



Services aux Autochtones
Canada

Indigenous Services
Canada

Sous-ministre

Deputy Minister

Ottawa, Canada
K1A 0H4

JUN 28 2018

Dr. Dirk Huyer
Chief Coroner for Ontario
Ministry of Community Safety and Correctional Services
18th Floor, 25 Grosvenor Street
TORONTO ON M7A 1Y6

Dear Dr. Huyer:

I am writing to you to provide an update to work accomplished in the two years since the June 2016 verdict in your Inquest into the deaths of seven First Nation youth in Thunder Bay. I would like to take this opportunity to inform you of progress we have made together with First Nation partners since H el ene Laurendeau wrote you in June 2017.

The Government of Canada's response to the difficult circumstances facing young people in First Nations seeking an education began even before the release of the Jury's recommendations. Budget 2016 provided \$8.4 billion over five years to support Indigenous communities and included investments in elementary and secondary education, child and family services, and on-reserve infrastructure in order to improve socioeconomic conditions and bring about transformational change. Substantial new investments in elementary and secondary education, totaling \$2.6 billion over five years, were targeted in areas such as instructional services, language and cultural programming, literacy and numeracy activities, and high-cost special education. These new investments have led to an increase of 34% of funding for First Nation education in Ontario from 2015–2016 to 2017–2018.

The Department also provided funding in June 2017 to the Northern Nishnawbe Education Council and Matawa First Nations Management to conduct feasibility studies of their off-reserve education infrastructure and options to improve student outcomes. These studies were intended to inform options for education facilities and student accommodations. Matawa First Nations Management has completed a final draft of their feasibility study and the Department has already supported renovations of a building provided by the City of Thunder Bay and students are scheduled to start attending in September 2018. The Northern Nishnawbe Education Council feasibility study will include engagement with communities that currently have students attending Pelican Falls First Nations High School and Dennis Franklin Cromarty High School.

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To date, the feasibility study by the Northern Nishnawbe Education Council remains incomplete and Indigenous Services Canada is working to support the Nishnawbe Aski Nation in their efforts to assist Northern Nishnawbe Education Council to determine to determine safe and healthy options for those students. A general Education and Learning Strategy has been launched in Ontario Region to ensure collaboration and coherence in these complementary activities.

Since Budget 2016, the Government of Canada has worked closely with First Nation partners to understand more about the challenges and opportunities facing students, and where and how support can be targeted to generate real results for students and First Nations.

In June 2017, several Nishnawbe Aski Nation communities expressed concern about sending youth to Thunder Bay to attend school for the 2017–2018 school year. Enrollment had already fallen through the school year and the Nishnawbe Aski Nation called an emergency Chiefs meeting to discuss the issue. Chiefs resolved to create the Emergency Education Action Plan and Student Safety Task Force, involving provincial ministries, Indigenous Services Canada, and the First Nation parties to the Inquest.

By working collaboratively through the Inquest Education Table and the Student Safety Task Force, partners put in place a measure for student safety plans that corresponded directly with Inquest recommendations, including funding for the coordinated provision of on-call workers services; a further increase in the rates of accommodation to support provincial parity and innovative boarding home pilot projects; an urban living curriculum and student safety brochure; and in-school mental health and wellness supports.

Throughout the 2017–2018 school year, First Nation education organizations have regularly reported to the ongoing Education Table that the supports funded by the Governments of Canada and Ontario have made a meaningful and measurable difference to student safety and well-being.

Although very unfortunate and tragic circumstances brought the parties together to work to improve student safety and well-being, the collaborative efforts with Inquest parties resulting from the Student Safety Task Force has meant that the Inquest Education Table has made progress, working together to prevent student safety crises and personal tragedies.

For the 2018–2019 school year, Indigenous Services Canada worked together with the Inquest Education Table in advance to support First Nation education organizations to ensure continued safety and emotional supports in the school year. In addition to existing and on-going funding, Indigenous Services Canada provided \$2 million in further education supports to improve student safety and well-being ahead of the 2018–2019 school year.

To date, over \$4 million in Choose Life and Jordan's Principle funding has been accessed by education organizations. This funding corresponds directly to Inquest recommendations, including the funding of salaries for prime workers, additional language and culture supports, mental wellness supports in schools; safe spaces, coordination of care, student well-being initiatives such as foot patrols, peer mentorship, life skills training, and the implementation of a Nishnawbe Aski Nation youth leadership training course. Discussions will continue throughout the year.

The importance of collaboration between all sectors and jurisdictions cannot be understated. Many necessary tools and resources exist, such as referral systems, case management and discharge planning, including to provincial services, which will help community health services to better support students attending school away from home and connect with those returning to communities. Indigenous Services Canada will work with the Nishnawbe Aski Nation and education organizations to discuss how to address existing barriers and improve collaboration. Mental Wellness Teams, funded by Indigenous Services Canada (seven in the Nishnawbe Aski Nation territory) have a critical role in improving networking and coordination between service providers. Linking the teams with education organizations should address gaps in this area, strengthen community services, and improve linkages with provincial services including education.

The Government of Canada recognizes that transforming First Nation education is a fundamental part of renewing the relationship with Indigenous Peoples, and that meaningful engagement with First Nation partners in this process is critical to success. In taking steps to fulfill its commitment to change, Indigenous Services Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to fundamentally reshape the way First Nation education funding is delivered.

On December 6, 2017, the Assembly of First Nations Special Chiefs Assembly passed a resolution to support this co-developed policy that will transform the way First Nation education is funded across the country. The new approach will see elementary and secondary education funding move to a transparent and predictable formula based on provincial education program funding, plus additional investments for language, culture and remoteness. First Nations entering into Regional Education Agreements will also be supported to better meet student needs in specific regions.

The well-established stability and partnership built by working together for two years and more, place the Inquest Education Table in an ideal position to embark on Education Transformation together, ensuring the achievements to date continue in parallel with the structural changes that transformation will bring. The crucial lessons learned from the Inquest, including the impact of student wellbeing on education

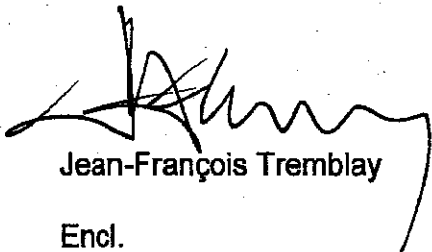
outcomes; the importance of taking a holistic approach to education; and the strong partnerships developed between all parties sitting at the Inquest Education Table, will help ensure this transformation process meets the specific priorities and unique needs of First Nation youth obtaining secondary school education off reserve in Northern Ontario urban centres.

I am pleased to report real progress is being achieved. The Government of Canada has implemented or is implementing 77 of the 81 recommendations which name Canada specifically. The remaining four recommendations are still in discussion with partners or in some cases circumstances have changed. Enclosed with this letter please find a Themed Annual Progress Update as well as a Recommendation-by-Recommendation Annual Progress Update.

Working collaboratively through the Inquest Education Table, many improvements to student safety and well-being in the have been realized in the two years since the verdict. This work is far from complete. The Government of Canada will continue to discuss, act, and respond to the recommendations in a collaborative and inclusive manner, to ensure that critical supports form an integral part of First Nation education and health systems across Ontario and nationally. The lessons learned from the tragic loss of life in Thunder Bay between 2000 and 2011 — Paul Panacheese, Robyn Harper, Jethro Anderson, Curran Strang, Reggie Bushie, Kyle Morrisseau, and Jordan Wabasse — are an important legacy to their memories.

I would like to express my sincere thanks to you, your office, the presiding Coroner Dr. Eden, and jury for the efforts made to draw attention to what can be done to avoid these tragedies, and ultimately, to meaningfully influence change.

Yours sincerely,



Jean-François Tremblay

Encl.

c.c.: The Honourable Lisa Thompson, M.P.P.
The Honourable Greg Rickford, M.P.P.

Enclosure 1 – THEMED ANNUAL PROGRESS UPDATE TO THE CHIEF CORONER OF ONTARIO

<u>Recommendation Theme</u>	<u>Actions Taken</u>	<u>Link to Recommendation</u>
General	<p>The terms “on-reserve” and “off-reserve” should not restrict First Nation education or health funding frameworks. Funding follows the student, based on where their parents choose to send their child for education (i.e. on-reserve/off-reserve). Through Jordan’s Principle-Child First Initiative and Nishnawbe Aski Nation’s (NAN)’s Choose Life Initiative, any gaps in services are addressed expediently on a case-by-case basis.</p>	3
Education: Structural issues	<p>Based on a co-developed policy approach that was ratified by the Assembly of First Nations in December 2017, the Government of Canada is working closely with First Nation partners on education funding transformation for the 2019-2020 fiscal year, which plans for elementary and secondary education funding to move to a transparent and predictable formula based on provincial education program funding plus additional investments for language and culture and for the unique circumstances of First Nation communities (e.g., remoteness, small schools). First Nations entering into Regional Education Agreement will also be supported to better meet student needs in specific regions.</p> <p>Education Transformation is an important step as part of the Government’s commitment to renewing the fiscal relationship, and will respond to many of the Inquest recommendations, including the structural ones, by altering the way First Nations education is funded. Work will continue in parallel to Education Transformation through the Inquest Political and Education Table and their affiliated task teams.</p> <p>ISC has provided funding for specific activities that correlate to recommendations in this section (recommendations 8-16), including:</p> <ul style="list-style-type: none"> • Expanded language and cultural programming. E.g. land based healing activities funded through Choose Life • Youth outreach and extracurricular activities. E.g. Funding for an art program and a recreation program across NAN communities and Education organizations through Choose Life 	8-17 <i>only named in 8-16</i>
Programs and Services for First Nation Children and Families Structural	<p>Addressing the need for robust recreational and culturally founded programming (recommendations 19-24) has been supported through recent investments in mental wellness programming, such as the Choose Life Initiative and in Mental Wellness</p>	18-24

Recommendation Theme	Actions Taken	Link to Recommendation
<p>Issues (SDoH Canada, Ontario, NAN).</p>	<p>Teams. Through Choose Life, communities and education organizations have voiced loud and clear the importance of land-based healing and recreation activities to promote mental health and well-being, reduce risk factors of suicide and increase protective factors against suicide. Mental Wellness Teams have been particularly effective in integrating culture into the design and delivery of mental wellness programs. Other health funding supports a range of culturally relevant components, such as smudging ceremonies, sharing or sacred circles, sweat lodges, sacred fire, as well as traditional and cultural teachings by visiting Elders. Further, Budget 2017 is supporting culturally appropriate health care by investing \$305 million over five years in the Non-Insured Benefit program, thereby increasing access to culturally-appropriate health care and mental health professionals, including Traditional Healers, and to expansion of the medical transportation benefit to support pre-natal escorts</p> <p>As per recommendation #23, Jordan's Principle is funding tuition amounts for students attending DFC, not currently registered in a school on Reserve (nominal roll).</p> <p>ISC has also provided funding for specific activities that correlate to recommendation number 21: NAN Youth Leadership Training.</p>	

Recommendation Theme	Actions Taken	Link to Recommendation
<p>Education: On-Reserve</p>	<p>Directly related to funding infrastructure and core education issues, new budget 2016 investments in First Nation elementary and secondary education included \$58.1 million in 2016–2017 and \$136.4 million in 2017–2018 in new resources specifically for Ontario First Nation students. This included unprecedented investments in language and culture, high-cost special education, and youth skills development initiatives.</p> <p>In Ontario Region, this funding was also used to:</p> <ul style="list-style-type: none"> • Increase guidance and counselling allocations to ensure that all First Nations schools can retain crucial services; which benefitted all second-level service providers in Ontario Region, including all organizations affiliated with NAN (recommendation 66). • Increase the rates for instructional services to support First Nation-operated schools in providing education programming comparable to provincially programs of study and to employ certified teachers, which benefitted all First Nation-operated schools in Ontario Region, including those in NAN communities. ISC has also provided funding for specific activities that correlate to recommendations in this section, including (recommendation 32): <ul style="list-style-type: none"> • The funding of a NAN student database and subsequent training on its use; and FNIHB has provided support to Education organizations to improve access to databases and internet support (recommendation 29). <p>There are currently five school feasibility studies being completed for schools on-reserve in NAN territory, which will determine the recommended option to provide quality, adequate, healthy, and safe school facilities within the community. Over the last five years, three new school facilities have been built on-reserve in NAN territory.</p>	<p>25-32</p>
<p>Living Conditions and Health Issues on Reserve</p>	<p>ISC has increased investments at the community level to address recommendations in this section.</p> <ul style="list-style-type: none"> • 7 Mental Wellness Teams are serving NAN Territory <ul style="list-style-type: none"> • In 2017/18 Just under \$28M was provided to Communities in NAN territory to address youth and children’s mental health through <u>Choose Life</u>: <ul style="list-style-type: none"> – Land Based Healing – Salaries, mental health providers, counsellors, psychiatrists, Elders, etc. – Supplies, including computers, printers 	<p>34 – 42</p>

<u>Recommendation Theme</u>	<u>Actions Taken</u>	<u>Link to Recommendation</u>
	<p style="text-align: center;">– Training and workshops</p> <p>Other recommendations in this section (recommendations 35-37) are being addressed through Canada -Ontario work to coordinate activities across provincial Ministries and federal Departments, NAN-led health transformation activities, and the First Nations Mental Wellness Continuum Framework is a shared vision for First Nations Mental Wellness that was developed by the AFN, FNIHB, TPF (NNAFP) & FPWC. It outlines a coordinated, holistic approach to mental wellness programming that takes into account the important role of First Nations culture, traditions, and language.</p> <p>Recommendations 40-42 Addressing Youth Substance Abuse Issues, detox, increased funding for NNADAP (consistent with health focused recommendations 89) will be assisted with the recent announcement in Budget 2018 which increased funding for addictions services in the amount of \$200M over 5 years. Choose Life and Jordan's Principle investments are also supporting detox services, enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, and reduce risk factors for youth suicide.</p>	
<p>Assisting On-Reserve Students for Transition to Outside Communities</p>	<p>ISC has provided funding for specific activities that correlate to recommendations in this section (recommendations 43-46), including:</p> <ul style="list-style-type: none"> • Student Training for prospective grade 7 and 8 students at NNEC (recommendation 43) • Support to develop options for students not wanting to leave their communities to attend secondary school (recommendation 44) • Engagement with parents in First Nations communities by NNEC staff (recommendation 45) • support for various student safety strategies (recommendation 46) • Supporting Education Organizations and communities through Choose Life supporting the emotional and physical needs of students, e.g. Psychologists, Mental Health Workers, and Psychiatric services; including assessments <p>Additionally, The Department has supported transition activities for students in NAN territory through the EPP, including:</p> <ul style="list-style-type: none"> • A study on a transition school for Wiindigo students 	<p>43-49</p>

Recommendation Theme	Actions Taken	Link to Recommendation
Youth Participation in Decisions	<ul style="list-style-type: none"> • A study on housing for Windigo students • Student Safety presentations in Windigo communities <p>ISC has provided funding for specific activities that correlate to recommendations in this section, including:</p> <ul style="list-style-type: none"> • Youth participation in Board of Directors meetings • NAN Youth Leadership Training implementation 	50 & 90
Funding: Facilities Off-Reserve	<p>ISC has provided \$525,000 in funding to Matawa First Nations Management Inc., and Northern Nishnawbe Education Council to conduct feasibility studies of off-reserve education facilities; Matawa Learning Centre, Douglas Franklin Cromarty High School and Pelican Falls First Nations High School, as per recommendations 54 and 56. These studies will assess existing infrastructure and consider options such as renovation and new construction, including the option for the construction of student accommodations in Thunder Bay.</p> <p>ISC has also provided funding for specific activities that correlate to recommendations in this section, including:</p> <ul style="list-style-type: none"> • Outdoor Learning facility start-up costs (recommendation 53) • Learning Kitchen start-up costs (recommendation 53) • Furniture costs for Pelican Falls student residences (recommendation 58) 	51-61
Education: Off-Reserve	<p>New Budget 2016 investments in First Nation elementary and secondary education included \$58.1 million in 2016–2017 and \$136.4 million in 2017–2018 in new resources specifically for Ontario First Nation students, benefitting both on and off reserve education. This included unprecedented investments in language and culture, high-cost special education, and youth skills development initiatives. In Ontario Region, this funding was also used to:</p> <ul style="list-style-type: none"> • Raise the rates of accommodation for students in private home placements, the majority of which come from NAN communities (recommendation 5); • Double the number of trips home for students during the school year from two to four, which has benefitted all students in NAN communities (recommendation 68). <p>ISC has also provided funding for specific activities, through Choose Life and other sources that correlate to recommendations in this section.</p> <ul style="list-style-type: none"> • Start-up costs for academic programming through NNEC's Wahsa internet high 	62-90

Recommendation Theme	Actions Taken	Link to Recommendation
	<p>school (recommendation 62)</p> <ul style="list-style-type: none"> • Supporting the cultural needs of students through a coordinated active-wellness living program developed by Keewayinook-Okinakanak (KO), Shihogama First Nations Council (SFNC), Windigo First Nations Council (WFNC), Independent First Nations Alliance (IFNA) and Northern Nishnawbe Education Council (NNEC) and funded through Choose Life. The program is addressing systemic and pressing issues such as prescription drug abuse, residential school inter-generational trauma, suicide, language and culture loss through diverse active-wellness living opportunities (recommendation 64); and, a Vehicle for land-based learning excursions (recommendation 64) • Document translation (recommendation 65) • Social workers, Psychologists, Mental Health Workers, and Psychiatric services in schools; Culture and Land Based programming; school nurses, Tele Mental Health/Video conferencing; Foot Patrol program, Salaries for on-call workers and transportation and central hub, and student life skills training (recommendation 66) • Clothing and academic material costs (recommendation 67) • Cell phones and personal safety devices to improve communication between students, families and school staff (recommendation 68) • Investments in High-Cost Special education and through the Choose Life initiative have helped to increase the number of assessments and address the issue of assessment information (Independent Education Plans) not being received by off-reserve schools (recommendation 71) • Supplies for on-call workers (recommendation 72) • Peer Mentor program (recommendation 73) • Student Accommodation Provider Training (recommendation 77) • Boarding home pilot project start-up costs (recommendation 77) • Boarding home policy updates (recommendation 77) • Staff training for harm reduction, student naloxone training (recommendation 82) • A boarding home coordinator position (recommendation 82) • On-call Worker Training (recommendation 82) • Harm reduction programs supported through Choose Life (recommendation 84) • Funding to improve continuity of care, through increased services at the 	

Recommendation Theme	Actions Taken	Link to Recommendation
	<p>community level and better tracking and case management (recommendation 87)</p> <ul style="list-style-type: none"> • ISC and the Ontario Ministry of Health and Long-Term Care (MOHLTC) have a shared commitment to the implementation of electronic medical/health records. To date there are 28 communities in NAN territory that have access to EMRs. (recommendation 89) • Budget 2018 announced additional funding for addictions services, delivered through \$200M over 5 years. Choose Life is funding addictions counsellors providing on-site counselling supports to students in Thunder Bay as well as facilitating referrals to specialized resources and/or external community agencies as required. At the community level Choose Life investments are funding wrap around care and treatment plans addressing the need for counselling for youth and their families as well as aftercare as required (recommendation 89) • Improvements to medical transportation processes continue On March 9, 2018, the Sioux Lookout First Nations Health Authority began providing After Hours Support Services telephone support to Sioux Lookout travelers on a 24/7 (outside working hours) basis (recommendation 89) 	91-95
<p>Missing Person Investigations and Searches</p>	<p>Although Canada is not named as a part in these recommendations, First Nations have indicated to the Department that certain activities are a priority for their organization with the goal in mind of keeping students safe:</p> <ul style="list-style-type: none"> • Equipment for Missing student protocol implementation (recommendation 91) • Staff Training for missing student protocol (recommendation 91). 	98 & 114
<p>Other recommendations to assist students in Thunder Bay</p>	<p>Homesickness - A working group has been struck, terms of reference drafted and work has commenced under the leadership of Kuhkenah Network (KNET) to look at improving telecommunications so that students can contact friends and family in home communities while attending school in Thunder Bay.</p> <p>Safe spaces for Detox - The Government of Canada is participating on a working group, led by the Local Health Integration Network, to address this recommendation. Three proposals have been developed by First Nations parties to the Inquest. While proposals are being reviewed and a formal solution developed, Jordan's Principle funding is supporting a number of organizations in providing safe spaces for students.</p>	98 & 114

**Enclosure 2 – RECOMMENDATION-BY-RECOMMENDATION ANNUAL PROGRESS UPDATE TO THE CHIEF
CORONER OF ONTARIO**

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

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
3	The terms "on-reserve" and "off-reserve" should not be a restriction for any First Nation education and health care funding frameworks.	1 - Recommendation has been implemented	The terms "on-reserve" and "off-reserve" should not restrict First Nation education or health funding frameworks. Funding follows the student, based on where their parents choose to send their child for education (i.e. on-reserve/off-reserve). Through Jordan's Principle-Child First Initiative and Nishnawbe Aski Nation's (NAN)'s Choose Life Initiative, any gaps in services are addressed expediently on a case-by-case basis.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
4	<p>To renew the relationship between Canada and Indigenous Peoples, nation-to-nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.</p>	<p>1 - Recommendation has been implemented 1A- Recommendation will be implemented</p>	<p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. This theme was raised in the Inquest report recommendations, which called for predictable, sufficient, and sustainable needs-based funding for Indigenous students. To achieve this, the Government of Canada has worked closely with First Nation partners on a co-developed policy approach, which was ratified by the Assembly of First Nations in December, 2017. The new approach will transform education funding for the 2019-2020 fiscal year, with plans for elementary and secondary education funding to move to a transparent and predictable formula based on provincial education program funding plus additional investments for language and culture and for the unique circumstances of First Nation communities (e.g., remoteness, small schools). This approach is an important step as part of the Government's commitment to renewing the fiscal relationship</p> <p>In addition to Education Transformation, the Government of Canada is committed to working in collaboration with First Nation partners to advance the vital work of reconciliation in</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>Canada. To this end, the Government fully supports, without qualification, the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission's Calls to Action. We are working in collaboration with other federal partners and Indigenous groups on how best to implement the principles of the Declaration and the Truth and Reconciliation Commission's recommendations.</p>
5	<p>No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.</p>	<p>1 - Recommendation has been implemented</p>	<p>Indigenous Services Canada is not aware of any student who has been denied access to a First Nations high school program due to lack of space or supported living arrangement, but in any such case, is committed to working with First Nations partners to ensure a lack of program space or living arrangement does not create a barrier to students.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>6</p>	<p>In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.</p>	<p>1B – Alternate recommendation has been implemented</p>	<p>The Government of Canada is supportive of this recommendation. First Nations parties have proposed scholarships to the Provincial Ministry of Education for the seven youth through the Inquest Education Table, who has agreed to support these initiatives.</p>
<p>7</p>	<p>In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations.ii. First Nations governments exercise inherent control over their education systems.iii. First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social, and economic affairs.iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain.v. Canada should support individual First Nations communities as they develop local solutions to the effects of colonial policy, andvi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional</p>	<p>1 – Recommendation has been implemented</p>	<p>The Government of Canada recognizes that enhancing First Nations education and health is a fundamental part of renewing the relationship with Indigenous peoples. First Nations children and youth deserve culturally-appropriate, high-quality education, social and health services that meets their needs, while respecting the principle of self-determination. The Government of Canada is firmly committed to the principle of First Nations control of First Nations education, and respects the role that the Nishnawbe Aski Nation has taken to coordinate and support a First Nations-led response to the Inquest’s findings. To support these efforts, following the release of the recommendations, ISC has provided resources in 2016-2017, 2017-2018, and 2018-19 to enable the Nishnawbe Aski Nation, Keewatinook Okimakanak, Northern Nishnawbe Education Council, and Matawa First Nations Management to each retain a full-time “Inquest coordinator” to coordinate their organizations’ collective response to the Report and implement its recommendations. To this same</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan's Principle should apply.		end, ISC also provided funding to the Nishnawbe Aski Nation to allow it to host facilitated sessions with key parties and Government officials to discuss next steps. In consideration of the Government of Canada's commitment to First Nations control of First Nations education, we continue to encourage the First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada in order to respond to the Inquest recommendations.
8	<p>In order to achieve equity for First Nations students, provide funding for education (on and off-reserve) that is sufficient to ensure that:</p> <ul style="list-style-type: none"> 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 	<p>1B – Alternate Recommendation has been implemented</p> <p>1A – Recommendation will be implemented</p>	<p>Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$577 million in the High-Cost Special Education Program over 5 years; \$275 million in the New Paths for Education Program to support First Nations language and culture programming; \$330 million in the Youth Employment Strategy; and a lifting of the 2 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21.</p> <p>Education Transformation - In addition to investments made in existing First Nations education programming, the Government of Canada is committed to transforming its support for First Nations education by establishing a new fiscal relationship for First Nations education through</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>9</p>	<p>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.</p>	<p>regional approaches that provide sufficient, predictable, and sustainable funding and support strong student outcomes. In taking steps to fulfill this commitment and to advance the self-determination for First Nations making education decisions regarding children, ISC has worked with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to develop a new policy approach for First Nations education that will fundamentally reform the way First Nations education is funded. The approach will implement a co-developed funding model that applies provincial formulas to First Nations on a province-to-province basis, and will engage individual First Nations in 2018-19 to discuss the formulas and their proposed implementation as part of the ongoing broader education engagement process. In 2019-20, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities. The Department is working with the Chiefs of Ontario to engage with Ontario First</p>	

<p>Recommendation #</p> <p>Summary of Recommendation</p>	<p>OCC Response Code</p>	<p>Organizational Action</p>
<p>create and implement safe school protocols;vi. decrease absenteeism by hiring a community-school liaison worker or having a community Elder attend at the homes of absent students to reinforce the importance of attending school and to encourage students and their families to make all efforts to attend school on a regular basis;vii. increase capacity in new and existing First Nation education institutions;viii. analyze current and historical education data as provided by First Nations and organizations designated by First Nations;ix. address and overcome the unique challenges facing First Nations students, schools, and communities (e.g. socio-economic disadvantage, remoteness and isolation, small school size, special needs incidence rates, population growth, etc.);x. assess needs, develop estimates of cost, and develop processes for adjusting those costs over time to keep pace with inflation, education best practices and changes in legislation and student need; andxi. educate students on the United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, then work of the Truth and Reconciliation Commission and Treaty Rights to strengthen the knowledge of students regarding their rights and protections.</p>		<p>Nations on implementation of the proposed interim formula in 2018-19, as part of the ongoing broader education engagement and transformation process.</p> <p>In order to develop the new policy approach, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation.</p> <p>In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that</p>

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<p>10</p>	<p>In order to encourage early progress on structural reforms, Canada should immediately and publicly commit to the funding criteria listed in recommendations 8 and 9 above, and incorporate that criteria into policy documents prior to March 31, 2017 (ie: the next fiscal year), including the Terms and Conditions and National Program Guidelines for the First Nations education programs.</p>		<p>First Nation elementary and secondary education is funded. COO has established the Ontario Technical table for the Interim Funding Approach (OTTIFA), to collaborate and partner on the implement of the new policy approach and funding formula in Ontario.</p>
<p>11</p>	<p>In order to ensure sufficient and stable funding for First Nations education, Canada and First Nations should jointly develop a new and fully transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 8 and 9 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.</p>		
<p>12</p>	<p>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</p>		

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
13	<p>proposal based funding.</p> <p>In order to ensure timely implementation of Recommendations 8 through 12, Canada should establish a joint First Nations working group that will determine agreed upon milestones and timeliness such that a new funding framework and performance measurement and reporting protocol can be established within one year from the date of these recommendations.</p>		
14	<p>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.</p>		

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
15	<p>Newly developed policies, as well as existing policies/procedures amended as a result of this Inquest, should be reviewed annually to prevent equity and equality gaps in education, health and living conditions.</p>		<p>To ensure gaps in service and outcomes do not exist between Indigenous and non-Indigenous children in areas such as education, health, and social needs, the Government of Canada is supporting children who need help right away and making long-term changes for the future. For the long-term, we are working to build better structures and funding models through processes like Education and Health transformation, as well as the commitment to transform the First Nations Child and Family Services program to ensure we are meeting the needs of First Nation children and families. In the short-term and in the interest of respecting Jordan's Principle, a fund of \$382.5 million has been set up to pay for health, social and education products, services and supports that are needed right away. The fund, known as the Child First Initiative, will be available from 2016 to 2019. Local service coordinators have been hired in communities across Canada, including by local tribal councils, First Nations communities, regional health authorities, and Indigenous non-governmental organizations to help families who have questions about Jordan's Principle or would like to submit a request for</p>
16	<p>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.</p>	<p>1B – Alternative Recommendation has been implemented</p>	<p>To ensure gaps in service and outcomes do not exist between Indigenous and non-Indigenous children in areas such as education, health, and social needs, the Government of Canada is supporting children who need help right away and making long-term changes for the future. For the long-term, we are working to build better structures and funding models through processes like Education and Health transformation, as well as the commitment to transform the First Nations Child and Family Services program to ensure we are meeting the needs of First Nation children and families. In the short-term and in the interest of respecting Jordan's Principle, a fund of \$382.5 million has been set up to pay for health, social and education products, services and supports that are needed right away. The fund, known as the Child First Initiative, will be available from 2016 to 2019. Local service coordinators have been hired in communities across Canada, including by local tribal councils, First Nations communities, regional health authorities, and Indigenous non-governmental organizations to help families who have questions about Jordan's Principle or would like to submit a request for</p>

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			<p>products, services, or supports.</p> <p>Under the Jordan’s Principle – Child First Initiative (CFI), specific to NAN Territory is the Choose Life Initiative. NAN sought the creation of the “Choose Life Initiative” as part of the requested orders in March 2017 to the Canadian Human Rights Tribunal. The project was launched on April 11, 2017, and is aimed at providing rapid funding relief to First Nations in NAN territory with children and youth at-risk of suicide. FNIHB fast-tracks funding proposals which are developed and designed to support mental health and suicide prevention programs and services for the children and youth. A Choose Life working group exists to oversee implementation of the Choose Life Project; and consists of 4 NAN Representatives; 2 NAN Lawyers; and 3 Indigenous Services Canada officials including the Senior Assistant Deputy Minister of FNIHB.</p> <p>While the Child First Initiative fund has been available, Indigenous Services Canada has been working with the Assembly of First Nations through the Jordan’s Principle Action Table to co-develop options for a sustainable, long-term approach to ensure First Nations children have access to services and supports they need. The new approach is targeted to be in place April 1, 2019.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
18	<p>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.</p>	<p>1A – Recommendation will be implemented</p>	<p>Recognizing the importance of early education in supporting the long-term success of children and families, the Government of Canada has committed to complementing its elementary and secondary education investments with \$100 million from Budget 2016 for Indigenous Early Learning and Childcare. In further support of early education, the Government will also dedicate a portion of the \$7 billion investment committed to in Budget 2017 for early learning and childcare programs for Indigenous children living on and off reserve. We are also engaging with Indigenous organizations and parents to determine the best approach to delivering high-quality early learning and child care on reserve as part of a proposed Indigenous Framework on Early Learning and Child Care.</p> <p>The Indigenous Early Learning and Child Care (ELCC) Framework is being co-developed with Indigenous peoples to reflect the unique needs and priorities of First Nations, Inuit and Metis children and families across Canada. Reflecting this broad mandate, a comprehensive approach to engagement is being pursued in which engagement activities are being led by Indigenous organizations (NIOs and other Indigenous partners) and by the Government of Canada. This approach to engagement was co-developed with NIOs during a “pre-engagement”</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
19	Canada should fund and develop a program that will ensure that all First Nations children and youth have access to a robust offering of high-quality cultural and traditional activities and knowledge. These offerings should focus on developing important values such as self-esteem, cultural pride, resiliency, and leadership. Canada should develop this program jointly with First	1 – Recommendation has been implemented 1A - Recommendation	<p>phase and will help ensure representation of as broad a range of views as possible.</p> <p>The AFN provided advice on the overall engagement approach, and is currently conducting their own engagement process, including regional meetings with First Nations living on- and off-reserve. The AFN has also established an ELCC National Expert working group, which includes regional AFN representatives and officials from ESDC, HC and INAC. The AFN member from Ontario is Yolanda Fobister. The AFN is developing a final report on engagement that will be a key piece as we move into the co-development of the Framework.</p> <p>In addition to ELCC on-reserve, ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools. This funding will be maintained through Education transformation for all First Nations-operated schools.</p> <p>The importance of robust culturally founded programming is recognized through recent investments in mental wellness programming, such as the Choose Life Initiative and the Mental Wellness Teams. Choose Life funding as of the end of 2017/18 was just over \$28M. Through this initiative, communities have voiced loud and clear the importance of land-based healing activities to promote mental health and</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>20</p>	<p>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.</p>	<p>will be implemented</p>	<p>well-being and prevent suicides. Mental Wellness Teams have been particularly effective in integrating culture into the design and delivery of mental wellness programs. Other health funding supports a range of culturally relevant components, such as smudging ceremonies, sharing or sacred circles, sweat lodges, sacred fire, as well as traditional and cultural teachings by visiting Elders. Further, Budget 2017 is supporting culturally appropriate health care by investing \$305 million over five years in the Non-Insured Benefit program, thereby increasing access to culturally-appropriate health care and mental health professionals, including Traditional Healers, and expansion of the medical transportation benefit to support pre-natal escorts.</p>
<p>20</p>	<p>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.</p>	<p>1 – Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>The Government of Canada provides funding to First Nations education organizations to run extra-curricular activities through its New Paths for Education Program, including in areas of culture, recreation, artistic, and athletic activities. It also supports student retention activities, including extra-curricular activities through the First Nations Student Success Program.</p> <p>In 2018-19, the Department has provided funding for a variety of extra-curricular activities to the First Nations named to the Inquest, including:</p> <ul style="list-style-type: none"> - The continued funding of the NAN youth outreach

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	<p>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.</p>		<ul style="list-style-type: none"> - and extra-curricular strategy - The continued funding of in-school art and recreation programs at MLC - The continued funding of a tutoring program at MLC - Funding for life skills training to KO, MLC, and NNEC - The continued funding of after-school arts and recreation programs, graduation trips, and guest speakers at NNEC schools in the past 3 years - A critical gap being addressed through the NAN Choose Life Initiative is land-based healing and recreation activities that promote mental wellness and well-being, to prevent suicides. Examples of activities being put in place by communities and organizations to address this recommendation includes peer support programs, art and recreational therapy, school based recreation programs, and traditional harvesting of food. - Choose Life funding has supported the creation of a program at the Matawa Learning Centre, which focusses on developing hockey skills while earning a Physical Education credit. This has translated into stronger relationships across the school community through teamwork and fun small group interaction. Students are engaging in the program and demonstrating individual progress while exploring

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			<p>concepts in long term athletic development and plans for continued healthy eating, wellness and overall fitness.</p> <p><i>“Education Transformation”</i>, as described above, will bring a new approach to education funding that will put in place an interim formula in 2019-20 that is stable, predictable, based on provincial comparability, and includes specific funding for language and culture programming.</p>
21	<p>Canada should provide funding for NAN to develop a program for youth to receive leadership training so that they can run summer, evening and weekend activities for their peers.</p>	<p>1 – Recommendation has been implemented</p>	<p>The Government of Canada provided Nishnawbe Aski Nation with funding to develop such a program at its annual youth forum, as was proposed by NAN.</p>
22	<p>Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.</p>	<p>1 – Recommendation has been implemented</p>	<p>The wellbeing of First Nations children and families is a priority for the Government of Canada. We recognize that there are situations where First Nations children are not receiving the full breadth of services they would be receiving if they lived in urban areas, or if they were not First Nations children. It is through the full implementation of Jordan’s Principle that we are working to close these service gaps. We will continue to work with First Nations partners and communities, as well as the provinces and territories, ensuring that all First Nations get the care they need.</p>

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			<p>Should First Nations children require services and supports related to Jordan's Principle, they should contact the Jordan's Principle Focal Point in their region. Their contact information can be found on the Health Canada website or families can contact us at 1-800-567-9604.</p>
23	<p>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.</p>	<p>1 - Recommendation has been implemented</p>	<p>Indigenous Services Canada has increased the rate it funds for the tuition of students attending Northern Nishnawbe Education Council schools off-reserve, in order to be at par with the local board rates. This tuition rates include an operation and maintenance component.</p> <p>The Choose Life Initiative is funding tuition amounts for students attending DFC, not currently registered in a school on-Reserve (nominal roll). Once names of non-tuition students are identified, ISC works with NNEC to ensure students funded through Choose Life or Jordan's Principle, are placed on future nominal rolls where eligible.</p>
24	<p>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.</p>	<p>1B- Alternate recommendation has been implemented</p>	<p>In addition to "Education Transformation", the response to Inquest recommendations is also being addressed through Health Transformation activities in NAN territory. ISC and the province are funding NAN to develop a community developed transformative approach to health in NAN territory. This work is being supported by the tripartite Joint</p>

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	<p>including through the participation of First Nations youth and Elders. The plan should involve the following elements:</p> <ul style="list-style-type: none"> 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 		<p>Action Table and includes exploring potential decision-making structures for funding allocation, with guiding principles, as well as addressing immediate needs such as suicide prevention, youth mental wellness, crisis response, and social emergencies.</p>

Recommendation # Summary of Recommendation	OCC Response Code	Organizational Action
<p>25</p> <p>isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.</p> <p>In order to provide the foundation required to achieve better education outcomes, subject to the plans, priorities and needs of each First Nation community in NAN territory, provide additional core funding to expand existing facilities or build new facilities (and thereafter to maintain and operate those facilities) for the purpose of housing the following educational/instructional services sufficient for a growing population: i. a day care program/early childhood education program/drop-in program for all pre-school age children in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for kindergarten; ii. an elementary school for all children in JK to grade 8 in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for high school. It should also be designed and built to accommodate extra-curricular activities that include traditional, cultural, recreational, academic, artistic and athletic activities; iii.</p>	<p>2 – Under Consideration</p>	<p>The Government funds a range of programs and services to support Indigenous children and families on-reserve. Some focus on pre-natal and infant/maternal health, while others offer parental/family supports for early learners. Examples of federal Indigenous early learning and child care programs include Aboriginal Head Start On reserve, Aboriginal Head Start in Urban and Northern Communities, the First Nations and Inuit Child Care Initiative. In Ontario, Indigenous Services Canada provides funding for full time K4 and K5 education in First Nations-operated schools.</p> <p>Employment and Social Development Canada has recently undertaken an engagement campaign, including community-led discussions and feedback, to determine the best approach to delivering high-quality early learning and child care for Indigenous children and families. In NAN territory, all communities have access to either the Aboriginal Head Start On-Reserve Program or the First Nations and Inuit Child Care Initiative, and many communities also have full-day daycare funded by the Federal Government through the terms of the 1965 Indian Welfare Agreement with the Province of Ontario. New</p>

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<p>26</p>	<p>a high school for all children grades 9-12 in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for post-secondary education. It should also be designed and built to accommodate extra-curricular activities that include traditional, cultural, recreational, academic, artistic and athletic activities;iv. an adult learning centre for adults in the community who wish to complete their high school diploma; andv. should ensure that all existing facilities and all new facilities meet the needs of individuals with barriers to accessibility.</p>	<p>2 – Under Consideration 8 – Content or intent of recommendation is already in place 5- Not applicable</p>	<p>school projects indicating a need for daycare facilities incorporated as part of a school facility are considered during the feasibility and design phase.</p> <p>There are currently five school feasibility studies being completed for schools on-reserve in NAN territory. Three schools have been built on-reserve in NAN territory in the last five years. First Nations identify school projects on the First Nation Infrastructure Investment Plan. Projects are further prioritized through the National Priority Ranking Framework. During the Design phase of the project, First Nations identify the needs for their educational priorities within the community. These projects are subject to funding availability within the Region.</p> <p>The Department supports First Nations-operated schools to employ certified teachers through the band-operated funding formula, as well as specific program funding to increase teacher salaries in many band-operated schools. Through Budget 2016, a 10% increase was provided to all eligible recipients of the Band-Operated Funding Formula. In addition to core funding provided for teacher salaries and professional development, the Department also support teacher recruitment and retention activities through the New Paths for Education Program.</p>

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	<p>Increase the number of on-reserve teachers who are local First Nations community members through:</p> <ul style="list-style-type: none"> 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; iv. support schools in NAN Territory to provide salaries, pension, benefits, compensation and overall remuneration of teachers, principals, administrators, and education staff at a level on par with their provincial counterparts; v. provide all teachers on-reserve with access to the Teach for Canada program; and vi. provide isolation pay for teacher retention on remote reserves to help with the high cost of living. 	<p>to agency assigned</p> <p>1A –</p> <p>Recommendation will be implemented</p>	<p>Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority. Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, the Government of Canada is aware of a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program. In addition to post-secondary applications, through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the work place,</p>

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			<p>and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.</p> <p>First Nations can identify needs for teacherages on the First Nation Infrastructure Investment Plan.</p> <p>“Education Transformation” will put in place an interim formula that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Although the Government of Canada does not oversee the Teach for Canada Program, Indigenous Services Canada is aware that First Nations communities can access this program.</p>
27	<p>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</p>	<p>2 – Under Consideration 1 – Recommendation has been implemented / 1A - Recommendation</p>	<p>Canada has invested significant funding in First Nation education infrastructure through Budget 2016 investments with the objective of providing safe and healthy learning environments for First Nation students. In order to implement these investments, Canada works with individual First Nations to identify their education infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on</p>

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	<p>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; andiv. 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, addition counsellors, and activity coordinators;m. general purpose classrooms; andn. spaces large enough to host graduation celebrations and other education-related celebrations for the community.</p>	<p>will be implemented</p>	<p>addressing health and safety needs.</p> <p>New school projects ensure that education facilities meet health and safety standards including sufficient sources of heat, potable water, and sanitation. Ongoing Operations and Maintenance funding is provided for education facilities. Issues which cannot be resolved through O&M funding are placed on the First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.</p>
<p>28</p>	<p>Commenting in 2017, the facility goals set out above should be achieved for a predetermined number of First Nation communities in NAN territory based on priority needs, and an equal number of communities each year thereafter until all of the communities in NAN territory have achieved their facility goals.</p>	<p>1 – Recommendation has been implemented / 1A - Recommendation will be implemented</p>	<p>First Nations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department's School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility.</p> <p>Capital investments have been made in existing school facilities within NAN to address health and safety priority</p>

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29	<p>Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to: i. receive high school education at home; ii. community and family connectivity when youth are away from home for school or for other reasons; and iii. career options for youth and their families within their communities.</p>	<p>1B – Alternative Recommendation has been implemented</p>	<p>items and to extend the useful life of the facilities.</p> <p>The Kuhnkehah Network (K-Net) provides information and communication technologies, telecommunications services, and network supports across north-western Ontario, including to over 200 First Nations-operated schools in the Region. This includes all Keewayinook Internet High Schools and Wahsa Distance Education Schools on-reserve. Indigenous Services Canada provides annual funding to K-Net to support the provision of these services.</p>
30	<p>In order to show its commitment to the implementation of Recommendations 25 through 29, issue a public announcement after the verdict regarding that commitment, and consider incorporating the criteria set out in the recommendations in documents relating to First Nations education programs, including the National Education Program Guidelines.</p>	<p>1B – Alternative Recommendation has been implemented</p>	<p>Indigenous Services Canada has funded NAN to conduct an infrastructure needs scan to assess what communities have and what they need. This scan will be used to help understand education infrastructure priorities.</p>
31	<p>In order to ensure timely implementation of Recommendations 25 through 29, the Joint First Nations working group, as described in Recommendation 13, should develop agreed upon milestones and timeliness such</p>		

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
32	<p>Provide resources through the Education Partnerships Program ("EPP") or another source to establish a First Nation working group in Thunder Bay, Ontario, composed of First Nation education experts who will provide their expertise to assist NAN, the Tribal Councils and the First Nations in NAN territory in conducting the following assessments:</p> <ul style="list-style-type: none"> 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. 	<p>1 – Recommendation has been implemented / 1A - Recommendation will be implemented</p>	<p>Through the First Nations Student Success Program, funding has been provided to First Nations communities to develop, utilize, and maintain student assessments. Assessments currently being administered include EQAO, as well as those related to literacy and numeracy. All First Nations schools in Ontario are also supported to purchase and maintain education data and information systems that track student and school achievements. All parties named in the Inquest are recipients under the First Nation Student Success Program.</p> <p>Under the Structural Readiness component of the Education Partnerships Program, NAN has been funded to support the development of an education database system to support NAN as they move forward in exploratory discussions on education jurisdiction. NAN has also been supported to develop a student data base that at this time includes biographical information, and is used by on-call and support workers to maintain student safety. Indigenous Services Canada is supportive of enhancing the data base to include other types of information, at the direction of NAN</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>and affiliated First Nations communities.</p> <p>In “<i>Education Transformation</i>”, funding to develop student assessments and to conduct EQAO, literacy, and numeracy assessments will be captured in the provincially comparable formula. Through regional education agreements, specific and unique challenges such as educational achievement gaps in a particular region, can be discussed.</p>
33	<p>In order to optimize opportunities to increase awareness on the development of a NAN-wide education system; i. hold a conference within 6 months of receipt of this verdict for First Nations communities in NAN territory; and; ii. discuss innovations in First Nation education at the regular Chiefs Assemblies.</p>	<p>1B- Alternate recommendation has been implemented</p>	<p>Exploratory discussion between Nishnawbe Aski Nation and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and identify a framework for a NAN-wide education system.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>34</p>	<p>In order to address and improve social determinants of health, provide sufficient funding i. for the building and upgrading/repair of sufficient housing units suitable to the conditions in Northern communities that will address the critical housing shortage and overcrowding that exists in NAN First Nations; ii. to review the current water treatment systems in individual communities and identify the need for any upgrades to ensure that NAN First Nations community members have access to safe, healthy, potable water; immediately and in the future. Funding for the projected improvements to the water treatment systems should be provided by Indigenous and Northern Affairs Canada ("INAC"); iii. to review the wastewater systems in individual communities and identify the need for any upgrades to ensure that NAN First Nations community members have access to a safe, healthy sewage disposal system in the future that will not compromise the First Nation's drinking water supply. Funding for the projected improvements to the wastewater system should be provided by INAC; iv. to develop an antipoverity strategy for NAN First Nations community members, and to assist individual First Nations in creating economic opportunity that emphasizes self-reliance.</p>	<p>1A – Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation. To date intergovernmental collaboration on Indigenous issues has achieved a number of important successes, including:</p> <ul style="list-style-type: none"> o the recent funding announcement for Wataynikaneyap Power to connect 16 remote communities to the Ontario power grid; o the implementation of 19 co-funded Meeting Wellness Teams to provide crisis response and mental wellness services to all First Nations in Ontario; and o the lifting of 11 long-term drinking water advisories in February 2018, with 6 more lifted in April, 2018. <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada to meet their identified needs and will work with them to support those priorities.</p> <p>In order to implement First Nation infrastructure</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>35</p>	<p>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.</p>	<p>1A - Recommendation will be implemented</p>	<p>Exploring data systems and data partnership is a priority activity on the tripartite Health Transformation work plan. This work includes identifying what data systems and First Nations capacity are required to advance First Nations control over health status and healthcare delivery data as well as looking at mechanisms to support NAN communities in identifying their health data priorities, and developing community-based strategies to support community health and wellness planning using health data.</p>
	<p>local control, and the relationship between the people and the land; and, to develop a sustainable funding framework and plan to address housing needs into the future, based upon population growth expectations. This framework should include a budget for on-going housing maintenance.</p>		<p>investments, Canada works with individual First Nations to identify their infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
36	In consultation with youth and Elders commencing in 2016, develop a suicide prevention strategy to address the continuing inter-generational suicide trauma experienced by children and youth in the remote NAN First Nation communities. The federal and provincial government should fund the strategy development and implementation.	1A - Recommendation will be implemented	. Addressing this recommendation builds on work already underway or completed such as, funding for a youth engagement strategy on needs for responding to social crises, engagement sessions underway that are supporting health transformation, in NAN as well as upcoming engagement being planned on a longer-term approach for Jordan's Principle and Choose Life funding.
37	Assist NAN First Nation communities in the development of a comprehensive Mental Health program for children, youth and adults. This program should consider the need for integrated mental health services including models which incorporate traditional practices as defined by the individual First Nation.	1- Recommendation has been implemented	The First Nations Mental Wellness Continuum Framework is a shared vision for First Nations Mental Wellness. It outlines a coordinated, holistic approach to mental wellness programming that takes into account the important role of First Nations culture, traditions, and language. The Government of Canada, in partnership with the province and NAN is supporting communities in adapting, optimizing and realigning their mental wellness programs and services into a comprehensive approach. In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada to meet their identified needs and

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
40	<p>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.</p>	<p>1A - Recommendation will be implemented</p>	<p>will work with them to support those priorities.</p> <p>To advance First Nations control of education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. The Government of Canada is committed to working with organizations named in this recommendation to improved services for youth.</p> <p>Indigenous Services Canada will continue to work with youth to look for ways to further support their activities in the coming year.</p>
41	<p>In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive additions programs by:</p> <ul style="list-style-type: none"> i. developing detoxification programs; ii. funding a culturally-based treatment program and facility that would utilize Elders; and iii. funding aftercare programs for youth leaving addictions treatment programs. 	<p>1A - Recommendation will be implemented</p>	<p>Choose Life and Jordan's Principle investments are being used to address gaps in existing mental wellness services for youth, including supporting detox services, enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, and reduce risk factors for youth suicide.</p> <p>ISC is aware that in addition to existing and new investments there is a need for changes to the current system of supports, including better alignment of services among education organizations and communities as well as</p>

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42	In order to respond to the ongoing issue of substance and alcohol misuse in First Nations communities, increase funding to the National Native Alcohol and Drug Abuse Program (NNADAP).	1A - Recommendation has been implemented	<p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada to meet their identified needs and will work with them to support those priorities.</p> <p>Budget 2018 committed \$200 million over five years to enhance the delivery of culturally appropriate addictions treatment and prevention services in First Nations communities with high needs. Implementation of this funding is being guided by the First Nations Mental Wellness Continuum Framework as well as recent regional review (completed in December 2016) of the National Native Alcohol and Drug Addiction program (NNADAP).</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
43	<p>In order to provide an opportunity for students from remote First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay in a positive, supervised environment, provide sufficient funding to ensure that grade 7 and 8 students from First Nation communities are able to be part of classroom learning or orientation sessions in Thunder Bay so that they and their families can familiarize themselves with the schools and the community prior to beginning high school away from home.</p>	<p>1 - Recommendation has been implemented</p>	<p>The Department has provided funding on an annual basis to Nishnawbe Aski Nation to facilitate orientation sessions in Thunder Bay, Sioux Lookout, and Timmins, targeted for all students attending secondary school off-reserve. Local service providers, First Nation organizations, local District School Boards, and boarding parents participate to outline the numerous services available to the students. An additional \$100,000 has been provided to NNEC in 2017-18 and 2018-19 to conduct local school orientations to their schools and services, and to ensure parents feel comfortable having their children living away from home. In 2017-18, funding was also provided to NNEC to offer training to prospective students. Funding has also been provided to NNEC in each of the last two years to travel to communities attending NNEC schools. The goal of these trips is to forge stronger bonds with parents and communities by inviting other community organizations to NNEC communities and holding open houses to highlight the strengths of NNEC programming. NNEC has also requested funding to develop promotional materials and boarding home advertisements for their programming, for which Indigenous Services Canada has also provided funding.</p> <p>Specific funding for student transitions will remain in place</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
44	<p>In order to allow students and parents to make an informed choice regarding the school options available to them off-reserve, in consultation with First Nations education providers and public school boards, develop a comprehensive information package, funded by Canada and Ontario, that will include the following information:</p> <ul style="list-style-type: none"> 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; 	<p>1A - Recommendation will be implemented</p>	<p>throughout “<i>Education Transformation</i>”.</p> <p>The Government of Canada supports the creation of a comprehensive information package, and has been in discussions with NAN about developing a product that would outline education options available to all students looking to pursue education off-reserve in Northern Ontario.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>vi. community supports; vii. availability of supports for students with special needs; viii. other supports available, including guidance counselors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counselors; and ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities</p>		
<p>45</p>	<p>In order to ensure that representatives from First Nations schools, including DFCHS and MLC, are provided with sufficient time and resources to meet with prospective students and their parents, in consultation with representatives from the schools, NNEC, KO, and MLC, determine the following: i. frequency and appropriate timing for representatives to attend remote communities; ii. time required to meet directly with schools, students, parents, and Education Authorities; iii. appropriate composition of representatives, including students enrolled in off-reserve schools; and iv. funding and associated expenses for required travel to remote communities to meet with students and families.</p>	<p>1 - Recommendation has been implemented</p>	<p>The Department has provided funding on an annual basis to Nishnawbe Aski Nation to facilitate orientation sessions in Thunder Bay, Sioux Lookout, and Timmins, targeted for all students attending secondary school off-reserve. Local service providers, First Nation organizations, local District School Boards, and boarding parents participate to outline the numerous services available to the students. An additional \$100,000 has been provided to NNEC in 2017-18 and 2018-19 to conduct local school orientations to their schools and services, and to ensure parents feel comfortable having their children living away from home. In 2017-18, funding was also provided to NNEC to offer training to prospective students. Funding has also been provided to NNEC in each of the last two years to travel to communities attending NNEC schools. The goal of these trips is to forge stronger bonds with parents and communities by inviting other community organizations to</p>

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			<p>NNEC communities and holding open houses to highlight the strengths of NNEC programming. NNEC has also requested funding to develop promotional materials and boarding home advertisements for their programming, for which Indigenous Services Canada has also provided funding.</p> <p>Specific funding for student transitions will remain in place throughout <i>“Education Transformation”</i>.</p>
46	<p>In order to ensure the needs of students required to attend school off-reserve are identified and addressed while residing away from their home communities, in consultation with First Nations Health Authorities or health providers, ensure funding and resources are provided to conduct comprehensive assessments of all students prior to leaving their home communities. The assessments will be conducted with a view to balancing the safety and well-being of the students with their privacy interests. NNEC, KO, and MLC representatives should be very clear with students, families, schools and education authorities that the information is being gathered to ensure the safety and necessary supports are in place prior to the student's arrival for their success in high school – not as a basis for denying the student</p>	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>Indigenous Services Canada provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is student-specific and determined by a formula based on individual student requirements. This funding includes direct services including student assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education Program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region</p>

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	<p>access to an education. Students who do not consent to the testing will not be denied access to schooling or reserve. The assessments will:i. include physical, psychological and emotional assessments;ii. identify any substance or alcohol issues;iii. be shared, with the school, subject to appropriate consent, the nature of the information, and the role of the worker with access to the information (i.e. physician or nurse, vs. prime worker); andiv. funding for these assessments should commence for the 2016-2017 school year.</p>		<p>receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated through “<i>Education Transformation</i>”.</p> <p>The Government of Canada is supportive of this recommendation and has provided funding through Jordan’s Principle and Choose life to support student assessments upon arrival in Thunder Bay. ISC is also working with Education Organizations and the province to improve the coordination of existing services to ensure that student information (ie. health records, previous assessments) are available to schools and education organizations at the start of the school year.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
49	<p>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.</p>	<p>1- Recommendation has been implemented</p>	<p>The Government of Canada supports this recommendation, and currently partners with Nishnawbe Aski Nation and Education service providers in Thunder Bay to arrange for community visits. NAN has been provided \$25,675 in continued support for visits by provincial school board teachers to First Nation communities to create awareness and gain a better understanding of students coming to their schools, including gaining knowledge of students' communities and their challenges. Trips for eighteen teachers from 4 District School Boards are planned for this coming school year. In 2017-18 NAN received \$71,960 to support community visits. Indigenous Services Canada respects the role that Nishnawbe-Aski Nation has taken in facilitating community visits for service providers to First Nations communities, and will consider further visits that may be recommended by NAN.</p>
51	<p>Canada, NNEC and MLC should form a working group to establish a mutually beneficial relationship in regards to sharing resources in one central facility in Thunder Bay</p>	<p>7- Unable to evaluate</p>	<p>The First Nations parties named in this recommendation do not agree to its terms. The Department has provided funding for both MLC and NNEC to conduct feasibility studies for education infrastructure individually.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
52	<p>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.</p>	<p>1- Recommendation has been implemented</p>	<p>First Nations school operators receive provincial tuition that is equitable to the local school board. Within this rate there is an operations and maintenance allocation. There was a discrepancy with the rate being paid to students attending Pelican Falls, and this has been rectified.</p> <p>Through <i>Education Transformation</i>, in 2019-20, an interim formula will be put into place that is stable, predictable, and based on provincial comparability, and will be applied to First Nations operated schools off-reserve as well.</p>
53	<p>In order to provide a safe, healthy learning environment in high school that encourages attendance and participation by students, and retention of teachers, provide funding to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs.</p> <p>Funding has been provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. The results of these studies will inform discussions with the Department regarding safe and healthy options for education facilities and student</p>

Recommendation # Summary of Recommendation	OCC Response Code Organizational Action	
<p>activity coordinators; m. general purpose classrooms; and n. spaces large enough to host graduation celebrations and other education-related celebrations.</p> <p>In order to determine whether the current site of DFCHS is suitable for providing a safe, healthy and nurturing learning environment on par with provincially funded high schools, in consultation with representatives from NNEC, KO, and DFCHS, provide funding for a site analysis of DFCHS to determine needs relating to those outlined in Recommendation 53, in addition to the following: i. space required based on projected enrollment for the next 15 years; ii. adequacy of current space and need to install dedicated computer lab; iii. adequacy of current space and need to install dedicated music room; iv. adequacy of existing gymnasium and space dedicated to physical fitness; v. adequacy of existing classrooms, including need for dedicated culinary classroom; and vi. cost/benefit analysis of performing necessary repairs and renovations versus acquisition of a new facility.</p>	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>accommodations. The studies will include comprehensive enrollment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues.</p> <p>First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department's School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and design phase.</p> <p>Community engagement is a key part of the feasibility studies being undertaken by both NNEC and MFNM.</p>
<p>54</p>		

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p>55</p>	<p>INAC should immediately, in the interim, provide DFCHS with sufficient funding to make the following renovations to the school: Removal of asbestos as recommended in exhibit 185, and: A new boiler and heating system.</p> <p>To determine whether the current site of MLC is suitable for providing a safe, healthy and nurturing learning environment on par with similar provincially funded schools, INAC and Matawa Tribal Council and representatives from MLC should conduct a financial audit and a comprehensive needs assessment. If it is determined that a site analysis of MLC is required, INAC should provide funding to determine:</p> <ul style="list-style-type: none"> i. additional space is required based on projected enrollment for the next 15 years; ii. adequacy of existing classrooms, including need for dedicated culinary classroom; and iii. cost/benefit analysis of performing necessary renovations versus acquisition of a new facility. 	<p>1B - Alternate recommendation has been implemented</p>	<p>The Government of Canada is committed to supporting the Government of Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan's Principle to cases where a gap in tuition funding may exist pending a long-term resolution. The Department is aware of a provincially-led Working Group on Reciprocal Education Agreements.</p>
<p>56</p>	<p>Upon completion of the reports regarding the site analyses performed at DFCHS, if the cost/benefit analysis supports performing the necessary repairs and renovations, or acquiring a new facility, provide funding to implement the recommendations contained in the reports.</p>	<p>1B - Alternate recommendation has been implemented</p>	<p>Indigenous Services Canada provides funding to First Nations-operated schools for instructional services through a core formula, which is not proposal-based. Through the co-developed approach that the Government of Canada has been working on closely with the Assembly of First Nations, the Chiefs Committee on education, and the National Indian Education Council, the Department will fundamentally reform the way it funds elementary and secondary education commencing in 2019-20. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, plus additional enhancements that address the specific needs and priorities</p>
<p>57</p>	<p>Recommendation has been implemented</p>	<p>1 - Recommendation 1A - implemented</p>	<p>Recommendation 1A - implemented</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
58	<p>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.</p>	<p>will be implemented</p> <p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>of First Nations, including operators of and service providers to off-reserve schools.</p> <p>In 2019-20, an interim formula will be put into place that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
<p style="text-align: center;">59</p>	<p>accommodation in residences for all grades;d. accommodation in boarding homes for Grades 11 and 12; ore. accommodation in boarding homes for all grades.</p> <p>To meet the unique needs of First Nations and to help ensure student safety, Canada should provide sufficient funding to NNEC to design, build, furnish, maintain, operate and adequately staff a student residence in Thunder Bay for the students from NNEC communities who have to come to the city to attend school at DFCHS:</p> <p>i. INAC should sufficiently fund NNEC for the costs of operating and maintaining the residence on an annual basis pursuant to the eligible expense of "group home costs" as noted in section 5.0 D – Student Support Services of Canada's policy and guideline entitled Grants and Contributions to Support First Nations Elementary and Secondary Educational Advancement;</p> <p>ii. NNEC should consult with its member First Nations communities, current and existing students, NAN, KO and other affiliated tribal council on the design and proposed operation of the residence;</p> <p>Canada should provide sufficient funding to NNEC to carry out this consultation exercise;</p> <p>iii. Canada should provide appropriate funding to</p>	<p style="text-align: center;">1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	

Recommendation # Summary of Recommendation	OCC Response Code Organizational Action	
<p>62</p> <p>In order to achieve equity and equality for First Nations students, Canada should: revise current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve or MLC regardless of their or their parents' normal place of residence;ii. pending the revision of policies to allow any First Nation student to attend a First Nation high school off-reserve regardless of normal place of residence, work with school boards in Northwestern Ontario to ensure that reverse tuition agreements are in place;iii. eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14);iv. determine the required annual increase for core funding to ensure that First Nations education and service providers operating off-reserves are able to meet the needs of their students; andv. all funding for education of First Nations students off-reserve should be long-term, stable, reliable and predictable.</p>	<p>1 – Recommendation has been implemented 1A- Recommendation will be implemented</p>	<p>The Government of Canada is committed to supporting the Government of Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan's Principle to cases where a gap in tuition funding may exist pending a long-term resolution. The Department is aware of a provincially-led Working Group on Reciprocal Education Agreements.</p> <p>Indigenous Services Canada provides funding to First Nations-operated schools for instructional services through a core formula, which is not proposal-based. Through "Education Transformation", an interim formula will be put in place in 2019-20 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
63	<p>In order to recruit and retain teachers and staff and encourage them to commit to long-term employment at First Nation schools off-reserve, provide funding to:</p> <ul style="list-style-type: none"> i. ensure that salaries, pensions, benefits, compensation and overall remuneration of teachers, administrators, and other staff at First Nations schools off-reserve are at a level on par with their provincial counterparts; ii. ensure that staff from First Nations schools off-reserve are offered all professional development opportunities that the Ministry of Education makes available, including access to their databases and eLearning programs; iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through: <ul style="list-style-type: none"> a. financial assistance to those seeking education and training as teachers; b. initiatives to encourage First Nations people to become teachers; and c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and iv. provide all teachers with access to the Teach for Canada program. 	<p>1 – Recommendation has been implemented 1A - Recommendation will be implemented</p>	<ul style="list-style-type: none"> i) The Government of Canada provides tuition rates for students to attend First Nations schools off-reserve that are based upon on local school board rates, and updated annually. Through the co-developed approach that the Government of Canada has been working on closely with the Assembly of First Nations, the Chiefs Committee on education, and the National Indian Education Council, the Department will fundamentally reform the way it funds elementary and secondary education commencing in 2019-20. The new approach will involve an approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, plus additional modifications that address the specific needs and priorities of First Nations, including operators of and service providers to off-reserve schools. ii) Not applicable to agency assigned, however, the Government of Canada is supportive of partnerships and tripartite agreements to share resources between school boards and First Nations-operated schools, which allow opportunities for professional development of

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>staff. Through its Education Partnerships Program, staff at First Nations-operated schools are supported to participate in professional development exchanges, as proposed, through its Education Partnerships Program. These opportunities allow for greater access to professional development for all, as critical knowledge of best practices and cultural competency are shared between district school boards, First Nations elders, students, and First Nations school-operators as well.</p> <p>iii) The Department supports First Nations-operated schools to employ certified teachers through the band-operated funding formula, as well as specific program funding to increase teacher salaries in many band-operated schools. Through Budget 2016, a 10% increase was provided to all eligible recipients of the Band-Operated Funding Formula. In addition to core funding provided for teacher salaries and professional development, the Department also support teacher recruitment and retention activities through the New Paths for Education Program. In the longer term, The Government of Canada is committed to transforming its support for First Nations</p>

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			<p>education by establishing a new fiscal relationship for First Nations education. In taking steps to fulfill this commitment, ISC has worked with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to develop a new funding formula for First Nations education. Based on work to date, the Department will be fundamentally reforming the way it funds elementary and secondary education, commencing in 2019-20. The new approach will involve a comparable approximation of provincial education formulas to establish a new minimum base for stable, reliable, and predictable funding, which will include all grants available in the provincial system for teacher recruitment and retention. Additional enhancements that address the specific needs and priorities of First Nations can be considered through regional education agreements, including teacher recruitment and retention.</p> <p>A-C) Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority. Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, there are a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education programs.</p> <p>In addition to post-secondary applications, through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in</p>

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			<p>acquiring the essential skills that will gain employment, function well in the work place, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.</p> <p>iv) Indigenous Services Canada is not affiliated with the Teach for Canada program, and therefore does not have authority over program design. The Department is aware that some First Nations communities access this program.</p>

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64	<p>In order to improve education outcomes of First Nations Youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, provide on-going, predictable and reliable funding to ensure that there is an appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MLC students starting for the 2016-2017 school year, including: i. appropriate ratio of education assistants to students; ii. appropriate number of Elders (male and female) to be available during school hours; iii. dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students; iv. curriculum development that supports language, culture and traditional activities; v. regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching; vi. additional staff member or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land based learning; vii. funding for land-based learning; and viii. funding to facilitate the development and implementation of Ojibway/Cree immersion programming.</p>	<p>1 - Recommendation has been implemented</p> <p>1A - Recommendation will be implemented</p>	<p>In support of First Nations control of First Nations education and wellness, the Government of Canada has encouraged First Nations parties to the Inquest to identify what actions and supports they require to meet their identified needs and are working with them to support those priorities.</p> <p>Through Budget 2016, the Choose Life initiative, and by mobilizing other resources, the Government of Canada has supported a number of specific activities identified by First Nations parties to the Inquest that correspond to recommendation 64-68, including:</p> <ul style="list-style-type: none"> - Increased guidance and counselling allocations, which has allowed all First Nations education organizations in Ontario Region to improve direct student supports in accordance with their priorities; - Doubled the number of trips home for students during the school year from two to four, which has benefitted all students in NAN communities - Start-up costs for academic programming through NNEC's Wahnsa internet high school - Critical Thinking Consortium phases at MLC - Vehicles for land-based learning excursions - Document translation - Social workers, Psychologists, Mental Health

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
66	<p>In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and in recognition of the unique challenges that they face due to exposure to adverse socio-economic circumstances prior to arriving in Thunder Bay, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, immediately provide adequate funding separate from core institutional funding required to ensure that there is an appropriate complement of qualified staff and programming to address the needs of DFCHS, PFFNHS and MLC students starting in the 2016-2017 school year, including: i. social workers; ii. trauma counsellors; iii. mental health workers; iv. addiction workers or counsellors; v. life skills programs; vi. on-call drivers; vii. community liaison workers; viii. school nurses; and ix. provision of healthy meals during school hours.</p>	<p>1 – Recommendation has been implemented</p>	<ul style="list-style-type: none"> - Workers, and Psychiatric services in schools - Culture and Land Based programming - School nurses - Tele Mental Health/Video conferencing - Foot Patrol program - Salaries for on-call workers, their transportation, their supplies, their training, and a coordination unit - Student life skills training - Cell phones and personal safety devices to improve communication between students, families and school staff - Clothing and academic material costs - Furniture costs for Pelican Falls student residences - Learning Kitchen start-up costs - Outdoor Learning facility start-up costs - Prime worker salaries - Recreational programming and equipment - An extra-curricular and outreach strategy - Tutoring programs - Art programming and supplies - Staff training initiatives - Peer Mentorship Programs - Youth Leadership Training (course development and implementation) - Youth co-ordinators

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<ul style="list-style-type: none"> - Cultural workers - Missing person protocol training and equipment - Supporting the cultural needs of students through a coordinated active-wellness living program developed by Keewaytinook-Okimakanak (KO), Shibogama First Nations Council (SFNC), Windigo First Nations Council (WFNC), Independent First Nations Alliance (IFNA) and Northern Nishnawbe Education Council (NNEC) and funded through Choose Life. The program is addressing systemic and pressing issues such as prescription drug abuse, residential school inter-generational trauma, suicide, language and culture loss through diverse active-wellness living opportunities <p>The Government of Canada will continue to work with First Nations parties to the Inquest in parallel to Education Transformation to ensure their specific needs and priorities are met.</p>

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<p>67</p> <p>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 NINEC, KO, DFCHS, PFFNHS and MLC, provide on-going, predictable and reliable funding required to ensure that there is an appropriate staff complement and programs to address the recreational needs of DFCHS, PFFNHS and MLC students, including: i. adequate annual/monthly allowances to be provided to students for their recreational and personal needs; ii. adequate annual/monthly clothing allowances to be provided to students; iii. adequate annual/monthly tutoring allowances to be provided to students; iv. after-school activities co-ordinators; v. registration fees for participation in extra-curricular activities (at the highest level that the student is capable of and interested in); and the equipment to support that participation, including special adaptive aids for special needs students; vi. lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students; vii. individual tutoring as required; viii. travel to other cities in Ontario and Canada; and; ix. fishing trips/camping trips.</p>	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>The Government of Canada is committed to working with First Nations education providers to ensure students are well-supported and have access to extra-curricular opportunities while obtaining education off-reserve. To this end, the Department has supported NAN through the EPP in the past two years, to develop an extracurricular and outreach strategy for students attending school off-reserve. Indigenous Services Canada provides annual financial allowances to First Nations Education organizations based on student enrolment. In addition to financial allowances, the Department has provided specific funding to MLC and NNEC in the past two years for after-school art and recreation programming for students enrolled at MLC, DFCHS, and PFFNHS, as well as for education and graduation trips for students at NNEC schools, as proposed. The Department has also provided specific funding in 2018-19 for recreational equipment and resources that support student learning and extra-curricular endeavours such as funding for tutors, specific learning equipment at MLC, and supplies for academic programming at NNEC schools.</p> <p>Through "Education Transformation", an interim formula will be put into place in 2019-20 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First</p>

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			Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
68	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>1 - Recommendation has been implemented</p>	<p>The Inquest highlighted how much needs to be done to ensure that students from northern Ontario First Nation communities are safe and well supported when they leave their community to complete their secondary studies. Budget 2016 investments included specific new funding to double the number of trips home for students during the school year and increases to the monthly accommodation rates for students in boarding homes, as well as supporting all First Nation schools to retain crucial guidance and counselling services for their students. This funding has been maintained on an ongoing basis.</p> <p>With respect to trips to home communities, each student attending school in Thunder Bay is funded for a minimum of 4 trips home, which has been calculated based on real costs. First Nations have the ability to purchase group flights (i.e. charters) to reduce costs, from which savings can be utilized for any additional trips required home for community celebrations and emergencies. In order to help improve communications with home communities, the Department has provided funding to NNEC in each of the last two years to install fiber optic cables at Pelican Falls that will enable greater bandwidth.</p> <p>ISC has provided funding for cell phones and personal</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
69	<p>In order to promote and preserve the connection between students, their families and to help ensure student safety, amend current policies to ensure that any parent or legal guardian who moves away from their home community to live with their child/children while the child/children attend secondary school will meet the definition of "boarding parent" and will be entitled to receive the same stipend as a boarding parent.</p>	<p>1 - Recommendation has been implemented</p>	<p>safety devices to improve communication between students, families and school staff. In addition, a working group has been struck, terms of reference drafted to determine if and how KNET can support increased telehealth services in schools.</p> <p>ISC policies have been clarified to ensure that parents who accompany their children when attending school in Thunder Bay or elsewhere outside of their community can be recognized as boarding parents.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
70	<p>In order to provide all First Nations students living in Thunder Bay with reasonable travel time and safe transportation to school and access to all extracurricular activities, in consultation with NNEC, KO, DFCHS, and MLC, conduct an assessment of funding required to ensure that DFCHS and MLC students have access to reasonable transportation while attending school or extracurricular activities. Funding should be adequate to cover: i. the purchase or lease of vehicles to transport students; ii. the appropriate number of qualified drivers to operate such vehicles; iii. insurance for vehicles; iv. maintenance and operating costs for vehicles; and v. the assessment of the feasibility of using a local school bus company.</p>	<p>1 - Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>Indigenous Services Canada provides ongoing, core funding for local transportation of students attending school off-reserve in Thunder Bay. Department officials have worked in collaboration with First Nations parties to the Inquest to identify additional transportation needs required. NNEC was able to purchase a new school bus during the 2017-18 school year, to transport students within Thunder bay. The Department has also provided funding specifically for the purchase, insurance, driver training, and maintenance, of local transportation vehicles. Additionally in 2017-18, the Department provided funding to NNEC for a vehicle to transport students for extra-curricular, land-based activities.</p>
71	<p>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</p>	<p>1 - Recommendation has been implemented 1A -</p>	<p>Through “<i>Education Transformation</i>”, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities.</p> <p>Indigenous Services Canada provides funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education</p>

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	<p>Bay to identify:</p> <ul style="list-style-type: none"> 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 	<p>Recommendation will be implemented</p>	<p>students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is student-specific and determined by a formula based on individual student requirements. This funding includes direct services including student assessments of special education needs. Budget 2016 included an investment of \$577 million in the High-Cost Special Education Program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. All First Nations communities in Ontario Region receive funding for special education assessments and services, and can access additional funding on a needs-based process. NNEC also receives High-Cost Special Education program funding annually, which is to be used for student assessments and services. The Ontario First Nation Special Education Working Group, comprised of representatives from regional Indigenous Representative Organizations, including NAN, will determine how High-Cost Special Education funding will be continually co-ordinated through "Education Transformation".</p> <p>The Government of Canada is supportive of this recommendation and has provided funding through Jordan's Principle and Choose life to support student assessments upon arrival in Thunder Bay. ISC is also</p>

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72	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>1- Recommendation has been implemented</p> <p>1A - Recommendation will be implemented</p>	<p>working with Education Organizations and the province to improve the coordination of existing services to ensure that student information (ie. health records, previous assessments) are available to schools and education organizations at the start of the school year.</p> <p>Through the Education Partnerships Program, Indigenous Services Canada has provided funding to NAN for each of the last three years to run orientation sessions in Thunder Bay for new students to the city to get acquainted with community service providers. Through the same program, NAN also runs boarding home parent training in order to equip boarding home parents with the knowledge and expectations to adequately support their board-in students.</p> <p>The Government of Canada has also begun supporting co-ordinated on-call workers services for education service providers. NAN has used some of this funding to set up a call in line for any student in a distressful situation, so that their request can be triaged to their appropriate support worker. In 2018-19, Indigenous Services Canada has also provided resources specifically to support the salaries on prime worker positions for each organization supporting students attending school in Thunder Bay and Sioux Lookout.</p>

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75	<p>In order to provide peer leaders and mentors with the capacity, communication skills and self-confidence they need to apply positive influence on other students, the City should act as a resource to identify community partners, including, but not limited to, Ontario and Canada, who could support and provide funding in order to create and sustain peer leaders at DFCHS and MLC. Explore the option of having peer leaders and mentors receive volunteer hours credited toward</p>	<p>1 - Recommendation has been implemented</p>	<p>The Department has also recently supported NNEC to install fibre optic cables at Pelican Falls First Nations High School, which will improve the quality of internet at the school and allow students to connect with their friends and family in their home communities. NNEC was also provided with funding 2017-18 and 2018-19 to travel to First Nations communities with other community organizations to hold open houses highlighting NNEC programming; funding to expand NNEC house counsellor orientation and training content; and funding for NNEC specific student orientation.</p> <p>The Government of Canada will continue to work with First Nations parties, including those named in this recommendation, to implement the necessary supports for students as directed by First Nations education service providers.</p> <p>See 64-68</p>

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<p>76</p> <p>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: determine the appropriate level of funding for boarding parents; and establish minimum expectations with respect to boarding parent's responsibility to ensure student's safety and well-being, attendance at school and academic success.</p>	<p>1B - Alternate Recommendation has been implemented</p> <p>1A - Recommendation will be implemented</p>	<p>In 2017, the Department increased the boarding home accommodation rate to \$12,000 per student per school year, to be in line with provincial rates for accommodation.</p> <p>In each of the last two years, the Department provided funding to NAN to continue to provide Student Accommodation Provider training for all boarding home parents. The sessions including student accommodation providers secured by NNEC, Matawa, KO and other NAN affiliated organizations requiring boarding homes, as well as funding to support "train-the-trainer" training for First Nation organizations to train any new accommodation providers that may be arranged after the larger training session occurred. Training included the outlining of minimum expectations to ensure student safety and well-being while attending school.</p>
<p>77</p> <p>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</p>	<p>1A - Recommendation will be implemented</p>	<p>To further support the best practices and minimum expectations of student accommodation providers, the Department also provided KO and NNEC with funding in 2017 to review and update their current boarding home guidelines.</p> <p>Each First Nations education organization currently has its</p>

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	<p>basis;</p> <ul style="list-style-type: none"> 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: <p>27</p> <ul style="list-style-type: none"> • provisions that clearly outline expectations of boarding parents, including regular communication with student support or prime workers and parents/guardians; • provisions that clearly outline conduct that will result in termination; and • provision in contract for unannounced visits as may be deemed necessary and at the discretion of the school <p>iii. minimum standards for written policies and procedures relating to screening and approval of boarding parents and homes.</p>	<p>1 - Recommendation has been implemented</p>	<p>own best practices and policy guidelines for boarding home parents. The Department has secured agreement from the Inquest Education Table (Parties named in the inquest) to work with the broader Nishnawbe Aski Nation Education Committee to undertake a review of the Boarding Home Placement system, which will inform and standardize expectations across all organizations and the Region.</p> <p>The ultimate goal of the review will be to ensure students who leave their communities to attend school are housed in safe, supportive homes. The review will examine all aspects listed within this recommendation.</p>
<p>82</p>	<p>In order to ensure the safety of First Nation students while living in Thunder Bay, provide funding to NNEC, KO, and MLC to conduct training as described in Recommendation 81 and to permit on-reserve and off-reserve First Nations schools to create and implement safe school protocols.</p>	<p>1 - Recommendation has been implemented</p>	<p>The Government of Canada is committed to ensuring students are safe while living in Thunder Bay to attend secondary schools. In the interest of supporting this goal, funding was provided to NAN in 2017 to develop a Student Safety Brochure and Urban Living Curriculum, which would be distributed to all NAN students. In addition, NAN has received EPP funding to support a Student Safety Working Group comprised of multiple-interagency members who</p>

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			<p>meet regularly to discuss on-going issues, missing students and other extreme circumstances. The Student Safety Working Group also reviewed the 'Missing Student Protocol, Student Safety Protocol, and Photo Student Data Base documents which were developed by NAN via funds provided by the Government of Canada. NAN was also provided with funding in 2018-19 for a Student Safety Facilitator to work with other staff/supports to implement strategies and activities outlined by the Student Safety Working Group.</p> <p>Through Choose Life, ISC has provided funding to several education organizations to train staff and students, e.g., suicide prevention training, mental health First Aid, and CPR.</p>
84	<p>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</p>	<p>1A - Recommendation will be implemented</p>	<p>Choose Life is supporting harm reduction programs, traditional/land-based teachings, increasing opportunities to participate in sports, art, music, and other recreational programming. Combining these activities will help to ensure a better quality of life for First Nation students while they are living away from home for school.</p>

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87	<p>sufficiently fund NNEC, KO and MLC for these activities.</p> <p>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 continuing supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.</p>	<p>1A - Recommendation will be implemented</p>	<p>With respect to continuing education, the Department currently provides funding to the First Nation organizations to cover the cost of tuition fees for education programs provided off-reserve. In the event that a student is attending school off-reserve and must return home before school ends, the First Nations Band, Tribal Council, or education organization administering this tuition payment is responsible for using these funds to provide alternative, continuing education programming for this student while in their home community. Alternative education options recipients could consider include: purchasing independent learning courses, or purchasing services from the KJHS or WAHSA Distance Education secondary school programs. The Department has identified funds and approached NAN to develop an Education Options document that would identify options for students to attain their education within or outside of their community.</p> <p>The Mustimuhw Community Electronic Medical Record (cEMR) is a client-centric electronic medical record or charting system for First Nations Health Centres that supports information sharing between programs which can increase collaboration and improve client care, supporting integration of multi/interdisciplinary teams. Organizations</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
89	<p>In order to ensure continuity of care for First Nations students while in Thunder Bay:</p> <ul style="list-style-type: none"> 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 	<p>1 - Recommendation has been implemented 1A - Recommendation will be implemented</p>	<p>such as KO and Matawa, with significant involvement in the school systems, are also implementing the cEMR allowing for interaction between education departments, their mental health workers and the health system. Communities are funding these services, and in most cases using existing community based funding.</p> <p>i) The review of existing policies is complete and information on types of services available to education organizations and students attending school off reserve has been provided to education organizations.</p> <p>ii) ISC and the Ontario Ministry of Health and Long-Term Care (MOHLTC) have a shared commitment to the implementation of electronic medical/health records. To date there are 28 communities in NAN territory that have access to EMRs. Full implementation, as outlined in the recommendation, is a longer term initiative requiring changes to privacy legislation for which ISC is working collaboratively with the province to advance.</p> <p>iii) Budget 2018 announced additional funding for addictions services, delivered through the NNADAP program at the community level, of \$200M over 5 years</p> <p>iv) Choose Life is an important community driven initiative addressing gaps in community addiction services, including aftercare and in services for youth attending school away from home.</p>

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90	<p>In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve, and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO, and MLC, with the support of Canada and NAN, should consider creating a special seat on their Boards of Directors for a youth representative who is a student or former student of DFCHS or MLC under the age of 25. Canada should provide the funding for any costs associated with this position.</p>	<p>1 - Recommendation has been implemented</p>	<p>v) Indigenous Services Canada continues to work toward improving medical transportation processes under the Non-Insured Health Benefits program. On March 9, 2018, the Sioux Lookout First Nations Health Authority began providing After Hours Support Services telephone support to Sioux Lookout travellers on a 24/7 (outside working hours) basis.</p> <p>The composition of the First Nation boards of education is determined by the First Nations. The Department is willing to support this initiative, but has only received one request in 2017-2018 from NNEC to do so. In response, the Department provided funding to NNEC, as was proposed, to support two youth to participate on their education board.</p> <p>With regards to youth participation in decision-making, the Department has provided NAN with substantial funding in each of the past two years to host a NAN Youth Conference, aimed at providing youth opportunities to be directly involved in NAN's implementation of mandate and strategic objectives. The Youth Conferences are held in March.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
98	To help alleviate homelessness for students, KO Telehealth should develop a program to allow families to utilize their services to communicate with their children who are attending high school off-reserve. This program should commence for the 2016-2017 school year	1B - Alternate Recommendation has been implemented	<p>A working group has been struck, terms of reference drafted and work has commenced under the leadership of Kuhnkenah Network (KNET). Due to multiple priorities of members involved on the working group services DFCHS and MLC have not yet been implemented. ISC funding is supporting student cell phones for safety and connecting with family members.</p> <p>NEEC has been provided with funding for the past two years to install fibre optics at their Pelican Falls school to support internet access for student/community interactions, as well as access to the internet for student learning.</p> <p>Through KNet, funding is provided to support broadband connectivity in all First Nations-operated schools in Ontario.</p>
114	Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-term Care and Child and Youth Services, the Northwest Local Health Integration Network ("NWLIHN"), EMS, the Thunder Bay Regional Health Sciences Centre ("TBRHSC"), NAN, NNEC, KO, Shlbogama, Independent First Nations Alliance ("IFNA") and MLC in order to develop of an alternative facility for intoxicated Youth, including remote First	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation and is participating on a working group, led by the Local Health Integration Network, to address this issue. Three proposals to address this recommendation have been developed by the education organizations that were party to the Inquest.</p> <p>While proposals are being reviewed and a formal solution developed, Jordan's Principle funding is supporting a number of organizations in providing safe spaces for</p>

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120	<p>Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.</p> <p>Canada and Ontario should meet with and consult with the City of Thunder Bay in order to discuss any funding requirements or additional resources necessary to assist the City in implementing and supporting the Recommendations aimed at supporting Indigenous Youth travelling to the City in order to access a secondary education program.</p>	<p>1 – Recommendation has been implemented</p>	<p>students. For example, DFC has received funding for emergency boarding homes. This funding is currently available until March 2019 and is providing access to safe and secure environments until students are no longer intoxicated.</p> <p>Indigenous Services Canada continues to meet with the Mayor and City Manager of Thunder Bay to discuss opportunities for collaboration. Public Safety Canada has also held similar meetings with the City of Thunder Bay to discuss implementing programming that supports Indigenous youth in the city.</p>

Recommendation # Summary of Recommendation	OCC Response Code Organizational Action	
<p>To: Canada</p> <p>136. In order to improve education outcomes of First Nations youth, we support and endorse Recommendations 7 through 11 of the Truth and Reconciliation Commission's Calls to Action that call upon the federal government to:</p> <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> a. providing sufficient funding to close identified educational achievement gaps within one generation; b. improving education attainment levels and success 	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of</p>

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<p> 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. </p>		<p> Relationship Principles (June 2017). The Charter's principles commit the parties to a government-to-government relationship in actions to respond to the 2016 declaration of a public health emergency in Nishnawbe Aski Nation territory, and in the transformation of health services over the longer term. In addition to health system transformation, a key priority action following the signing of the Charter is the development of a suicide prevention workplan (recommendation #36). </p> <p> Through "Education Transformation", as described above, an interim formula will be put into place in 2019-20 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities. The Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council have decided that education transformation will not be a statutory change at this time. </p>

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			<p>The Department is working with the Chiefs of Ontario to engage with Ontario First Nations on implementation of the proposed interim formula in 2018-19, as part of the ongoing broader education engagement and transformation process.</p> <p>Through Budget 2017, the Department received enhancements in the area of Post-Secondary Student Support Program (PSSSP) for eligible First Nation agreement holders. The new PSSSP money was allocated to each region, based on the total population aged 18 and older, using the December 2016 First Nation Indian Registration System data and 2011 Census data.</p> <p>This two-year investment in post-secondary education provided Ontario Region with an additional \$10,104,750 per year in PSSSP funding. Another element of the investments in post-secondary education will include a Departmental review of the overall program suite. The PSE review is in progress and is being led by the AFN.</p>

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137	<p>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: 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); andiii. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is firmly committed to implementing the Truth and Reconciliation's Calls to Action – which set out a road map for all levels government, civil society, educational institutions and the private sector to ensure Indigenous peoples are included as we build a stronger Canada. We are working with residential school survivors, First Nations, Inuit, the Métis Nation, provinces, territories, and educators to incorporate Aboriginal and treaty rights, residential schools, and Indigenous contributions into school curricula. We know there is more to do, and we will continue to work together to advance reconciliation and ensure Indigenous people have the tools necessary to succeed.</p>

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	<p>government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).</p>		
<p>139</p>	<p>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.</p>	<p>1 recommendation has been implemented.</p> <p>1A - Recommendation will be implemented</p>	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians.</p> <p>The Department provides various opportunities for training in areas outlined within this recommendation, some of which are mandatory for all public servants. Examples include:</p> <ul style="list-style-type: none"> • Aboriginal Elder Protocol (PE1084), mandatory • Inuit in Canada (PE5243), mandatory • Introduction to Inuit, Introduction to Métis, non-

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			<p>mandatory</p> <ul style="list-style-type: none"> • Introduction to First Nations, non-mandatory • Cree Language and Culture Training, non-mandatory • Canada School of Public Service Indigenous Learning Series, non-mandatory <p>“FedTalks” is another learning opportunity which are scheduled frequently within the department which are attended by public servants. Samples of topics related to this recommendation include:</p> <ul style="list-style-type: none"> • <u>Indigenous Youth and their roles as leaders of the future and today, Wednesday, February 21, 2018</u> • <u>Transformation: Applied Reconciliation? What can we learn from efforts to Indigenization of Post-Secondary Institutions.</u> • How we are coming to know: Ways in which Indigenous and non-Indigenous ways of knowing, being, and doing might circulate together in mathematics and science teaching and learning <p>A Picture is Worth a Thousand Words: Why culture is integral to a renewed relationship with Indigenous people.</p>

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<p>140</p> <p>In order to achieve reconciliation through education, we support and endorse Recommendation 62 of the Truth and Reconciliation Commission's Calls to Action that calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <ul style="list-style-type: none"> i. make age-appropriate curriculum based on the history of residential schools and legacy effect, 60's Scoop, colonialism, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students to counteract the harmful stereotypes and false and misleading histories/stories that play out in the media; ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms; iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education. 	<p>1</p> <p>recommendation has been implemented.</p>	<p>Indigenous Services Canada supports the principle of First Nations control over First Nations education, and as a result, supports First Nations educators in developing culturally-relevant curriculum. The Department has provided specific funding annually to a number of First Nation Tribal Councils to develop treaty curriculum for use within their territorial schools. In 2017-18, specific funding for treaty and residential school curriculum development was provided to five communities. First Nations also receive funding through the New Paths for Education program to enhance curriculum in band-operated schools and improve the overall effectiveness of education in class rooms, as well as specific funding to provide ancillary support for curriculum development in provincial schools where First Nations students attend.</p> <p>There are a number of post-secondary institutions in Ontario that offer Aboriginal Teacher Education programs in Ontario, including Trent, Queens, Brock, and Nipissing.</p>

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<p>142</p> <p>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:</p> <p>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.</p>	<p>1 –</p> <p>Recommendation has been implemented</p>	<p>Through “<i>Education Transformation</i>”, as described above, an interim formula will be put into place in 2019-20 that is stable, predictable, based on provincial comparability, and includes recognition for remoteness and language and culture. Going forth, First Nations will be able to enter into regional education agreements, which will provide a venue for First Nations communities to discuss enhancements to the formula based on specific needs and priorities, and to address unique challenges faced by First Nations students, their schools, and communities.</p> <p>In the interest of advancing First Nations control over First Nations education, the Government of Canada has been working with First Nations to advance self-determination through education jurisdiction. The Anishinabek Nation Education Agreement is an education sectoral self-government agreement between the Anishinabek First Nations and the Government of Canada. On the basis of the Anishinabek Nation Education Agreement, Anishinabek First Nations and Canada have agreed to identify their respective activities related to setting up the Anishinabek Education System. Negotiations between the Anishinabek First Nations and Canada were successfully completed early 2017 with the agreement officially signed in August 2017. The AES was effective April 1, 2018. There are</p>

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143	<p>All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</p> <ul style="list-style-type: none"> 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 	<p>1 – Recommendation has been implemented</p>	<p>currently 23 signed-on communities that are a party to the agreement. This initiative will set the stage for the Participating First Nations to develop culturally relevant and community-tailored education programs for the benefit of Anishinabek students.</p> <p>In addition, exploratory discussion between Nishnawbe Aski Nation and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Funding provided to NAN under the Structural Readiness component of the Education Partnership program has enabled NAN to conduct community consultations and identify a framework for a NAN-wide education system.</p> <p>The Government of Canada supports this recommendation.</p>

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	<p>(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).</p>		
<p>144</p>	<p>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.</p>	<p>1 – Recommendation has been implemented</p>	<p>The Government of Canada supports the role Nishnawbe Aski Nation has taken in fulfilling this recommendation.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
145	Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.	1 – Recommendation has been implemented	The Government of Canada has revised policies to reflect new tasks related to the recommendations, and will continue to do so as required.