<p>-TBPL Community Hub Librarians -TBPL Systems -Readers are Leaders</p>	<p>-Employment opportunities posted on tbpl.ca and Facebook page</p>
<p>2. Share opportunities & programs on TBPL Indigenous Advisory Council (Facebook group)</p>	<p>-TBPL Indigenous Liaison</p>	<p>-Share posts and events from TBayPL Facebook page to TBPL Indigenous Advisory Council Facebook page</p>
<p>3. Connect with partners via social media sites to share “What’s up at the Library” events</p>	<p>-TBPL Community Hub Librarians -TBPL Systems</p>	<p>-Create posts and share content relevant (later.com) that highlight Indigenous authors and will appeal to Indigenous community</p>

Inquest Recommendation: 107.

Coordinate participation of students in recreation programs and events

<p>ACTION ITEMS/ACTIVITIES:</p>	<p>RESPONSIBILITY/PARTNER(S):</p>	<p>STATUS:</p>
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<p>1. Promote the safe spaces available (for programming) within community hubs with visuals and photos in Connect and on website</p>		
<p>2. Promote the use of Tackle Share and Garden Tool Lending Library and other resources to groups for extra-curricular and recreational purposes</p>		<p>Seasonal -Discontinued TackleShare</p>

NORTH – WHITE – WINTER – PHYSICAL – AIR – SWEETGRASS – ELDER

Gap Analysis, Good/Sound Practices

TRC Recommendation: 66.

Establish multi-year funding for community based youth organizations to deliver programs on reconciliation

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
1. Collect Indigenous specific programming ideas by attending open forums and other events		
2. Develop Indigenous-specific arts program: a) Invite knowledgeable Indigenous artisans to teach traditional and contemporary art forms etc., b) Facilitate art workshops (i.e., youth mural) c) Woodlands Art workshops	Indigenous artists Art in the Library Committee work – review -Dennis Franklin Cromarty High School High potential for community partnerships	January 2019 -Purchased artwork by Kevin Belmore -Mural commissioned by Shelby Gagnon

3. Continue to locate funding streams that will help support Indigenous cultural revitalization by developing culturally relevant programming	-TBPL Indigenous Liaison -TBPL Indigenous Advisory Council	
4. Participate in Youth Inclusion Program from 2019-2023		September 2019 -Orientation

TRC Recommendation: 7.

Develop with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians

ACTION ITEMS/ACTIVITIES:	RESPONSIBILITY/PARTNER(S):	STATUS:
1. Review TBPL HR and Board Policies & Procedures to ensure inclusivity	-TBPL CHL Indigenous Relationships Supervisor -TBPL Management -TBPL Indigenous Liaison	

<p>2. Work effectively to eliminate potential barriers: a) Employment Applications & Qualifications should be relevant to job posting and reflect specific duties and responsibilities listed in posting; consider (lived) experience (when educational boundaries are in place); use correct/appropriate language and terminology</p>	<p>-TBPL Board -TBPL Management</p>	<p>Ongoing</p>
<p>3. Locate funding streams; Advocate for more library funding at public libraries and schools that support large Indigenous populations (especially on reserves);</p>	<p>Seek community partnerships</p>	
<p>4. Participate in local job fairs seeking to hire Indigenous employees and provide information on all types of library careers</p>	<p>-Fort William First Nation -Education institutes</p>	

<p>5. Offer additional education and training to staff working with Indigenous peoples (specifically staff organizing and facilitating Indigenous programming such as storytelling/sharing circles, oral history collection etc.) including, but not limited to, mental health training, Indigenous cultural sensitivity/awareness (focus and expand on elders role and spiritual/traditional practices, protocols, etc.), and customer service so staff will be better equipped to coordinate, respond and accommodate such events</p>	<p>-TBPL Management & Staff -TBPL Board members</p>	
<p>6. Allot one seat minimum for Indigenous representation on TBPL board (<i>should be mandatory</i>);</p>	<p>-TBPL Board</p>	
<p>7. Encourage Indigenous community members to apply as board members</p>	<p>-TBPL Director of Communities</p>	<p>September 2018 -Board membership package sent to Indigenous organizations</p>

8. Practice / offer restorative justice services for banned patrons		
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Inquest Recommendation: 49.

Consultation with Community Partners, and provide students prior to their move to Thunder Bay with firsthand information, re: community supports and opportunities in Thunder Bay

ACTION ITEM(S)/ACTIVITIES:	RESPONSIBILITY/PARTNERSHIP(S):	STATUS:
1. Accommodate students' needs by providing necessary resources needed to call home (resources may include safe space/private room)		Available upon booking
2. Encourage students to submit purchase suggestions to ensure equal opportunity to participate in and be involved in creating an Indigenous Knowledge Centre		Official grand opening in October 2018 - Announced "Name the Spaces"

Inquest Recommendation: 74.

Student welcome orientation (including provision of City maps, transit maps, community centres and activities)

ACTION ITEM(S)/ACTIVITIES:	RESPONSIBILITY/PARTNERSHIP(S):	STATUS:
1. Connect with distance education centre (DEC) for list of satellite offices serving the First Nations Northern communities	-Northern Nishnawbe Education Council -Matawa -KKETS	
2. Distribute TBPL Connect Newsletter on a quarterly basis to distance education centres located in Thunder Bay	-Northern Nishnawbe Education Council -KKETS	Fall 2019 -Nelson to deliver bundles
3. Make City maps and transit maps and schedules visible at all branches;		Information stations available at each library
4. Offer in-Library tours during orientations	-TBPL Community Hub Librarians & Technicians	May 2019 -Matawa (Gr. 8) Student Orientation Available upon request

Inquest Recommendation: 91.

Timely reporting of missing students and consistent practices among institutions, re: students reported missing and sudden death investigations (i.e. timely reporting, public awareness, information sheets, social media search, press release, best practices for interviews, internal search plans, global search plans, missing persons risk factors, training)

ACTION ITEM(S)/ACTIVITIES:	RESPONSIBILITY/PARTNERSHIP(S):	STATUS:
1. Ensure all TBPL staff are aware of youth who have been reported missing by circulating their information and photo;	-TBPL Staff	Share on FB page?
2. Search library card database for the missing individual's recent activity; put card on "hold";	-TBPL Community Hub Librarians	
3. Review and share TBPS' Missing Persons procedures (available online) and determine how TBPL is to respond when protocol is activated;	-TBPL Management	
4. Consider TBPL branches as "safezones" for panicked student/youth,	-City of Thunder Bay (Crime Prevention Council & Aboriginal Liaison Unit) Nishnawbe Aski Nation	

volunteer patrol groups, etc.;		
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