

## Government of Canada Responses to Jury Recommendations

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

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
3	<p>The terms "on-reserve" and "off-reserve" should not be a restriction for any First Nation education and health care funding frameworks.</p>		<p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship.</p> <p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>INAC is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p> <p>A number of partnership tables exist in Ontario where Health Canada is working with First Nation organizations and provincial and territorial governments to improve coordination and planning across jurisdictions. Integrating a response to the Inquest recommendations is part of the work of these tables. The Trilateral First Nation Health Senior Officials Committee, established in June 2011, provides a collaborative forum to identify opportunities for targeted activities in the following areas of mutual concern: public health, diabetes, data management, and mental health and addictions. The Joint Action Table was created in response to the February 24, 2016 Declaration of Health and Public Health Emergency. This table serves as an ongoing political process for Nishnawbe Aski</p>

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			<p>Nation Chiefs, Sioux Lookout First Nations Health Authority, Chiefs Committee on Health, Mushkegowuk Tribal Council, and provincial and federal ministers to oversee increasing resources at the community level, addressing urgent needs and transforming the health care system for First Nations in northern, remote, and isolated communities. 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.</p>
4	<p>To renew the relationship between Canada and Indigenous Peoples, nation-to-nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.</p>	<p>1 - Recommendation has been implemented</p> <p>1A- Recommendation will be implemented</p>	<p>The Government of Canada, the Government of Ontario and Nishnawbe Aski Nation (NAN) have also signed an historic MOU on First Nations education, committing the parties to work together through the Education Partnerships Program to improve education outcomes for First Nations students in First Nation-operated and provincially-funded schools.</p> <p>Budget 2016's set unprecedented new investments to improve First Nation primary and secondary education (\$2.6 billion over 5 years) and build new, and renovate existing, First Nation schools (\$969.4 million over five years). First Nations are now managing 135 new or renovated education facility projects, 22% of which are under construction. With respect to broader First Nations education reform, INAC has been working with the Chiefs Committee on Education and the National Indian Education Council through an engagement process on education transformation.</p> <p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. This theme was raised in the Inquest report recommendations, which called for predictable, sufficient, and sustainable needs-based funding for Indigenous students. In efforts to achieve this, the Government lifted the 2% funding cap for First Nation programs and is actively working to establish a new fiscal relationship. With the signing of a Memorandum of Understanding in July 2016, the Government has formally established a process with the Assembly of First Nations and will work to eliminate disparities and</p>

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			<p>inequities in the socioeconomic gap between First Nations and other Canadians.</p> <p>Beyond these investments, the Government of Canada is committed to working in collaboration with First Nation partners to advance the vital work of reconciliation in Canada. To this end, the Government fully supports, without qualification, the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission's Calls to Action. We are working in collaboration with other federal partners and Indigenous groups on how best to implement the principles of the Declaration and the Truth and Reconciliation Commission's recommendations.</p>
5	<p>No student should be denied access to a provincial or First Nations high school program for lack of space or supported living arrangements.</p>	<p>1A- Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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. First Nation partners to the inquest have identified space and supported living arrangements as areas requiring support and we are working with our partners to identify ways that the Government of Canada can best support these priorities.</p> <p>As a start, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018. Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council will also be supported to undertake an evaluation of the Matawa Learning Centre.</p> <p>Moving forward, the Department is working with Nishnawbe Aski Nation to partner on a review of the supports to students who are living in boarding homes while completing their studies to ensure students leaving their communities to attend school are housed in safe, supportive homes.</p>

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6	<p>In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. In being committed to supporting 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 memorial scholarships have been raised as one such priority. The Government of Canada is working with First Nations parties to the Inquest to support their identified priorities.</p>
7	<p>In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:i. All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations;ii. First Nations governments exercise inherent control over their education systems;iii. First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social, and economic affairs;iv. Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain;v. Canada should support individual First Nations communities as they develop local solutions to the effects of colonial policy; andvi. In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan's Principle should apply.</p>	<p>8 - Content or intent of recommendation is already in place</p>	<p>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, INAC has provided resources in 2016-2017 and 2017-2018 to enable the Nishnawbe Aski Nation, Keewaytinook Okimakanak, Northern Nishnawbe Education Council, and Matawa First Nations Management to each retain a full-time "Inquest coordinator" to coordinate their organizations' collective response to the Report and implement its recommendations. To this same end, INAC 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>

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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"> <li>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;</li> <li>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;</li> <li>iii. the gap between educational outcomes for First Nations students and non-Indigenous students is substantially reduced every year, and completely eliminated in 10 years so that the next generation of First Nations children will have the same educational advantages as other children in Canada;</li> <li>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</li> <li>v. all education decisions regarding First Nations children are made with the best interests of those children in mind.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</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:</p> <ul style="list-style-type: none"> <li>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;</li> <li>ii. develop and implement languages</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support</p>

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	<p>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 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>for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>

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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 the First Nations education programs.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>INAC is working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>
11	<p>In order to ensure sufficient and stable funding for First Nations education, Canada and First Nations should jointly develop a new and fully transparent funding framework for First Nations education that is based on actual student needs and that ensures that recommendations 8 and 9 are achieved. Canada should provide funding for First Nations to participate as an equal partner in the development and ongoing assessment of this new funding framework.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the</p>



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			regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.
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.	1A - Recommendation will be implemented	<p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>
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 recommendations.	1B- Alternate recommendation has been implemented	<p>To address the necessary national programmatic changes, the Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical</p>

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			<p>task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>
14	<p>In order to promote funding sufficiency, Canada should fund an assessment of the financial cost of fully and adequately funding First Nations education, including the cost of achieving the above recommendations. Canada should provide funding for First Nations to participate as an equal partner in this needs assessment process. This assessment should be updated on a yearly basis in sufficient time for its results to be included in the federal budget. The assessment should be developed through a transparent process and the final report made public.</p>	<p>1B- Alternate recommendation has been implemented</p>	<p>Funding for on-reserve education is determined through a national process. As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. This theme was raised in the Inquest report recommendations, which called for predictable, sufficient, and sustainable needs-based funding for Indigenous students. In efforts to achieve this, the Government lifted the 2% funding cap for First Nation programs and is actively working to establish a new fiscal relationship. With the signing of a Memorandum of Understanding in July 2016, the Government has formally established a process with the Assembly of First Nations and will work to eliminate disparities and inequities in the socioeconomic gap between First Nations and other Canadians.</p> <p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada. The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for</p>

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			improving the way that First Nation elementary and secondary education is funded.
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.	1B- Alternate recommendation has been implemented	<p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. This theme was raised in the Inquest report recommendations, which called for predictable, sufficient, and sustainable needs-based funding for Indigenous students. In efforts to achieve this, the Government lifted the 2% funding cap for First Nation programs and is actively working to establish a new fiscal relationship. With the signing of a Memorandum of Understanding in July 2016, the Government has formally established a process with the Assembly of First Nations and will work to eliminate disparities and inequities in the socioeconomic gap between First Nations and other Canadians.</p> <p>INAC policies has 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. Recent education investments also include specific new funding to double the number of trips home for students during the school year and increases to the monthly accommodation rates for students in boarding homes, as well as supporting all First Nation schools to retain crucial guidance and counselling services for their students.</p>

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16	<p>Establish and fund a Federal Advocate for First Nations Children and Youth to monitor the progress toward closing the outcome gaps between First Nations children and non-Indigenous children in areas such as education, health, economic well-being and social services and to report directly to Parliament on this progress on an annual basis. The office should also be mandated to assist First Nations in identifying and accessing programs, funding and services. In response to a request, a complaint, or on its own initiative, the Federal Advocate would act on behalf of concerns of Indigenous individuals, families, communities, or organizations and could initiate reviews, make recommendations, and provide advice to governments, facilities, systems, agencies, or service providers.</p>	2- Under consideration	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>
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>	1A - Recommendation will be implemented	<p>Recognizing the importance of early education in supporting the long-term success of children and families, the Government of Canada has committed to complementing its elementary and secondary education investments with \$100 million from Budget 2016 for Indigenous Early Learning and Childcare. In further support of early education, the Government will also dedicate a portion of the \$7 billion investment committed to in Budget 2017 for early learning and childcare programs for Indigenous children living on and off reserve. We are also engaging with Indigenous organizations and parents to determine the best approach to delivering high-quality early learning and child care on reserve as part of a proposed Indigenous Framework on Early Learning and Child Care.</p> <p>The Indigenous Early Learning and Child Care (ELCC) Framework is being co-developed with Indigenous peoples to reflect the unique needs and priorities of First Nations, Inuit and Metis children and families across Canada. Reflecting this broad mandate, a comprehensive approach to engagement is being pursued in which engagement activities are being led by Indigenous organizations (NIOs and other Indigenous partners) and by the Government of Canada. This approach to engagement was co-developed with NIOs during a “pre-engagement” phase and will help ensure representation of as broad a range of views as possible.</p>

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			<p>The AFN provided advice on the overall engagement approach, and is currently conducting their own engagement process, including regional meetings with First Nations living on- and off-reserve. The AFN has also established an ELCC National Expert working group, which includes regional AFN representatives and officials from ESDC, HC and INAC. The AFN member from Ontario is Yolanda Fobister. The AFN is developing a final report on engagement that will be a key piece as we move into the co-development of the Framework.</p>

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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>1A - Recommendation will be implemented</p>	<p>Budget 2016 provided substantial new investments in elementary and secondary education, totaling \$2.6 billion over five years. These investments are providing increased funding for the delivery of instructional services, as well as unprecedented additional investments in language and cultural programming.</p> <p>Our Government will work jointly with First Nations to determine how to improve education and health outcomes through transformation while respecting the principle of First Nation control of education. Community-level discussions have begun, an online survey and social media campaign was completed, and technical discussion tables comprised of INAC officials and First Nations representatives are ongoing to make recommendations on key issues.</p> <p>Through the ongoing implementation of the First Nations Mental Wellness Continuum Framework, the Government of Canada recognizes that culture is foundational and that traditional healers, Elders, and other cultural practices as determined by individual First Nation are integral not only for cultural competency, but in the development of service delivery models, such as land based, and to provide cultural supervision and treatment.</p> <p>The importance of robust culturally founded programming is also recognized through recent investments in Mental Wellness Teams. Mental Wellness Teams have been particularly effective in integrating culture into the design and delivery of mental wellness programs. . Addiction treatment centres include a range of culturally relevant components, such as smudging ceremonies, sharing or sacred circles, sweat lodges, sacred fire, as well as traditional and cultural teachings by visiting Elders. Further, Budget 2017 is supporting culturally appropriate health care by investing \$305 million over five years in the Non-Insured Benefit program. This funding will support access to culturally-appropriate health care and mental health professionals, including Traditional Healers, and to expand the medical transportation benefit to support pre-natal escorts.</p>

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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>1A - Recommendation will be implemented</p>	<p>Budget 2016 provided substantial new investments in elementary and secondary education, totaling \$2.6 billion over five years. These investments are providing increased funding for the delivery of instructional services, as well as unprecedented additional investments in language and cultural programming.</p> <p>The Education Partnerships Program (EPP) which promotes collaboration between First Nations, provinces, Indigenous and Northern Affairs Canada and other stakeholders. Between 2016-2017 and 2017-2018, INAC provided specific funding to parties of the Inquest, to support initiatives identified by First Nations Partners. A portion of this funding supported initiatives that address this Inquest recommendation, such as:</p> <ul style="list-style-type: none"> <li>• Youth outreach</li> <li>• Student orientations</li> <li>• Tutoring Programs</li> <li>• Developing an extracurricular activity strategy</li> <li>• Student orientations</li> </ul> <p>The First Nation Student Success Program (FNSSP) is designed to support First Nation educators on reserve (kindergarten to grade 12) in their ongoing efforts to meet students' needs and improve student and school results. Between 2016-2017 and 2017-2018, INAC provided over \$500,000 in specific funding to support initiatives identified by NAN that address this Inquest recommendation, such as:</p> <ul style="list-style-type: none"> <li>• A student Success Teacher</li> <li>• Student Activity coordinator assistants contracted</li> <li>• Student Retention Activities</li> <li>• An After Hours Program</li> <li>• An Arts and Literacy Program</li> <li>• A Youth Forum</li> </ul> <p>Through the implementation of the First Nations Mental Wellness Continuum Framework, the Government of Canada recognizes that traditional healers, Elders, and other cultural practitioners are integral to the workforce for the provision of training to develop cultural competency, to provide clinical supervision, and direct client care. Our Government will work jointly with First Nations to</p>

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			<p>determine how to improve education and health outcomes through transformation while respecting the principle of First Nation control of education. Community-level discussions have begun, an online survey and social media campaign was completed, and technical discussion tables comprised of INAC officials and First Nations representatives are ongoing to make recommendations on key issues. Further, the New Paths program has been designed to support projects and activities designed to improve the quality of education in First Nation schools and to enhance the educational experiences of students, teachers, administrators, parents and communities.</p> <p>Moving forward, the Government of Canada is supportive of this recommendation. In being committed to supporting First Nations control of First Nations education and wellness, we will continue 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 are working with them to support those priorities.</p>
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.	1A- Recommendation will be implemented	<p>Youth leadership and engagement is a priority for the Government of Canada. Dialogue with the AFN Youth Council, and specific actions in response to the Youth Council report: Calls to Action on Life Promotion in First Nations Communities is ongoing including discussions for youth leadership gatherings in 2017-2018.</p> <p>Based on requests by First Nations organizations in northern Ontario, INAC has mobilized funding in 2016-2017 and 2017-2018 through the Education Partnerships Program for a range of partnership initiatives, some of which directly supports actions that respond to this Inquest recommendation. The Education Partnerships Program provided funding to NAN for Inquest specific supports, such as:</p> <ul style="list-style-type: none"> <li>• Youth outreach and extracurricular strategy : \$100,000</li> <li>• Student orientations: \$30,000</li> <li>• Tutoring programs \$19,500</li> </ul> <p>Similar activities will be funded in 2017-18 through the EPP funding to NAN. Funding allocations as of June 2017 are still to be finalized and are therefore not available.</p>



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			<p>Through INAC's New Paths for Education Program Matawa First Nation Management were provided \$415,217 in supports. Of this total funding, \$200,000 was provided to them to support mental health and cultural workers in support of the Matawa Learning Centre students. In 2017-2018, Matawa First Nation Management will receive funding to support mental health and cultural workers, as well as support for an outdoor canoe expedition, an outdoor credit leadership course, and for language retention activities. In 2017-18, pending announcement, Matawa First Nation Management will receive approximately \$300,000 to support 2 mental health workers and 1 Cultural worker; approximately \$80,000 for an outdoor canoe expedition; approximately \$182,000 for an outdoor credit leadership course; and, approximately \$175,000 for language retention activities through the New Paths for Education Program. In 2017/18, NNEC received approximately \$300,000 for program enhancement through New Paths, around half of which helped fund activities related to this inquest recommendation, including:</p> <ul style="list-style-type: none"> <li>• Enhanced student leadership opportunities</li> <li>• Art and music programming</li> <li>• Annual Youth Forums</li> <li>• Grief counselling, coping, life skills</li> </ul> <p>INAC's First Nation Student Success Program is designed to support First Nation educators on reserve (kindergarten to grade 12) in their ongoing efforts to meet students' needs and improve student and school results. Between 2016-2017 and 2017-2018, INAC provided over \$500,000 in specific funding to support initiatives identified by NAN that address this Inquest recommendation, such as:</p> <ul style="list-style-type: none"> <li>• A student Success Teacher</li> <li>• Student Activity coordinator assistants contracted</li> <li>• Student Retention Activities</li> <li>• An After Hours Program</li> <li>• An Arts and Literacy Program</li> <li>• A Youth Forum</li> </ul>

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			<p>Moving forward, the Government of Canada is supportive of this recommendation. In being committed to supporting First Nations control of First Nations education and wellness, we will continue 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. If First Nations partners to the Inquest should raise such programming as a priority, the Government of Canada will continue to work with First Nations partners to determine how best to achieve their goals.</p>
22	<p>Canada and Ontario should agree to the following principle: Where jurisdictional divisions within or between governments threaten to delay or impede the provision of services or funding for First Nations children that are available to other Canadian children, the federal or provincial government of first contact should provide the services or funding and may seek reimbursement after the fact. The services or funding should be provided without delay such that First Nations children, and the organizations that serve First Nations children, do not need to wait for the jurisdictional issue to be resolved.</p>	<p>1 - Recommendation has been implemented</p>	<p>The wellbeing of First Nations children and families is a priority for the Government of Canada. We recognize that there are situations where First Nations children are not receiving the full breadth of services they would be receiving if they lived in urban areas, or if they were not First Nations children. It is through the full implementation of Jordan's Principle that we are working to close these service gaps. We will continue to work with First Nations partners and communities, as well as the provinces and territories, ensuring that all First Nations get the care they need.</p> <p>Should First Nations children require services and supports related to Jordan's Principle, they should contact the Jordan's Principle Focal Point in their region. Their contact information can be found on the Health Canada website or families can contact us at 1-800-567-9604.</p>
23	<p>This principle should be applied to gaps in services and funding faced by the Northern Nishnawbe Education Council, such as operations and maintenance funding for its off-reserve schools, tuition for First Nations students living off-reserve, and so on.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle and has committed to working with the Government of Ontario and with First Nations Inquest Partners to ensure that First Nations students living away from their communities have safe and supported in their studies, whether they attend First Nations-operated or provincial schools.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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"> <li>i. The identification of outcome gaps in areas such as health, economic wellbeing, social services, living conditions, and so on;</li> <li>ii. The establishment of publically reported targets and timelines for the elimination of those gaps;</li> <li>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;</li> <li>iv. The development of new funding mechanisms for programs for First Nations that are transparent and based on robust assessments of needs;</li> <li>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;</li> <li>vi. The enactment of a statutory guarantee of funding sufficiency;</li> <li>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</li> <li>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.</li> </ul>	<p>1B- Alternate recommendation has been implemented</p>	<p>In Budget 2016 the Government made a significant step towards ensuring sufficient, predictable and sustained funding for First Nations communities by lifting the 2 per cent funding cap for First Nations programs. The government is also making progress on addressing the Indigenous social determinants of health. Budget 2016 and 2017 announcements are a first step to closing the gap between Indigenous and non-Indigenous peoples in Canada.</p> <p>To determine a new long-term fiscal relationship, the Government will engage in consultations with First Nations. On July 12, 2016, a MOU between the AFN and INAC was signed to undertake the design of a new fiscal relationship through the establishment of a Joint Committee.</p> <p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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:i. a day care program/early childhood education program/drop-in program for all pre-school age children in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for kindergarten;ii. an elementary school for all children in JK to grade 8 in the community. This facility should be designed and built to further the physical, social, emotional, spiritual and cognitive development of the children and to prepare them for high school. It should also be designed and built to accommodate extra-curricular activities that include traditional, cultural, recreational, academic, artistic and athletic activities;iii. 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>1A - Recommendation will be implemented</p>	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake an evaluation of the Matawa Learning Centre.</p> <p>Moving beyond these initiatives, the Government of Canada has 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>More generally, Canada has invested significant funding in First Nation education infrastructure through Budget 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>

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"> <li>i. construct, enlarge, refurbish (as required), and maintain living accommodation for teachers and other professionals;</li> <li>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;</li> <li>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"> <li>a. financial assistance to those seeking education and training as teachers;</li> <li>b. initiatives to encourage First Nations people to become teachers; and</li> <li>c. initiatives to specifically seek out, train, and recruit First Nations people as teachers;</li> </ul> </li> <li>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;</li> <li>v. provide all teachers on-reserve with access to the Teach for Canada program; and</li> <li>vi. provide isolation pay for teacher retention on remote reserves to help with the high cost of living.</li> </ul>	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>
27	<p>In order to provide healthy learning environments that encourage attendance and participation by students, provide funding to:</p> <ul style="list-style-type: none"> <li>i. ensure that all education facilities have reliable and sufficient sources of heat, potable water; and sanitation;</li> <li>ii. ensure that education facilities have adequate internet bandwidth to support full access to all available on-line learning for all learners;</li> <li>iii. ensure that the education facilities include a kitchen</li> </ul>	2 – Under Consideration	<p>The Government of Canada is supportive of this recommendation in principle.</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 are working with them to support those priorities.</p> <p>In response to infrastructure-related recommendations and interest by First Nations parties, the</p>

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	<p>capable of producing three (3) hot meals a day for all of the learners, teachers and staff housed in the facilities and for the parents/caregivers who bring their children to the facilities for educational purposes; andiv. offer all learners access to well-equipped:a. gymnasium(s);b. exercise space;c. computer labs;d. libraries;e. music rooms;f. art rooms;g. drama classes;h. special education classes;i. science labs (as appropriate);j. spaces for traditional, cultural activities;k. spaces for Elders;l. purpose built space for social workers, youth workers, 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>Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake an evaluation of the Matawa Learning Centre.</p> <p>More generally, Canada has invested significant funding in First Nation education infrastructure through Budget 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>
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>	2 – Under Consideration	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake an evaluation of the Matawa Learning Centre.</p> <p>Moving beyond these initiatives, the Government of Canada has 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>More generally, Canada has invested significant funding in First Nation education infrastructure through Budget 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</p>

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			<p>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>
29	<p>Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to: i. receive high school education at home; ii. community and family connectivity when youth are away from home for school or for other reasons; and iii. career options for youth and their families within their communities.</p>	2 – Under Consideration	<p>The Government of Canada is supportive of this recommendation in principle.</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. The Government of Canada has 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 investments, Canada works with individual First Nations to identify their infrastructure needs, including internet access – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs.</p>
30	<p>In order to show its commitment to the implementation of Recommendations 25 through 29, issue a public announcement after the verdict regarding that commitment, and consider incorporating the criteria set out in the recommendations in documents relating to First Nations</p>	2- Under consideration	<p>The Government of Canada is supportive of this recommendation in principle. 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>

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	education programs, including the National Education Program Guidelines.		
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.	2- Under consideration	The Government of Canada is supportive of this recommendation in principle. 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.
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 of resources required to create and implement the educational programs and services required to close the educational achievement gap in NAN territory within one generation; iv. an assessment of the feasibility and mechanism for the creation of a database that would collect and store information related to education in NAN territory.	1A - Recommendation will be implemented	The Government of Canada is supportive of this recommendation in principle. 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, including NAN, the Tribal Councils and the First Nations in NAN territory. 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 are working with them to support those priorities.



Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
33	<p>In order to optimize opportunities to increase awareness on the development of a NAN-wide education system:i. hold a conference within 6 months of receipt of this verdict for First Nations communities in NAN territory; andii. discuss innovations in First Nation education at the regular Chiefs Assemblies.</p>	<p>1B- Alternate recommendation has been implemented</p>	<p>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, INAC has provided funding to the Nishnawbe Aski Nation to allow it to host facilitated sessions with key parties and Government officials to discuss next steps.</p> <p>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. The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada. The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. I am also pleased to hear of the renewed discussions between the Nishnawbe Aski Nation and the Government of Canada regarding the Nishnawbe Aski Nation vision of education self-government.</p> <p>A number of partnership tables exist in Ontario where Health Canada is working with First Nation organizations and provincial and territorial governments to improve coordination and planning across jurisdictions. Integrating a response to the Inquest recommendations is part of the work of these tables. The Trilateral First Nation Health Senior Officials Committee, established in June 2011, provides a collaborative forum to identify opportunities for targeted activities in the following areas of</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>mutual concern: public health, diabetes, data management, and mental health and addictions. The Joint Action Table was created in response to the February 24, 2016 Declaration of Health and Public Health Emergency. This table serves as an ongoing political process for Nishnawbe Aski Nation Chiefs, Sioux Lookout First Nations Health Authority, Chiefs Committee on Health, Mushkegowuk Tribal Council, and provincial and federal ministers to oversee increasing resources at the community level, addressing urgent needs and transforming the health care system for First Nations in northern, remote, and isolated communities. 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.</p> <p>These efforts are allowing First Nations in Ontario and the Government of Canada to define a shared vision for transforming education and health systems in support of strong outcomes for First Nation youth. The Government will continue to discuss, act, and respond to the recommendations in a collaborative and inclusive manner.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
34	<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 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>	2- Under consideration	<p>The Government of Canada is supportive of this recommendation in principle.</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> <p>In order to implement First Nation infrastructure investments, Canada works with individual First Nations to identify their infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
35	<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>To achieve this goal, quality health and surveillance information is critical. This information is used for reporting on population health status and informing evidence-based policy and program development, as well as resource allocation. Health Canada has developed an Indicator Framework to track program success and to measure health outcomes. Indigenous organizations are providing ongoing advice and feedback on the framework and use of indicators. Health Canada also continues to invest in population-based surveys to measure health outcomes including the First Nations Regional Health Survey, the Aboriginal Peoples Survey, as well as community-based data collection efforts. At the Ontario regional level, First Nations and Inuit Health Branch is funding a Data Management project, which is exploring the feasibility of establishing a Northern Epi Centre. Partners involved in this project will continue to discuss the possibilities for broader health service integration in Northern Ontario.</p>
36	<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>A number of partnership tables exist in Ontario where Health Canada is working with First Nation organizations and provincial and territorial governments to improve coordination and planning across jurisdictions. The Trilateral First Nation Health Senior Officials Committee, established in June 2011, provides a collaborative forum to identify opportunities for targeted activities in the following areas of mutual concern: public health, diabetes, data management, and mental health and addictions. The Joint Action Table was created in response to the February 24, 2016 Declaration of Health and Public Health Emergency. This table serves as an ongoing political process for Nishnawbe Aski Nation Chiefs, Sioux Lookout First Nations Health Authority, Chiefs Committee on Health, Mushkegowuk Tribal Council, and provincial and federal ministers to oversee increasing resources at the community level, addressing urgent needs and transforming the health care system for First Nations in northern, remote, and isolated communities. 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.</p> <p>There are also a number of initiatives underway that facilitate improved access to mental health services and supports for students attending school in Thunder Bay, including addressing gaps in services through Jordan's Principle group requests, increasing the number of mental wellness teams and crisis supports available to First Nations, and the development of a suicide prevention strategy</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			for Nishnawbe Aski Nation.
37	Assist NAN First Nation communities in the development of a comprehensive Mental Health program for children, youth and adults. This program should consider the need for integrated mental health services including models which incorporate traditional practices as defined by the individual First Nation.	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation. The Government of Canada will support NAN in developing a comprehensive continuum of culturally appropriate mental wellness supports and services across the lifespan aligned with the Implementation of the First Nations Mental Wellness Continuum Framework.</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	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.	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation in principle. 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. The Government of Canada is Committed to working with organizations named in this recommendation to improved services for youth.</p> <p>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>
41	In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by: i. developing detoxification programs; ii. funding a culturally-based treatment program and facility that would utilize Elders; and iii. funding aftercare programs for youth	1A - Recommendation will be implemented	<p>The Government of Canada is aware that there is a need for changes to the current system of supports, including better alignment with provincial services. Canada and Ontario are working together with First Nations organizations to accelerate joint work on addictions, including identifying solutions to existing gaps as well as pursuing opportunities for joint funding of treatment centres. This work is being guided by the recent regional review (completed in December 2016) of the National Native Alcohol and Drug Addiction program (NNADAP).</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	leaving addictions treatment programs.		<p>In addition to strengthening a more coordinated system of care with the province for the treatment of addictions, the Government of Canada continues to advance a number of key initiatives on the community based prevention and treatment programs it funds in First Nation communities.</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>
42	In order to respond to the ongoing issue of substance and alcohol misuse in First Nations communities, increase funding to the National Native Alcohol and Drug Abuse Program ("NNADAP").	1A - Recommendation will be implemented	Canada and Ontario are working together with First Nations organizations to accelerate joint work on addictions, including identifying solutions to existing gaps, pursuing opportunities for joint funding of treatment centres. This work is being guided by the recent regional review (completed in December 2016) of the National Native Alcohol and Drug Addiction program (NNADAP).
43	In order to provide an opportunity for students from remote First Nations communities to meet with their Thunder Bay peers and to be introduced to the City of Thunder Bay in a positive, supervised environment, provide sufficient funding to ensure that grade 7 and 8 students from First Nation communities are able to be part of classroom learning or orientation sessions in Thunder Bay so that they and their families can familiarize themselves with the schools and the community prior to beginning high school away from home.	1A - Recommendation will be implemented	<p>INAC's The Education Partnerships Program (EPP) promotes collaboration between First Nations, provinces, Indigenous and Northern Affairs Canada and other stakeholders. Between 2016-2017 and 2017-2018, INAC provided over \$1,000,000 in specific funding to parties of the Inquest, to support initiatives identified by First Nations Partners. A portion of this funding supported initiatives identified by First Nations partners to the Inquest for funding that address this Inquest recommendation, such as youth outreach and student orientations.</p> <p>Beyond these investments, the Government of Canada has 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
44	<p>In order to allow students and parents to make an informed choice regarding the school options available to them off-reserve, in consultation with First Nations education providers and public school boards, develop a comprehensive information package, funded by Canada and Ontario, that will include the following information:</p> <ul style="list-style-type: none"> <li>i. description of schools, including curriculum, student base, and staffing;</li> <li>ii. limitations regarding programs offered, including availability of academic stream courses;</li> <li>iii. accommodation arrangements while residing away from the home community;</li> <li>iv. travel allowances while residing away from the home community;</li> <li>v. after-school activities and recreational resources;</li> <li>vi. community supports;</li> <li>vii. availability of supports for students with special needs;</li> <li>viii. other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and</li> <li>ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
45	<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"> <li>i. frequency and appropriate timing for representatives to attend remote communities;</li> <li>ii. time required to meet directly with schools, students, parents, and Education Authorities;</li> <li>iii. appropriate composition of representatives, including students enrolled in off-reserve schools; and</li> <li>iv. funding and associated expenses for required travel to remote communities to meet with students and families.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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>



Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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 the testing will not be denied access to schooling off-reserve. The assessments will:</p> <ul style="list-style-type: none"> <li>i. include physical, psychological and emotional assessments;</li> <li>ii. identify any substance or alcohol issues;</li> <li>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);</li> <li>and iv. funding for these assessments should commence for the 2016-2017 school year.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle and is working with Education Organizations to begin to improve access to assessments through Jordan's Principle group requests. 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
49	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.	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation. 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 are working with them to support those priorities.</p> <p>Based on requests by First Nations organizations in northern Ontario the Department has mobilized funding in 2016-2017 and 2017-2018 through the Education Partnerships Program for a range of partnership initiatives, some of which directly supports actions that respond to this Inquest recommendation. The Education Partnerships Program provided funding to NAN in 2017-2017 for Inquest specific supports, such as:</p> <ul style="list-style-type: none"> <li>• Youth outreach and extracurricular strategy : \$100,000</li> <li>• Student orientations: \$30,000</li> </ul> <p>Similar activities will be supported in 2017-2018.</p>
51	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	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation in principle. 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 and when they are ready to establish a working group, Canada is committed to participating.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
52	In order to ensure that First Nations schools located off-reserve have adequate funding for building, operations and maintenance, revise INAC policies to cover costs relating to building, operations and maintenance of schools and student accommodations operated by First Nations organizations off-reserve.	2- Under consideration	The Government of Canada is supportive of this recommendation in principle and has committed to reviewing its policies regarding this issue.
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"> <li>i. ensure that the teaching facilities include a cafeteria capable of producing three (3) hot meals each school day; and</li> <li>ii. offer all learners access to well-equipped: <ul style="list-style-type: none"> <li>a. gymnasium(s);</li> <li>b. exercise space;</li> <li>c. computer labs;</li> <li>d. libraries;</li> <li>e. music rooms;</li> <li>f. art rooms;</li> <li>g. drama classes;</li> <li>h. special education classes;</li> <li>i. science labs (as appropriate);</li> <li>j. spaces for traditional, cultural activities;</li> <li>k. spaces for Elders;</li> <li>l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators;</li> <li>m. general purpose classrooms; and</li> <li>n. spaces large enough to host graduation celebrations and other education-related celebrations.</li> </ul> </li> </ul>	2- Under consideration	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake a similar evaluation of the Matawa Learning Centre.</p> <p>The Government of Canada is supportive of this recommendation in principle. 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
54	<p>In order to determine whether the current site of DFCHS is suitable for providing a safe, healthy and nurturing learning environment on par with provincially funded high schools, in consultation with representatives from NNEC, KO, and DFCHS, provide funding for a site analysis of DFCHS to determine needs relating to those outlined in Recommendation 53, in addition to the following:</p> <ul style="list-style-type: none"> <li>i. space required based on projected enrollment for the next 15 years;</li> <li>ii. adequacy of current space and need to install dedicated computer lab;</li> <li>iii. adequacy of current space and need to install dedicated music room;</li> <li>iv. adequacy of existing gymnasium and space dedicated to physical fitness;</li> <li>v. adequacy of existing classrooms, including need for dedicated culinary classroom; and</li> <li>vi. cost/benefit analysis of performing necessary repairs and renovations versus acquisition of a new facility.</li> </ul>	<p>1A- Recommendation will be implemented</p>	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council will also undertake an evaluation of the Matawa Learning Centre.</p> <p>The Government of Canada is supportive of this recommendation in principle. 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>
55	<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>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake a similar evaluation of the Matawa Learning Centre. These studies will help inform decisions regarding the recapitalization of the Dennis Franklin Cromarty High School.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
56	<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"> <li>i. additional space is required based on projected enrollment for the next 15 years;</li> <li>ii. adequacy of existing classrooms, including need for dedicated culinary classroom; and</li> <li>iii. cost/benefit analysis of performing necessary renovations versus acquisition of a new facility.</li> </ul>	1B - Alternate recommendation has been implemented	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.</p> <p>Funding has also been provided to Northern Nishnawbe Education Council (NNEC) to conduct school evaluations of Dennis Franklin Cromarty Secondary School and Pelican Falls First Nations Secondary School and Wahsa Distance Education Centre to assess program quality and identify immediate infrastructure needs. The Matawa First Nation Tribal Council has also been provided funding to undertake a similar evaluation of the Matawa Learning Centre.</p>
57	<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>	2- Under consideration	<p>In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018. These studies will equip the relevant partners with more detailed and technical-level information and understanding. Once these studies are completed, INAC will use this information and work with the interested parties to determine how to move forward.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
58	<p>In order to provide First Nations students from remote communities with a secondary school education that recognizes the unique circumstances and challenges faced by these students, their families and their communities, establish a working group that includes representatives from NNEC, KO, MLC, and other First Nation Education Councils. The purpose of that working group would be to conduct community consultations to determine:</p> <ul style="list-style-type: none"> <li>i. those communities who desire to have their own high school and have the capacity to support a high school on-reserve;</li> <li>ii. those communities who support high school education off-reserve;</li> <li>iii. for those communities who support high school education off-reserve, the preferred model for education and accommodation of students while living off-reserve, including: <ul style="list-style-type: none"> <li>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;</li> <li>b. accommodation in residences for Grades 9 and 10;</li> <li>c. accommodation in residences for all grades;</li> <li>d. accommodation in boarding homes for Grades 11 and 12;</li> <li>e. accommodation in boarding homes for all grades.</li> </ul> </li> </ul>	2- Under consideration	<p>The Government of Canada is supportive of this recommendation in principle. 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 and when they are ready to establish a working group, Canada is committed to participating.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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 carry out this consultation exercise.</p> <p>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>	1B- Alternate recommendation has been implemented	In response to infrastructure-related recommendations and interest by First Nations parties, the Department has earmarked funding to initiate feasibility studies for education facilities in Thunder Bay and Sioux Lookout in 2017-2018.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
62	<p>In order to achieve equity and equality for First Nations students, Canada should:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>iii. eliminate proposal based funding for instructional services identified as core activities (as determined by needs assessment described in Recommendations 12 and 14);</li> <li>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; and</li> <li>v. all funding for education of First Nations students off-reserve should be long-term, stable, reliable and predictable.</li> </ul>	<p>2- Under consideration</p> <p>5 - Not applicable to agency assigned</p>	<p>The Government of Canada is supportive of this recommendation in principle and has committed to reviewing its policies regarding this issue.</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.</p> <p>INAC has raised the issue with Ontario officials, and is seeking to meet with Ontario School Boards to push forward the establishment of tuition agreements.</p>



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"> <li>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;</li> <li>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;</li> <li>iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through: <ul style="list-style-type: none"> <li>a. financial assistance to those seeking education and training as teachers;</li> <li>b. initiatives to encourage First Nations people to become teachers; and</li> <li>c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and</li> </ul> </li> <li>iv. provide all teachers with access to the Teach for Canada program.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. This theme was raised in the Inquest report recommendations, which called for predictable, sufficient, and sustainable needs-based funding for Indigenous students. In efforts to achieve this, the Government lifted the 2% funding cap for First Nation programs and is actively working to establish a new fiscal relationship. With the signing of a Memorandum of Understanding in July 2016, the Government has formally established a process with the Assembly of First Nations and will work to eliminate disparities and inequities in the socioeconomic gap between First Nations and other Canadians.</p> <p>To determine a new long-term fiscal relationship, the Government will engage in consultations with First Nations. On July 12, 2016, a MOU between the AFN and INAC was signed to undertake the design of a new fiscal relationship through the establishment of a Joint Committee.</p> <p>The Government of Canada is also working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</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"> <li>i. appropriate ratio of education assistants to students;</li> <li>ii. appropriate number of Elders (male and female) to be available during school hours;</li> <li>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;</li> <li>iv. curriculum development that supports language, culture and traditional activities;</li> <li>v. regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;</li> <li>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;</li> <li>vii. funding for land-based learning; and</li> <li>viii. funding to facilitate the development and implementation of Ojibway/Cree immersion programming.</li> </ul>	2- Under consideration	<p>The Government of Canada is supportive of this recommendation in principle. 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>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education, including for First Nations students in Ontario. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success.</p> <p>Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada.</p> <p>The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded.</p>
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</p>	1A- Recommendation will be implemented	<p>In support of First Nations control of First Nations education and wellness, the Government of Canada is 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>Based on requests by First Nations organizations in northern Ontario, INAC has mobilized funding in 2016-2017 and 2017-2018 through the Education Partnerships Program for a range of partnership initiatives, some of which directly supports actions that respond to Inquest recommendations.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	<p>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; andix. provision of healthy meals during school hours.</p>		<p>In 2016/17, \$454,578 (approx.) of the total INAC's Education Partnership Program funding was provided to NAN for Inquest specific supports, such as:</p> <ul style="list-style-type: none"> <li>• On-call trainers training: \$19,300</li> <li>• NAN Inquest Coordination: \$62,000</li> <li>• Youth outreach and extracurricular strategy: \$100,000</li> <li>• Student safety and student database: \$18,000</li> <li>• Student orientations: \$30,000</li> <li>• Counselling Inter-agency Table: \$149,000</li> <li>• Tutoring Programs: \$22,500</li> </ul> <p>Similar activities will be funded in 2017-18 through the EPP funding to NAN. Funding allocations as of June 2017 are still to be finalized and are therefore not available.</p> <p>Through the New Paths for Education Program Matawa First Nation Management were provided approximately \$400,000 in supports. A portion of this funding was to support mental health and cultural workers in support of the Matawa Learning Centre students. In 2017-2018, Matawa First Nation Management will receive funding to support mental health and cultural workers, as well as support for an outdoor canoe expedition, an outdoor credit leadership course, and for language retention activities.</p> <p>Beginning in 2016-17. First Nation organizations in Ontario are receiving new funding to acquire guidance and counselling services and expertise. This funding was designed to support students in elementary and secondary programs to help them remain in school through to secondary graduation, and assist them in preparing for employment and post-secondary options.</p> <p>The Government of Canada is committed to working with education organizations, provincial ministries and First Nation partners to support the provision of mental health services in schools for September 2017, as well as to ensure that new services are connected to a broader system of supports for youth attending school away from home. There are a number of initiatives underway that facilitate improved access to mental health services and supports for students attending school in Thunder Bay, including addressing gaps in services through Jordan's Principle group requests,</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>increasing the number of mental wellness teams and crisis supports available to First Nations, and the development of a suicide prevention strategy for Nishnawbe Aski Nation.</p>
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"> <li>i. adequate annual/monthly allowances to be provided to students for their recreational and personal needs;</li> <li>ii. adequate annual/monthly clothing allowances to be provided to students;</li> <li>iii. adequate annual/monthly tutoring allowances to be provided to students;</li> <li>iv. after-school activities co-ordinators;</li> <li>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;</li> <li>vi. lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students;</li> <li>vii. individual tutoring as required;</li> <li>viii. travel to other cities in Ontario and Canada;</li> <li>and ix. fishing trips/camping trips.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>As a fundamental part of reconciliation and the renewal of relationships with Indigenous Peoples, the Government of Canada is committed to a holistic approach to improving First Nation education and working with First Nations to develop and implement a new fiscal relationship. In efforts to achieve this, the Government lifted the 2% funding cap for First Nation programs and is actively working to establish a new fiscal relationship. With the signing of a Memorandum of Understanding in July 2016, the Government has formally established a process with the Assembly of First Nations and will work to eliminate disparities and inequities in the socioeconomic gap between First Nations and other Canadians.</p> <p>To determine a new long-term fiscal relationship, the Government is engaging in consultations with First Nations. On July 12, 2016, a MOU between the AFN and INAC was signed to undertake the design of a new fiscal relationship through the establishment of a Joint Committee.</p> <p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada. The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. I am also pleased to hear of the renewed discussions between the Nishnawbe Aski Nation and the Government of Canada regarding the Nishnawbe Aski Nation vision of education self-government.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			As well, the Department is working with Nishnawbe Aski Nation to partner on a review of the supports to students who are living in boarding homes while completing their studies to ensure students leaving their communities to attend school are housed in safe, supportive homes.
68	<p>In order to allow First Nations students to maintain family and social connections while they attend secondary school in Thunder Bay, in consultation with NNEC, KO, MLC, and community education counsellors, determine the appropriate frequency and required level of funding for travel of students between their home communities and Thunder Bay as well as funding for communication between students and their home communities. Consideration should include:</p> <ul style="list-style-type: none"> <li>i. at a minimum, travel during the school year in the fall, at Christmas, and at Spring Break;</li> <li>ii. travel of students for community celebrations or emergencies;</li> <li>iii. travel of parents or caregivers to Thunder Bay in case of emergency;</li> <li>iv. supply or funding for students to have regular computer or telephone access with their families and home communities; and</li> <li>v. investment or increase in technology at schools to allow students to communicate</li> </ul>	1 - Recommendation has been implemented	Through Budget 2017, new investments in First Nation elementary and secondary education include \$58.1 million in 2016–2017 and \$136.4 million in 2017–2018 in new resources specifically for Ontario First Nation students. 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. These investments include specific new funding to double the number of trips home for students during the school year and increases to the monthly accommodation rates for students in boarding homes, as well as supporting all First Nation schools to retain crucial guidance and counselling services for their students.
69	<p>In order to promote and preserve the connection between students, their families and to help ensure student safety, amend current policies to ensure that any parent or legal guardian who moves away from their home community to live with their child/children while the child/children attend secondary school will meet the definition of “boarding parent” and will be entitled to receive the same stipend as a boarding parent.</p>	1 - Recommendation has been implemented	INAC policies has 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.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
70	<p>In order to provide all First Nations students living in Thunder Bay with reasonable travel time and safe transportation to school and access to all extracurricular activities, in consultation with NNEC, KO, DFCHS, and MLC, conduct an assessment of funding required to ensure that DFCHS and MLC students have access to reasonable transportation while attending school or extracurricular activities. Funding should be adequate to cover: i. the purchase or lease of vehicles to transport students; ii. the appropriate number of qualified drivers to operate such vehicles; iii. insurance for vehicles; iv. maintenance and operating costs for vehicles; and v. the assessment of the feasibility of using a local school bus company.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>
71	<p>In order to ensure that any special needs or supports required for First Nations students are identified and addressed while attending secondary school in Thunder Bay, ensure that funding and resources are in place upon arrival of students in Thunder Bay to identify:</p> <ul style="list-style-type: none"> <li>i. special education needs;</li> <li>ii. substance and/or alcohol abuse issues;</li> <li>iii. mental health issues; and</li> <li>iv. any other supports required, including gaps in academic achievements that require additional supports</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle and is working with Education Organizations to begin to improve access to assessments through Jordan's Principle group requests, as well as existing and new investment.</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 are working with them to support those priorities.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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"> <li>i. convene a meeting with each student, their parents, their boarding parents and prime workers prior to the student's arrival at high school;</li> <li>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;</li> <li>iii. convene monthly check-ins between each student, their parents, the boarding parents and prime workers after the student has begun school; and</li> <li>iv. ensure timely reports to parents and/or education authorities regarding concerns</li> </ul>	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</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 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>	1A - Recommendation will be implemented	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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"> <li>i. determine the appropriate level of funding for boarding parents; and</li> <li>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.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Department is working with Nishnawbe Aski Nation to partner on a review of the supports to students who are living in boarding homes while completing their studies to ensure students leaving their communities to attend school are housed in safe, supportive homes.</p>



Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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"> <li>i. minimum standards for all boarding homes;</li> <li>ii. standardized screening and vetting of boarding home applicants, including: <ul style="list-style-type: none"> <li>a. monthly visits and scheduled inspections;</li> <li>b. criminal record checks for all residents aged 18 years and over and updates of criminal record checks on an annual basis;</li> <li>c. mandatory completion of training, including first aid training and management and care of intoxicated students;</li> <li>d. demonstration of financial stability;</li> <li>e. standardized contract including: <ul style="list-style-type: none"> <li>27</li> <li>• provisions that clearly outline expectations of boarding parents, including regular communication with student support or prime workers and parents/guardians;</li> <li>• provisions that clearly outline conduct that will result in termination; and</li> <li>• provision in contract for unannounced visits as may be deemed necessary and at the discretion of the school</li> </ul> </li> </ul> </li> <li>iii. minimum standards for written policies and procedures relating to screening and approval of boarding parents and homes.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Department is working with Nishnawbe Aski Nation to partner on a review of the supports to students who are living in boarding homes while completing their studies to ensure students leaving their communities to attend school are housed in safe, supportive homes.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
82	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.	1A - Recommendation will be implemented	The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.
84	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.	1A - Recommendation will be implemented	Canada and Ontario are working together with First Nations organizations to accelerate joint work on addictions, including identifying solutions to existing gaps as well as pursuing opportunities for joint funding of treatment centres.  In addition to strengthening a more coordinated system of care with the province for the treatment of addictions, the Government of Canada continues to advance a number of key initiatives on the community based prevention and treatment programs it funds in First Nation communities. The recent review of the National Native Alcohol and Drug Addiction program (NNADAP), identified investments required to provide adequate funding levels for sustainable addiction programming for both treatment centres and community-based supports. Following the success of the Suboxone Pilot Project at the Dennis Franklin Cromarty school, which provided integrated treatment and supportive care to students. The Government of Canada is open to exploring these and other priority issues at trilateral tables in collaboration with education organizations, provincial government and federal departments.
87	In order to ensure continuity of care and increased prospect (where desired) of a return to Thunder Bay for those students who are sent back due to health and safety concerns, make all efforts to ensure that community supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home	1A - Recommendation will be implemented	The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
	community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.		
89	<p>In order to ensure continuity of care for First Nations students while in Thunder Bay:</p> <ul style="list-style-type: none"> <li>i. review existing policies with regard to providing health services to First Nations students attending high school off-reserve;</li> <li>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;</li> <li>iii. provide additional funding for NNADAP programs;</li> <li>iv. fund aftercare programs for First Nations youth leaving addictions treatment programs; and</li> <li>v. create and implement policy that allows health authorities to make decisions regarding medical transport in an efficient and timely manner</li> </ul>	1A - Recommendation will be implemented	<p>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>Health Canada and the Ontario Ministry of Health and Long-Term Care (MOHLTC) have a shared commitment to the implementation of electronic medical/health records. To date there are 28 communities in NAN territory that have access to some type of EMR. Full implementation, as outlined in the recommendation, is a longer term initiative requiring changes to privacy legislation for which we have a plan and the cooperation of the province to address.</p> <p>There are a number of initiatives underway that facilitate improved access to mental health services and supports for students attending school in Thunder Bay, including addressing gaps in services through Jordan's Principle group requests, increasing the number of mental wellness teams and crisis supports available to First Nations, and the development of a suicide prevention strategy for Nishnawbe Aski Nation.</p> <p>With regards to the recommendations on issues of addiction, aftercare and treatment, the Government of Canada is aware that there is a need for changes to the current system of supports, including better alignment with provincial services. Canada and Ontario are working together with First Nations organizations to accelerate joint work on addictions, including identifying solutions to existing gaps as well as pursuing opportunities for joint funding of treatment centres.</p> <p>In addition to strengthening a more coordinated system of care with the province for the treatment of addictions, the Government of Canada continues to advance a number of key initiatives on the</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
			<p>community based prevention and treatment programs it funds in First Nation communities.</p> <p>Health Canada continues to work toward improving the medical transportation processes. Efforts are currently underway, working with established FN service delivery organizations, to establish 24/7 (expanded to outside working hours) telephone support for NIHB travellers. Once approved, it is intended that these organizations will have the authority to set up hotel accommodation and meals to ensure the safety of clients afterhours. There is an opportunity through this process to discuss solutions to some of the concerns raised by education organizations regarding emergency transportation.</p>
90	<p>In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve, and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO, and MLC, with the support of Canada and NAN, should consider creating a special seat on their Boards of Directors for a youth representative who is a student or former student of DFCHS or MLC under the age of 25. Canada should provide the funding for any costs associated with this position.</p>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>
98	<p>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</p>	<p>1A - Recommendation will be implemented</p>	<p>A working group has been struck, terms of reference drafted and work has commenced under the leadership of Kuhkenah Network (KNET) to offer services in DFCHS and MLC starting fall 2017.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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 in principle. 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 and when they are ready to discuss this issue, Canada is committed to participating.</p>
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>1A - Recommendation will be implemented</p>	<p>The Government of Canada is supportive of this recommendation in principle. 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 are working with them to support those priorities.</p>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
136	<p>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"> <li>i. develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians (CTA#7);</li> <li>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);</li> <li>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);</li> <li>iv. draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10): <ul style="list-style-type: none"> <li>a. providing sufficient funding to close identified educational achievement gaps within one generation;</li> <li>b. improving education attainment levels and success rates;</li> <li>c. developing culturally appropriate curricula;</li> <li>d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;</li> <li>e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;</li> <li>f. enabling parents to fully participate in the education of their children;</li> <li>g. respecting and honouring Treaty relationships;</li> <li>h. providing adequate funding to end the backlog of</li> </ul> </li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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:</p> <p>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);</p> <p>ii. call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services (CTA#19); and</p> <p>iii. in order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).</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. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
138	<p>In order to assess progress in the areas of education and health of First Nations youth, we support and endorse Recommendation 55 of the Truth and Reconciliation Commission's Calls to Action that calls upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:</p> <ul style="list-style-type: none"> <li>i. comparative funding for the education of First Nations children on and off reserves;</li> <li>ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and</li> <li>iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</li> </ul>	<p>1A - Recommendation will be implemented</p>	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of 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>



Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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>1A - Recommendation will be implemented</p>	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of 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>

Recommendation #	Summary of Recommendation	OCC Response Code	Organizational Action
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"> <li>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;</li> <li>ii. provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;</li> <li>iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and</li> <li>iv. establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</li> </ul>	1A - Recommendation will be implemented	<p>The Government of Canada continues to be committed to a renewed nation-to-nation relationship with Indigenous peoples based on recognition of rights, respect, co-operation and partnership. The Government of Canada will work closely with provinces, territories, First Nations, the Métis Nation, Inuit groups and church entities to implement recommendations of the TRC and further reconciliation to the benefit of all Canadians. This will include the implementation of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>The Government of Canada also recognizes that true reconciliation goes beyond the scope of the Commission's recommendations. The Government of Canada will work with leaders of First Nations, the Métis Nation, Inuit, provinces, parties to the Indian Residential School Settlement Agreement, and other key partners, to design a national engagement strategy for developing and implementing a national reconciliation framework, informed by the Truth and Reconciliation Commission's recommendations.</p> <p>Minister Philpott, Minister Hoskins, and Grand Chief Alvin Fiddler have also formalized their commitment to transformative change by signing the Charter of 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>
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</p>	2- Under consideration	<p>The Inquest highlighted a number of broad "structural issues" related to the Government of Canada's relationship with and support to First Nation communities. Many of these recommendations are consistent with the commitments made by the Government. Budget 2016 provided \$8.4 billion over five years, which included investments in elementary and secondary education, child and family services, and on-reserve infrastructure in order to improve the socioeconomic conditions of Indigenous Peoples and their communities and bring about transformational change. This included substantial new investments in elementary and secondary education, totaling \$2.6 billion over five</p>

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	<p>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>years. These investments are providing increased funding for the delivery of instructional services, as well as unprecedented additional investments in language and cultural programming, literacy and numeracy programs, and special needs education, and a further \$969.4 million over five years is being invested in First Nations for education infrastructure on reserve.</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>Working to ensure that Indigenous students have the same opportunities for success as other Canadian students means ensuring that Indigenous high school graduates can access post-secondary education. Budget 2017 proposes to increase funding for the Post-Secondary Student Support Program by \$90 million, in order to provide financial assistance to more than 4,600 students over a two-year period. As part of Budget 2017, the Government of Canada will also undertake a comprehensive and collaborative review of all current federal programs with Indigenous partners to ensure that these programs meet the needs of students who wish to pursue post-secondary education.</p> <p>The Government of Canada is working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the</p>

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			<p>Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada. The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. I am also pleased to hear of the renewed discussions between the Nishnawbe Aski Nation and the Government of Canada regarding the Nishnawbe Aski Nation vision of education self-government.</p> <p>The Government of Canada is also working closely with the Assembly of First Nations, the Chiefs Committee on Education, and the National Indian Education Council to undertake an inclusive and comprehensive engagement process aimed at developing recommendations for strengthening First Nation education. This process has included support for community-level discussions led by First Nation organizations that are providing parents and community members with the opportunity to share their views on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. Northern Ontario First Nations have received funding to hold these community-level discussions and First Nation representatives from northern Ontario are actively involved in the series of joint technical task teams that have been established by the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous and Northern Affairs Canada. The Department is also working with Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. I am also pleased to hear of the renewed discussions between the Nishnawbe Aski Nation and the Government of Canada regarding the Nishnawbe Aski Nation vision of education self-government.</p>