

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
5	No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.	1 - Recommendation has been implemented	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.
6	In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.	1B – Alternate recommendation has been implemented	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.
7	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	1 – Recommendation has been implemented	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, 2018-19, and 2019-20 to enable the Nishnawbe Aski Nation, Keewaytinook Okimakanak, Northern Nishnawbe Education Council, and Matawa First

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>develop local solutions to the effects of colonial policy; and vi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan's Principle should apply.</p>		<p>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 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.</p>
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>In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<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>Council to develop a new policy approach for First Nations education that fundamentally reforms the way First Nations education is funded. 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>
9	<p>In order to improve education outcomes of First Nations youth, in consultation with First Nations education providers, provide sufficient funding and necessary resources to ensure that First Nations schools are able to: i. develop and implement culturally appropriate curricula and programs. Staff hired for these programs should include on-site Elders; cultural and traditional land-based teachers; and after-school activity co-ordinators;ii. develop and implement languages curricula and programs (including individual courses and full/partial immersion);iii. assess and identify students with special education needs and provide the necessary supports to those students including, but not limited to, speech and language therapy; occupational and physical therapy;iv. ensure the safe transportation of students to and from school;v. create and implement safe school protocols;vi. decrease absenteeism by hiring a community-school liaison worker or having a community Elder attend at the homes of</p>		<p>The Department worked with the Chiefs of Ontario in 2018-19 to engage with Ontario First Nations on implementation of the Interim Funding Formula as part of the ongoing broader education engagement and transformation process. 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</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>outcomes, as well as options for improving the way that 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 implementation of the new policy approach and funding formula in Ontario.</p> <p>By working collaboratively through OTTIFA, the Interim Funding Formula was implemented April 1, 2019. The formula fundamentally changes First Nations K-12 Education, touching on recommendations 8-14, in the following ways:</p> <ul style="list-style-type: none"> • Provides a stable, reliable, and predictable funding framework based upon the Ontario Grants for Students Needs model, which includes specific amounts for safe school protocol and student retention initiatives • Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model • Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities. <ul style="list-style-type: none"> ○ Remoteness adaptations were recommended by OTTIFA to provide salary and travel enhancements for educators teaching in isolated communities, enabling remote communities to employ certified instructors to teach students. ○ Language and culture enhancement is based on the
10	<p>In order to encourage early progress on structural reforms, Canada should immediately and publically 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</p>		

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	the First Nations education programs.		co-developed Education Transformation Policy Approach, which prescribes at least \$1,500 per student
11	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.		<ul style="list-style-type: none"> Increased budget flexibility for First Nations educators, in order to make decisions that place the best interest of their students at the forefront, and exercise local control over education. Increases special education funding for direct services by \$12.1 million in Ontario Region. Provides funding protection for all education service providers, to ensure critical supports previously-provided through proposal-based programs continue alongside , and become integrated into the Interim Funding Formula. This will help maintain critical initiatives in place for student retention, in particular.
12	In order to remove impediments to sound planning and budgeting Canada should ensure that funding under the new framework will be provided via a stable and predictable mechanism that allows for long term strategic planning and discretionary decision making. Canada should cease the practice of providing funding for core or ongoing activities, services and expenses (e.g. salaries, travel, etc.) through proposal based funding.		ISC will continue to work at the National level to assess the Interim Funding Formula against the principles laid out in the co-developed Education Transformation Policy Approach. Regional tables like OTTIFA will continue to advise on the Interim Funding Formula implementation and discuss Ontario-specific issues related to the formula.
13	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 timelines such that a new funding framework and performance measurement and reporting protocol can be established within one year from the date of these		

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	recommendations.		
14	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.		
15	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.		
16	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	1B – Alternative Recommendation has been implemented	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

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>Services program to ensure we are meeting the needs of First Nation children and families. Jordan’s Principle has been established to pay for health, social and education products, services and supports that are needed right away. Jordan’s Principle continues and has been extended for three years effective April 1, 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 products, services, or supports.</p> <p>Under Jordan’s and 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 launched on April 11, 2017 providing rapid funding relief to First Nations and organizations serving the NAN territory concerning children and youth at-risk of suicide. FNIHB fast-tracks funding proposals 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>

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>All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD, CPNP) as a cluster of programs. This allows communities to cluster funding and partner with existing services for children under six and their families. Cluster-based approach integrates all children’s programming and allows for flexibility to address gaps at a community level.</p> <p>On September 17, 2018, the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK), the Métis National Council (MNC) and the Government of Canada jointly released a co-developed Indigenous <u>Early Learning and Child Care (ELCC) Framework</u>. This Framework will help</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>strengthen early learning and child care programs for Indigenous children and families, with the goal of providing Indigenous children with the best possible start in life.</p> <p>Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming.</p> <p>Currently decisions are with Chiefs of Ontario, Social Services Committee, on how the \$12M will be allocated to First Nations.</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.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
19	<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 cultural and traditional activities and knowledge. These offerings should focus on developing important values such as self-esteem, cultural pride, resiliency, and leadership. Canada should develop this program jointly with First Nations (including youth and Elders) and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner. The program should ensure comprehensive access for all First Nations children regardless of the communities they live in or the financial means of their parents.</p>	<p>1 – Recommendation has been implemented</p> <p>1B – Alternative Recommendation has been implemented</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. To date, Choose Life funding invested \$3.4 million in 2017/2018 and \$7.5 million in 2018/2019 towards direct supports to address Inquest recommendations as proposed by First Nation parties. Through this initiative, communities have voiced loud and clear the importance of land-based healing activities to promote mental health and well-being and prevent suicides. Seven 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. Efforts have been made to improve service levels related to Non-Insured Health Benefits (NIHB). Policy changes have been made to enhance benefits and access, for example, increasing the maximum hourly rate for mental health counsellors. NIHB medical transportation benefits can be provided to access land-based healing and land-based detox. A review of the mental health counselling benefit resulted in the recommendation to cover mental health counselling services provided by traditional healers and elders.</p> <p>Cultural programming including elders and land-based activities have been supported through the New Paths for</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			Education Program, which Budget 2016 increased by \$275 million over 5 years. That program is rolling into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach.
20	<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. 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>1 – Recommendation has been implemented</p> <p>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 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. First Nations parties have increased

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>student programming supports in areas such as art and recreation, active wellness coordinator, therapeutic recreation worker, language and culture, land-based learning, and tutoring. Choose Life is also supporting the W.I.N.K.S. Interagency Active Wellness Youth program to encourage healthy living, positive mental health, and success in school.</p> <ul style="list-style-type: none"> 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 concepts in long term athletic development and plans for continued healthy eating, wellness and overall fitness. <p>Activities associated with the New Paths for Education program, and the First Nations Student Success Program are being rolled into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach. Recognizing the principle of First Nations control over education, First Nations organizations will be able to use this funding to support the extra-curricular needs of their students.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
21	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.	1 – Recommendation has been implemented	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.
22	Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.	1 - Recommendation has been implemented	<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> <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 Government of Canada's website or families can contact us at 1-855-572-4453.</p>
23	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.	1 - Recommendation has been implemented	<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</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>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> <p>The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.</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, 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 	<p>1B- Alternate recommendation has been implemented</p>	<p>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. While Health transformation does not specifically address any one particular inquest recommendation, its intent is to bring transformative change to the existing health system at the NAN community level and within the NAN territory. During the Inquest Political Table Meeting, held May 28, 2019, NAN indicated that the NAN Health Transformation team would meet with the First Nation partners at the Inquest Table to identify short and long term action items, and continue to work on all health related recommendations.</p> <p>This work is being supported by the tripartite Joint Action Table. The goal of health transformation is to build a First Nations Health and Wellness System with communities as decision makers and the system designed based on community needs. It includes exploring potential decision-</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>robust assessments of needs;</p> <p>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;</p> <p>vi. The enactment of a statutory guarantee of funding sufficiency;</p> <p>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</p> <p>viii. A review of social programs in communities in other countries facing similar circumstances (e.g. socio-economic disadvantage, small communities, dispersed and isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.</p>		<p>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>
25	<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:</p> <p>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;</p> <p>ii. an elementary</p>	2 – Under Consideration	<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 will continue following the introduction of the new Interim Funding Formula. Many First Nations communities already offer K4 and K5, with a mix of part-time and full-time. Under the new policy framework, funding will be available to First Nations in the interest of providing full-time universal K4 and K5, regardless of the provincial standard. First Nations interested in exploring the additional of full-time K4 and K5 should contact ISC regional</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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. 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>office.</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. Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming.</p> <p>All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD, CPNP) as a cluster of programs. This allows communities to cluster funding and partner with existing services for children under six and their families. Cluster-based approach integrates all children’s programming and allows for flexibility to address</p>

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			<p>gaps at a community level.</p> <p>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.</p> <p>Four school feasibility studies have been completed for schools on-reserve in NAN territory, all of which are currently in the design phase of new school projects as well as an additional school under construction in NAN territory. Two school feasibility studies are currently underway 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>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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
26	<p>In order to recruit teachers and encourage them to remain in First Nation communities and build lasting relationships with students, provide funding to:</p> <ul style="list-style-type: none"> i. construct, enlarge, refurbish (as required), and maintain living accommodation for teachers and other professionals; ii. ensure all professional accommodations have adequate space to accommodate the staff that will be required for the growing population of the communities and the projected population growth in the coming years; iii. develop programs to increase the number of on-reserve teachers who are local First Nations community members through: <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>2 – Under Consideration</p> <p>8 – Content or intent of recommendation is already in place</p> <p>5- Not applicable to agency assigned</p> <p>1 – Recommendation has been implemented</p>	<p>The Interim Funding Formula was implemented April 1, 2019. In order to encourage teacher retention and recruitment, it introduced provincially comparable amounts for teacher salary, pension, and benefits, plus adaptations for isolation.</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 on 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</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>activities that assist youth in 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>First Nations can identify needs for teacherages on the First Nation Infrastructure Investment Plan.</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 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</p>	<p>2 – Under Consideration 1 – Recommendation has been implemented / 1A - Recommendation will be implemented</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 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, based on the provincially comparable amount plus adaptations for remoteness and diesel use. Issues which cannot be resolved through O&M funding are placed on the</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>appropriate);j. spaces for traditional, cultural activities;k. spaces for Elders;l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;m. general purpose classrooms; andn. spaces large enough to host graduation celebrations and other education-related celebrations for the community.</p>		<p>First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.</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>
28	<p>Commencing 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>Capital investments have been made in existing school facilities within NAN to address health and safety priority items and to extend the useful life of the facilities.</p>
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; andiii. career options for youth and their families within their communities.</p>	<p>1B – Alternative Recommendation has been implemented</p>	<p>The Kuhkenah 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 Keewayintook 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
30	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.	1B – Alternative Recommendation has been implemented	Indigenous Services Canada has funded NAN to conduct an infrastructure needs scan to assess what communities have and what they need. The scan was received by the Department in May 2019 and will be used to help understand education infrastructure priorities.
31	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 timelines such that a performance measurement and reporting protocol can be established within one year from the date of these recommendations.		
32	Provide resources through the Education Partnerships Program (“EPP”) or another source to establish a First Nation working group in Thunder Bay, Ontario, composed of First Nation education experts who will provide their expertise to assist NAN, the Tribal Councils and the First Nations in NAN territory in conducting the following assessments: i. an assessment of the current educational achievement gap in NAN territory; ii. an assessment of the educational programs and secondary services that would be required to close the educational achievement gap in NAN territory within one generation; iii. an assessment of the amount	1 – Recommendation has been implemented / 1A - Recommendation will be implemented	Through the First Nations Student Success Program, funding was 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. Activities associated with the New Paths for Education program, and the First Nations Student Success Program are being rolled into the core, interim funding formula,

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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;</p> <p>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>		<p>based on the co-developed Education Transformation Policy Approach.</p> <p>OTTIFA was mandated to continue looking at issues with the interim funding formula, and amongst other activities, will specifically be looking at how to measure and quantify a First Nations achievement gap.</p> <p>Under the Structural Readiness component of the Education Partnerships Program, NAN was 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 and affiliated First Nations communities.</p>
33	<p>In order to optimize opportunities to increase awareness on the development of a NAN-wide education system:</p> <p>i. hold a conference within 6 months of receipt of this verdict for First Nations communities in NAN territory;</p> <p>and ii. discuss innovations in First Nation education at the regular Chiefs Assemblies.</p>	<p>1B- Alternate recommendation has been implemented</p>	<p>Exploratory discussions between NAN and the Government of Canada on how to proceed with self-government negotiations focused on education jurisdiction continue. Ongoing 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. On December 5, 2018, NAN and the Government of Canada signed an education Agreement-in-Principle, paving the way for continued negotiations for First</p>

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			<p>Nations’ control and law-making authority K-12 education in communities. The signed Agreement-in-Principle establishes the framework for negotiations towards a final self-government agreement on education. The final agreement will be approved by community member vote.</p>
<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 antipoverty strategy for NAN First Nations</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"> • the recent funding announcement for Wataynikaneyap Power to connect 16 remote communities to the Ontario power grid. Pikangikum was the first community attached to the grid in December 2018. • the implementation of 7 Meeting Wellness Teams to provide crisis response and mental wellness services to NAN communities; and • the lifting of 21 long-term drinking water advisories since September 2016 in NAN territory. <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>community members, and to assist individual First Nations in creating economic opportunity that emphasizes self-reliance, local control, and the relationship between the people and the land; andv. 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>
<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>36</p>	<p>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.</p>	<p>1A - Recommendation will be implemented</p>	<p>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, enhanced addictions and mental health funding, and the extension of Jordan’s Principle/Choose Life.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
37	<p>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.</p>	<p>1- Recommendation has been implemented</p>	<p>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.</p> <p>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.</p> <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>
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>. 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
41	<p>In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by:</p> <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 (safe sobering sites), enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, addictions counsellors for students and facilitated referrals to specialized resources and external community agencies as required to reduce risk factors for youth suicide.</p> <p>In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</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 with provincial services . The Government of Canada is working with the province and First Nation partners to support better coordination and to address gaps and challenges</p> <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</p>

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			<p>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>
42	<p>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").</p>	<p>1A - Recommendation has been implemented</p>	<p>In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</p> <p>This part of Budget 2018 which committed \$200 million nationally 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> <p>The 28 Opioid Agonist Treatment Programs within Ontario were also extended.</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 was 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>Choose Life also funded a boarding home pilot project to ensure that students are nurtured in supportive environments while attending school off-reserve.</p> <p>In 2019-20, in order to continue in the spirit of collaboration invoked by the Inquest, the Government of Canada is</p>

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			<p>working with the First Nations parties to the Inquest to collaboratively identify and plan around the needs and priorities on top of the new investments made through the implementation of the Interim Funding Approach; the ongoing funding for the NAN-led student orientation sessions; and other targeted initiatives implemented over the past two years. Budgets have been identified to First Nations partners to continue implementing recommendations and student-centred plans to improve safety and well-being.</p>
<p>44</p>	<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; vi. community supports; vii. availability of supports for students with special needs; viii. other supports available, 	<p>1A - Recommendation will be implemented</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. Although this recommendation was not actioned in the last year, the Government of Canada remains supportive of the idea and to working with NAN to develop such a product.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities</p>		
<p>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:</p> <ul style="list-style-type: none"> 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>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 was 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>

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			<p>In 2019-20, in order to continue in the spirit of collaboration invoked by the Inquest, the Government of Canada is working with the First Nations parties to the Inquest to collaboratively identify and plan around the needs and priorities on top of the new investments made through the implementation of the Interim Funding Approach; the ongoing funding for the NAN-led student orientation sessions; and other targeted initiatives implemented over the past two years. Budgets have been identified to First Nations partners to continue implementing recommendations and student-centred plans to improve safety and well-being.</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 access to an education. Students who do not consent to</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 determined by a formula based on the Chiefs of Ontario formula resolution, which allocates funding for direct services such as student assessments of special education needs. There is additional funding available through a needs-based process, as well.</p> <p>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. Every community and</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>the testing will not be denied access to schooling off-reserve. The assessments will:i. include physical, psychological and emotional assessments;ii. identify any substance or alcohol issues;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>nominal roll-holding organization will see funding continuity for special education through the Interim Funding Formula.</p> <p>The Government of Canada is supportive of this recommendation and is looking to work with First Nations parties in identifying the needs of each youth preparing to leave their community of residence to attend secondary school. Assessments are conducted with the coordinated help of caregivers, educators, community mental health workers and contracted mental health professionals to create individualized support plans to ensure the best possible outcome during this transition. Choose Life has funded Mustimuhw, a community electronic health record which supports the documentation and better sharing of information concerning a student’s needs among the appropriate providers, as requested by one of the inquest educational Partners.</p> <p>First Nations Partners have identified this recommendation as a priority issue going forward, and ISC is prepared to work collaboratively to improve coordination of existing services for student assessments, and enhance services where required.</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.</p> <p>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>
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</p>	<p>1- Recommendation has been implemented</p>	<p>With the implementation of the Interim Funding Formula, all First Nations students attending off-reserve schools from NAN communities generate the tuition rate that is equitable to the proximate school board to the First Nation, including the per-pupil rate for O&M. The feasibility studies completed</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	operated by First Nations organizations off-reserve.	1A – Recommendation will be implemented	by NNEC and MFNM assess O&M needs for new school spaces. ISC Ontario Region will continue to work with First Nations owned and operated schools off-reserve to assess options on how to factor in school space into O&M funding.
53	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: <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 activity coordinators; m. general purpose classrooms; and n. spaces large enough to host graduation celebrations and other education-related celebrations. 	1- Recommendation has been implemented 1A - Recommendation will be implemented	<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 was 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 accommodations. The studies will include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues.</p>
54	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,	1- Recommendation has been implemented	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

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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:</p> <ul style="list-style-type: none"> 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>1A - Recommendation will be implemented</p>	<p>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. ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$16.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre, as recommended by the completed feasibility study.</p>
<p>55</p>	<p>INAC should immediately, in the interim, provide DFCHS with sufficient funding to make the following renovations to the school: i. Removal of asbestos as recommended in exhibit 185; and ii. A new boiler and heating system.</p>	<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.</p>
<p>56</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 	<p>1B - Alternate recommendation has been implemented</p>	<p>The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>		<p>Reciprocal Education Approach model, to be implemented September 1, 2019.</p>
<p>57</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>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	
<p>58</p>	<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,</p>	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>including:a. specific schools designated for Grades 9 and 10 (e.g. Pelican Falls First Nations High School, "PFFNHS"), to allow students to make the transition to Thunder Bay (or other schools off-reserve) on a gradual basis;b. accommodation in residences for Grades 9 and 10;c. accommodation in residences for all grades;d. accommodation in boarding homes for Grades 11 and 12; ore. accommodation in boarding homes for all grades.</p>		
59	<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. Canada should provide sufficient funding to NNEC to</p>	<p>1- Recommendation has been implemented 1A - Recommendation will be implemented</p>	

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>carry out this consultation exercise. iii. Canada should provide appropriate funding to commence construction of the proposed residence by the start of the fiscal year commencing April 1, 2017 so that construction may begin in spring of 2017.</p>		
62	<p>In order to achieve equity and equality for First Nations students, Canada should:i. revise current policies to provide tuition to be paid for any First Nation student who wishes to attend a First Nation school off-reserve or MLC regardless of their or their parents' normal place of residence;ii. pending the revision of policies to allow any First Nation student to attend a First Nation high school off-reserve regardless of normal place of residence, work with school boards in Northwestern Ontario to ensure that reverse tuition agreements are in place;iii. eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14);iv. determine the required annual increase for core funding to ensure that 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</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 understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.</p> <p>Funding for Instructional services is not proposal-based, and is determined by student numbers on a nominal roll. With the implementation of the Interim Funding Formula, proposal-based components of funding for off-reserve school operators and education organizations has moved into core funding, so that all funding for First Nations Students off-reserve is stable, reliable, and predictable.</p> <p>Based on the principles of the co-developed Education Transformation Policy Approach, the Interim Funding</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			Formula adjusts annually based on changes made to the provincial model for the Grants for the Student Needs; changes to the model agreed upon at the Ontario Technical Table on the Interim Funding Approach; and changes in student numbers.

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</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 or proximate school board rates, and updated annually. The Interim Funding Formula maintains this approach to ensure that students attending First Nations owned and operated schools off-reserve are funded at the same rate as students attending provincial 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 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. iii) In addition to core funding provided for teacher salaries and professional development, the Department also supports teacher recruitment and retention activities through the New Paths for Education Program. Activities supported through this program to recruit teachers have now become a part

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>of core-funding for First Nations Education organizations off-reserve.</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 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</p>

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			<p>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, 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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:</p> <ul style="list-style-type: none"> 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>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 Wahsa internet high school • Critical Thinking Consortium phases at MLC • Vehicles for land-based learning excursions • Document translation • Social workers, Psychologists, Mental Health Workers,

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>	<p>and Psychiatric services in schools</p> <ul style="list-style-type: none"> • 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 Staff training initiatives, e.g. missing person protocol training • Boarding home parent training • On-call worker training • Student and staff training in areas such as grief-coping, relationship building and employability skills • Peer Mentorship Programs • Youth Leadership Training (course development and

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>implementation)</p> <ul style="list-style-type: none"> • Youth co-ordinators • Cultural workers • The W.I.N.K.S Interagency Active Wellness Youth program to encourage healthy living, positive mental health, and success in school • Enhanced addictions funding • Process changes to the Non-Insured Health Benefits (NIHB) program that have increased the availability of mental health counsellors and expanded health coverage to include land-based healing, land-based detox, traditional healers and Elders. <p>The Interim Funding Formula introduces specific budget amounts for student transition supports, to sustain many of the supports implemented by working collaboratively with First Nations partners. The Government of Canada will continue to work with First Nations parties to the Inquest, at upcoming workplanning sessions and as a part of the NAN Private Home Placement review, to ensure students continue to be well-supported.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
67	<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 NNEC, 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:</p> <ul style="list-style-type: none"> 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; ix. fishing trips/camping trips. 	<p>1- Recommendation has been implemented</p> <p>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.</p> <p>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. These activities have now become a part of core-funding for First Nations Education organizations off-reserve.</p> <p>The Department 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>The Government of Canada will continue to work with First Nations parties to the Inquest, at upcoming work-planning sessions and as a part of the NAN Private Home Placement review, to ensure students continue to have access to extra-</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			curricular activities.
68	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	1 – Recommendation has been implemented	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

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>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 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 KoeHealth and KNET can support increased telehealth services in schools.</p>
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</p>	<p>1 – Recommendation has been implemented</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
	parent.		
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. In 18/19, Canada also provided funding for the purchase of 5 vans for use by NNEC students in Pelican Falls for programming.</p> <p>With the implementation of the Interim Funding Formula, all First Nations students attending off-reserve schools from NAN communities generate the tuition rate that is equitable to the proximate school board to the First Nation, including the per-pupil rate for transportation. ISC Ontario Region will continue to work with First Nations owned and operated</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			schools off-reserve to assess options on how to factor in transportation needs going forth.
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 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>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 determined by a formula based on the Chiefs of Ontario formula resolution, which allocates funding for direct services such as student assessments of special education needs. There is additional funding available through a needs-based process, as well.</p> <p>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. Every community and nominal roll-holding organization will see funding continuity for special education through the Interim Funding Formula.</p> <p>The Government of Canada is supportive of this recommendation and is looking to work with First Nations</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>parties in identifying the needs of each youth preparing to leave their community of residence to attend secondary school. Assessments are conducted with the coordinated help of caregivers, educators, community mental health workers and contracted mental health professionals to create individualized support plans to ensure the best possible outcome during this transition. Choose Life has funded Mustimuhw, a community electronic health record which supports the documentation and better sharing of information concerning a student’s needs among the appropriate providers, as requested by one of the inquest educational Partners.</p> <p>First Nations Partners have identified this recommendation as a priority issue going forward, and ISC is prepared to work collaboratively to improve coordination of existing services for student assessments, and enhance services where required.</p>
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 	<p>1- Recommendation has been implemented</p> <p>1A - Recommendation will be implemented</p>	<p>Through the Education Partnerships Program, Indigenous Services Canada has provided funding to NAN for each of the last four 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</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>		<p>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 provided resources specifically to support the salaries on prime worker positions for each organization supporting students attending school in Thunder Bay and Sioux Lookout. These amounts for prime workers and on-call workers have been incorporated into the interim funding formula for students attending school off-reserve.</p> <p>The Department has also supported the First Nations parties to the Inquest to purchase radios, and other safety equipment to assist in missing person searches, as requested.</p> <p>The Government of Canada is supportive of this recommendation, and will continue to work with each organization to support the implementation of its own protocol and policy for students in private home placement.</p> <p>The NAN-led comprehensive private home placement review will also help inform standardized best practices for all organizations employing on-call and prime workers.</p>
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</p>	<p>1 - Recommendation has been implemented</p>	<p>In addition to the specific requests made by First Nations Partners to implement peer mentor or leadership programs, Public Safety Canada has also worked with the First Nations parties to the Inquest to implement a 5-year Youth Inclusion Program, through the City of Thunder Bay.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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 their OSSD requirements.</p>		
76	<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:</p> <ul style="list-style-type: none"> i. determine the appropriate level of funding for boarding parents; and ii. establish minimum expectations with respect to boarding parent’s responsibility to ensure student’s safety and well-being, attendance at school and academic success. 	<p>1B - Alternate Recommendation has been 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>The Department continues to support 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>
77	<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:</p> <ul style="list-style-type: none"> i. minimum standards for all boarding homes; ii. standardized screening and vetting of boarding home applicants, including: <ul style="list-style-type: none"> a. monthly visits and scheduled inspections; b. criminal record checks for all residents aged 18 years and over and updates of criminal record checks on an annual basis; 	<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 own best practices and policy guidelines for boarding home parents. The Department has secured agreement from the</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>c. mandatory completion of training, including first aid training and management and care of intoxicated students;</p> <p>d. demonstration of financial stability;</p> <p>e. standardized contract including:</p> <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>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>Although the completion of this review has been delayed, the Department has provided funding to NAN for the review, and understands that a working group meeting to develop the scope of work will take place during summer 2019.</p>
82	<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 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</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>provided by the Government of Canada. NAN has also received annual funding 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, grief coping, relationship building, employability skills, 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 sufficiently fund NNEC, KO and MLC for these activities.</p>	<p>1- Recommendation has been implemented</p> <p>1A - Recommendation will be implemented</p>	<p>Choose Life is supporting harm reduction programs, safe sobering sites, addictions counsellors for students and facilitated referrals to specialized resources and external community agencies as required, traditional/land-based teachings, increasing opportunities to participate in sports, art, music, and other recreational programming. Process changes to NIHB have increased the availability of mental health counsellors and expanded health coverage to include land-based healing, land-based detox, traditional healers and Elders.</p> <p>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>
87	<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 community supports, including a continuing</p>	<p>1- Recommendation has been 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</p>

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	<p>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>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 KIHS 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 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 some cases using existing community based funding.</p> <p>The Government of Canada is committed to working with First Nations parties to the Inquest to support service continuity between on-reserve and off-reserve systems.</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>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 where physicians providing health services use an EMR. Communities, First Nation health organizations and educational organizations, have begun to implement the Mustimuhw community electronic medical record or other medical records (i.e. OSCAR). 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) In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</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> <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</p>

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			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.
90	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.	1 - Recommendation has been implemented	<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>
98	To help alleviate homesickness 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 KO eHealth. Due to multiple priorities of members involved on the working group services DFCHS and MLC have not yet been implemented. KO is implementing this support for their communities. Plans are to re-establish the working group for the new school year. ISC funding is supporting student cell phones for safety and connecting with family members.</p> <p>NNEC has been provided with funding for the past two years to install fibre optics at their Pelican Falls school to</p>

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			<p>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	<p>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 ("NWLHIN"), EMS, the Thunder Bay Regional Health Sciences Centre ("TBRHSC"), NAN, NNEC, KO, Shibogama, Independent First Nations Alliance ("IFNA") and MLC in order to develop of an alternative facility for intoxicated Youth, including remote First Nation students who cannot return home until their intoxication level has subsided. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriately trained staff.</p>	<p>1A - Recommendation will be implemented</p>	<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 for safe sobering sites to address this recommendation have been developed by the education organizations that were party to the Inquest were funded in 18/19.</p> <p>The 3 funded sites are:</p> <ul style="list-style-type: none"> • Keewaytinook Okimakanak Board of Education • Matawa Learning and Care Centre • Northern Nishinawbe Education Council <p>A fourth site is currently being discussed. These sites are being funded through Choose Life.</p>

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120	<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>Indigenous Services Canada continues to meet with the Mayor and City Manager of Thunder Bay to discuss opportunities for collaboration. Public Safety Canada has partnered with the City of Thunder Bay to implement a Youth Inclusion Program over a 5 year period.</p>
136	<p>To: Canada 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 	<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</p>

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	<p>participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10):</p> <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 rates; c. developing culturally appropriate curricula; d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses; e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems; f. enabling parents to fully participate in the education of their children; g. respecting and honouring Treaty relationships; h. providing adequate funding to end the backlog of First Nations students seeking a post-secondary education. 		<p>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 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>Statutory funding was not included in the co-developed Education Transformation Policy Approach, but will be discussed in the future.</p> <p>The Department is working with the Chiefs of Ontario and the Ontario Technical Table on the Interim Funding Approach to engage with Ontario First Nations on implementation of the proposed Interim Funding Formula in 2019-20, as part of the ongoing broader education engagement and transformation process. This table will continue to look at and discuss formula enhancements required to respond to this recommendation and the TRC's calls to action, including areas such as closing First Nations</p>

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			<p>student achievement gap and how to measure student success.</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. 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>
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:i. call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties (CTA#18);ii. call upon the federal government, in consultation with Aboriginal peoples, to establish</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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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 government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).</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.</p> <p>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 and address health issues to close the gaps in health outcomes . 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>
139	<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>

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			<ul style="list-style-type: none"> • Aboriginal Elder Protocol (PE1084), mandatory • Inuit in Canada (PE5243), mandatory • Introduction to Inuit, Introduction to Metis, non-mandatory • 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> • Transformation: Applied Reconciliation? What can we learn from efforts to Indigenization of Post-Secondary Institutions. • 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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140	<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 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.</p> <p>The Interim Funding Formula, based on the co-developed Education Transformation Policy Approach with the Chiefs Committee on Education and the National Indian Education Council of the AFN, recognizes the importance of a culturally-appropriate education. As a result, an underlying principle of the approach is that the base amount of per-student, provincially comparable funding for language and culture is enhanced in order to recognize the role First Nations educators play in developing curriculum that makes use of Indigenous knowledge and teaching methods. It has also ensured that advice and assistance to provincial schools by First Nations educators can continue on a continual basis.</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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142	<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 – Recommendation has been implemented</p>	<p>Statutory funding was not included in the co-developed Education Transformation Policy Approach, but will be discussed in the future.</p> <p>The Department is working with the Chiefs of Ontario and the Ontario Technical Table on the Interim Funding Approach to engage with Ontario First Nations on implementation of the proposed Interim Funding Formula in 2019-20, as part of the ongoing broader education engagement and transformation process. This table will continue to look at and discuss formula enhancements required to respond to this recommendation and the TRC's calls to action, including areas such as closing First Nations student achievement gap and how to measure student success.</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</p>

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			<p>2017. The AES was effective April 1, 2018. There are 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>On December 5, 2018, NAN and the Government of Canada signed an education Agreement-in-Principle, paving the way for continued negotiations for First Nations' control and law-making authority K-12 education in communities. The signed Agreement-in-Principle establishes the framework for negotiations towards a final self-government agreement on education. The final agreement will be approved by community member vote.</p>
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 (c) complete;; iv. provides a detailed update regarding the steps that have been taken and are planned with respect to the 	<p>1 – Recommendation has been implemented</p>	<p>The Government of Canada supports this recommendation.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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>		
144	<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>
145	<p>Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</p>	<p>1 – Recommendation has been implemented</p>	<p>The Government of Canada has revised policies to reflect new tasks related to the recommendations, and will continue to do so as required.</p>

ISC Investments In Inquest And Student Safety Workplans

Date	Relevant Proposal	ISC Branch	Amount
October 2016	NAN Education Partnerships Program	ISC Education	\$500,000
April 2017	NAN Education Partnerships Program	ISC Education	\$500,000
June 2017	Education Table Work Plans	ISC Education – Ontario Region	\$400,000
June 2017	Education Table Work Plans	ISC Infrastructure – Ontario Region	\$525,000
August 2017	Student Safety Plans	ISC Education – Ontario Region	\$3,600,000
\$3.4 million in 2017/18 and \$7.5 million in 2018/19	Choose Life Proposals – gaps in mental health needs identified by First Nations parties to the Inquest	FNIHB	\$10,900,000
February 2018	Education Table/Student Safety Work Plans	ISC Education – Ontario Region	\$650,000
April 2018	NAN Education Partnerships Program	ISC Education	\$500,000
April 2018	Sustained Student Safety Plan Investment	ISC Education – Ontario Region	\$3,600,000
May 2018	Education Table/Student Safety Work Plans	ISC Education – Ontario Region	\$2,000,000
April 2019	Matawa Education and Care Centre Feasibility Study	ISC Infrastructure – Ontario Region	\$16,400,000
May 2019	Sustained Student Safety Plan Investment	ISC Education – Ontario Region	\$3,600,000
TOTAL ISC INVESTMENT TO DATE			\$36,415,000